

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

Get your Inclusion Strategy going!

Inclusion

Colleague Support Group

Roma, Italy

26-28 November 2008

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Education and Culture

In this 3rd Inclusion Colleague Support Group, we focussed on ‘**how to develop and optimise your inclusion strategy**’ and then ‘**how to deal with problems and issues arising in your inclusion work**’.

We start with a little **overview of who was there** at the Inclusion Colleague Support Group in Rome, so that you can liaise with them for more information, to pick their brains and get inspired by their practices. See page 4.

You can also find an overview of the visualisation exercise about which **target groups** the different countries are reaching – and where are the blind spots. Maybe you can do the same? See page 6.

There are some **examples** of approaches of different inclusion colleagues, on how to **approach inclusion in a strategic way**, with each time some questions and reflections for inspiration. See page 12.

And if you don’t **reach some target groups**, then maybe you should check what keeps them from joining, or what would be their interest. See page 16.

As an NA you can then **play on these motivating forces** and help to overcome the obstacles. See page 24.

We also address some **other issues** that the Inclusion Colleagues brought up and wanted to discuss with their peers.

- **Assessment** of inclusion projects – see page 29
- How to work with **peer education** - see page 32

Last but not least we introduce the **action plans** of your inclusion colleagues (page 34), from which you could also get inspiration.

We round off with a 'KATCh'y **evaluation** of the Inclusion Colleague Support Groups (page 36) and a short description of the **concept and format** of the Inclusion Colleague Support Groups (page 38).

Who was there?

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

- ☆ Paavo Pyykkönen (NA Finland) paavo.pyykkonen@cimo.fi
- ☆ Ellen Gosdoun (NA Sweden) ellen.gosdoun@ungdomsstyrelsen.se
- ☆ Petr Syrucek (NA Czech Republic) petrs@mladezvakci.cz
- ☆ Lucia Csajkova (NA Slovakia) csajkova@iuventa.sk
- ☆ Eva Vilhjálmsdóttir (NA Iceland) eva@euf.is
- ☆ Astrid von Jacobs (NA France) vonjacobs@injep.fr
- ☆ Vlad Dumitrescu (NA Romania) vlad.dumitrescu@anpcdefp.ro
- ☆ Melanie Jacobs (NA Austria) melanie.jacobs@iz.or.at
- ☆ Mirella Olivari & colleagues for some parts (NA Italy)
MOlivari@lavoro.gov.it

Organisation

- ☆ Giuseppe Gualtieri (host-NA Italy) GGualtieri@lavoro.gov.it
- ☆ Tony Geudens (SALTO Inclusion) tony@salto-youth.net +32-22.09.07.20
(in 2009 contact Ann Hendriks or Ülly Enn via inclusion@salto-youth.net)

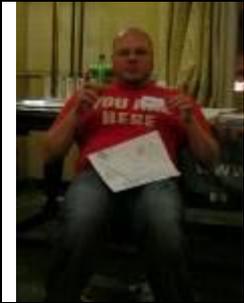
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Different Countries – Different Inclusion Situations

Getting to know each other – draw a metaphor of inclusion and your role and tasks in the National Agency... (only partial transcription – sorry if any mistakes)

	<p>Melanie – Austria <i>“Inclusion is one of the many balls I juggle in my daily work in the NA. I did learn to juggle at some stage, but my limit is 3 balls at the same time. In our NA we have a shared awareness of the importance of inclusion, which is very important. Even though we don’t have an inclusion strategy yet, we do focus currently on Rural Youth and are organising an Inclusion Day next year”</i></p>
	<p>Mirella – Italy <i>“For various reasons there was little focus on inclusion in our NA, but the attention to inclusion has gone up a lot in the last 2 years – as you can see on the graph. The colleagues in the office started to think together on how to move this priority forward and an inclusion strategy is maturing in our minds. So now we only need to put it into writing and into practice”</i></p>
	<p>Astrid – France <i>“I drew a boat representing the National Agency, and inclusion is only part of the wind blowing in the sails. However, besides one general inclusion officer, we also have an inclusion officer per Action. The boat sails on quite different waters in France, where we have a decentralised system and work together with regional correspondents and different levels of local and regional authorities”</i></p>
	<p>Eva – Iceland <i>“I drew a puzzle, and inclusion is only one of 6 pieces of my work-puzzle. I am quite new to the National Agency, so we are looking for inspiration to develop an inclusion strategy, which we don’t have so far. It is difficult in a small country to dedicate much time to inclusion, as we have to do all the other work as well with only a few colleagues”</i></p>
	<p>Vlad – Romania <i>“This is the map of our National Agency with different interlinked continents (priorities) surrounded by seas of paper. One of the small islands is inclusion. We have an inclusion strategy since 2007 only (see further in this document). However the inclusion strategy was rather general and needs to be adapted more to the needs of the beneficiaries”</i></p>

	<p>Ellen – Sweden <i>“I drew different boxes in a bigger frame. I find it important to see the bigger frame, where we are heading with inclusion. Inclusion is only 5% of my time and I definitely see the need to get more time for it. The plan was to develop an inclusion strategy this year (in the limited time) and then start doing some actions and consultations next year”</i></p>
	<p>Paavo – Finland <i>“The little person on my drawing is crushed under the paperwork, but despite the heavy structure, we undertake some actions to move inclusion forward. As I am also the officer for Cultural Diversity, trainers, youthpass etc I can create a coherent approach to these fields because of the overlap. The biggest challenge is to make colleagues think about inclusion in a same way.”</i></p>
	<p>Petr – Czech Republic <i>“My drawing represents someone sitting at a desk with a huge pile of paperwork, but every once in a while he gets out to do other things such as activities about European Citizenship, multicultural understanding and inclusion. We had an inclusion subgroup composed of stakeholders, trainers etc who reflected together with us about which inclusion groups to focus on”</i></p>
	<p>Lucia – Slovakia <i>“I drew a busy bee, because there is lots of work to be done, and inclusion is only one task of many others. There is an inclusion strategy in my head, but not on paper yet. This year we started a long term process targeting Roma youth, involving experts and a consultant from the Roma community, leading to different training activities and support for Roma organisations”</i></p>

- ☞ A common element in most of the presentations was that the colleagues were **overloaded** with other work besides their inclusion tasks. That's why it is important to develop an inclusion strategy with some **ambitious but realistic priorities** – this gives you focus and makes optimal use of your limited time.
- ☞ See the **Shaping Inclusion** booklet for more info on how to come to an inclusion strategy www.salto-youth.net/shapingInclusion/
- ☞ See the report of the Inclusion Colleague Support Group about 'involving stakeholders in your inclusion work' so that you don't have to do it alone – see www.salto-youth.net/InclusionColleagueSupportGroups/

Which target groups do you (not) reach & Why?

Realities are very different in the represented countries – different countries have different difficulties and success in reaching specific target groups.

- ☞ It is important to be conscious about which groups you are reaching and where are your **blind spots** – why are some groups missing?
- ☞ discuss with your colleagues which groups you should (not) target more and why (not).



At the colleague support group we made a pie chart with the inclusion categories from the European Inclusion Strategy – and NA colleagues put a label close to the centre if they were reaching this target group or to the outside of the sectors if they were not reaching them.

Romania

- Quite a lot of projects with minority groups e.g. Hungarian minority, minority seminar,...
- Some projects for youngsters with social problems e.g. – young offenders, in closed centres for minors,...
- Rural youth is the top priority as 60% of Romania is considered rural area
- A nice achievement in the disability field e.g. videoclip on national television about multiple sclerosis project

Finland

- Granted projects with girl houses
- Projects for Sami groups in north Finland
- Reaching out to the Swedish speaking minority

- Special attention to Somali and Russian minorities
- Rural projects – but there are vast areas that don't know the YiA programme exists
- Lots of projects with blind and deaf – less with mental disability
- No LGBT projects so far

Czech republic

- Projects for young people with sensory disability work well
- Work with open youth clubs to reach socio-economic disadvantaged youth – see further
- Next target is to reach young people from work colleges – vocational training.

Italy

- Targeting young people with educational difficulties – works well in action 1, as well as young people with social difficulties and from different cultural backgrounds
- The NA now focuses on projects with young people with a disability and health problems
- Some LGBT projects in action 3.1

Austria

- Cooperation with physical disability organisations – mainly wheelchair users
- Developed a strategy for working with rural youth – cooperation with an Austrian rural youth organisation, next year a TCP training on this topic
- Migrant projects work well: e.g. Turkish, Yugoslav – mostly action 1 – and mainly by mainstream organisation that want to do something for the immigrant youth (not immigrant organisations themselves)
- We reach some socio-economically disadvantaged groups – but more 'by accident'
- Young people in or after vocational training – once they start a job they are lost for the Youth in Action programme

France

- Focus on (sub)urban youth e.g. urban youth seminar www.salto-youth.net/youthandthecity/ in 2007 – accreditation of sending organisations from sub-urban areas who send/host several hundreds of volunteers per year
- Within geographically disadvantaged youth there is a focus on rural youth and projects in/from oversea territories (la Reunion, Guadeloupe,...) – e.g. seminar about access to YiA for these territories (living costs 30% higher – how to compensate?)
- Disability: very few EVS hosting projects are adapted, action 1 more effective
- Inclusion statistics difficult to establish
- Some projects with young people with socio-economic disadvantage
- Ethnic minorities are usually covered under the heading 'suburban youth'

Sweden

- Cooperation and synergies with other units in Ungdomsstyrelsen: national minorities unit and ethnic minorities unit – common information sessions: e.g. for Somali suburban groups with unemployment
- More (sub)urban projects than rural projects
- More projects with young people with a mental disability – not a lot with health problems
- Some professional LGBT organisations are very active across different actions
- Some interesting projects on gender: e.g. volunteers working with organisations involved in safe houses for women victims of gender violence, job-shadowing with women from Azerbaijan, empowerment of ethnic minority women

☞ See also TC E.M.power and the SALTO E.M.power booklet (about empowering Ethnic Minority young women) www.salto-youth.net/TCempower/

Iceland

- In EVS some projects working with mentally ill
- One youth exchange with gay students – they also applied also for other projects afterwards
- Participants from Iceland that went to TC Empower started a group initiative
- Some rural projects – the Icelandic NA wants more EVS hosting in the countryside
- Not lots of projects for unemployed youth

Slovakia

- Some rural youth projects thanks to the network of regional consultants
- People know that the priority is inclusion – so many projects start mentioning that they have social or economic problems
- Strategy to work with roma community – see further
- Projects with disability – thanks to some big experienced organisations – but no newcomers in this field
- There used to be a few projects with Hungarian minorities

Some reflections

☞ Depending on the size of the country there are more or less **local inclusion organisations**. An alternative is to cooperate with **national structures** instead (e.g. disability organisations, open youth clubs, migrant groupings, LGBT youth movements,...).

☞ There is definitely a need to **link into organisations**, networking with them in order to spread info to specific target groups and make them warm for Youth in Action projects

☞ Instead of approving bad applications of inclusion groups you can rather organise a **course on writing better applications** and developing good projects.

- ☞ What about ethnic groups that just want to meet others from the same group in another country? Or do you want to stimulate **cross community projects**? How?

Example from Slovakia – working towards Roma

The **Roma issue** is big in Slovakia – but there were hardly any YiA projects before involving Roma. There was only one Roma NGO that had found its way to the Youth programme. In 2006 the Slovakian NA started cooperation with this NGO and worked together with them on the development of Roma mobility. This active Roma NGO trained other Roma youth workers to set up youth projects and do youth work.

However, after the training cycle, only 1 out of 11 organisations continued youth work and projects after the training finished. The reasons were as follows:

- most Roma organisations are active in specific areas e.g. art, culture, social,... and do not focus on youth specifically.
- They cannot get financial support for their organisation from the YiA programme – so they are not interested in YiA projects – they rather look for other operational funding

The Slovak NA decided to try something new. The NA hired an experienced **Roma expert** from a Roma NGO (paid by NA, from the operational funds). The expert was Roma herself and had lots of contacts with the Roma community = foot in the door. She also had experience in the Youth in Action programme.

One of the **difficulties** was to bring the different Roma groups together (competition between different clans). So the NA targeted people that are working on the organisational level (and transcend the conflicts themselves, because of their professional approach). It is important to work with people that are considered neutral (not linked to one or the other sub-group).

The Slovak NA also hired a **Roma consultant** - from the area where there is a big Roma community living – who acts as a contact point and trainer for Roma projects. Besides this, there are a couple of trainers from the Slovak pool of trainers who are interested in Roma projects and cooperation.

The Slovak NA is now implementing a long term training programme to establish a **pool of young Roma leaders**, community workers and assistants of teachers.

It started with an **information seminar**: about what is Youth in Action, non-formal education, show the added value, its importance, the benefit of YiQ projects for the Roma community. They explained the long term training and invited those Roma leaders to register: 15 people registered.

The **Long Term training** itself consisted of 3 phases:

- 1) Focusing on youth initiatives: project management, coaching,... 4 Roma youth initiatives came out of it

- 2) How to set up youth exchanges: ICL, project management, possibility to visit international projects
- 3) Sending and hosting EVS: How does hosting and sending work, what does it involve, give possibility to Roma to go on EVS

The Youth workers/leaders participating should have experiences already in youth work and projects – and commit to be **multipliers**. They function as tutors for the groups of youngsters.

Most of the projects coming out of this long term training are relative general e.g. on the theme of arts, music etc. But the fact of having their own project gives them a chance to understand that there is **space for change**, for organising their own projects.

☞ How do you avoid that groups abuse the YiA for organising cultural festivals or sports activities with people from the same culture but different countries – and not a real educational programme for change?

- Make sure that they have a **separate programme** (and taking part in the bigger event is secondary)
- Be a bit flexible – but announce the visit – mention that it is important that there is a programme – **clear communication** with the youth workers about the point of the project/yia
- Be clear about the **expectations** of your NA (of the YiA programme) – and what is the idea behind YiA – and about the consequences if they are not complying with the rules (e.g. money back, black list,...)

Example from Czech Republic – open youth clubs

Open youth clubs are NGOs which provide young people with a space where they can spend their free time e.g. playing computer games, music, etc BUT without alcohol and drugs. Most of them are between 13-18 years old.

Also the target groups from **disadvantaged backgrounds** hang out in open youth clubs, so the Czech NA opted to seek cooperation with these open youth clubs. Here are some of the steps:

1. The NA did a mailing (letter campaign) informing the open youth clubs about the idea of cooperation, about how they could benefit from the Youth in Action programme etc – but no reply
2. Next, the NA had a meeting with the state network of youth clubs. The NA presented the possibilities of YiA and asked what kind of links could be made with the open youth clubs. However, the youth clubs didn't seem to care. It seems that they have other concerns, more urgent needs and no interest in all the work (involved in setting up YiA projects) without getting money for the work put into it.
3. The next trial was to involve an experienced trainer that works regularly with open clubs, as a link into the network of open youth clubs

4. The NA also contacted the Czech association of street work, but they said it would be difficult to plan activities together because of the lack of commitment of the young people (volatile)
5. Finally the NA opted to do a training for a small group of open youth centres (some interested youth workers) and the Czech association of street work agreed to be the coordinating organisation (= and get money for the coordination). The aim was to send the youth workers to similar open youth clubs abroad and bring back experiences from other open youth clubs.
6. BUT no one applied (maybe too close to holidays – so the dates were postponed till December 08)
7. In a second step these youth workers could maybe host volunteers in Czech open youth clubs

Obstacles, challenges, learning

- Organisations are looking for **operational money** – YiA is only an extra – not the real thing – not a priority for many organisations
- If money is such a concern, you could show or investigate how they can get co-funding, financing, etc e.g the Flemish national agency developed 'EuroWijzer' (EuroFinder) with information where organisations can find other funding e.g. foundations, sponsoring,...
- Show how you can do projects **without money** or the additional money available in YiA – e.g. money for coach in youth initiatives, exceptional costs etc... Or creative ideas for doing it cheap.
- You could propose a **job-shadowing** with other project organisers– show the youth workers what they might gain from international projects – so that they see the benefit – either for themselves or for the young people they work with
- **Tailor your training offer** to the need of the community – provide somehow something that they are looking for: See it from their perspective – see further page 16
- Make your training offer **look attractive!** Give people a carrot. E.g. Fun evening activities, nice locations, a certificate, etc
- Build up **personal contacts**, do networking,... target specific people for specific reasons – explain them why some would particularly benefit from the activities, give them recognition – they will be a lot more motivated to go along with your proposals and ideas
- **Newsletters and cold mailings** don't work, phoning around works better or follow up your mailings with a call.
- How to follow up and **extract experiences** from people that went to training courses? E.g. organise follow up meetings, involve them in national training, bring ex participants together to share, involve them in info sessions, put it in a contract with the participants before sending them that they should do something with their experience,...

Getting your Inclusion Strategy started!

How do you do it?

Example from Romania

The Romanian inclusion strategy is a 'general one' – it has cross-action elements and principles. There was no specific focus on different actions – the inclusion aims should be integrated across the actions (nevertheless with some specificities).

The Inclusion Strategy was based on a study done by the national authority for youth, under ministry of education and youth – about youngsters in Romania. The starting point of the inclusion strategy were the social, cultural, health issues that young people face nowadays in Romanian society.

The strategy contains 2 parts –

- The 1st part describes the European perspective.
- The 2nd part the Romanian perspective.

The Inclusion Strategy contains clear objectives, choice of target groups, implementation, dissemination of results, monitoring. It also includes a SWOT analysis of the situation of young people in Romania and the Youth in Action programme.

The focus of the 2007 strategy was on school drop outs and rural youth. These groups should be focussed on in each action, but also acknowledging that some actions are more appropriate and useful than others to reach and work with these target groups.

The aims and results so far of the Romanian inclusion strategy were:

- Ensuring a **common vision** amongst the different stakeholders & actors in the field... It was a difficult process to start speaking the same language as others in the field (e.g. governmental structure). We involved the national authorities to make the inclusion strategy carried more widely.
- Supporting the **quantity and quality** of inclusion projects. We did increase the quantity of inclusion projects - but so far we have no **indicators** for good quality inclusion projects – and there is no way to know if the young persons are really young people with fewer opportunities (or just something written on the form, because they suspect that it gives them better chances to get money)
- Making it easier for youth workers to implement inclusion projects in YiA – e.g. through **developing tools** e.g. translating SALTO resources, producing AND disseminating them to relevant networks e.g. via trainers and multipliers.

E.g. the overall website of NA (which also includes other programmes like Leonardo etc) – it needs a part on YiA and its priorities – restructured, clear and to the point – e.g. with an NGO database, info about funding

opportunities for youth projects, European opportunities and resources, make it accessible for disability

E.g. we developed a mailing list to send out targeted information

E.g. organising or sending people through TCP to international training activities – focussing on youth workers in contact with minorities – or promote the training opportunities more directly to the inclusion groups themselves – get more actively in contact with multipliers from the inclusion groups or youth workers working with them

- **Show good practices of inclusion projects** – e.g. in a brochure, on the web,... PDF file and send it around. Can be linked to the monitoring of projects. Gives you a better idea if the projects were inclusion or not.

The Inclusion Strategy needs **continuous redoing – update it regularly** – because it constantly needs to be adapted to changes in society. It can be linked to the experiences made so far in the inclusion projects – make a bridge to the good practices. Integrate the principles from the good practices – adapt to the (new) potential beneficiaries. Get new people-organisations on board.

☞ SALTO Inclusion is currently developing **Good Practice Sheets** for inspiration – you can find them at www.salto-youth.net/ShareInclusionPractice/

Questions and answers

What went well/wrong – solutions & learning

Continuity is needed to move the inclusion strategy forward, it needs **one central coordinator pulling the cart** (not doing all the work!), someone who guides the work-approach towards inclusion of the colleagues responsible for the different actions. Do not do it alone, but organise a working group or experts could support.

Team up the Cultural Diversity, Inclusion & Participation officer – There is lots of potential for cooperation because these topics interact a lot. Or combine these issues in one staff member (like in Finland) which allows to have an integrated approach, good overview, coherent strategies for these different priorities. The issues are anyhow interlinked e.g. participation projects for ethnic minority youth with language problems, poor school achievement, social problems, etc...

There are currently no good or no **common indicators** for good quality inclusion projects – more about this issue in the assessment part on page 29.

Another issue is how do you know if the young persons are really young people with fewer opportunities (and not just a phrase you write or a box you tick in the application form to get funding more easily). This of course also has its influence on the **reliability and validity of any inclusion statistics!**

Some suggestions:

- **train the youth organisations** so that they know what young people with fewer opportunities – so that they know what is behind the inclusion priority – and hopefully they then only describe themselves as an inclusion project when they really are
- do visits to inclusion projects, check on site to see what kind of target groups they are working with, and in which numbers
- add **one or more inclusion questions** in your request for further information (e.g. after formal check) (as in Sweden – they ask for further optional info to help the selection committee judge if it is an inclusion project or not)– or with the letter of reception of application.

Questions asked:

How does their background influence on fewer opportunities of the young person(s). How does the organisation provide extra support in the project for the persons with fewer opportunities. Of course there are issues of confidentiality.

- Be **transparent** on how you assess inclusion projects – and what you base your selection on.

Share good practices and approaches about inclusive websites (websites that are useful for inclusion youth workers). Find out how you can structure best information for stimulating inclusion projects. What can be the entry point for them. Restructure the website according to the perspective of the user (e.g. and not structure of the programme, funding etc). E.g. You want to do this type of project? – and then give info about training, funding etc for setting up such a project.

☞ Send good practices to SALTO for **the Good Practice Sheets** www.salto-youth.net/sharingInclusionPractice/

SALTO Inclusion could make a **one page summary of the SALTO Inclusion for ALL booklets** www.salto-youth.net/InclusionForALL/ – This would make it easier to know what is inside. This would make it easier for NA (and others) to know what is in each booklet, and whether it would be useful to translate the one or the other. Or an interactive powerpoint with what is in the booklet = marketing the booklets – give easier access to booklets... (besides translation)

Translate (some of the) SALTO Inclusion booklets – e.g. Czech NA translated 2, French NA translated all, see www.salto-youth.net/translateinclusionbooklets/ for more information.

Attracting new organisations into the YiA programme is a national priority of many NAs. There needs to be training for them so that they can organise (write) just as good projects as the experienced old beneficiaries. You probably need to go out to new organisations, contact them directly, personally, organise on demand trainings. (e.g. good for new comers, rural areas etc) – like the Finnish example

There is a separate part on the French NA website <http://www.injep.fr/-Inclusion-.html> about inclusion, with all background texts, references,

resources and tools, research, good practices, links to websites, activities, contact persons, etc. This makes it easier for inclusion workers to have an overview of all the resources available to them.

How to make an inclusion strategy

The Shaping Inclusion booklet gives you a step by step overview of how to create an inclusion strategy - see www.salto-youth.net/shapinginclusion/



- It is important to link your Inclusion Strategy into the TCP **planning** work – make links between your inclusion and ‘general’ efforts- integrate an inclusion component in your other activities.
- Priorities probably don’t get achieved in one year. It is a good idea to do some longer term thinking and spread your actions over more than one year
- Sustainability – there is a lot of turnover in youth or inclusion organisations, so plan regular capacity-building for newcomers, so that they also get a grip of international mobility projects
- Draw up an action plan in which you approach different target groups step by step – make the different steps concrete and realistic = SMART (Specific, Measurable, Achievable, Realistic/relevant, limited in Time)

What is in it for them? – look at it from the other side!

Why (not) would youth workers do an international project with their young people with fewer opportunities? – Why (not) would young people with fewer opportunities participate in an international project?

Once you have decided your '**inclusion target group(s)**' that you want to focus on, you need to get to know them. What would attract them (the Young People and the Youth Workers) to the YiA programme, and what would keep them away from going YiA.

☞ **This is an important exercise – because it allows you to inform and adapt your strategy for reaching this target group!**

We had a brainstorm at the Inclusion Colleague Support Group and came up with the following sexy and boring arguments in favour or against doing a YiA project – for the **young people**, youth workers and your NA colleagues (or multiplier networks that work for you).

Young people from inclusion group

Why an international project?	Why not?
<ul style="list-style-type: none"> • Learning a language (EVS) • Learning long term planning • Raise self confidence • Have fun • Travel (for free) • Meet new people, make new friends • New perception of personal identity • Ambassador of their own country • Personal empowerment • Develop own initiatives • Do your own thing, own projects – we want to do something • Show the benefits, experience 	<ul style="list-style-type: none"> • Language barriers • Lack of motivation or skills for long term planning • Lack of self esteem • Lack of good experiences – what is this programme?? • Lack of coaching, someone leading them, support you with application • Lack of motivator supporter – practically and emotionally • Cultural barriers • Parents don't let you • Identity • Economic reasons – no money • Institutional barriers – town doesn't find it important • Not wanting to leave partner, friends • Accessibility or not? (disability) • Physical and mental limits

From the Inclusion Colleague Support Group in June:

Oh – yeah! I like it...	Pff – No way José !
<p>Basic needs</p> <ul style="list-style-type: none"> ☞ have a roof above my head, a bed to sleep in, first time ever in a hotel ☞ get food, go and eat in a restaurant ☞ cheap cigarettes, booze,... 	<p>Basic needs</p> <ul style="list-style-type: none"> ☞ I don't have money, can't afford it ☞ I don't have appropriate clothes ☞ Don't feel like strange food, is the food halal/kasher, etc ☞ Will there be time & respect for praying
<p>Travel</p> <ul style="list-style-type: none"> ☞ first time abroad, holiday ☞ cheap/free travel 	<p>Travel</p> <ul style="list-style-type: none"> ☞ I don't have a passport, I won't get a visa ☞ Accessibility (for reduced mobility, disability), is all adapted to my needs
<p>Minority-Majority</p> <ul style="list-style-type: none"> ☞ I'll be in the majority if the project brings together minorities – we can do our thing 	<p>Needed at home</p> <ul style="list-style-type: none"> ☞ I can't get holidays of my job ☞ Parents don't let me go, they don't support me ☞ I need to take care of my younger siblings
<p>Escape</p> <ul style="list-style-type: none"> ☞ start all over, people don't know my past (problems) ☞ get away from the problems, take a break 	<p>Scared of the unknown</p> <ul style="list-style-type: none"> ☞ meeting new people ☞ strangers ☞ different food, language etc ☞ already enough problems as it is – so why do a project on top of that
<p>Prestige</p> <ul style="list-style-type: none"> ☞ I can show off that I go/went abroad, special ☞ Travelling is cool ☞ I can show others how we are doing things in my country (ambassador role) 	<p>Reputation</p> <ul style="list-style-type: none"> ☞ doing a 'youth project' is not cool ☞ being too much involved with youth worker or organisation gives bad image
<p>Interesting topic</p> <ul style="list-style-type: none"> ☞ I like the topic of the project (music, sport, hip-hop, etc) ☞ I've got nothing else to do ☞ Liberal approach to alcohol, weed, etc abroad 	<p>Limited life-world</p> <ul style="list-style-type: none"> ☞ international is nothing for me ☞ not interested ☞ unknown = unloved

Social <ul style="list-style-type: none"> ☞ new friends, potential boy/girlfriend ☞ Nice to meet like-minded people ☞ Great to be part of the gang (feeling of belonging, group feeling) ☞ Let's have fun, have a good time 	Social <ul style="list-style-type: none"> ☞ I only want to be with the people I know (fear of rejection) ☞ why should I talk to strangers, I don't trust them ☞ I don't wanna leave my partner behind ☞ I am ashamed to show my lousy situation ☞ what's the catch, is there a hidden agenda?
Get something <ul style="list-style-type: none"> ☞ t-shirt, gadgets ☞ travel and activities for free 	Low Self-esteem <ul style="list-style-type: none"> ☞ I don't dare to go abroad with a group ☞ I'm scared to meet strangers ☞ I don't speak English
...	...

Youth Workers working with inclusion group

Why an international project?	Why not?
<ul style="list-style-type: none"> • Personal benefits for youth worker • Benefit for their client – it is a good method • Extra funding coming in • New learning, new experience • Put in my CV • Satisfaction – personal and professional • Creation of new networks, international cooperation • Better status – wow – on political level – be taken more serious • Good example of interesting youth work - satisfaction • Knowledge about European priorities, practice in project writing • Organisation is more attractive for young people because international offer • Have fun • Exchange of good practice – new inspiration – new methods – looking over the hedge • For client: personal development • New language skills, planning skills,... 	<ul style="list-style-type: none"> • Lack of money and time • Lack of imagination – stuck in same work – we are already doing it ok • My young people wont want to do it or would not be interested • Fear of responsibility (money etc) • Lack of support of colleagues, board, org • Lack of positive examples • Isolation – no network – I am alone • Lack of know-how how to write the project • Fear of different languages and cultures (older youth worker or local) • Lack of language skills • Fear of high costs and low funding • Funding is not enough • Lack of interest in international issues – not priority • EU scepticism – bad reputation of EU programmes (lots of work, long delays..) • Negative experiences or stories of others – gossip

- Previous rejected project

For **youth workers** the positive and negative arguments towards doing a Youth in Action project look as follows (from June 08 inclusion colleague Support Group - Brussels):

Interesting opportunity	Difficult to sell it
<p>I can gain new skills & competences</p> <ul style="list-style-type: none"> ☞ language skills ☞ intercultural learning ☞ project management <p>Status</p> <ul style="list-style-type: none"> ☞ looks good on my CV ☞ it gets the organisation in the news ☞ makes me popular with the young people 	<p>It looks scary & daunting</p> <ul style="list-style-type: none"> ☞ all the jargon, complicated terminology ☞ long application form, too much administration involved (reporting, bookkeeping) ☞ risky business, health and safety ☞ international, why not do our work at home
<p>Funding</p> <ul style="list-style-type: none"> ☞ there's money in YiA 	<p>Funding</p> <ul style="list-style-type: none"> ☞ the grant doesn't cover everything
<p>Educational motives</p> <ul style="list-style-type: none"> ☞ eye-opener for the young people, open their minds, break borders, new perspectives, ICL ☞ YiA is a tool for the youth work I do and the aims I want to reach ☞ Gives extra value to youth work ☞ It is a group challenge, will bring the group closer together ☞ Good for the YP to meet other in similar (or worse) situation than them, creating bonds, put things in perspective 	<p>Limitations</p> <ul style="list-style-type: none"> ☞ the young people already have enough problems as it is, it is not a priority to go abroad ☞ what about mobility restrictions and accessibility? (in case of disability) ☞ it doesn't fit the objectives of my organisation ☞ no support of colleagues or board (will have to do it in my free time)
<p>Making Connections</p> <ul style="list-style-type: none"> ☞ networking with other like-minded organisations and youth workers ☞ an opportunity to involve the local community ☞ a way to keep the young people on board (is an extra incentive) ☞ show off our organisation to the world ☞ meeting and attracting different groups 	<p>It takes too much work and time</p> <ul style="list-style-type: none"> ☞ I am already overworked as it is ☞ YiA comes on top of all the other work

Reflect ☞ get to know new methods, new points of view, other realities ☞ enrichment for my work	Skills ☞ will I be able to manage such a project ☞ I have never done it before
Bonus ☞ it's a little extra, keeps me motivated, new motivation ☞ free travel ☞ a welcome break from regular work	
...	...

National Agency Colleagues & multipliers

What makes our colleagues in the NA or people in our outreach networks (e.g. regional correspondents, multipliers,...) interested or de-motivated to focus on inclusion?

Why working on inclusion?	Why not?
<ul style="list-style-type: none"> • Better understanding of the programme • We have to because it is a priority – no way out – a must • Connect priorities – it is a package – easier pill to swallow • Should include all the actions – each officer should get involved • Former beneficiaries can become multipliers • Everyone can get to international events – travel • Cooperation with other colleagues – networking around a common issue • Getting new skills, new knowledge, new contacts, broaden horizons, create networks • Contribute to improving society • Change people's lives, touch people's hearts • Social transversal aspect of inclusion • Better knowledge of organisation's activities e.g. accreditation etc • Making it easier to prioritise of granting projects 	<ul style="list-style-type: none"> • Lack of time • Other priorities in daily work – inclusion is something extra • Lack of knowledge on topic – have not been trained for it • Don't want to – no interest – not their cup of tea • Getting bored of inclusion – overkill – saturation • It is a different sector • They are not able to – not trained – not the needed skills • No access to the target groups, no existing (easy) structures to work with • Negative experiences, past failures • Lack of understanding why it is necessary – you don't see the need, 'it is not that difficult for them, is it?'

- ☞ This was a brainstorm done by a few inclusion officers, surely you can come up with some extra motivations and obstacles
- ☞ OR why not ask some young people or youth workers of your priority target groups themselves?!

Example from Finland – intercultural interpreters

The Finnish NA received a series of **applications from a Somali organisation**. The ideas in the applications were generally good, but the application itself was very bad: very few of the formal criteria were met e.g. signatures were missing, no or incoherent budget, etc. Some of the participants or youth workers even did not have Finnish.

The Finnish NA however wanted to work with Somali organizations and get them on board in the YiA programme (part of the inclusion strategy). The NA thought that they just need to get some **extra support**.

But first the Finnish NA checked if there was an **interest and need** for doing international projects, through interviewing people from the Somali community, informal talks, etc... There was a need.

The Finnish NA had contacts with an **experienced Somali organization** (who had already organised some youth initiatives and exchanges), and contacted them whether they were willing to offer support to the beginning Somali organisations. An expert Somali youth worker was contracted by the NA to coach the new organisation.

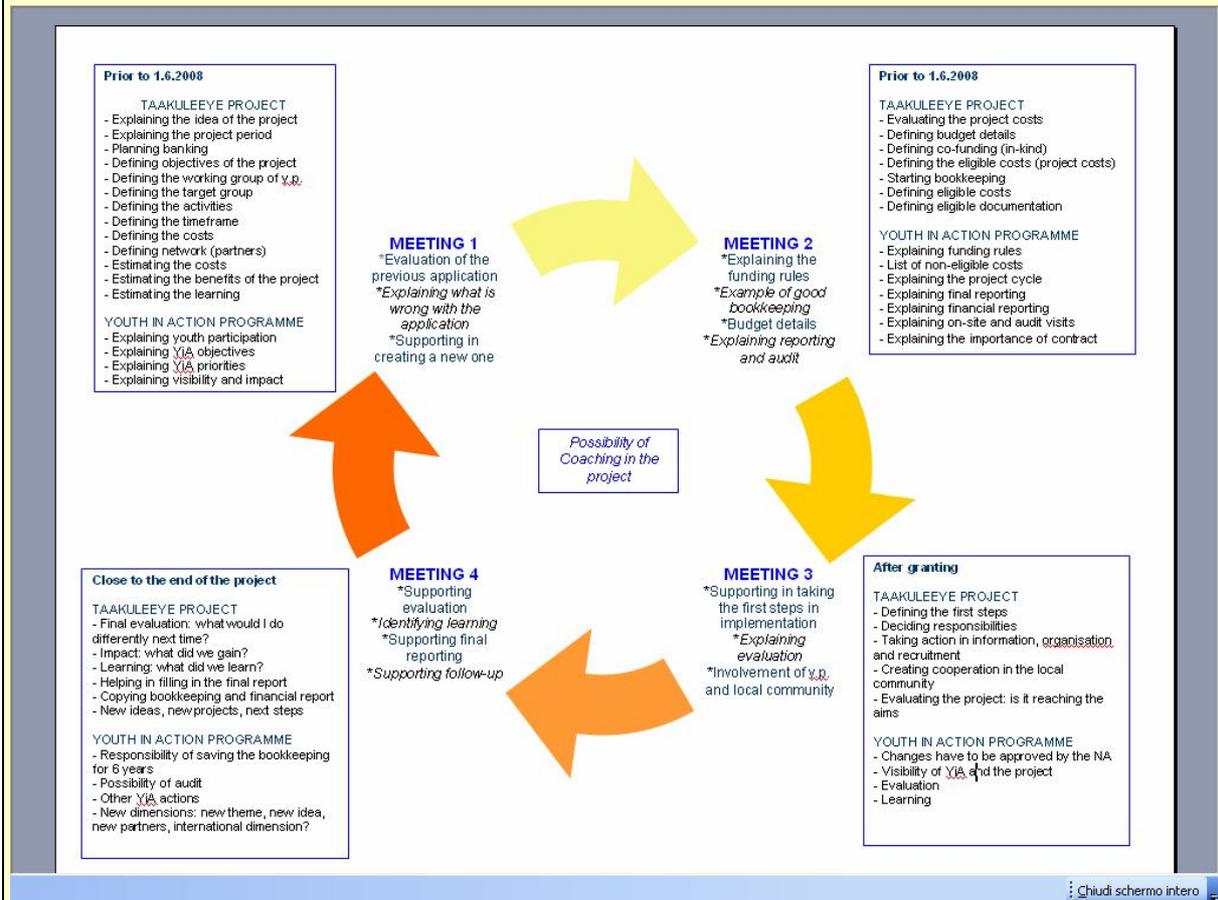
The organisation would have **4 meetings** with the expert Somali youth worker (NA budgeted 4 meetings of 5 hours – but it took more time):

1. Evaluation of the previous application and explaining what was wrong with it – support in creating a new one
2. input about programme, the funding rules, give an example of good bookkeeping/reporting, budget details, etc
3. support in implementation (during the project)
4. support with evaluation, reporting and follow up.

However at the first application the project was rejected. The NA sent the group a letter inviting them to come to NA for a **discussion**. At the NA the inclusion officer went again through application together with group – with the interpretation of the expert Somali youth worker – who acted not only as language interpreter (many did not have Finnish) but also as **cultural interpreter**.

More **working sessions** with the experienced Somali youth worker followed, explaining the ins and outs of YiA and applications. It was difficult for the group to put their project ideas on paper; the project itself was OK, they knew what activities to do, but not how to write it. The cultural interpreter had to **explain** basic concepts as working together, developing common project, connecting a youth project to the surroundings, etc

When the group reapplied the project got granted.



This experience teaches us that **more meetings** (than the 4) were needed, as well as phone calls, visits with the coach, etc. It was important that the coach didn't put content or solutions to the project, but guided the group to come up with their own solutions, content, etc.

It would have been impossible for the NA itself to go to refugee centres to explain about Finnish society, youth work and youth projects. But there was an expressed need – and with the tools it has (TCP money) the NA provided support for that need.

As a result, after doing the project, the Somali youngsters did realize the possibilities of the YiA programme, its ways of working, and were more confident to take their faith in their own hands and undertake action to **change their lives...**

The Finnish NA wants to **spread** this successful experiment now to Russian and Roma communities in Finland and are looking for coaches/cultural interpreters. They budgeted money in the TCP for it.

The **downside** of this cultural interpreter experiment is the big cost – both in expert fees and energy/effort/follow up of the cultural interpreter. It has to be seen whether it can work on its own (without too much NA investment) – and how much the NA needs to support/follow-up the cultural interpreters.

Some follow up possibilities/changes:

- ☆ SALTO cultural diversity could spread this as a **good practice** around the NA network – and NAs can set up similar cultural interpreter support projects – and exchange experiences
- ☆ We could look into combining the role of a ‘paid’ cultural interpreter – and **voluntary contribution** of experienced youth workers to ‘fellow organisations’...
- ☆ Could a cultural interpreter be considered as a **coach** and get money for it in youth initiatives?
- ☆ The NA stimulated a follow up project: a **booklet about project management in Somali language** to spread the learning to others from the community. This could maybe make the work of the intercultural interpreter(s) easier in the future (to have a sort of guidebook).
- ☆ How to **prioritise** the intercultural interpreter allocation if it gets really popular? We could think of combining different groups, group the applicants per language and work together with one cultural interpreter?
- ☆ The cultural interpreter should come from the **same community** – and preferably be a neutral person (e.g. in case there are different competing factions, groups,...) - but who knows the way of thinking of the source culture. Like a peer training approach. It is important to involve important people from the target group.

How can you deal with Motivations & Obstacles as NA?

What can you do to address the motivations & obstacles that youth workers, young people, your NA colleagues have to work on inclusion projects?

Quite simple: you play on the positive motivators and create actions or tools to overcome the obstacles.

☞ Also have a look at the suggestions from the Inclusion Colleague Support group in June 08, Brussels – www.salto-youth.net/inclusionsupportgroups/

Lack of Skills

- Provide **training** on different elements involved in setting up a youth project: e.g. application writing, budgeting, making a programme, involving young people, understanding the real needs of the young people, working with the target group
- Support youth organisations to do **their own training**: e.g. through action 4.3, provide support or **tips & tricks** on how to organise a training on inclusion – see also the SALTO Inclusion Quality Charter for organising training – www.salto-youth.net/inclusionQualityCharter/
- Team up youth organisations (or youth workers or young people) with **experts**, like in a godfather/mother system, cultural interpreters (see page 21) or coaches: e.g. trainers, support people, experienced peers, consultants,... (paid or not)
- Provide new groups or organisations with **examples of good practice**: e.g. visit projects, document good projects, present good experiences, involve peers that have done a similar project before – see also the innovative projects database www.salto-youth.net/innovativeprojects/ or the **Good Practice Sheets** www.salto-youth.net/ShareInclusionPractice/
- Provide **support material** that helps them make their projects better (make them look easier): e.g. beginners pack for (inclusion) projects, checklists, do's and don'ts, manuals, publications etc – e.g. the SALTO Inclusion for All booklets – www.salto-youth.net/InclusionForALL/
- Help organisations to **disseminate and exploit** their project results & good practices – help them to learn from not so good practices. See also SALTO's **Making Waves** booklet about increasing the impact of youth projects – www.salto-youth.net/MakingWaves/

Lack/fear of foreign languages

- Start with projects with countries with **similar languages** (e.g. slavic, romanic, etc), or at least with countries where nobody is the native speaker (so all are speaking a foreign language)
- Start with **hosting a project** – this way you get contact with a foreign language but in your own familiar context – less daunting and scary
- Allow for **enough time** – for people to express themselves more slowly, foresee enough informal time where people can start to communicate in a relaxed atmosphere

- **Gradual exposure** to the other language – e.g. through a film with subtitles first, some comics in the foreign language, listening to songs, etc
- **Language training** (active methods – see T-Kit on Intercultural Language Learning www.youth-partnership.net), before going, during the project, involve young people from the target language, also think of the language competences of the youth workers.
- Sometimes it is more important to work with the young people and youth workers to **DARE to speak** the foreign language rather than language skills themselves. The French and Belgian Frenchspeaking NA offer appetiser language courses to dare to speak – have a look in the Training Calendar www.salto-youth.net/training/
- Use a **non-verbal thematic** for the project e.g. music, art, mime, circus,... and use **non-verbal methods** during a training course – there is a chapter on language barriers in the Village International booklet – www.salto-youth.net/villageInternational/
- **Demystify** speaking a foreign language: e.g. make mistakes yourself, create an atmosphere where it is ok to make mistakes, keep it light-hearted, present it as a little fun challenge, create the comfortable backup of the home-group (speaking again in own language, debriefing moments to let of steam,...). Keep it fun, see the humour of the situations,...
- Invite some **former young participants** to tell about their experiences and how they coped with the language differences e.g. so that it looks less daunting – also show the funny situations because of the language diversity – make it look like a **fun challenge**
- **Meet** someone from the target language – do some interactions in another language (or in both languages)
- Do **linguistic animation** – all kind of methods and tools that make language less frightening: e.g. games about language, songs, etc
- Provide **tools** that can help in the communication: e.g. picture book, a point it guide (you point the picture instead of saying a word), a project dictionary or phrase book with the basic phrases needed/wanted,...
- Take an **interpreter or language support person** that can translate (maybe not the most natural way of communicating, and certainly less of a learning experience for the participants)

Cultural barriers – dealing with cultural differences

- **Gradual exposure** – bit by bit discover the other culture through songs, articles, fun activities, international evenings, etc
- Do **exercises** to create awareness about one's own culture, values, stereotypes, roots & reasons for doing things (realising that one way of doing is not better than another – just different)
- Also **become aware** of the other culture, trying to understand rather than to judge, read/learn about religion, traditions, values, etc
- Stimulate the youngsters to **go deeper** (not stick to stereotypes and quick judgements) e.g. to accept differences, learn to deal with intercultural situations/differences, have pleasant interaction with the others, learn to see things from a different perspective,...

- **Intercultural preparation** could help with this. E.g. simulation games, reflections about what is culture, reading books or seeing movies about target culture, organise an international evening, do an ICL session,...
- **The young person is not an island** – people from their surroundings might object to going on an international project. So it is necessary to convince parents of the young person as well: show the competences of the youth workers, how the project caters for the different cultural traditions (e.g. allow for prayer time, adapted food, single gender activities,...), talk to them, go on home visits,... You could consider to allow relatives to go together on a project (e.g. big brother, etc). You could think of involving influential people in convincing the parents/community to do an international project (e.g. teacher, imam, priest, mayor,...). Work with cultural mediators that can explain what the projects are about – and take away the fears that they might have

Dissemination and Exploitation Of project Results (DEOR)

How can you support youth organisations and youth workers in their DEOR efforts?

- Provide **opportunities for good projects to show off** their results or good practices: e.g. tool fairs, follow up meetings, compendiums, evaluation seminars, impact research,...
- **Bring similar organisations together** e.g. to exchange experiences, good practices, consultation on certain inclusion topics, monitoring of their projects, involve them in inclusion working groups,...
- Make **information** about inclusion organisations and their inclusion projects available to the wider public: e.g. in a database online, leaflets, compendiums, contact lists, link lists, etc
- **Use the people** involved in the successful inclusion projects as resource persons
- Or look for **resource persons** from relevant (specialised) institutions, organisations – to also share good practices between sectors (not only stick to the youth island)
- Promote the good practices via **big events** e.g. youthweek, through the website, newsletters, magazines... Communicate about the good work done towards institutions, partner organisations, policy makers, etc
- Try to get into the **media** with some good examples (or help the organisations doing so e.g. Images in Action booklet to be published in 2009 – based on TC imagebuilding for inclusion groups) e.g. training for working with media, checklists on how to write press releases, etc
- Provide materials and publications on how to do **Dissemination and Exploitation** e.g. translate the SALTO **Making Waves** booklet www.salto-youth.net/makingWaves/ , tips and tricks, leaflets, manuals, userfriendly and targeted information, thematic presentations
- Do an **impact research** of a sample of projects and the impact they had on young people and the youth workers/organisations – and spread the results widely and wildly
- Integrate the results in **existing relevant databases** e.g. put tools in the SALTO Toolbox www.salto-youth.net/toolbox/ - not reinventing the wheel and developing something in a little corner which already exists

- NAs should find a way to **extract useful info** from the final reports of projects – exploit them.
- NA could support organisations to **highlight or extract the results** from their projects, and give suggestions on how to disseminate and exploit them

For a more detailed overview of how to **raise the impact of projects**, see also SALTO's **Making Waves** booklet www.salto-youth.net/makingWaves/

Motivating colleagues, youth workers & young people for inclusion?

People only give their **E-forces** (energy, excitement, enthusiasm, effort) when they get some benefits in return

- **Pragmatic benefits:** know what it is about, how it could be useful, why it is important, what can I do with it, where does it lead me - learn skills, practice languages, new networks, understanding why it is important, getting/giving new experiences and skills, intercultural competence, get a youthpass, put it on my CV,...
- **Social benefits:** fun, belonging to a group, being part of it, doing things together, socialising, getting recognition and appreciation – fun, new friends, find the love of your life, meeting people and new cultures, build up trust & confidence, being part of a team,...
- **Psychological benefits:** being part of my values, life philosophy, something I identify with, my cup of tea, feel good, well being – inner self fulfilment, altruism, doing something good for the world, getting positive feedback, deeper knowledge, experience something new, help people, personal interest, satisfaction to see the impact of your work, ownership of the project (my achievement),...
- **Material benefits:** money, rewards, getting something concrete - a roof over my head, gadgets, T-shirt, free travel, see new places, good food, for free,...

From the inclusion support group in June 08 (Brussels)

Creating shared commitment amongst NA colleagues

- ☆ Talk about inclusion with colleagues – share examples of good practices/projects – show great motivating stories that **show 'why we are doing it'**. Create motivation.
- ☆ Establish an **(internal) inclusion working group** – across the YiA actions and tasks (make sure to have a mix of people) – reflect together on inclusion issues and challenges – **involve the colleagues** in suggesting solutions - set up and implement a common action plan.
E.g. Organise an '**inclusion seminar**' on national level – for the NA staff, regional consultants, trainers, other stakeholders...
- ☆ **Give ownership to colleagues** – ask their opinion – exchange about 'problem cases' and successes – **consult them** how they see the way forward and how they could contribute – rather than forcing tasks upon them
- ☆ **Share the tasks – don't do it alone!** – An inclusion officer cannot do everything, develop a cross-action approach, in which the different colleagues have some inclusion tasks/focus within the action they are responsible for
However '*Shared Responsibility is often lost responsibility*' – so make sure that someone pulls the inclusion cart...

Other problems and issues

A collection of specific issues that the participants of the Rome Inclusion Support Groups wanted to discuss with their peers?

Assessment

Example from Sweden – how to assess inclusion projects

The Swedish NA (with 5% inclusion time of one project officer) set out to create an inclusion strategy in 2008. In 2009 it would then look more at material, meetings with potential applicants, and specific actions.

In the process of developing the Swedish inclusion strategy, the inclusion officer had a look at '**Where are we now**' and came to the great discovery that in 2007, no less than 57% of all YiA projects were inclusion projects, and even 85% of exchanges were inclusion projects.

But this led directly to the critical question: "**Are these figures real?**" How can we know if they were they really inclusion projects? Or did they just tick the 'inclusion' check box on the form – and if they did, was it then one person in a big group that had 'fewer opportunities' etc. It was very difficult to get valid and reliable statistics.

The inclusion officer also noticed that there was a great **variety of how people assess inclusion projects**. She just sent around a little survey to her colleagues about "how would you react to different inclusion related situations or judge various degrees of 'inclusion projects'?"

- On most situations (e.g. one person in the wheelchair in a whole group, a person from Somali/Belgian/Italian background) there were different reactions and interpretations.

This led to a clear need to find out a **common approach towards inclusion** amongst colleagues in the same NA – and in a second step also in Europe?

The Swedish NA established an internal reference group to help with this process. Inclusion is a priority of the YiA programme, so it is vital to assess it better (and spend some time thinking on how to do so). The Swedish NA now sends out an **optional questionnaire for additional information** to all projects that have checked the 'inclusion box' on the application form.

Organisations are invited - if they wish so - to complete the information about the background of the participants of their inclusion project, 'as this will help the NA/selection committee with the assessment of the funding application. Of course this is not a prerequisite for being considered for funding (so no extra info about content or the project proper is asked) – only about the group.

- What is the **background** of the young people/participants, their concrete situation?

- How has this background **affected** the participant, how person is individually challenged by this situation?
- How does the organisation deal with it/**supports** the disadvantaged participant?

Questions

- how to have a **common assessment**-understanding of what is an inclusion projects
- how to get **better-more informative statistics** on inclusion projects – not just the numbers, but also the type of information

There are fundamental **differences in big and small agencies**: in big agencies often it is a external person that inputs info into youthlink – so this person will not be able to assess and input additional info about inclusion or not. There is maybe more possibility for reflection and analysis of projects (and inputting this in youthlink) in smaller agencies.

How to come to same standards in different countries – same data input, same interpretation, same statistics?

Statistics

- **Statistics (from youthlink) as they are now are NOT valid – no good indicator of inclusion.** There need to be improvements in the **youthlink tool** – the technical possibilities should be adapted to the info that needs to be extracted from it – in an easy user-friendly way. = **Recommendation to COM**
- Efforts need to be done to make sure that the **information-statistics** about real inclusion projects is correct. It needs at some stage a **judgement** (of a neutral professional) of whether a project is inclusion or not, according to transparent criteria.
- Another inclusion indicator is how many **new groups** (e.g. immigrant groups, new organisations etc) come in (not saying that the usual inclusion organisations do not do new work with inclusion groups)
- Another indicator is the **B-projects** – about the thematic of inclusion – excellent tool for youth workers working with inclusion groups etc
- The detail of exceptional costs and reinforced mentorship and valorisation also gives an indication about the inclusionness of the project.
- **Focus on the input** (measurable) (e.g. how many inclusion specific info sessions, inclusion training,...) rather than the output (how many inclusion projects, or participants with fewer opportunities)...
- Maybe base the inclusion statistics on the **final report** (application is just an estimate-intention, often no info yet about the final participants at the application stage) – and number of inclusion people in projects etc – more correct information – if so, evaluation report needs to be adapted as such to ask this info.
- Possibly have some **impact interviews**, research a sample of projects, and what the inclusion content is of them – **extrapolate** then to the total projects.

Is it an inclusion project?

- If more info is needed about the nature of the group, then NAs should **ask more info** from the group – e.g. send out a letter during the application-assessment process asking for some background information about the participants in the project (like in the Swedish example above).
- **Incite the applicants** to give more info about the group – stress that more info will have a beneficial influence on the selection procedure – or request more info.
- Higher percentage of **monitoring of specifically inclusion projects** – to see the reality (you can check if it is really an inclusion project)
- Discuss inclusion together with colleagues and come to some **checklist of what is 'disadvantaged'** – criteria – the ideal type of a disadvantage – and what you certainly not classify as disadvantage e.g. rich immigrant, highly educated wheelchair user, etc... eg How do distinguish between a rural person but rich, etc.
- Bottom line: **we need to believe what the applicants are writing**
- **Annex to the application form** – inclusion assessment grid for inclusion projects – to get more info to be able to see if it is an inclusion project = **Recommendation to COM** Suggest to the COM to add the few questions about inclusion in the new application forms!
- Or work with **organisations** that are working with Inclusion Groups for sure = trust + see results in final report + monitoring visits – primary control
- **Assessors should correct the info** put in the application form – develop ways to see behind the easy disadvantage e.g. far away from city (if it is 50% of country, this could be considered less a disadvantage compared to their peers), alcohol (if all young people experiment with alcohol, is it a disadvantage?), lgbt (are they disadvantaged? Discriminated?), broken family (divorce rates are going up in most European countries) – this is **disadvantage in comparison with their peers!** Needs to be specified by NA

Common understanding if inclusion projects

- Discussing some **case studies** with colleagues, agree on what information you need, what are cut-off lines for inclusion projects, make a checklist
- Make the link between the **participants background** – its effect on the persons opportunities – what the organisation/project provides to support the disadvantaged volunteers (see the questions asked by Sweden in the example above)
- Put some **criteria** on paper – but impossible to foresee all the situations – you need to adapt to new cases, changing realities
- Assess the different categories in your **national settings**, some groups are more at disadvantage in your country than others (e.g. geographical disadvantage, <social etc)

Peer involvement

Example of Iceland – peer educators

Hitt Husid in Iceland uses **peer education** in their work with young people and youth groups. They have a group of peer educators (young people) that go to schools etc. to talk about issues such as drinking, alcohol, drugs, violence etc – on the level of their peers. This way information is presented in a more credible way (than when an adult is telling them).

There was an incident in Iceland recently in which 3 guys beat up a class mate. This fight was filmed and put on youtube. Some classmates were impressed by the fighters and thought it was cool. Others started to be scared of going to school. The **peer educators** came to the class rooms to talk about violence etc – on equal level. And they sharee their own experience with it. With the result that the emotional heat cooled down in the school.

How do you identify/recruit the peer educators?

It can be recovered drug addicts that want to prevent others to fall in the same trap, young people that want to be active in society,... Recruit young people that have an interest and that have some experience to share.

When doing peer education, it is important to keep a **relaxed spontaneous atmosphere** – not make it too clear that they are going to intervene in a situation (and push the discussion towards a certain ‘requested’ or ‘socially correct’ outcome). The peer educators can give examples from their own reality and experience.

It is important to **provide training** for peer educators about how to work with groups, how to react, deal with conflicts, etc. Provide meetings, some coaching, an exit for serious situations,... You can consider to ‘reward’ the peer educators e.g. fee, recognition, gadget,...

The NA can **scout for clever people**, and ask them to be involved in the communication/training work. E.g. ex participants, ex volunteers

E.g. FR ex volunteers give **testimonies** about previous experiences in EVS trainings and info sessions – is ‘institutionalised’ – also in training of mentors (ex-volunteer association).

E.g. could also be used in inclusion groups – **identify some ‘champions’ for international projects** – to spread the message that international projects are possible, also with inclusion groups. They become multipliers towards their fellow groups.

How to convince the groups? How to train the peer educators and link it to the yia programme.

- E.g. Europeers: Germany – www.europeers.de

- www.EPTO.org European Peer Training Organisation – they have a network of peer trainers
- Telling it like it is – basic peer education manual developed by ‘Article 12’ in Scotland - www.salto-youth.net/find-a-tool/269.html

Note – think about working with the ‘regular’ disadvantaged person (peers), not only the great examples (e.g. wheelchair basketball champion, ex convict that starts huge social enterprise,...) – keep the examples realistic and close enough to the lives of the people you are targeting. Provide enough support, coaching,... for those ‘regular’ inclusion peer educators.

You can also organise **focus groups** with young people – about why the young people would do or not international projects – find out from the young people themselves what keeps them from going international or what would interest them – and reply to the challenges, provide support to overcome barriers, play on their motivation

- See also **What is in it for them? – look at it from the other side!** – page 16
- There was a peer education Research in Austria (ask Melanie)
- King Baudoin foundation in Belgium did a research on participation of young immigrants in sports organisations (and what were their motivations, difficulties etc) www.kbs-frb.be > Publications

Or support organisations doing this – inventorise the obstacles – and potential motivations – and provide answers to those obstacles and use the motivators.

☆ To be continued – feel free to add your own solutions for the challenges...

Action plans – who is going to do what...

A top 3 of the different actions of the Action Plans of the participating inclusion colleagues (of course they also need to be checked with their colleagues, bosses, stakeholders etc):

Slovakia

1. ask to YiA project checklist questions concerning inclusion – adapted format of COM (formal criteria) – e.g. describe the background of the participants if you say it is an inclusion project, how you provide for the special needs, etc
2. Include workshop on DEOR in the long term training e.g. give ideas, how to make good presentations, videos, etc – to make them useable by the NA, by others,... Guidelines. See also Making Waves www.salto-youth.net/MakingWaves/
3. Have team meeting on inclusion with NA colleagues – to inform about the long term training, create a common vision, discussions on cases and approaches, etc,...

Romania

1. find time for inclusion – dedicate quality time to move inclusion forward
2. revise the existing inclusion strategy – check the needs analysis, statistics again, new planning, implementation, e.g. put it in a GANT chart (actions & timescale).

Czech republic

1. strategy for next year is clear – new focus on young people from working colleges -
2. work on a common understanding of inclusion, what is inclusion and what not – compare knowledge and skills for inclusion within the NA – to best help inclusion applicants

Some questions/issues?

Sweden translates the survey they sent to colleagues – with inclusion situations and sends it around

Iceland

1. research-find out if there were inclusion plans/ideas/approaches from old Icelandic NAs – get inspiration from inclusion strategies from other NAs
2. working day to plan next year – integrate the inclusion part in it – inform about the inclusion ideas-colleague support groups –
3. come up with an inclusion strategy for next year

Italia

1. in 2009 translate the application forms, documentation etc into Italian – increase the access to the programme info – put on website
2. check the possibility to ask for more inclusion info during accreditation phase of inclusion evs projects – check with other colleagues
3. use action 4 more for inclusion - give suggestions to organisations to evaluate the process of inclusion projects

Sweden

1. work on information – make inclusion info better accessible and easy – work more on inclusion material e.g. produce an easy to use inclusion package of information & resources - translate texts into 'easy Swedish' – check with the organisation specialising in it
2. organise a meeting with former participants to inclusion training – see how to involve them as resource persons
3. inspirational days-meetings about inclusion – invite organisations that touch inclusion groups – to show how great youth projects are – and how to do it in cooperation with and external reference group

France

1. inventories organisations that are working on inclusion – put on website – share this - identify organisations that are active in street work and prevention – spread the inclusion leaflet – and go beyond a mailing – more proactive contacts in cooperation with regional correspondents –
2. Ile de France - invite local authorities & local missions for consultation day about YiA as inclusion programme – get political support
3. TCP 2009 national training for EVS short term trainers – pool of trainers for EVS trainings specifically on inclusion – and maybe also for other actions to improve quality of other actions

Austria

1. create common understanding of inclusion – discuss with NA colleagues – find time for it – e.g. extra questions on inclusion
2. inclusion Day – get it going – inspirational day – share experiences, get feedback from organisations that have been doing it – leading to a regular inclusion working group
3. check with other NAs interest to work on rural youth - e.g. international TC

Finland

1. new things: work on a peer information system with special groups – use people from those target groups – see the YiA benefits from their side – raises the quality of the projects
2. take active role in inviting colleagues, explain them what happened, think about inclusion cases – e.g. the Swedish questions – talk about how they assess inclusion projects
3. bring disabled organisations together and convince the new ones – provide trainers and support for info-training sessions – link the trainers pool to it regarding working with young people with disability
4. translate cultural diversity posters into dialects

For next time's Inclusion Colleague Support Groups? K A T Ch

<p>Keep</p> <ul style="list-style-type: none"> • short topic focussed meetings – small practical concrete • Inclusion Colleagues support groups • Different people meeting • Action planning at the end • Pie chart of the target groups – visualising the lacks • Strategy stages – reminder • Also TELL about experiences from one country and then use that as starting point for discussion • Exchange of different practices of different NAs • Colleagues on same level - peers 	<p>Add</p> <ul style="list-style-type: none"> • some space for working on a concrete idea with support of colleagues (on spot or virtual) • someone invited from an inclusion project – real life experience – on site project visit • one more day – or a day in the weekend (not to loose working time in the office) ? no consensus about this.
<p>Throw Away</p> <ul style="list-style-type: none"> • 	<p>Change</p> <ul style="list-style-type: none"> • “Why – why not” exercise – we could have reached further – gone more practical • Already start the action plan from the beginning of the meeting – add to it as you go along •

What can SALTO Inclusion do for you?

- ☆ SALTO will develop the report of the inclusion colleague support group 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 seems to be very successful. See www.salto-youth.net/InclusionColleagueSupportGroups/ for more info.
- ☆ SALTO Inclusion will create some tools to show the content of the Inclusion for All booklets in a clear way (e.g. suggestions were: a 2 page summary, a dynamic powerpoint presentation – per booklet) – this is easier to distribute and pave the way to ordering/reading the booklets
- ☆ SALTO will send the recommendations of this Inclusion Colleague Support Group to the Commission:
 - add some sub-questions to the box about inclusion in the application forms (e.g. about the background of the participant, how this situation influenced his/her situation, how the organisation adapted the project to

these special needs – see Swedish example above)

- adapt the reporting module of youthlink to what you need to get out of it (e.g. concrete and correct statistics of inclusion)
- add a question about inclusion participants in the action 4.3 application form (as in the other actions)
- suggest a structural solution for paying an organisation for the preparation work done already, when a disadvantaged volunteer drops out last moment (because of instable situation)

Where do the Inclusion Colleague Support Groups come from?

The Inclusion Colleague Support Groups (formerly called 'Intervision') are an **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.

- ☆ The first one took place in Belgium from 11-13 June 2008 and deals with the theme of "target groups"
- ☆ The second Colleague Support Group took place in France in September 2008 and discussed the topic of "how to deal with different stakeholders".
- ☆ The third Colleague Support Group will take place in Italy from 26-28 November 2008 around the theme "how to proceed with your inclusion plan".

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 (working rooms), 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