

“Everything you always wanted to know about Inclusion – and how to...”

Involve young people with a disability!

Inclusion
Colleague Support Group
Reykjavik, Iceland
18-21 November 2009
www.SALTO-YOUTH.net/...
...InclusionColleagueSupportGroups/



A collection of **great ideas** from NA Inclusion Officers about:

- ☆ How to **understand** disability? How to frame it into history?
- ☆ What is **intersectionality** and how to link it with this topic?
- ☆ What is a **supportive approach**?
- ☆ What are the possible **challenges and obstacles** for your NA when involving young people with disabilities into YIA?

Started in 2008 and been welcomed as a good practice to support the inclusion work of NA-s, SALTO RC Inclusion continues with Inclusion Colleague Support Groups also in 2009. Young people with disabilities is a **European priority topic in 2009**. Although it is not for the first time this target group has a specific European priority focus, it is very needed to provide them with the necessary attention and efforts.

„**We have nothing against theory. The problem is the practice**“ - was the sentence said by one of the colleagues in one of the discussions during the colleague support group. Although it provoked laugh as first reaction, it was in many cases confirmed in different discussions, also when identifying the possibilities of YIA to work towards inclusion of young people with disabilities, many obstacles and limits were identified.

Who was there?

(meaning – who can you contact for more information?)

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Note: All photos used in this report are either from the Colleague Support Group in Iceland, November 2009 or used during its programme parts.



Table of Content

• Who was there?	2
Presentation of participants	4
Expectations and programme	6
• Expectations of participants	6
• Programme	8
• Action plans.....	9
Setting the scene	10
• Definitions & terms.....	10
• A little bit of history	11
Snapshots of reality: national situations of young people with disabilities ..	13
• Start from exploring the issue and mapping the situation.....	13
Supportive approach	18
• Intersectionality	18
• The game.....	19
Case studies of YiA situations.....	24
Some inspiring inclusion resources	33
• Summer tandem	33
• Imre	34
Action plans – getting into concrete actions	36
K A T Ch method of evaluation	38
• What can SALTO Inclusion do for you?	39
Where do the Inclusion Colleague Support Groups come from?	40
• What are the Colleague Support Groups	40

Presentation of participants

There was a round of introductions of colleagues (and traditions from different countries, related to this festive season, which was chosen as the topic for the Colleague Support Group but in following only the work-related info as presented by colleagues is documented).

Gilles FR

Started working for French NA in 1996, when working for the pilot action of EVS, afterwards was involved in some other activities in youth field, incl. national programme of youth initiatives etc. Since 2006 back in NA, now working with TCP, Youthpass, inclusion.

Eva IS

Working in NA since May 2007, now responsible for inclusion, Youthpass, actions 2 and 4.3. It is a small agency, so it is normal to have many areas of responsibility.

Vlad RO

There is a new NA in Romania since 2007, he is working with action 1.2 but also is inclusion and cultural diversity officer and supporting in some other areas, like f.ex. accreditation of EVS.

Ellen SE

Working for two years in NA, with EVS, Training and networking projects 4.3 and 3.1 and soon will be replacing a colleague working on reporting.

Einar NO

Working in Norwegian NA since June 2009, mainly now working with EVS and also as one of the four inclusion colleagues. Before that he has had a long history in programme network, in Icelandic NA and SALTO SEE.

Layia GR

Working in the programme since „I was very young“ :), now responsible for actions 3, 4 and 5, also as contact person for inclusion and Youthpass.



Hjordur IS

Working 6 weeks in NA, getting used to the whole programme now. This is the first intercultural experience in the YIA network now, although have many previous intercultural experiences before, of studying abroad, travelling etc.

Javier ES

The situation in Spanish NA is different as there is 17 regions (community autonomous) who are responsible for programme - they are all meeting for example, to agree on annual

matters etc. Javier has a long history in the programme as he has been involved since 1988, now being responsible for inclusion for Spanish NA and responsible for EVS in Andalucía.

Anna IS

Started in 2007 in „new“ team of Icelandic NA, now as director of NA and TCP officer, also involved in reporting, statistics etc. Before has been involved in youth field for long time, working in sports field and is really fond of youth field.

Ann

Started to work in BE-FL NA in 1996 for half a year and then again since 2000, as inclusion officer, but also with youth exchanges and initiatives. Having worked in SALTO Inclusion since 2003, she is leaving SALTO Inclusion very soon now and since 2010 will be working to co-ordinate youth-social work in an NGO in Gent, in Belgium.

Ülly

Has a long history in programme network as started to work in EE NA in 1997, have worked with different actions of the programme but also in horizontal tasks and replacing the head of NA. In 2009 has been working in SALTO Inclusion to replace Tony Geudens during his sabbatical year and since beginning of 2010 will be back in Estonian NA.



Expectations and programme

Expectations of participants

These expectations have been harvested from the application form and homework answers:

- To exchange and learn from examples of good practices from other NAs and more in particular from Iceland: examples of activities of the past, on national and international level
- To get to know and share national realities concerning disabled young people
- To understand specific needs of the diversity of young people facing disabilities
- To gain some ideas on how to reach and involve them
- What could be a supportive approach for this specific target group
- To gain fresh perspectives, new ideas and translate it into it's own national and NA reality

Some general concerns and proposals from NA colleagues:

- There is really lot of demands towards NA and often there is too short time to share good practices or respond to other requests. Colleagues are very much willing to share their good practices for inclusion practice folder but please give a bit more time.
- SALTO was requested to see if there would be a possibility to do short summaries of publications (max 2 pages as a summary of main content)? This would help Nas to promote the publications as well as maybe be useful for those who cannot read the entire publications for different reasons (no time, no appropriate language skills etc). BUT: Vlad from RO informed that he is planning to do that and maybe there is a possibility to then share that with whole NA network? It was also informed that several NA-s have translated or are in process to translate inclusion publications (TR, LV, ES, PL etc) and SWE is planning to translate „Working on Work“ publication when it comes out in 2010.
- How to include the „red-line of inclusion“ in all training activities of TCP ? It is a general priority of the programme and should be part of all TCP activities – but how to convince colleagues and trainers and support also trainers competences for that?
- In RO they are developing the approach how to strengthen the inclusion perspective/aspect in all TCP activities. In JINT (where both BE-FL NA for YIA and SALTO but also several national initiatives are hosted) – a general inclusion policy has been



developed for whole institution, which is respected in publications, how the office is accessible etc.

- The format of Colleague Support Groups was once again appreciated – it is easy to join as it is short and effective, „strong“ influence as it is dynamic and work focuses on small group, very practical ending with action plans etc.



Programme

The programme is designed taking into account the above mentioned expectations and the feedback from evaluations of previous Colleague Support Groups.

18th November Wednesday	19th November Thursday	20th November Friday
	8:00 Breakfast	8:00 Breakfast
	09:30 start working Setting the scene: figures, definitions, paradigm shift Snapshot of your reality: what is the general profile of young people facing disabilities in your country	Good practices: presentation by NAs presentation by Salto
	11:00 Coffee break	11:00 Coffee break
	Continue snapshot of your reality Summary Draw conclusions	Continue presentation of good practices
	12:30 Lunch	12:30 Lunch
Arrival at Grand Hotel Reykjavik	Supportive approach: Intersectionality game	Action plans: finalizing and sharing with the other participants
18:00 at Grand Hotel Reykjavik	16:00 Coffee Break	16:00 Coffee Break
Getting to know each other Introduction of SALTO Inclusion 2009 and perspectives of SALTO 2010-2011 Aims and objectives, programme and expectations of CSG	Case study	Evaluation Follow-up by Salto
19:30 Dinner in hotel	19:00 Dinner in hotel	19:00 Dinner out

Action plans

The concept of using an action plan has diverse aims and objectives.

- We want NAs to return with a concrete plan of activities they might succeed in the near future.
- We want the participants to take into account their own national reality and their NA reality. Salto is aware of the multi tasks project officers are dealing with and that in most cases inclusion is only 5 to 10% of one person's task.
- We do not aim for huge activities and objectives. Keep it simple, though realistic and manageable, taking into account the amount of time and money that is available.
- We decide to explain the concept of the action plan in the beginning of the CSG, in order for the participant to elaborate during the sessions.



Setting the scene

Definitions & terms

How are we able/disable to define ability/disability?

► Official classifications, incl.

- "Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Thus disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives."

by WHO (see also No Barriers, No Borders)

- International Classification of Functioning, Disability and Health (ICF) in 2001 & ICF-Children and Youth (CY) in 2007

► Youth field perspective:

- YIA Inclusion Strategy 2007-2013 (COM, 2007)

"Young people that are at a disadvantage compared to their peers because they face one or more of the situations and obstacles mentioned in the non-exhaustive list below. In certain contexts, these situations/obstacles prevent young people from having effective access to formal and non-formal education, trans-national mobility and from participation, active citizenship, empowerment and inclusion in society at large:

Disability - young people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities.

Health problems: young people with chronic health problems, severe illnesses or psychiatric conditions, young people with mental health problems, etc. "

Some figures:

approx 50 million people in European Union (10-15 % of population)

- 1 in 4 Europeans has a family member with disability
- 6 out of 10 know someone who has disability
- 1 out of 2 disabled people has never participated in leisure or sport activities
- 1/3 of disabled people have never travelled abroad or participated in day-excursions

European Disability Forum, <http://www.edf-feph.org>

"97% Europeans think that something should be done to ensure better integration of people with disabilities into society"

European Disability Forum, <http://www.edf-feph.org>

BUT Young people with disabilities -

- ... is not a homogeneous group &
- ... inclusion/exclusion are as relevant issues within this community as also towards/with people without disabilities...

Take a look at the Arctos project : <http://www.youth-sport.net/index.php?id=5425>

A little bit of history

Inclusion practice in Europe has proved that 'a target group based approach' sometimes focuses too much on labelling young people and putting them into boxes, with consequently approaches, instead of putting the focus on the strengths these young people have.

Besides of this, the focus has been put too much on the responsibility of the young person for this situation, instead of the influence and role of society towards young people with fewer opportunities and the obstacles they face.

In time, language, words and labels have changed, and shifted from one to another. Due to research, shifts in scientific and social paradigm's changed the way we name, look and approach obstacles people face.

Since the early sixties, a continuous shift has appeared from a **deficiency paradigm** into a **development paradigm** into a **citizenship paradigm**.



Schematic example of shift in paradigm's concerning 'disabilities':

	Deficiency paradigm	Development paradigm	Citizenship paradigm
Vision on human being	disabilities	abilities	Rights (and duties)
Personal Status	patient	pupil	Citizen
Guidance	Caring and treating	Training and development	Support and coaching
Place	institute	Special services in society	General services in society
Social attitude	segregation	Normalisation/integration	inclusion

Explanation

In the early sixties, the common belief was that people who face disabilities were handicapped, needed to be treated as patients by caring for them in specialised institutes. This created a kind of segregation in which people who face disabilities were put away in institutes, away from 'normal' (norming) society.

Slightly, and due to research on the effects and consequences this way of treating people, the paradigm shifted to the belief that 'handicapped' people also had abilities – were able doing many things. There is nothing wrong with the brain when the person is in a wheelchair, for example. This resulted in integrating special services in society, but still with a focus on a special treatment.

Research proved that treating everybody as equal citizens in society, with similar rights (and duties) guarantees basic human rights for all. A citizen needs support and coaching, regardless facing physical and/or mental disabilities. The result has to be a society in which foreseen services are equally accessible for all citizens, regardless of their background, disabilities, or other obstacles they face. The aim of an **inclusive paradigm or citizenship paradigm or life quality paradigm** is to put a focus on deleting as much as possible obstacles people face - obstacles preventing them taking part in society (and its services) and be treated as equal citizens. So far, this shift is in development.

The shift from one paradigm into another is a continuous change and is hardly to be called 'final.'

For example: one of the main values of the Youth in Action programme is (European) Citizenship, which is an excellent example of the shift in paradigms.

The **discussion** that took place related to presentation:

- The importance of terms and sensitivity around them. These have been changing in times but it is also context-related (different national realities) and also linguistic aspects play a role. The term which is used in some countries, would be very „incorrect“ in some other. For example in France, the term „handicapped“ is used, which would be rather offensive in English language. Also, an example was brought that in Latin America now the term „people with other abilities“ is suggested.
- About paradigm approach, the discussion took place where we really see that YIA positions itself. By the ideals and objectives, probably at the latest, third paradigm (see the table in presentation). But if that is the paradigm for YIA, does that mean that, for example, all EVS projects, should be able to involve people with disabilities? It was admitted that in real life, also in YIA, these paradigms are often mixed, for example, there still exist „closed“ institutions for people with disabilities which are not that supportive to their participation as citizens etc. That is the reality we have to consider as well while working for certain ambition and ideal.

Snapshots of reality: national situations of young people with disabilities

What are the main characteristics when we look at young people with disabilities in these countries?

Start from exploring the issue and mapping the situation

Agnieszka from Poland

General situation

The responsibility for this target group lays between many ministries, there is no one leading ministry but several: education, culture, intern, labour, health,

Statistical research of 2002 shows 16 percent disabled people in society. This percentage is based on a legal status, meaning these people haven't been legally checked as a disabled person. Now there would be more: not only those who are officially recognised as being disabled, but also those who feel disabled. Among this 16 % is 20 % between 16-25 years old.

There is not much discussion on the wording that is used to describe these people. We use the word of disability without discussion. Paradigm shift is on the second level of development paradigm, instead of the inclusive paradigm

In Poland is one big umbrella organisation of disabled people, existing since a long time. Currently the Polish government is running a big campaign towards employers in order to stimulate them to hire disabled people. Also the education field needs to spend more attention to have mixed ability lessons. But it depends a lot on the family: what they decide and how they want to integrate their children. For example: in rural areas it is still common to hide their disabled children because they don't want to show them.

Polish NA: has an inclusion officer, but decided in 2007 every staff member has to give attention to inclusion.

Achievements:

- Has a target group approach. To reach young people with disabilities is not an issue: young people with physical disabilities are the most easy to reach. We also cooperate with trainers who have experience with this target group.
- In 2007 the NA set up a cooperation with Salto EECA: the aim was to include young people with physical disabilities. It resulted in some good projects in Georgia with young people with serious physical disabilities.
- Special Olympics will be hosted in PL in 2011 PL. The organisers are interested into the YiA programme, and we hope to motivate them to host EVS volunteers.
- A big Polish organisation applies under Action of 4.3 and request a lot of money, which is not possible regarding the total budget of this action. They protest but still realise the project with good quality.
The content of the project is about young people who are ambassadors about the YiA programme and explain it themselves.
Challenge to keep them in the programme since they need a lot of support and additional activities. It is not easy to change the attitude of this organisation in order to make them aware that it is not evident they apply for an important part of the total budget. They also have money from the state. But they are used to receive all the money.
- Next week the NA is involved in a big conference for employers on how to use soft

skills through non-formal education.

Javier from Spain

Letter to three magic kings

General situation:

Many young people with disabilities are supported in many ways: institutions, organisations, family,

The most powerful organisation in Spain is the organisation of blind people. They receive funds by organisation of a traditional lottery.

The law is very protective and preventing barriers and obstacles e.g. public institutions need to have 10 percent handicapped people. The obligatory school is integrated, but after this the problems starts for young people with huge and a mix of disabilities: it is difficult for them to find a placement in a school.

These young people need opportunities to gain more autonomy, to feel useful, to know different people. They don't have an idea of EU citizenship, no concept of feeling European.

Achievements:

We have in the NA a working group of 5 people, plus one staff member in Madrid and one in Andalucía (Javier). Maybe 20 % of the staff time is dedicated to inclusion.

We collect many good practices which we have send to Salto Inclusion for the Inclusion Good Practice publication. For example: Action "Youth in the world" with 18 countries (9 European and 9 Latin American countries) with blind and deaf young people.



Gilles from France

Letter to Mr Nicolas S. ☺

Global overview:

Responsible is the ministry of sport and youth, also for disabled young people

Several organisations for each category of handicap

There is no specific organisation responsible of youth work with disabled youth. In France is one big umbrella organisation working with physical handicapped. After the first World

War, there were many handicapped people which were called "invalide" and this term is very much linked with the first World War.

At regional level exist an official organisation who defines the official rate of being handicapped.

There is a law for involving handicapped people in the company: if they do not have staff with a handicap, they have to pay a fine. There are regulations for schools for which it is compulsory to accept young people with 'trisomic' (mongolism): they have to be accepted in every public school, they cannot refuse them.

France has many institutions who take care of handicap youth. But there is a lack of organisations who take care for adults: parents have big difficulties to find a solution when their child has become an adult. A light disability is ok, but for severe disability it is a major problem

The NA:

Since 2004 the NA has organised several activities, including big seminars of 100 people. The publication of the No Barriers No Borders booklet in French will be soon available on their website.

Two national organisation take part in the inclusion working group: one is for blind and other is for mental disabilities

Adice has an agreement for 80 ST EVS: some with schizophrenia or mental problems.

There is a change: we want to stimulate mixed-ability projects – not only projects for disabilities, but mix them. The aim is to increase and involve more handicapped people and projects.

We want to stimulate promoters: why do you not consider to make your project accessible for handicapped people.

The challenge is to communicate and make an accessible website for visual impaired. For example: a DVD with the content read out by someone.

Vlad from Romania

Letter to Mos ALTFEL

General

What is a handicap: loss of opportunities to take part in normal society.

The national authority of handicapped people takes care for these terms/wording. In general it is not such a good thing to call someone handicapped but legally the term "handicapped" is used. The state of deficiency is: light medium and severe handicapped. Statics are often not very appropriate: the percentages of people with disabilities are officially very low and it is explained by biases in statistics and the fact that people do not officially declare themselves as disabled.

The NA

We have an inclusion strategy till 2013 approved by the ministry.

Since 2007 we introduced an inclusion chart as an annex of the project application. This was created to better monitor the inclusion achievements - it was created, inspired by the example of Sweden, introduced in the inclusion colleague support group in Rome.

Einar from Norway

General

Norway has an umbrella organisation with 13 member organisation, who is very inclusive. Meaning: the visibility what is a disability and what not. Members of this organisation are not very visible: it is unclear whether or not this project has participants who are disabled or not?

There is a very strong feeling of inclusion in NO: in general by the media, TV, arts, ... the mentality is very inclusive. Also someone with a disability is working in NA.

The Norwegian NA:

All disabled people are given a priority and this is present in all our meetings, support activities, .. This is communicated all the time in all our activities. But in general for all ypfo, not only young people with disabilities.

In term of projects: mainly group exchanges who were very successful. In general we do not have so many inclusion projects because it is difficult to know if a person is a ypfo. One organisation is member of the selection committee.

Wish list

- It would be nice to have an inclusion officer with a personal follow up by project officers. We have 4 staff members working on inclusion: they all deal with different actions, but have also a small focus on inclusion (inclusion title in their task description). The NA has a task force (4 out of 11) depending on who is interested into the topic.
- In Norway is a lack of inclusion projects in general. The programme is not really accessible: it is survival of the fittest. Going through all this administration is very hard. Usual the strong organisation are able to apply successfully.



Layia from Greece

Letter to Saint Bill

The general situation

The responsibility for disabilities is divided between the ministry of education, culture, health, labour – a mix of ministers working together.

Since long in Greece exists an active association even before the youth programme. They

succeeded to make some major changes in society. In all capital cities are sings in pedestrian area for the blind, accessible for wheel chairs, ...

The NA organised many trainings with these associations.

We increased the number of applications. But they are only granted when it is a good application, not only because we want them to be involved.

Something they successfully managed is that most of their project are mixed projects, meaning blind with seeing participants.

Concerning wishes

To change our mentality in society (in general): everybody must have in mind that by an accident we could be handicapped, we tend to forget this.

Eva and Hjortur from Iceland

Letter to the 13 evil Santa's

Hjortur presents his **sisters perspective** on how things are in Iceland.

The conclusion is not so positive concerning the attitude and how people have expectations to disabled youth. If you do not expect someone to have potential you do not expect something. His sister has to find the motivation in herself to take action.

It should be otherwise and coming from the society instead of from the disabled person.

There is a need to communicate on a peer to peer and from person to person level: respect on a mutual level.

In Iceland is a lack of unity in working with disabled youth. There is an umbrella organisation and we also have a youth council who is not very active. All changes come from within, from the disabled young people themselves. Also women's rights came from the women and not from the society.

This attitude is more disabling them instead of the disability itself. If they work they loos the half of the money they are entitled to. It is better not to work in order not to loose the money.

The NA - Achievements:

We are slowly reaching the group. We have two application A and B projects realized. Some B projects realised.

Challenge: is to find active groups. But they are not very organised. Iceland is a small society and thus have small amount of handicapped people.

Wish

We would like to have more active participants and more A and B projects.

We want better access to disabled youth in order to realise the potential of the programme.

We realise it is important to develop tools for disabled youth to use the programme for e.g. visually impaired young people in order to have access to the information.

Supportive approach

Inclusion is a process, not a product. When is someone included? Is it measurable? Is someone more or less included than someone else?

Inclusion is regarded as an ethical project: it strives for an ideal, inclusive society. Which means a society based on human rights, a society fighting exclusion. This inclusive society is open for all. It's democratic and pluralistic. Inclusion is present in all life domains, such as education, health, free time, employment, housing, welfare, culture, (international) mobility,



Diversity is a key element in an inclusive society. It takes into account differences between individuals in values, attitudes, culture, beliefs, ethnical background, knowledge, skills, life experience, Depending on the context, cross points (intersections) of these differences form our identity.

The theory of diversity is called “**intersectionality**”.

Intersectionality

Intersectionality is regarded as the theory of diversity and is based on the premise that individuals have a **complex mix of identities**, such as religion, race, family, culture, socio-economic status, which influence the way they participate.

The Intersectional approach puts the emphasis on elements people have in common, instead of the differences. The intersectional approach is not emphasising one element, but on the contrary a mix of elements, a mix of identities.

By identification with a certain group, young people can feel part of a group to whom they don't belong from demographic origin.

For example: a young person is in one context/situation a German, in another situation a student, in another context just a young person or a Muslim.

For example: if you work with young women from ethnic minorities, do you approach them as from ethnic minorities, as young women, or just young people in general?

The action of “**naming**” these identities is in itself a **key step** that it leads to a greater understanding of the (positive and negative) impact that the **multiple identities** have on the individual's capacity to participate, on a basis of equality, at all levels of society.



(source: SALTO Empower booklet)




Intersectionality has its roots in the **North American Feminist Movement**, and more specifically the **Black Feminist Movement**, of the 1990's. The concept was first mooted by **Kimberley Crenshaw** and was later mainstreamed into female social justice discourse by Patricia Hill Collins as "an analysis claiming that systems of race, social class, gender, sexuality, ethnicity, nation, and age form mutually constructing features of social organization, which shape Black women's experiences and, in turn, are shaped by Black women". (Collins, P. H. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment* (2nd ed.). NY: Routledge.)

The game

The following overview is used to discuss statements:

Age		Disabilities	
-20	Younger than 20 years old		No physical impairment / Healthy
20-60	Between 20 and 60 years old		Visually impaired / blind
+60	Older than 60 years old		Physically impaired / Wheel chair

Sexual preference		Gender	
	Hetero		Man
	LGBT & Q		Woman

			
			Transgender

Income		Ethnic origin	
0 €	Poverty	Bonjou ~	European
€	Minimum income	Hallo	American
€ €	Middle class	⌋)ΞE)	Asian
€ € €	Higher class	ollaH	Arabic
€ € € €	Upper class		

Statements to discuss

Statement

“People with a disability lack similar rights and opportunities compared with other citizens in our society.”

Question:

- What is your opinion?
- Give some examples of rights and opportunities people with disabilities have/not

Statement

“The amount of participation in society of people with disabilities is determined by the amount of accessibility in society. Every job should be suitable and accessible for every person.”

Question:

- What is your opinion?
- Is your office/house accessible for people with disabilities?

Statement

“Thinking in stereotypes is necessary in our job if we want to keep it manageable”

Question:

- What is your opinion?
- Give some examples of similar clichés

Statement

“Does your organisation aim for diversity?”

Question:

- In what ways yes/no?

Statement

“It is possible to cure transgender people with therapy. It’s easier to change the mind then the body.”

Question:

- What is your opinion?
- Are they ill? Do they need to be cured?

Statement

“Children from ethnic minorities need more support in school.”

Question:

- What is your opinion?

Related to intersectionality approach

- In the light of the introduced approach, it was introduced that there is a kind-of shift of paradigm for SALTO Inclusion to start to work towards intersectionality as approach, for example the work is concentrated on some social phenomena as challenges –



unemployment, poverty etc. And the understanding behind is that a young person can meet this kind of situation or obstacle in different time in his/her life, for different periods, for different reasons. However, it is not to neglect the fact that these obstacles tend to be faced more by certain groups and in many cases it might still be more effective to work with target-group based approach.

- There was a discussion about some resources about intersectionality or multiple identities. For ex. in French there is a good book by Lebanese writer, about multiple identities (more info from Gilles, FR NA).

Comments during the game of intersectionality:

Travelling – for sure for people with visual impairment, it is more challenging to travel. Also for example museums, not all of them are suitable for blind people etc. But at the same time, being of Arab background, in last years, that can be an obstacle to travel to some countries. Also, being a young female, it might a specific obstacle to travel (alone) in some countries.

Going to movies – for example, in the case in the exercise it was that a blind person wants to go to movie. Will she get „enough“ from listening to movie? If you accompany a blind person in movie, could you describe to her/him during the movie what is happening on screen but then, would it disturb others? It is often the case that people with specific disability are married to the person with similar disability and thus they cannot also support (practically) each other in certain situations. Being from middle-class background, the financial obstacles to go to movie seem not to be the case.

From the viewpoint of identity, the perception of disability can also be different for a person him-/herself, depending if the disability has been something they have been born with or it has happened recently etc.

The discussion also touched the aspect where we ourselves could face obstacles to support people with disabilities, for example, supporting a blind person to go around in town (have you really tried it? It is more challenging than it may seem). But at the same time people shared experiences where they have been living together with blind people, for example, and after some time you „do not notice“ the disability anymore. So it is true that often we first notice the disability and then the person.

After this intensive discussion, a very positive moment was shared by Agnieszka from PL NA by referring to video **in YouTube „Happy people dancing on planetary“** - a nice intercultural moment :)



Case studies of YiA situations

Case 1



You have selected a profoundly hearing - and speech-impaired participant from your country to participate in an international training course (7 days, incl. travel), hosted by another NA.

He would need to be accompanied by personal interpreter and unfortunately 2 weeks before the start of the training, it comes out that the interpreter he is usually co-operating with, cannot join him. You have contacted the national association of

sign-language interpreters in your country and were informed that they can provide you with a person suitable for that, even though the whole duration exceeds the normal limits of working hours.

You would need to cover the costs related to interpreter: international travel (400 Euros), fee for 7 days (100 Euros/per day) and all subsistence costs (accommodation and food).

What would you do?

What obstacles and opportunities you see in this situation? How would it be possible to overcome the obstacles (if any)? What questions it raises for you? Whom could you turn to clarify these questions? What support would you/your NA be able to offer in this situation? ...

Discussion

TCP has not that many rules – if there is budget, this is not a problem. Small NAs might have some problems budget wise. Even for a small NA this is not a major problem. Cost effectiveness: hearing impairment, she had her own interpreters with her (two, since it is too difficult for only one). This would have cost appr 3000 euro, which would be too much for the TCP budget.

Try to find other resources, e.g. to consult the NA network: to request the hosting NA for contribution to take on board some costs.

Check several options in order to enable this participant to participant. To negotiate the translation fee with the interpreter.

In your NA? How hard/easy was it to find a sign language translator?

Usually no problem, since the impaired person knows ways to find someone. Generally this is not considered as a major problem, and easy to solve.

However, it is still quite costly. Since he/she would need more than one translator.

In some countries it is not so well developed service and shortage of interpreters: not so easy to find and to book. Also take into account the limit (and maximum) of working hours and the flow of YiA activities.

Example: person in a wheel chair with a guide dog, but the hotel did not accept this. NA searched for another hotel, but together with some participants. This was quite costly.

Sometimes we need to take a difficult decision and take into account the financial situation and the management of the programme, although we try to be as inclusive as possible. There are no general rules, but decisions are more based on common sense and case by case.

There is a TCP manual under construction, the Almanac, which should be ready by Feb 2010.

How far would we like to have rules and guidelines to set the limits for us. Some would prefer no guidelines and look case by case. Others would prefer clear limits.



Case 2

A young enthusiastic youth worker contacts you as she is very motivated to support a group of 4 young people with mental disability to start a youth initiative in local youth club.

She asks you if you could come over to meet the group, present what is a youth initiative and how you/your NA will be able to support the group in developing their project.

What would you do?

What opportunities and obstacles you see in this situation? What questions it raises for you? Whom could you turn to clarify these questions or get support? What support would you/your NA be able to offer?

...

Discussion

We would like to support the enthusiastic youth worker, although there are some obstacles. How would we present the programme? Necessary to consult the youth worker on how to deal with this obstacle.

It is not the question of the rate of mental disability, the focus should be on how to coach and support them (and the youth worker) in reaching their aim.

Taking also into account the legal issues, for example in a youth initiative someone of the young people should be able to sign the contract.

To reflect on what does it really mean in order to understand their situation. The understanding is not according to their age, but the understanding of the "world".

Have you ever been in such a situation?

The official age limit for this kind of people is higher: they can be older than the other participants. The mental age is the general line. It has been a discussion in the network. The legal basis says that people can participate till the age of 30. The COM tends to refer to the legal basis. It is a grey zone. The applicant puts the name of the mental age in the application form.

Officially the COM is not able to say otherwise, but in practice this is a grey zone. This doesn't mean this is illegally. If we would follow this very strictly, then these people will never have the opportunity to participate into YiA.

In a youth initiative: the core group of the youth initiative has to fit the legal basis, but the group around the project could be above 30 years old or below 15 years old. This has not created so far problems with COM or audit.

Support this kind of project takes a lot of time. What kind of support can you provide through the project phase? Do you dedicate time to meet the group? Have training activities?

The coach would be the most important person in this case, and receive extra support from the NA, request extra money for the coaching in the application form.

RO: establish a network for coaches, mentors and multipliers. Those applicants who need someone could choose from the list.

EE: they needed to plan 4 to 5 meetings with the group to explain what a youth initiative is. They were very excited about different things and it needed more time for them to understand what it was about. This means a big time investment of the NA.

PL: but not everybody is able to support a project like this because they have too many applicants, but regional structures and consultants are able to support them. NA will inform the consultant that this group might contact them. When they are under 18 it is obligatory to have a coach.



What about trainers?

RO: network of trainers will be renewed. Places for minorities, experience with disabled young people.

In some countries is a trainers pool. Some NAs have trainers who are more confident to work with disabled young person.

In March there was a meeting for NAs working with trainers: is there a steady trainers pool, do they invest in gaining competences, See the report. The aim is to work as a network and support each other

Case 3



You have been supporting a local youth organisation who wants to send a young person with psychiatric disorder to individual EVS project abroad. Since this is one of the few projects of-a-kind and thus a high priority for your NA, you have been monitoring the process so far: the organisation has been with the volunteer to your office and you are aware of strong support provided in planning phase etc.

For the deadline, the hosting organisation applies in their country and two months later you get a call from the sending organisation (in your country), informing that the application has been rejected in hosting side because „no evidence was provided that this person has disability“.

What would you do?

What questions it raises for you? To whom could you turn to clarify these questions? What opportunities and obstacles you see in this situation? What support would you/your NA be able to provide in this situation? ...

Discussion

It is not legally: you can also apply without a volunteer. Solution could be to have an official diagnose by a doctor but then we have the question of private personal situation and other deontological issues.

In cooperation between NAs there should be level of mutual trust and trust on the knowledge of the other NA.

Inform the partner NA about the context of the organisation and volunteer, even before the deadline. But this is not possible for all NAs, since some work with external advisors and it is not legal to inform them on certain elements of the application. Project officer is even not allowed to check the content, only the formal criteria.

But in the evaluation phase, you need to know the content of

GR: final decision is given by head of NA; have external evaluators

PL: no external evaluators, but the board of members has the final word

FR: have external evaluators and the TCP officer is considered as an external evaluator since he is not responsible for that action.

ES: regional contact person make first check list for the committee of evaluators, for max 5 regions. The regions evaluate the other regions' applications, not their own.

The checklist is not so clear concerning inclusion: one application could have more points and should be granted but is not a priority of the programme. The priority for inclusion projects and another element is the quality of the project. The balance between those two could lead to rejecting an inclusion project.

It is first the quality that is taken into account, secondly if it is an inclusion project or not. Some rejected applicants ask if it is necessary to be disabled in order to be granted or not.... The assessment grid is public. NA is able to make the assessment grid more flexible for inclusion groups: by dedicating more points to inclusion groups. Sometimes we grant projects who have less points when the application is written by a young person with a disability the quality is influenced. Sometimes it is impossible to give higher points.

ES: The quality of the project is one thing, but the priority should be always inclusion. This could be a message towards the COM.

RO:

How to assess the impact of inclusion is a topic that has been discussed also in Salto inclusion. First way is to wait for the COM, second way is to propose solutions to the COM based on practice. If we offer to COM to put a working group on this issue, Salto is willing to support such a working group. On how we assess the impact and to use which criteria. This group could consider to cooperate with the YL steering group.

After the application phase project officers get in contact with the people behind the application in support approach and activities.

Room to manoeuvre the point of inclusion in youth initiatives. It should be considered action by action.

Case 4 - The case-story from your own (your NA) experience, related to inclusion of young people with disabilities?

What happened and what did you do?

What obstacles and opportunities did you meet in this situation? How did you overcome the obstacles? Whom did you get support from? What support did you/your NA offer in this situation? ...

Ellen from SE

A youth exchange to learn to communicate together – through a system where signs are connected to certain pictures. The strong sides of the project were: it was realistic and very

practical approach, had clear objectives and coherent programme with short activities, there was enough support staff.

Another good example is PRAXIS, organisation from Greece co-operating with Sweden, working with various inclusion target groups, incl. youth with disabilities. For example a girl with Down syndrome has been there as EVS volunteer and as she, also other volunteers have had all such strong learning experiences.

There is annual national meeting for organisations working with disabled people in cultural organisations in Sweden. The NA participated in this meeting and ran several workshops to introduce the YIA programme and support better understanding of programme as a tool. The impact so far is that the NA has started to get inquiries from these organisations, so the awareness and interest is clearly there, as first step. Participation of NA-s in such meetings (organised by these networks themselves) was identified as a very good way to expand the regular NA info channels.

Layia from GR

A national seminar organised by NA (under TCP) several years ago, it was a mixed-ability project, (blind and people in wheelchairs and with multiple disabilities) with similar need for accessibility tools. It was a very interesting project because of diversity of disabilities and also perspectives of people who have been living with disabilities from their birth but also with them who have become disabled later in their life. There was a brochure created by participants after the project and the organisations who have participated in that seminar, are still in contact with NA. Also projects have been created by people with visual impairments as a result of this seminar.

Gilles from FR

For information: in Paris, there is a centre of sports, accessible for people with disabilities – this is an opportunity for NA also to host big events, involving people with disabilities.

But some good examples from YIA:

Organisation of young blind people, active in different actions. For example in exchanges for people with mental disabilities, with Spain and Estonia.

Ex-EVS volunteer who wanted to produce a guide for travelling for people with disabilities, as part of Future Capital and youth initiative project (in co-operation with other young people). For example, there is a guide available about Stockholm and Paris (in French). It was also awarded as best youth initiative in Brussels.

ADICE organising EVS projects on centralised level, involving also people with disabilities, like people with psychiatric disorders, mental disabilities, Down syndrome etc.

In France the principle is that short-term EVS is available only for young people with fewer opportunities.

Agnieszka from Poland

In 2007 a partnership-building activity „East-West included“ under TCP was organised. It was based on previous co-operation with Finnish NA, a training for people with various disabilities (blind, deaf people, cerebral paralysis etc) but not directly as follow-up for some organisations. The event was organised in co-operation with SALTO EECA, as also

organisations from Eastern Europe and Caucasus were involved and it was used also to enrich the understanding of volunteering. 30 people from 13 countries, all EECA countries were present. As support material No Barriers, No Borders was translated and published in Russian.

As result there have been projects, for example 2 blind people from Poland went as EVS volunteers to Ukraine. Even if the NA had some doubts about the quality of project, the volunteers themselves gave a very good feedback and evaluation and in any case, the partnership-building activity has shown its quality and positive impact.

Hjortur and Eva from Iceland

In 2008 the NA organised a national meeting for umbrella organisation of disabled people and so far 2 projects have come out as results: multilateral youth exchange in Iceland for young blind people. The project happened and got a very good feedback from participants. However, it came out after the project that the project missed some quality elements from the beginning, like the youth did not really take part in planning of the event (were recruited before the start of exchange) and it was only Scandinavian project (there are another funds available for these projects on national level). The latter provoked the discussion about quality criteria and the fact that in some countries, such practice is allowed – to recruit participants after having applied – and what effect it has on transparency and image of programme implementation, while also recognising the diversity of national realities and richness through that.

Youth initiative - which was started by 19-year old girl in a wheelchair together with 3 other young girls (without disability), they organised a project for 15 girls with different disabilities, at the age of 13-15. It involved several activities like kayaking, active methods etc, but also workshops and meeting with women who are prominent in their field, like minister of education. This has proven to be as one of the outstanding examples of inclusion projects in Iceland by different quality elements.

EVS projects by blind people organisation, for example in 2006 there was a hosting of blind volunteers from Estonia, Finland etc. The project was really good quality and even more spectacular because the main support person was blind himself.

Einar added another example from Hitthusid, an EVS hosting project, from youth center, linking short-term and long-term projects, creating also support among volunteers etc. The organisation is working with different inclusion target groups, incl. Young people with disabilities.

Vlad from RO

As a general comment, dissemination and exploitation of projects is an area which needs further attention in inclusion projects in Romania. That was agreed to be one of the challenging areas by other colleagues.

Youth initiative by Down association „Special Olympics of life“ for approx. 30 people with various disabilities come to participate in activities in day-centre and sports.

Youth democracy project - society of sclerosis multiplex organised a national seminar, they had discussions, workshops, lectures etc. It ended with resolution to support inclusion of people with sclerosis multiplex in Romanian society. Through involvement of high-level politicians the project also got lot of media cover, for example a promo video was presented in national TV as a social campaign which is free of charge in national channel. Vlad also shared the clip with colleagues.

A youth exchange with Moldova, where around 30 people, both visual and hearing impaired, participated in exchange project in Moldova. It was a very interesting project by its methodology as photo and art as tools were used, incl. photos were made by blind people. Also „Photo voice method“ was used where people come to community, learn about challenges in this community and support with awareness raising about this problem in community and helping to bring together different stakeholders to start to solve these problems.

Following the discussion from this example, it came out that participative methods are very popular in Romania and there would be a lot to disseminate and learn to support better use of them also in other countries.

For example, „Non-formal Lab“ is an annual event which is organised by NA, bringing together trainers and others to share innovative approaches. From past edition there is a publication in Romanian.

The discussion continued that in 2010 in August, Romanian NA is planning to organise a similar event again and as result, inclusion-related publication could be produced. The decision was that in next year, when the concept for publication will be ready, Vlad will communicate it (together with price offer how much it would be to translate it into English, in Romania) to the current colleague support group members as there was a decision that NA are willing to contribute to translation costs to make this inclusion related support material also available in English.

Javier from Spain

Introduced:

1) inclusion strategy of Spanish NA: visibility, information, training, dissemination of good practise being corner-stones in that.

2) inclusion specific sub web-site of Spanish NA with different resources, examples for and from inclusion area. It compiles examples of projects, links to publications and other online resources, also from other NA-s. It was highly recognised and appreciated by colleagues.



Long-term and short-term EVS for people with wheel-chair, they studied the situation of mobility obstacles and accessibility in the town, involving local young people.

Local government in Murcia, organised a project, involving people with different abilities.

The discussion followed from presented examples:

- A big challenge is the lack of hosting organisations who are competent to host

volunteers with disabilities. There is a need to make these existing organisations more transparent and accessible because they often tend to work only with partners they know and thus it is hard also for NA-s to support new organisations to start projects and start partnerships. There was discussion if it would be a good idea to organise a specific SOHO? Although in general the colleagues tend to support more mixed-ability projects, the general agreement was that it might be a good idea under TCP for some countries which face the need to bring together potential EVS organisations working with similar target groups and otherwise facing difficulties to start good and trustworthy partnerships.

- Short-term projects: There was a discussion about it because in some countries NA-s are facing the difficulty that short-term applications come from strong organisations, involving active, well-educated young people, going to projects, related to organising festivals etc. Because of that, some NA-s have declared that these type of projects young people with fewer opportunities are the main focus or primary target group.
- Group-projects: There were examples given by different colleagues, for ex. a EVS project in Poland, applied by an organisation for 50 volunteers (both short-term and long-term), mainly for inclusion target groups. But the NA has also acknowledged the challenges in quality management of this project.
- Inclusion projects are so much dependant on personal aspect – in many organisations good projects, depend on specific person and in case he/she is leaving the organisation, the projects are stopped. How can we support that the dissemination and multiplying takes place in organisations? Through training, active support from NA through transition period etc.
- Inclusion specific sub pages of NA web-sites: Spanish web-site was presented by Javier (see above), also it came out that similar specific web-pages (links to inclusion strategy and resources like SALTO Inclusion publications, examples of projects) exist in France and Sweden. And Romania and Belgium-FI are working on it. It was agreed that this is also a very good way to support awareness-raising and collection of resources by NA and through that support also inclusion priority of the programme.

Some inspiring inclusion resources

Summer tandem

Title	“Summer Tandem” a new concept for short term European Voluntary Service projects
Aims & objectives	Improving the accessibility of EVS projects for young people with fewer opportunities : to link a young person with fewer opportunities with a long term volunteer, being a permanent partner in the same EVS hosting project, during summer holiday season. Why? ☆ To rely on existing host organisations with experience in EVS ☆ The presence of a long term EVS volunteer is an extra support for the short term EVS volunteer ☆ To reach young people the summer period is ideal
Target group	☆ The host organization needs to have experience in long term EVS and experience in mentorship within EVS ☆ Preferably a grass-root level organization ; an organization experienced with young people with fewer opportunities
Challenges in this project and how did they overcome them. What approach was particularly successful or very difficult ?	☆ An international training course was organized to find suitable partners and to stimulate the matching of sending and hosting organizations. This wasn't an easy process: not only the profile of the organization and the young person needed to match more or less, but also the timing of the EVS project, the different ways of support from their own National Agency, etc. ☆ This concept was not that easy for National Agencies because it demanded close follow-up by the project officer/inclusion officer. The concept was good, but took place only once because of a lack of time. ☆ A national training was organized by each National Agency in order to address several issues related to the content of the project and the mentorship, exchange of practice. ☆ The project/inclusion officer visited at least once the short term EVS project.
Benefits for * the young people * the youth worker * the organizations * the local community	For the young volunteers themselves, it meant an intensive, but overall positive and enriching experience. Both coming from the same country (was an added value, but not an objective), the language meant a less obstacle for the short term volunteer, being able to express his needs and wishes in a more accurate way. On the other hand, the short term volunteer now understands the advantage of being able to communicate into another language when meeting other cultures. He decided to take English class back

	<p>home.</p> <p>Since the long term volunteer was already active in the project since a few months, it helped the short term volunteer to integrate easier into the small local community: everybody did extra efforts to communicate with him and to overcome physical obstacles linked with his handicap.</p> <p>All these efforts brought to the short term volunteer a new experience, since life in an orphanage is very limited. It gave him the opportunity to discover new skills and competences and make a step forward in his personal life. New opportunities and respect from local inhabitants were a boost for his self esteem. The impact of this project for the short term volunteer was more intense during a shorter period, due to the tandem with the long term volunteer.</p> <p>For the hosting organisation, this concept meant less obstacles in implementing a short term volunteer project:</p> <ul style="list-style-type: none"> ☆ They could rely on their previous experience in EVS, the responsibilities, the importance of setting up a support structure, the impact of EVS, etc. ☆ The presence of a long term volunteer meant an important extra support for the short term EVS volunteer in integrating him in the local community, as a guide in the free-time, as a support person in the work, as she had experienced herself what it meant to live in a new cultural setting, leave friends and family behind. ☆ Linking a short term volunteer to a long term volunteer was an important tool in breaking down the potential stigmatisation of the short-term volunteer, as both volunteers form a kind of 'equal' tandem or pair.
<p>More information</p> <ul style="list-style-type: none"> • SALTO toolbox • National Agency • Website • 	<p>www.salto-youth.net/find-a-tool/264.html</p>

Imre

Name of the tool	Short documentary movie "Imre"
Aim(s)	To promote EVS as a tool in inclusion work with young people with fewer opportunities and to valorise the impact of such projects
Objectives	To follow the story of one young boy Imre (from Estonia) in preparing and participating in short-term EVS project in Spain as a source of inspiration and motivation
Type of target group	People working in youth and inclusion field, also young people

Duration	13 minutes
Material needed	Room and equipment suitable for film watching (DVD)

The movie has been produced as initiative of Estonian National Agency of Youth In Action programme for European Youth Week in 2007 where a DVD "Compilation of values" was produced. The DVD is a tool aimed to raise awareness on main values of YIA programme. In co-operation with young film-makers short-movies in different genres were produced to tackle topics like:

- European awareness and citizenship;
- diversity and inclusion;
- active participation etc.

The DVD includes works from young film-makers on these topics, but also short educational texts (in Estonian and Russian languages) and questions for further reflection on these topics and can thus be used as a tool to tackle these topics with young people in youth centers, schools etc.

The film "Imre" is the only documentary movie on this DVD. The film has been awarded in best documentary category in Theodor Luts Film Days in summer 2007 (the national film contest in Estonia).

The film has been used in numerous cases on national and international level (as it is also subtitled to English). So far we can bring out that as a direct impact from using this film in information and promotion events, trainings etc it creates a very touching, positive and encouraging attitude towards using EVS with young people with special needs.

There have been several cases where social workers tend to hesitate if EVS might really be possible with young people with whom they work due to rather difficult circumstances which these young people face in their life. After seeing this film, many people have said that it really motivates them to try out.

When finalising this DVD we have asked several famous people (actors, pop singers etc) from Estonia to watch these movies and shortly comment them to add their comments to back-cover of the DVD and through that hopefully add some "attraction" for youth towards this DVD.

Following is what Jaan Tätte (a famous writer and actor in Estonia) has said about film "Imre":
"Watching this film makes you happy although it should make you sad. I started to watch this film with my head but in a minute I understood that instead, this should be watched with heart - exactly as the life is lived by Imre, the hero of this film. Imre does not ask himself questions and the film does not ask us questions and it is only good because no one can answer these questions. And the one who thinks he can, is wrong".

The film itself can be found: <http://video.google.com/videoplay?docid=-1230791411413945357&hl=en>

Question: How active was the NA involved in e.g. finding a hosting placement: very intensive, in contact with his institution, Tallinn youth centre where a supportive youth worker is working with Spanish language notice; NA contacted a hosting place in Spain

Action plans – getting into concrete actions

Overview of some of the actions of participating inclusion colleagues as communicated based on their individual Action Plans (of course they also need to be checked with their colleagues, bosses, stakeholders etc):

Norway

1. Develop a website readable for the blind. Needed is software
2. Put info on inclusion on the website. Needed are publications, guides, good practices, inspiring movies, links etc
3. To decide about an inclusion officer (50%) who will be able to follow-up the projects and the activities developed by the NA.
4. To encourage host organisations to host a volunteer along with a long term volunteer.
5. To develop a brochure on inclusion possibilities in the YiA programme with information for young people and organisations.

Iceland

1. To contact organisations working with young people with disabilities and start a long term cooperation, involving trainers
2. To contact organisations and prisons to reach ex-offenders and start a long term cooperation with them in order to involve hem into the YiA programme.
3. To inform disabled young people about the opportunities of the YiA programme, preferably in meetings.
4. Making the homepage of the NA accessible for blind people.



Poland

1. To start/continue the evaluation of the 2006/2007 priorities
 - a. Concerning the profile of the participants to seminars
 - b. What projects were realised?
If not, why? What can be improved?
2. Put examples of good practice on the website.

Greece

1. To organise a national training to include young people with fewer opportunities. To organise a quality selection to reach those participants with a quality profile.
2. To organise a national training for school drop-outs.

- To host an inclusion colleague support group on youth delinquency in June 2010
- As a follow-up of this colleague support group, to host an international training course on youth delinquency.
- To organise national information days on the EU priority topics for 2010 on poverty and inclusion.

Romania

- To organise training and information sessions. To reach this, a common ground in the team is needed in the National Agency.
- To evaluate the current inclusion strategy and defining new indicators for success.
- Developing the adapted inclusion strategy of the NA. To involve the Head of the NA in this process.



France

- Disseminate examples of good practice, adding methodologies with the translation of the SALTO inclusion booklets.
- To improve networking of organisations dealing with several topics. Needed is to gather promoters of projects.
- To improve the communication by adding examples of good practice of disabled young people on the website and the newsletter.
- To organise training of EVS hosting and sending organisations.
- To improve the quality of the follow-up of inclusion projects with young people with disabilities.

MY NEW YEARS PROMISES FOR 2010:
 This is to express that I, D. Macera from France NA, NA, willing to support the inclusion opportunities of young people with disabilities within Youth in Action programme, am thinking and planning to:

Why?	What?	Who?	When?	What next?
Specific objectives of this activity	What exactly is needed to be done? What are the steps?	Which stakeholders will need to be involved? How can you do that?	Timing – when do you think you can start and what is the “end” date?	What is your next first step to realise that?
Disseminate good examples of practice & give methodologies	Achieve translation of SALTO booklets	the Ray out of communication officers	Dec 2009 or January 2010	Finalise checking of translation
Develop networking of organisations active in the topic	Identify all promoters of projects	All officers in the NA & key actors + organisations	1st trimester of 2010	A first look in Y&A book – all with NA Action Officers
Bele Communication	Note how project about disabled people in the website and in communication materials	Communication officer + promoters of projects	1st trimester 2010	A first round in Y&A book – all with NA Action Officers
Training of EVS Sending/Hosting organisations	Reaction of NA	NA officer in charge of EVS projects	All the year 2010 (planned in TCP)	

Good luck with realization of your plans!

Source: Adapted from SALTO's Shaping Inclusion booklet 2007 – pg. 97
 Inclusion Colleague Support Group – November 2009 – theme: Inclusion of young people with disabilities.

K A T Ch method of evaluation

<p>Keep</p> <ul style="list-style-type: none"> • Sharing of realities from national levels, incl. achievements and challenges • Good practices – incl. also difficulties met, so not all good practices have to be „only good“ but also good learning source • Working in groups • Discussion moments • Theoretical inputs • Case-studies • Action plans • Homework is a good inspiration and preparation • Communication between NA staff • Good food and nice working area • Perspectives of SALTO Inclusion, explaining and informing what SALTO has been doing and where SALTO is heading to... • Keep organising CSG in inspiring places – it helps to get inspiration also! 	<p>Add</p> <ul style="list-style-type: none"> • To encourage colleagues more to present also „bad practices“ – to learn from these also • More problem-solving, crisis, maybe to raise our competence on that area • exchange of good practices of DEOR in inclusion projects • Discussion moments • Energisers • More active methods • External experts – to invite them for one session to present and discuss and then maybe to join for dinner • Maybe to add a visit to local organisation? But then it takes time and might not be possible during such short duration • Half-a-day more • More sharing on criterias, assessment of applications etc – (like it was done here based on case studies or otherwise)
<p>Throw Away</p> <ul style="list-style-type: none"> • „Big words“ – when presenting our ideas and plans, to keep realistic (in that sense the action plans and approach taken with these was appreciated) 	<p>Change</p> <ul style="list-style-type: none"> • The involvement of guests during dinner did not really bring additional value because not all participants could talk to guests because of table-setting. Now it was a bit of „missed opportunity“. • More days • To formulate an action plan as a group – what can we do together after to put into practice things we have discussed here? • Not so many lectures, more active learning (case studies, more discussions, role-play, active presentations...)

Some other comments made:

- In general it is great to have this time to think about inclusion. Because back at offices, it is one of the tasks and we do not have enough time for that.
- Tools for online communication among NA-s, to support also that things we discuss in meetings do stay „alive“. Maybe next year the prep info about CSG could be disseminated not by e-mail but in Youthnet, in respective forum? This would also be a help to maybe support that inclusion officers start to use this forum more actively.
- It is very useful that issues related to criteria or applications and other formal aspects are discussed. BUT for decision-making about these issues, the format of colleague support group is not appropriate because most of the network and heads of agencies (who are the ones to decide!) are not involved in that. But the role of CSG in creating space for discussions, giving inspiration for and raising issues which need further addressing in other places and formats, was once again very much appreciated.

What can SALTO Inclusion do for you?

- ☆ SALTO will develop the report of the inclusion colleague support group (the current one you are reading now 😊) and send it around to the participants, all other Inclusion colleagues and document the good ideas on the SALTO website www.salto-youth.net/InclusionSupport/
- ☆ SALTO will check your action plans and give you tailor-made support where needed. SALTO will also take out some ideas for its own work plan to support your inclusion work in the future.
- ☆ SALTO will continue to have more Inclusion Colleague Support Groups regularly on different topics, as this format has proven to be very successful.

Where do the Inclusion Colleague Support Groups come from?

The Inclusion Colleague Support Groups (formerly called 'Intervision') are a **follow-up from the Staff Training for NA Inclusion Officers** organised by SALTO in July 2007 (www.SALTO-YOUTH.net/InclusionStaffTraining/). The NA Inclusion Officers appreciated the possibility they had to meet and discuss how to develop their inclusion work.

The Inclusion Staff Training (2007) focussed mainly on **how to develop an Inclusion Strategy (on the national/NA level)** – and led to the "Shaping Inclusion" booklet which is a manual supporting NAs to develop their national inclusion strategy. (www.SALTO-YOUTH.net/ShapingInclusion/).

The National Agencies' Inclusion Officers felt the need to have **more time to exchange experiences** about how they were approaching inclusion in different countries, and go more into the practical details. That's when the idea was born to bring together a limited number of inclusion colleagues around a specific inclusion topic or practice: e.g. how to select and reach specific target groups, how to involve stakeholders in the inclusion work, etc.

☞ More about the Inclusion Colleague Support Groups at www.SALTO-YOUTH.net/InclusionColleagueSupportGroups/

What are the Colleague Support Groups

Small groups of Inclusion Officers meet peer-to-peer and reflect and support each other regarding common problems, questions, etc. related to inclusion issues on NA level. This process is facilitated and enriched by SALTO Inclusion experience.

General objectives – what you can expect to get out of it

- ☆ The (inclusion) officer will be inspired for the steps to take in order to address the problem or question
- ☆ The (inclusion) officer has considered the usefulness of developing an inclusion strategy
- ☆ The (inclusion) officer was able to exchange experience on inclusion issues with colleagues
- ☆ The (inclusion) officer was able to use the Shaping Inclusion booklet (and other resources) as a tool to move forward/deal with inclusion issues
- ☆ The (inclusion) officer is aware of the support of SALTO Inclusion

Who - profile of participants:

- ☆ Inclusion officers of NAs – the colleagues dealing with inclusion projects and the development AND implementation of the national inclusion strategy
- ☆ NA staff with specific focus/tasks on inclusion of young people with fewer opportunities

- ☆ Officers with different levels of experience – to have fruitful interactions and mutual learning
- ☆ In the ideal case, a maximum of 8 to 10 participants per Colleague Support Group – to allow lots of interaction and in depth discussions
- ☆ The (inclusion) officer is willing to share with colleagues back home – and with other (inclusion) colleagues that were not present
- ☆ SALTO Inclusion can invite (at SALTO's expenses) some NAs or experts with relevant expertise for the topic of the Colleague Support Group

When and where?

Every Inclusion Colleague Support Group has a different composition of participants. Each Colleague Support Groups concentrates on one specific inclusion theme. The participants will be asked to prepare some (home)work beforehand to make most of the 2 days together.

In 2008 there were 3 Colleague Support Groups: about the theme of "target groups" , "how to deal with different stakeholders" and "how to proceed with your inclusion plan". There are 3 Support Groups planned also for 2009. In case your NA would be interested to host one in coming years, please do not hesitate to contact SALTO Inclusion RC.

The **format** looks as follows:

- ☆ day 1 - arrival day (by 16h) – introduction - welcome evening
- ☆ day 2 – full working day
- ☆ day 3 - continue working in the morning - departure after lunch

Finances & practicalities

- ☆ Participating NAs pay their own travel and subsistence costs (food and lodging costs)
- ☆ SALTO pays own travel and subsistence costs (and of any invited experts)

The hosting NA is only asked to cover the venue, and their own participation costs. All other costs will be carried by the participating NAs and SALTO Inclusion. The hosting NA books the accommodation, food and working place.

Follow-up & Support:

The content of each colleague support group will be documented and shared in a practical report: methods, problems, questions, answers, Depending on the specific questions and problems discussed in the Colleague Support Group, SALTO Inclusion will offer tailor-made support (e.g. to deliver tools, training, etc.)

- ☞ For any further questions and suggestions, feel free to contact SALTO Inclusion via inclusion@salto-youth.net

