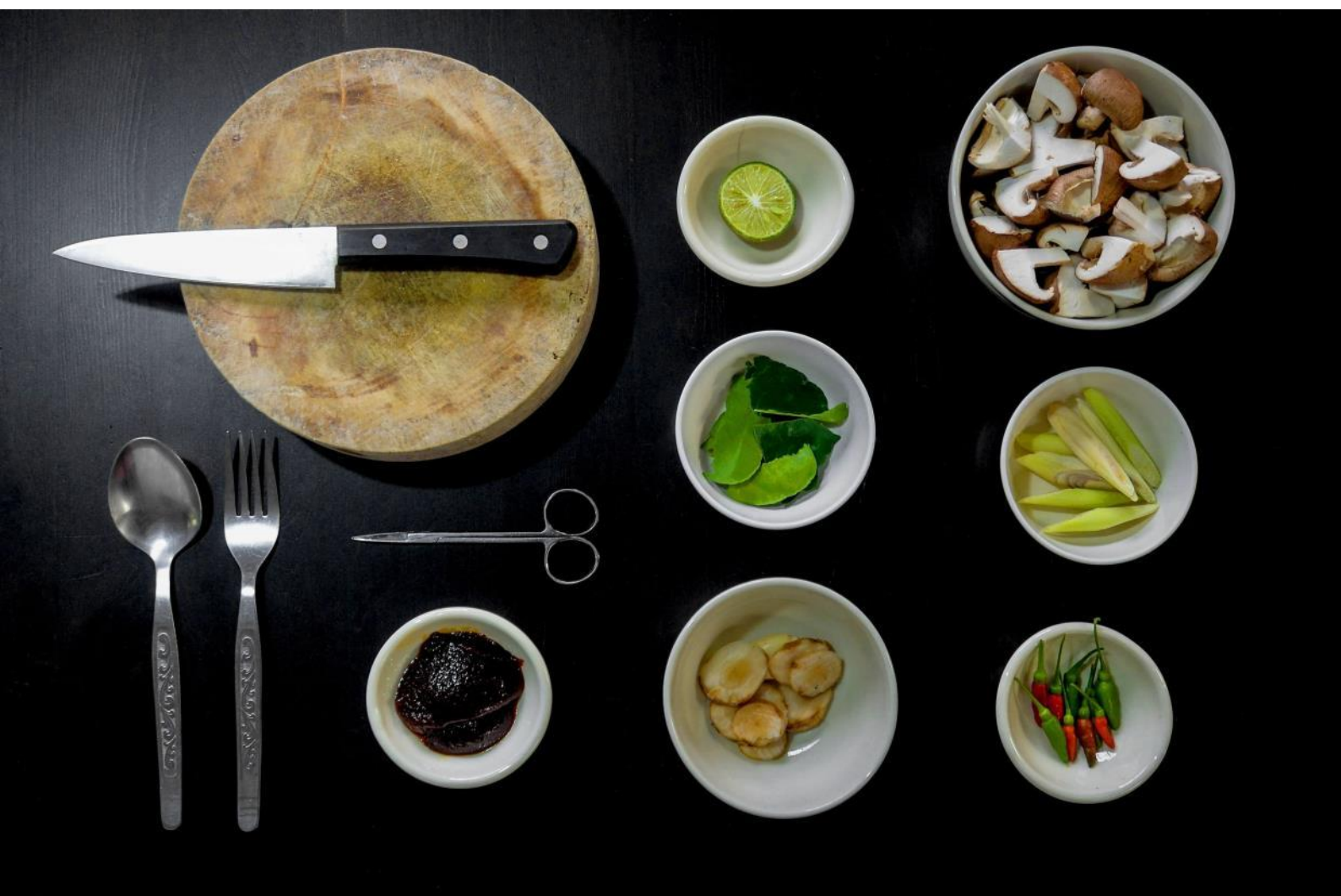


# COOKBOOK FOR INCLUSION



**Recipes for National Agencies who want to reach  
more Young People with Fewer Opportunities**

# Cookbook for Inclusion

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## Start cooking up some inclusion in your country

Getting young people with fewer opportunities (*definition on p. 5*) on board in the **European programmes for youth** is a challenge. But with some combined efforts, 15 Erasmus+ National Agencies and SALTO resource centres achieved good results through a **Strategic Partnership on Inclusion** ([www.SALTO-YOUTH.net/SPInclusion/](http://www.SALTO-YOUTH.net/SPInclusion/)).

Together they implemented a set of approaches to reach out to new inclusion groups, so that more young people with fewer opportunities can benefit from international youth projects. This **Cookbook for Inclusion** documents many of the delicious **recipes that were tried and tested**.

We serve them to you as inspiration, but hope you will adapt them to your national taste!

**Acknowledgements**

This Cookbook is based on the clever ideas of all Inclusion and NA colleagues involved in the process, but also draws on former publications such as Shaping Inclusion, Coaching Guide, Firestarters & Daredevils,...

## Recipes to get inclusion groups on board

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## 0. Are you sure about inclusion?

Before you start, you need to ask **WHY you(r NA) want to work on inclusion** of young people with fewer opportunities (definition on page 5). Have an honest discussion with your colleagues to see if you are doing it for the 'right' reasons:

- **Equal opportunities:** everybody should get the same chances in life
- **Pity:** it breaks my heart to see those poor young people struggling in life
- **Statistics:** we need to show inclusion achievements to the board/the Commission/the public
- **Equity:** help people who are at disadvantage a bit more so they can enjoy the same rights
- **Belief:** international mobility is a great tool that can change the lives of these young people
- **Work:** it is part of my (agency's) tasks, I'm just doing my job
- **Human rights:** all people should have the right to reach their full potential
- **Altruism:** if we have a tool to help people, we should use it to their benefit
- **Orders:** our boss/national authority/commission told us to work on inclusion
- **Image:** it is good for our agency's reputation to show we work on inclusion
- **Super(wo)man:** I want to make this world a better place
- **Counterbalance:** white middle-class colgate-smile students already have enough opportunities
- **Bigger picture:** inclusion projects help to create a more inclusive Europe
- ...

Chances are that your inclusion efforts are driven by a mix of these reasons: some more value-based and others more pragmatic. That is fine, as long as you are aware of them and keep a **healthy balance**.



## Reminder: who are we talking about? (as in the Erasmus+ Programme Guide)

Those young people who are at disadvantage compared to their peers because of:

- **Social situations** (*life is complicated*)  
e.g. discriminated, poor social skills, anti-social behaviour, young carers & single parents, ex-offenders or addiction, precarious situation, at risk, broken families or orphans,...
- **Economic obstacles** (*everything costs money*)  
e.g. low income, dependence on welfare system, long-term unemployment, poverty, homeless, debts, low standard of living, precarious financial situation,...
- **Cultural & linguistic differences** (*I am different*)  
e.g. migrants, refugees, asylum seekers, from migrant background, minorities, linguistic and cultural obstacles to inclusion,...
- **Educational difficulties** (*not everybody's Einstein*)  
e.g. learning difficulties, early-school leavers & school dropouts, low or no qualifications, poor school performance, illiterate,...
- **Disabilities and health issues** (*busy overcoming barriers*)  
e.g. mental health, cognitive disability, learning difficulties, physical and sensory disabilities, invisible disabilities, (chronic) health situations, special medical needs,...
- **Geographical disadvantage** (*beyond the bright cities*)  
e.g. living in remote/rural areas, small islands, peripheral regions, urban problem zones, less serviced areas with limited/lacking facilities

**IMPORTANT:** Falling into one of the categories above does not automatically make a person disadvantaged (e.g. the Jewish millionaire daughter in a wheelchair with private chauffeur living in a super adapted villa in a remote village). It is the limiting effect of these 'exclusion factors' on the opportunities in life, that indicates whether we should give this person extra support to blossom (via a mobility project).

## 1. Who do you want to reach?

**Less is more.** Narrow down the inclusion group(s) you want to reach. This allows you to tailor your approach to their specific needs and achieve better results. Your choice can be inspired by:

- **Circumstances**  
International year of X, recent societal issues,...
- **Policy**  
The boss says so, request of your national authority, part of your strategy,...
- **Statistics**  
Underrepresented groups, regions, issues,...
- **Potential**  
A new promising colleague, connection or cooperation...
- **Money**  
Extra (co)funding on (inter)national level...
- **Good practice**  
Existing success story that you want to build on and expand...
- **Interest**  
Personal interest of the staff who have to make it happen...
- ...

### **Don't exclude!**

As it is not allowed to exclude groups from the programme, you cannot exclusively focus all your attention to a wanna-have group. You can just treat them to some **extra supportive approach** on top of your regular programme management services.

## Get your NA stakeholders on board

Discuss with your NA's stakeholders the **benefits and disadvantages** of focussing on specific groups. This will make your decision more transparent and you create more support for your inclusion endeavours.

- **Round table/focus group/working lunch**  
Invite a variety of stakeholders for a discussion
- **Questionnaire**  
Consult your stakeholders via a questionnaire
- **One-to-one**  
Ask your stakeholders' opinions and reflections directly
- **Competition**  
A prize for whoever comes up with the best arguments
- ...

### Have you involved all stakeholders?

Did you think of **youth/inclusion organisations** (both workers and management), social services, researchers but of course also **young people from the target group themselves** (and maybe their parents), and don't forget yourself and your **NA colleagues**, the **trainers and coaches** you work with, the boss and the national authorities,...

### Evidence based discussions?

Of course, '**opinions**' of the people are important, because they need to be on board to make it happen, but it would be good to base yourself on '**evidence**' too. Find some hard (or soft) facts to back up your choices.

- **EKCYP:** national youth correspondents contribute to the better understanding of youth (quantitative & qualitative): [pjp-eu.coe.int/en/web/youth-partnership/knowledge/-/ekcyp](http://pjp-eu.coe.int/en/web/youth-partnership/knowledge/-/ekcyp)
- **EU Youth Report:** gives an overview of the situation of young people in Europe and progress made on European priorities: [ec.europa.eu/youth/policy/implementation/report\\_en](http://ec.europa.eu/youth/policy/implementation/report_en)
- **Youth Wiki:** online overview with detailed policy objectives and challenges in different Erasmus+ programme countries: [eacea.ec.europa.eu/national-policies/en/youthwiki/](http://eacea.ec.europa.eu/national-policies/en/youthwiki/)





- **RAY:** research project analysing the impact of Erasmus+ youth projects on young people and project leaders: [www.researchyouth.eu](http://www.researchyouth.eu)
- **SALTO inclusion research:** analysis of different youth work/mobility interventions that have been successfully tried in a number of fields: [www.SALTO-YOUTH.net/InclusionResearch/](http://www.SALTO-YOUTH.net/InclusionResearch/)
- ...

## Find potential inclusion applicants

Once you have your target group clear, it is time to **find out who is working with the inclusion groups** that you would love to see in the programme. Tap into some networks that can help you.

- **Google, your best friend**  
If you don't find it on the internet, it doesn't exist. Add 'site:.be' (or other country :-)) to your search to find only organisations from that country.
- **Social media**  
'Changing the world' happens online nowadays. Even the smallest inclusion organisation uses social media to present their cause. Search and follow the right channels to get in touch with them (even if you are not a digital native).
- **Easy nuts to crack**  
Don't forget those already interested e.g. who came to an info session, who took part in an (international) inclusion activity,...
- **Inclusion beneficiaries**  
Ask lists of organisations that receive inclusion related funding or recognition e.g. ministry of social affairs, European Social Fund, inclusive education, regional development funds,...
- **Umbrella organisations**  
Target member organisations of rural youth networks, disability organisations, LGBT platforms, national youth council, other interest groups,...
- **Local through international**  
Many international inclusion organisations would have branches or activists in your country, who would be happy to use European funds...





- **Lateral thinking**

In an adult disability/rural/single parent/... organisation might also be young adults that fit our age group, sports organisations in disadvantaged urban areas probably attract young people with fewer opportunities, check alternative holiday organisations for people with low income, organisations working with homeless/people living in poverty, specialists in accessible equipment probably know people with disabilities, etc.

- **Friends of friends**

Ask organisations in the field who are their partners/colleagues/competitors – get them on board in your search. (You could also involve these organisations as multipliers or coaches in next steps in the process).

- **Ask young people**

Don't forget to ask your primary stakeholder: young people from the target group (e.g. in your family, amongst your friends, etc.). What organisations, activities, actors are they in contact with? How would they most likely receive information (e.g. social media, peers,...).

- **Schools**

Ok, youth projects are supposed to be 'out-of-school' and 'non-formal', but you will find all young people there, also inclusion groups (with a few exceptions).

- ...

### **No time?**

Ask a trainee, volunteer or trainer to help out with this inventory of potential inclusion applicants. Or create an open online document (e.g. Google Doc, Word Online, Padlet,...) in which everybody can contribute. Many little contributions make for a great inventory.

## 2. What are the needs and obstacles?

Before starting to reach out, it is wise to have a look **how these new groups relate to international mobility** and European projects. What are the needs and obstacles of the young people, but also of the organisations and inclusion workers working with them! They can be quite different. How do you find out what are their needs and obstacles?

- **Face to face works best**

You can of course send a questionnaire to the list of e-mails you compiled, but if you are looking for some qualitative flesh on the bone, you can invite some of the organisations to a ‘focus group’ (group discussion around specific questions) or have a personal phone/skype/informal chat...

- **Data mining**

Maybe you have valuable information already in your drawers or computer in the form of participation/evaluation reports to seminars, final reports of previous projects, analysis of RAY data, yearly evaluation with beneficiaries about what NA can do better,...

- **Keep your eyes & ears open**

Have a look at European dashboards and newspaper articles that compare different countries: what are your national/regional issues? E.g. teenage pregnancies, religious extremism, underachieving minorities, low voter turnout, drug use in countryside, salary gap,...

- **Ask your callers**

Ask inclusion organisations to answer 3 optional questions at the end of their call (put a little reminder sheet next to your phone). E.g.:

- What are the **3 obstacles/doubts** that would keep you from doing an international project?
- What are the **3 biggest reasons** that you would want to do an international project?
- What would you **need** to make it happen?

➤ **Add these questions to your ‘inclusion caller guide’** (see page 43)

- **Ask the experts**

Chances are that some researchers, umbrella organisations, labour unions, ... have already explored the special needs of particular groups. Better build on their work than reinventing the wheel... The EU Youth Reports and the European Knowledge Centre for Youth Policy have lots of data about young people in your country: see ‘Evidence based discussions’ on page 7.

- **Consultation group**

‘Involve’ new organisations by asking them to be part of a regular consultation/steering/expert group. Make sure you work on concrete/relevant questions and directly useful tasks. And a nice meal, reception, networking event as a thank you is always welcome. This low-key first step of involvement can well warm them up to organise projects later.

- **Questionnaires**

Online questionnaires work relatively well with organisations that you have a working relationship with, but not with complete strangers (why would they give you their time?). See also 'hot versus cold communication' on page 37.

- **Mohammed and the mountain**

If your target group doesn't come to you, you (or a trainer, coach, trainee,...) can go out to them, just like Mohammed and the mountain. It gives you the advantage of seeing their needs and obstacles in a 'real setting'.

- ...

### **A young person is not an island**

Young people rarely decide on their own whether they want to do an international project. Many people influence the decision. Do not forget to **take these influencers into account**.

- **Parents**

Especially if the target group is under age, would the parents let their child go abroad? Some might not like mixed groups. Do they trust 'youth work' in general or the inclusion organisation? More about dealing with parents on page 26.

- **Peers**

How is an international project perceived by friends? Is it cool or lame? This will influence how easy it is to get the targeted participant on board. Some tips for convincing peers on page 27.

- **Community**

Are there successful examples from the community that have been on an international project (role model)? Any project champions or on the contrary negative experiences/recommendations?

- **Structures**

Is an international project compatible with their legal status, can they keep their benefits/insurance/care while abroad, does the employment office see the benefit of an international project,...

- ...

### **Do not take people's contribution for granted**

**Reward your contributors for their efforts:** visibility in your newsletter, invitation to your annual event (with yummy food), participation in an international seminar, cool gadgets or a simple thank you... This will create a lot of goodwill towards your NA and the European programmes for youth. They might more quickly contact you again when they have more info or want to do an inclusion project.

## Some needs and obstacles to consider

Within the Strategic Partnership on Inclusion between 15 Erasmus+ Youth National Agencies & SALTO Resource Centres, we came to the following inventory. But make sure you **find out the specifics of your target group**.

### Young people versus organisations!

Keep in mind that the triggers and hurdles to do an international inclusion project are different for (inclusion) organisations from those of the young people with fewer opportunities. Make sure you capture and address both types of needs and obstacles.

## Obstacles for organisations

- **Reaching out**  
Generalist youth organisations (often) do not have contact with inclusion groups, nor the competencies to get them on board in their youth projects, they do not know the existing networks, limited awareness or focus on excluded groups in local community,...
- **Relevance**  
Inclusion organisations (often) do not know what are the possibilities, they don't see international projects as part of their work/remit, they don't see how the programme fits their objectives,...
- **Ignorance**  
Limited knowledge of European programmes for youth and the different support measures available, how does it work, what can be funded, no previous experience,...
- **Lack of examples**  
No examples of similar organisations who did it, what could a project look like, no do's or don'ts to learn from, inspiring success stories,...
- **Passing the message**  
Once a worker is convinced, how to explain the benefits of 'international' to the young people, to the board, to the parents, to the employment office,...
- **Embedding a project**  
How to prepare for a project and to follow-up on it, how to use a project in the wider organisation, in the local community as a lever for change or recognition, linking the project with the rest of the organisation's work and the young person's environment,...



- **Mandate**  
How do I convince the board, how to get 'time' to work on the project within my daily tasks, make 'international projects' a recurrent methodology in the organisation,...
- **Resources**  
Who will pay for the time a worker needs to put in the project, no money for salaries, what about the needed staff to accompany the young person(s) abroad, where/how to get co-financing,...
- **Legal issues**  
Can the young person(s) travel, do they have the right documents, do they keep their benefits if they leave the country (longer term volunteering), what if we are an informal group,...
- **Language barriers**  
Limited foreign language skills of the workers or the young people, scary jargon and abbreviations of the programme (ESC, KA1, TCA,...),...
- **Intercultural**  
How to prepare myself and young people for intercultural encounters, what if there is racism, how to convince young people it is fun (but still learning) to go on an international project,...
- **Partners**  
Where/how to find international partners if new to international projects, where do you start, who to trust with the particular target group, how to put the necessary support in place,...
- **Project management**  
How to take a group abroad, how to write a project application, how to prepare the group, how to deal with the paperwork, what reporting is needed, we don't have the skills to do it,...
- **Assessment**  
How does a beginner organisation get granted in competition with professional applicants, what are the important elements the assessors are looking for in applications, unknown procedures,...
- ...



*An inventory of obstacles by the Strategic Partnership on Inclusion*

## Doubts of the young person

- **What's in it for me?**  
Is there any way for me to adapt the project, do they care about my opinion/needs, am I forced into a project or is it 'my project',...
- **Is it for me?**  
Do I have the required skills, will I manage to cope with language/ expectations, why me and not someone else who performs better/is in a more stable situation, will I create many problems,...
- **Special needs**  
Will there be special support (for my disability, my past of addiction,...), what about accessible infrastructure (in case of disability), is there a lifeline to my youth worker back home,...
- **Money**  
How much does it cost? Will I have enough money? What if something goes wrong? How can I pay for my flat back home if I'll be abroad for X months? Do I keep my benefits?
- **Fear of the unknown**  
Where will I end up, what will I have to do, am I going to be alone, what if it doesn't work out,...
- **Homesickness**  
I don't want to leave my home, my boy/girlfriend, my parents, my friends, my safety net,...
- **Reputation**  
What will other people think of me, what will my parents say, does it look cool,...
- **Learning is boring**  
Bad previous experiences with learning, 'educational project' sounds boring, patronising projects (no space for myself),...
- **Other focus in life**  
Life is already difficult enough, it is not for me, I have other problems to deal with, I need to find a job instead of going abroad,...
- **Legal issues**  
Can I travel, do I have the right documents, do I keep my benefits if they leave the country (longer term volunteering),...
- **Language barriers**  
But I don't speak the language of the other country, my English is not so good, how will I communicate, is there anyone that will speak my language,...
- **Intercultural**  
They do strange things, I don't like 'xxxians', what if I don't like it, will I be able to cope with the differences,...
- **Social**  
Will I find new friends, what will I do in my free time, how can I keep in touch with home without missing them too much, someone to trust over there,...

### 3. Prepare your message

Before reaching out to the list of new inclusion organisations to get them on board, you need to have your message ready. Here are some pointers to **get through to your target group**. Because information is sending a message, communication is getting your message across!

- **Who are you talking to?**

An obvious one. Imagine who will get your written communication or your phone call and adapt your style accordingly. When talking to a professional youth worker or the board of an organisation, you won't need 'yo yo youthfull language'.

- **Find a common starting point**

Build rapport starting with the common interest. Chances are that your NA and the organisation/youth workers are both trying to create opportunities for inclusion groups. The arguments for young people, but also those for organisations come in handy for this (see below).

- **What is in it for them?**

The aim is not 'force them into international projects', but to make their work as organisation more efficient and diverse so that young people with fewer opportunity can flourish even more. Focus on the benefits for them, not on the technicalities and admin (without hiding the practical side of things).

- **You instead of us**

A trick to see if you are promoting the programme 'from their perspective', is to count how often you mention 'you/your' in your communication as opposed to 'we/our/the programme'. Aim for at least 2/3 of 'you' messages. Instead of 'we give additional support', you say 'you can benefit from extra support measures'.

- **Warm versus cold**

Build up your communication and 'relationship' gradually. Try to grab their attention first and get to know them better (warming up), before you start talking details. Read more about the difference between hot and cold communication at page 37. We like it hot!

- **Keep it concrete**

An example says more than a 1000 words. Especially avoid the wishy washy Euro-words such as 'intercultural learning', 'citizenship' and the like. Give the example of some real successful projects and what that did to the organisation and the young people.

- **Keep it to the point**

Less is more. Focus on the essentials. In the business world they talk about the USPs, the unique selling propositions. What are the 3 things that make Erasmus+ special? What about: international opportunities, funding and support for inclusion, informal fun projects? Focus on those.



- **Adapt to the target group**

Make sure you adapt your communication (wording, style, examples) to the people you are trying to convince. Avoid jargon (KA1.5 or NA BE-FL105, com'on please!). Use language, symbols, sensitivities, images that they can identify with – see also 'How to make your promo material effective', page 34.

- **Tell a true story**

Be authentic and honest. Of course you want to convince new organisations to do inclusion projects, but also show that there can be difficulties and ways to overcome them. Keep your message positive, but realistic.

- **Help them digest**

Give simple digestible information. Build up the level of detail gradually. Don't end your communication without an overview of the next steps (e.g. a call, invitation to an info session, etc). and how you can support them (e.g. training, info session, coach, project clinic). The 'simplified project management overviews' on page 46 can help.

- **A positive vibe**

Focus on the potential, without hiding the possible difficulties. If there are questions about technicalities, also show them all the support available (e.g. project writing days in office, supportive approach by NA, coach/multiplier that can help,...). If they have doubts, the following section shows how they can overcome obstacles.

- ...



## Arguments for organisations

### International projects have a positive impact on young people

Show how the mobility project actually helps reaching the objectives that the organisation has set out for the young people they work with, e.g.

- **Experience of a lifetime**

Research (e.g. RAY) shows the positive impact of mobility projects on young people, and for young people with fewer opportunities this is even more so (see SALTO's inclusion analysis of RAY data, [www.SALTO-YOUTH.net/MobilityEffects/](http://www.SALTO-YOUTH.net/MobilityEffects/)), show examples, testimonies of young people, peer info – e.g. 'they forget their disability' = go beyond the disability (mixed ability), they never thought they were able and they did it!, etc.

- **Empowerment and emancipation**

The feeling of 'achievement' when young people with fewer opportunities did an international project strengthens their self-worth and combats 'learned helplessness', it creates a 'yes you can do it' attitude and support for 'obstacles', it starts from young people's strengths and passions, not from their problems and obstacles.

- **Towards autonomy**

For young people in a restrictive context, an international project can be a liberating experience, it gives them more autonomy (a 'let go' experience from parents, being away from an institution, stand on their own legs), helps them on the road to more independence.

- **Give them pride**

You can proudly tell them that they are part of a European programme and get European funds to have an international experience. The young people will receive a European certificate which contributes to their self-value and employability,...

- **Learn about inclusion**

Having young people with and without fewer opportunities in a project is a great learning experience. Not only the youth workers, but also the young people get to know the other side of their community (those at the margins), they learn to deal with disability and diversity of all kinds, these projects help to take away stereotypes/prejudice, overcome fears of 'difference', take on board a little challenge.

- ...

## International projects are beneficial for your organisation

The projects do not only benefit the young people, also your organisation gains a lot from a project.

- **Achieve your goals**

An international project is actually a great tool to reach the objectives of your organisation, it creates new opportunities and learning experiences for the young people you are working with/for.

- **International input for your organisation**

A nice challenge for the youth workers to work internationally, it improve your project management skills, it allows to exchange practices with international partners and enrich your methodology, it inspires your organisation.

- **Righting wrongs**

You(r organisation) can make the world by offering international opportunities to young people who often are excluded from them, you can stimulate change for the better in young people's lives and give them a feeling of achievement, get recognition for their skills.

- **Visibility and spotlights**

Doing international projects – funded by a European programme – gives your organisation a good reputation, it will attract more young people but also interest from other stakeholders, it helps to get you visibility in the media, parents/stakeholders will show more respect for the work you do. Your organisation uses a unique methodology to work on inclusion. Show how other inclusion projects showcase their European projects.

- **A European enabler**

European funds often make things easier at local/national level. If other stakeholders (e.g. municipalities) see that you got European funding, they assume you are doing good work. Requests for co-funding to support a European project are granted more easily. A successful European project opens the door for future cooperation with local/regional authorities.



- **Link to national priorities**

Research and show how international mobility fits to the national priorities the organisations relate to (e.g. policy plan of ministry of social affairs, 2020 goals of their sector, etc). International projects are an interesting way with lots of impact to work towards on these priorities.

- **Youth worker training**

There are many (international) training courses that improve your competencies for organizing international youth projects). Or you can organise your own youth worker mobility. This is an interesting impulse for staff of your organisation (creates skills, contacts, improve practices).

- **A boost for commitment**

A positive international mobility experience leads to stronger involvement of the young people in the organisation e.g. they want to become a youth worker, they want to become more involved, they want to create future opportunities for others and share what they have learned.

- ...

## **Organising an international project is not all that difficult**

Is the investment in an international project worth the outcomes? Especially for grass root inclusion organisations this can be a big question mark. But there are quite some features that help them along the way towards a successful project, for example:

- **It is possible!**

Show success stories (in leaflets, on website, blog, social media) and in info sessions. However, do not only show the positive side – also overcoming and learning from obstacles is valuable, give examples (even from other countries), show both inclusion organisations that did an international project as mainstream organisations who actively included young people with fewer opportunities in their project.

- **You get European funding**

Ok, the programmes do not pay for salaries, but pretty much all the rest of an international project is covered. Besides that, organisations can get extra funding for young people with special needs and who have exceptional costs to allow them to participate, money for paid personal assistants, reinforced mentorship, etc. Compared to other funding, the application is relatively straightforward (lump sums).

- **Lots of support available**

If you are working with young people with fewer opportunities (inclusion & diversity), you get special support from your National Agency, with this supportive approach the whole application process is easier, the NA or other youth workers coach you through the steps,...

- **Inclusion & diversity priority**

During the assessment process, projects with young people with fewer opportunities get more points, provided you explain well how you will cater for all the specific needs from the target group(s). From two projects of equal quality, the inclusion project will get priority. Assessors get special instructions on the proportionality principle (an ant that carries a leaf actually pulls 100 times its weight, whereas an elephant only a fraction of its weight when it carries a tree trunk – proportionally the ant project has more impact). More about Proportionality on page 49.

- ...



## Arguments for young people

If organisations are a bit worried how they can motivate young people with fewer opportunities to embark on an international project, you can give them these arguments:

- **Europe also cares about you**

Cuz you get European funding, 12 stars included, also you are entitled to European mobility.

- **Incredible learning experience**

Gain practical skills, competences, soft skills, languages and a lot more.

- **Language**

Learn and practice language, learning by doing, the real language (not school books), active language that you'll never forget

- **Boost your CV**

More and more employers want to see this kind of life experience in a CV – you get a Youthpass about what you learned (great if you don't have many other things to show in your CV)

- **Something new**  
Eye-opener for many people, experience of a lifetime, get to know new countries and cultures, new people
- **Intercultural dimension**  
Discover the world, learn about cultural differences, but more importantly practice to work with them in a positive way (cooperate despite diversity), break down stereotypes and prejudice, solidarity with people abroad,...
- **Social & fun**  
Make new friends, going abroad with a group, get to know new people, fun activities.
- **Cheap travel**  
A different way of travelling (and learn at the same time) that doesn't cost much/nothing for young people (only some commitment)
- **Time-out**  
Take time away from home, for some reflection, try something new,...
- **Support available**  
There are many professionals involved who take care of the project and the wellbeing of the participants, but still allowing for a nice amount of autonomy.
- **Make some change**  
With a project, young people do something useful with their time and create some change in the world, and in their own lives too.
- ...

## Solutions for the most common obstacles

When reaching out to organisations working with inclusion groups, they might voice their concerns about obstacles and needs they see (page 12). Together with Inclusion Officers, we brainstormed about how the European youth programmes can **address those needs and overcome the most voiced obstacles**.

But surely you can also find other solutions with some lateral thinking!

### Not enough money

There is never enough money, but on the other hand, the European programmes provide extra income for activities they would otherwise never do. Here are some things you can do as an NA.



- Provide info about **co-funding possibilities** in your country for the specific target group(s): research if there are other funding sources (e.g. national programmes, foundations, sponsors, Corporate Social Responsibility, etc.)
- Give tips about **fundraising or crowdfunding**. Explain how income-generating activities can become a fun challenge for the youth group you are working with.
- Explain how the organisation can apply for extra money for **Special Needs and Exceptional costs** when doing inclusion projects for young people with fewer opportunities.
- Maybe they can **make the project cheaper**? Go camping or stay at host families instead of hotels, cook with the group instead of restaurant, excursion by bike instead of rental bus, produce art/props with recycled material, work with volunteers to make it happen,...
- Stimulate **lateral thinking**: a low-cost flight and couchsurfing bring a planning meeting within anybody's reach, connect a project to a holiday, so people would be willing to pay part of the travel costs, a social work student could do the project 'for free' as a 'traineeship' for school, etc.
- Suggest **mapping the resources**: who has what from partners working with the same target group in your community, work together and share resources. For example, a meeting room for free, sponsored materials, a camera you can borrow, the municipality van for transport,...
- ...



## No money for staff

We have to acknowledge that working on inclusion is ‘serious business’, so it is only normal that this important work should also be paid. However the setup of the European youth programmes is that they fund the cherry on the cake, but not the baker or the daily cake.

- Be honest and **explain why** the European programmes do not foresee salaries e.g. to avoid that organisations would be living from project to project to find salaries for their staff – this would create a lot of instability for inclusion work. The daily inclusion work should be the basis, and the European project is a different methodology to use with the young people to reach their aim.
- Within volunteering projects, there is money for **reinforced mentorship**. Through exceptional costs they can apply for this contribution to the time of a special support person. You can develop together with them how they can make their case in the application form to get this extra support granted.
- Suggest they can work with **a volunteer**. Put them in contact with existing volunteering schemes or organisations in your country. In many countries there are platforms where you can recruit interested volunteers for your tasks. Or ask around in your circle of friends.
- And why not work with an **intern/trainee**? Setting up an international project would be nice practice project with concrete results for a student social work, psychology, etc. (with decent support of the youth worker of course).
- You can also check if one of the more experience members of the organisation (e.g. a volunteer that had a good experience in a volunteer project) can help prepare or support future volunteers through **peer support**.
- Or they could think of a **tandem** of an experienced young person who goes abroad on the same project together with a young people with fewer opportunities. The experienced young person can support and mentor the young person from inclusion background.
- Explain the different national possibilities **for hiring temporary staff or staff in the social sector** (recruitment support, tax benefits when recruiting certain target groups, etc.)
- Involve the **young people** to be active organisers of their own project (empowerment, sharing of responsibility, common sense of achievement, group building challenge) – this still needs coaching and support though.
- ...

## Complicated administration

Unfortunately, we cannot simply give money away. We need to make sure that taxpayers’ money goes to great projects. That’s why there are some administrative procedures to follow. Explained like that, surely organisations will understand. But here are some tips to smoothen their aversion to the red tape.

- Make sure that your **communication material** is simple and user-friendly (get inspired at page 34), you're your events are attractive and pleasant (tips on page 39) and use transparent step-by-step guides (examples on page 46)
- Offer a **supportive approach** for (first time) inclusion projects. If you don't have the capacity to do so yourself, get human resources in to provide this support on behalf of you (e.g. a coach paid by TCA in the frame of a bigger inclusion project or from non-programme funding i.e. national funds, etc. or volunteers).
- Organise **project clinics** or a 24h simulation going through a project from A to Z, where they can sound of their projects ideas and can learn how to turn them into an application form. Alternatively, there are quite some international training courses that focus on project writing. You can find them in the European Training Calendar [www.SALTO-YOUTH.net/Training/](http://www.SALTO-YOUTH.net/Training/).
- Offer newcomers/inclusion organisations support, coaching, **one-to-one feedback**,... Or foresee a helpline for project questions.
- Connect beginning organisations with experienced organisations for **peer support and coaching**. Convince experienced organisations to do so, give them recognition for their time and commitment, so that experienced project writers and their bosses see this as valuable work.
- Create easily understandable 'helping questions' (an explanatory guide) to coach newcomers through the application (and reporting) procedure, or the best would be to make the questions of the application/reporting themselves 'understandable' and user-friendly.
- The European Platform on Learning Mobility developed a **website/app** that shows project organisers **step by step how to organise their international project**. Project partners can collaboratively develop a mobility project based on logical questions, and lots of tips and advice on how to do it.
- ...



### Young people are not ready

It is indeed important to make sure a European youth project is the right tool at the right moment in the young person's pathway. A mobility project is a tool, not a goal in itself. So if it doesn't fit the young person, it doesn't.

- However, organisations can build up towards a European project **gradually**: e.g. first do some local volunteering, then a few national residential workcamps before maybe a European volunteering project. They can set out **a trajectory together with the young person**.

- Alternatively, the organisation can take part in a **‘low threshold’ activity** first before organising their own European youth project (e.g. a weekend at the seaside, a hiking/camping trip, an international youth camp,...).
- If **language** is an issue, you can suggest doing projects with countries that have the same or similar languages. The alternative is to have some support persons in the project that can bridge the language barrier. But most fun is to use visual methods, symbols, drawings, a mini-dictionary to bring the intercultural project really to life. Or Google Translate?
- Suggest the organisation to foresee **enough support**: e.g. reinforced mentorship, tandem (a fewer-opportunities volunteer going with a regular volunteer to support), add a few additional youth workers to the exchange,...
- You can put the young people in contact with **role models**: good examples from their community who did it. They can explain peer-to-peer how it was for them and work on expectations and preparation of the new young person planning to go abroad.
- ...

## Where do I start?

A European project and the processes connected to it can be daunting. There is a big role to play for National Agencies or trainers at your info sessions to present the European programmes in a user-friendly digested way.

- Create an **easy overview of the steps** involved (some examples on page 46), make it look simple, don't kill new organisations with jargon and rules, but explain them gradually.
- Invite them to a **meeting** either in the office or with a coach/multiplier, offer newcomers support, **coaching**, one-to-one feedback,...
- Suggest new organisations to **team up with an experienced organisation** so that they can learn while seeing the different steps of a European project in real life.
- Help the organisation to **find partners** e.g. send them to a partner-building seminar or training activity where they will find like-minded organisations e.g. Mobility Taster [www.SALTO-YOUTH.net/MobilityTaster/](http://www.SALTO-YOUTH.net/MobilityTaster/), etc.
- The SALTO publication **‘Inclusion A to Z’** gives a good overview of the different steps a project involves (in English). You can download it from [www.SALTO-YOUTH.net/InclusionAtoZ/](http://www.SALTO-YOUTH.net/InclusionAtoZ/).
- The European Platform of Learning Mobility developed a **website/app** that takes project organisers step by step through an international project. It asks the right questions at the different stages of the project and allows partner organisations to collaboratively develop a project application.
- ...

## How can I sell this to the board?

Maybe you are in contact with youth workers who are convinced about the benefits of an international project for the young people with fewer opportunities they work with. But they are not the ones that can decide to undertake such a European project adventure. They need to convince the decision makers in the organisations.

- Offer that you can present the Erasmus+ programme to the board (by phone/mail/skype/live) or write a **recommendation letter** (with the arguments on page 16).
- Suggest the convinced youth workers to **use the organisational arguments** (on page 16) and the possible **benefits for the young people** (on page 20) to convince the board.
- Bring the youth worker or the board in contact with **success stories and good practices** (preferably from their area) so that they can hear the experience of similar organisations. Show the impact on other young people who went on a European project.
- **Give organisations recognition and visibility** for taking part in European projects e.g. invite them on an annual evaluation moment, send them a gadget of the European programmes, mention them in your NA newsletters or website, etc.
- ...

## Dealing with parents

Young people are (legally) dependent on their parent(s) or guardian(s), so without their consent often the young person goes nowhere. That's why it is important to also get the parents excited about an international project for their son/daughter.

- Tell the inclusion organisations to involve the parents in the project ideas, or at least to inform them from the beginning. You as an NA **can provide documentation** about the European programmes that explains what exactly it is.
- The organisations taking **underage young people** abroad should make sure you get a letter of consent from the parents or legal guardians. You can provide some templates.
- The youth workers/organisations should show to the parents that the young people are **in good hands** (e.g. staff ratio per group, their credentials, educational background, years of experience, etc.).

- Specifying what **rules** you will apply during the project regarding smoking, drinking, etc. might put the worrying parents at ease. Organisations can also suggest some **clear communication lines** and procedures for **emergencies**. The organisation shows that they have thought it through.
- The organisation could use list of **benefits for the young person** (page 20) to convince the parents.
- ...

### What about the peers?

Whether going on an international project is considered 'cool' or not depends largely on the peers (and also how youth workers present it to them). This shows the importance of using different arguments and wording to 'sell' the programme to different target groups.

- Towards young people, organisations should stress the **social, fun & status** part of going abroad and maybe less the 'educational' part, especially if this would create a negative (nerdy) opinion against the project.
- The **financial benefit** can be used as a show off element. In the end, it is Europe that pays for their experience abroad. They hardly need to invest a cent in their international adventure. This can also generate awe.
- Make the youth workers aware that you **communicate a project differently** to young people, the board, the parents, the National Agency – even though it is the same project.
- Ask **returned volunteers** or previous youth exchange participants to come and talk about their experience. Hearing the story of another young person is sometimes more authentic than a youth worker explaining it.
- Suggest the organisation to have a look at the **benefits for the young people** (page 20) and assess which ones are most likely to impress your target group and their peers.
- ...

## 4. Reaching out to Inclusion organisations

Once you know which inclusion groups (page 6) and potential inclusion applicants (page 8) you want to reach, find the right people within the relevant organisations (champions, decision makers,...). Plan how you will get them on board, with your great arguments (page 16), exciting events (page 39) or promotion material (page 34).



- **The right person**  
Don't bark up the wrong tree. Find out who are the persons you need to convince in an organisation. Is it the boss, is it the inclusion coordinator, is it the youth worker,... Often a decision to 'go international' needs to be supported by the board. So make sure you have the right persons on board. Find the right person within the NGOs, those with an open mind, those who have done international projects when they were young, those who are in a decision making position, etc.
- **The sensitive string**  
Find out what these contact persons are sensitive too – which arguments would get them on board. Show them how you or the programme can provide what they are looking for or how it can help reach their aims or solve their problems (e.g. using international as a new methodology, exchanging/connecting with likeminded organisation abroad and learn from them, money for 'something extra' beyond the usual activities they offer, the benefit for the young people, etc.)
- **Provide arguments**  
Staff working with the target group probably need to convince their bosses (to do international projects). Draw up a list of arguments (see arguments above p. 16) that help to convince the decision makers in the organisations (e.g. the impact of an international project as documented by RAY research, the financial and other support available,...)

- **Create a personal connection**  
Sending a leaflet or email and waiting usually is not very efficient. Creating a personal connection to the people you want to reach. A phone call, a common friend, a casual meeting or chat at another meeting can also open doors. See also the difference between Hot/Cold communication (page 37).
- **Go out to them**  
Don't wait for them to take initiative (they have 1001 other things to do), so offer to go out to them. Make appointment with the coordinator or go speak at a board meeting (and adapt your story to show the potential for their organisation, see page 16).
- **Crash their party**  
Go to events where your dream organisations meet. E.g. ask for a slot or stand at a social worker convention/conference/general assembly of umbrella organisation. Socialise, be available, a personal connection works better than a powerpoint (see page 37). Yes, this is a special skill, but surely someone in your NA is good at it.
- **Go for groups**  
If you can present to a bigger group, the better. That way you get 'buy-in' from more than only one person. A collective decision generates more social commitment and also peer support, so it is more likely they will follow through with the project ideas. Having more than one person involved also creates more sustainability (in case of turnover).
- **Invite them over to your office/event**  
Make sure your events are attractive. Offer them the content and networking opportunities that they would be interested in, but also all the other more worldly things that create goodwill (e.g. nice food, a reception afterwards,...). Also address potential obstacles such as travel costs (e.g. foresee travel reimbursement), double booking (e.g. organise your meeting when the target group is available) etc. (see also page 39).
- **Make them feel important**  
Ask them to be a resource person about working with their target group and invite them e.g. to your round table or steering group meetings as VIP. Involve them in priority setting & planning. This will warm them up to your work. Give them recognition (e.g. fee, gadgets, recommendation letter, access to info or networks, etc.) in exchange for their input.
- **Use coaches to reach out**  
Ok, you cannot immerse yourself into all kind of different organisations working with the inclusion group you want to get on board in the programme. Instead find other people who have the necessary networks and connections. The example of 'cultural coaches' has been practiced by several countries: people from the target group take on the role (paid or volunteer) to 'translate' the benefits of the European youth programmes to the target group (and organisations working with them).





- **Find some ‘champions’**

Look for Erasmus+ believers (influencers) who are part of the target group and who can tell their story of how an international project influenced the course of their life. This makes the programmes (your message) all the more appealing. You can ask your champions to speak at events, make a snappy video about their experience, post about it on facebook, in your newsletters, etc.

- **Adapted promotion material**

Targeted promotion of the programme. Send user-friendly plain language information that shows the European possibilities from their perspective (to attract them – see page 34 for tips on effective communication material). Follow up with phone calls and invitations to meetings (people do not change their work because of a leaflet). Showcase examples (bring in contact) of similar organisations who have successfully gone abroad with young people, show what the impact was on the lives of young people preferably of similar target group so that they can identify with it (peer approach = peer marketing), success stories.

- **Set up a step-by-step trajectory**

Set up a trajectory for your wannabe applicants from low threshold activities that don’t require a lot of effort from their side (e.g. a phone call, a visit to their/your office, a national meeting) to more intensive experiences (e.g. participate in an international training). Build up gradually for more success! And also leave space for them to suggest ways of cooperation. Let them co-structure their trajectory.

- **See them as partners**

Treat them as partners on equal footing, because together, you are reaching for the same aim: more opportunities for young people with fewer opportunities. Maybe they have other ideas for cooperation e.g. do a training together around a theme of interest to them, send them to an international offer about this theme of interest (e.g. check in the European Training Calendar [www.SALTO-YOUTH.net/training/](http://www.SALTO-YOUTH.net/training/)) so that their work can become better.

- **Give them a taste**

Offer to send them on a low-threshold international activity (e.g. study visit, seminar,...) to get an idea of what this European youth programme is about. They can explore the programmes but also meet likeminded inclusion workers who make great potential partners. The Mobility Taster for Inclusion organisations ([www.SALTO-YOUTH.net/MobilityTaster/](http://www.SALTO-YOUTH.net/MobilityTaster/)) is a nice first step into international youth projects tailored to inclusion organisations.

- **Reduce the threshold**

Critically assess whether your offer fits to the needs of your potential inclusion applicants. Does the time of the day, the length of the training fit to their working culture? Can they leave from home to an international training for a few days, do they get time off from their boss? Adapt your offer accordingly e.g. shorter, at different moments, with a 'training certificate' (to justify his/her absence to the boss), residential or not, single rooms, more or less formal methods,...

- **Try out and improve**

You don't have to get it 100% right the first time! Try out some pilot projects/approaches and learn from them. Document and evaluate how inclusion organisations were taken on board by your inclusion target group. Ask them how your efforts came across. Refine your approach before you reach out to a wider group of similar organisations.

- **Reaching for the stars?**

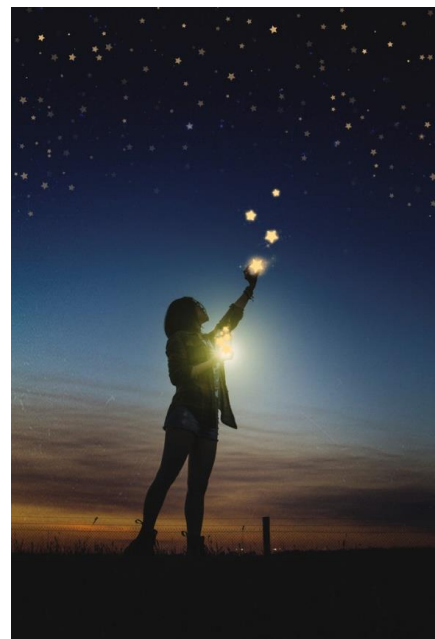
Many things are possible, but some are not. Be realistic that 'an international project' might be a big step for some difficult-to-reach young people. Use the programmes gradually to bring the international projects closer to the young people. For instance suggest a bilateral group activity first, before a volunteering project. A project with the stronger young people first, before taking the vulnerable youth abroad. Etc.

- **Proactively show the support available**

Show the interested project organisers what support you have available for inclusion & diversity: what type of exceptional costs/special needs would you recommend, how does your consultation process work building up to an application, what supportive approach can they avail of, would you have coaches that help them to develop an application, any user-friendly publications or tools you can recommend, specific training ([www.SALTO-YOUTH.net/Training/](http://www.SALTO-YOUTH.net/Training/)), ...

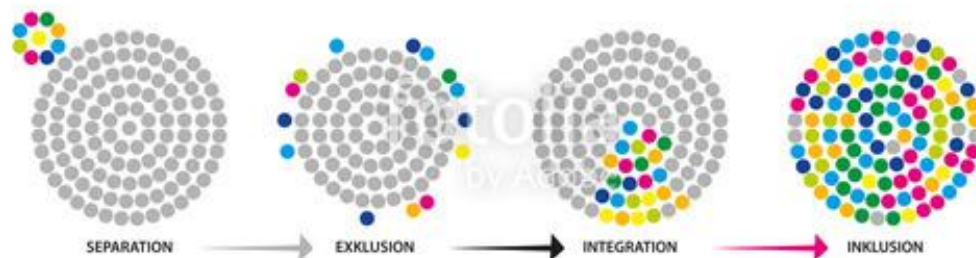
Check regularly how they are doing: not so much taking them by the hand, but showing that you care and can help them when needed.

- ...



## What about 'regular organisations' and inclusion groups

The discussion about 'how professional you need to be to work with inclusion groups' is endless. Some say it takes special skills (i.e. specialised inclusion organisations) to cater for special needs, whereas others say 'ultimate inclusion' is when young people with fewer opportunities take part the activities of 'regular youth organisations' like anyone else. There is a bit of truth in both. So here we give you some tips to 'nudge' regular youth organisations to have more young people with fewer opportunities in their international youth activities.



- **Start with the experienced ones**

Do a mailing or phone round to accredited hosting organisations in your country, to explain the idea of Short-Term EVS and inclusion – and gently convince them to be open for volunteers with fewer opportunities too. If they do so, ensure that they also have the seriousness and capacity to support young people with special needs appropriately! Offer training or team them up with inclusion organisations (see below).

- **Strong inclusion arguments**

Regular youth organisations maybe don't need to be convinced about doing international youth projects, but they need a little push to actively reach out and involve young people with fewer opportunities in their project: e.g. be representative of youth in society, give people chances in life, benefit from extra support/money, it fits the social mission of their organisation, time to 'move to the next level' (a little learning challenge for experienced organisations), they get coaching, ... . Most of the arguments for inclusion organisations (page 16) also work for them.

- **More chance to get funded**

The ultimate argument in countries where there is a lot of competition for the available funds, is that (true!!) inclusion projects will give them more chances to be funded. It is important to avoid tokenism (just getting a few young people with fewer opportunities on board simply to improve their chances to be funded!). Explain that you want to see in the application how they are going to cater for the special needs of the inclusion participants and how they make sure the group dynamics go smooth despite different backgrounds.

- **Demystify inclusion & diversity**

There might be apprehension about inclusion groups amongst non-specialised youth workers. Will they be able to cater for the special needs (e.g. disability, cultural difference, poverty,...). With some goodwill, adaptations and open communication, it is perfectly possible to have young people with fewer opportunities in an international activity. So you need to 'demystify' the potential ignorance or assumptions about the target group(s) and explain what Inclusion & Diversity is about (e.g. definition). Involving people/youth workers from the target group can help you with that.

- **Invest in inclusion competencies**

Another way to take away inclusion insecurity, is to provide training on 'inclusion' matters, either within the European programmes or maybe national training organised by inclusion organisations (e.g. learn to work with refugees, animator for disability, etc). There are also a number of SALTO Inclusion publications addressing specific target groups ([www.SALTO-YOUTH.net/InclusionForAll/](http://www.SALTO-YOUTH.net/InclusionForAll/)) that give youth workers an introduction to inclusion projects.

- **Partners in crime**

They don't have to do it all alone. Suggest they can team them up with inclusion organisations. The regular youth organisation has the experience in organising international projects, whereas the inclusion organisation knows the needs of the target group. This way all partners involved learn from each other, and the young people too!

- **It is possible**

Doing new things comes with insecurity. Collect some good examples of mainstream youth organisations that actively reach out to inclusion groups and take young people with fewer opportunities on international projects. They can showcase that it is possible (e.g. testimonials, video) and explain how they did it. You could think of asking this organisation to coach the organisation that is planning to give inclusion a try!

- **Give recognition**

If regular youth organisations pull their weight and successfully include inclusion groups, give them credit for it. You could think of an 'inclusion award' or ask them to present their practice at your next info session, on your website and social media, in your newsletter, etc. Recognise their achievements and 'use' them to inspire others.

- ...

## **Is Mobility for all pistachios?**

**Yes**, it should be possible for all, with the right support!

But sometimes, the organisations or young people are not ready (yet). Remember that European projects are a tool for development, not an aim in itself! A forced project can do more harm than good. But don't give up too easily either. We don't want to pick only the easy nuts only and leave the closed ones in the bowl.

## How to make your promo-material effective?

This is about 'effective' promo-materials, not attractive. Of course your social media, website or leaflets should not be ugly, but the looks matter less than the effect of your communication material. Here are a few pointers to grab people's attention and make them (re)act!

- **Who are you talking to?**

This is an obvious one. But still, imagine who will get to see your promo material and adapt your style accordingly. Put yourself in their shoes. Sometimes it helps to create a few 'persona', a description of the typical inclusion workers that you want to reach. Give them a name and a character, describe their work, their interests, their challenges, etc. The obstacles and needs on page 12 are helpful for this.

- **Choose the channel wisely**

Are you proud of your leaflets? But are you sure they reach (and have an impact) on your target group? Is your website sexy enough to convince – or is it rather a resource for once project organisers are already convinced? And how would they find your leaflet or website anyway? Social media? Ok, but which one? Facebook is on the way out (except with a relatively older crowd), so maybe Instagram or Whatsapp will do? Use whatever it takes to remove the barriers for interacting with your target group. Make their response easier, e.g. offering info via FB messenger or Whatsapp ...

- **Speak their language**

Once you know your target audience, use their language. In our case, we are probably targeting youth workers and not the young people themselves (so no need to be youthful in your communication). Do they use professional jargon or not? What about (non) politically correct terms? How easily would they digest English/European terms? And if your language is not their native tongue (e.g. minority groups), communication in other languages can also open doors.



- **Find a common interest**

Chances are that your NA and the organisation/youth workers are both trying to create opportunities for inclusion groups. Show in your communication material how the European programmes help them reach the objectives of their organisation. Show what is in it for them! The arguments and benefits for organisations come in handy for this (see page 16). Talk about the possibilities instead of rules.

- **It is all about perspective**

A message is more effective when you tell it from their perspective. Put yourself in their shoes and imagine what information you would need to come to grips with 'all this European projects' business. Answer the main questions they might have (see page 12). The best way to make sure your communication is ok, is to test it on a few people from the target group.

- **Us versus you**

A trick to see if you are promoting the programme 'from their perspective', is to count how often you mention 'you/your' in your communication as opposed to 'we/our/the programme'. Aim for at least 2/3 of 'you' messages. Instead of 'we give additional support', you say 'you can benefit from extra support measures'.

- **Anything for a kiss**

'KISS' stands for 'keep it short & simple'. Or 'less is more'. Focus on the essentials in your communication (from the perspective of the target group). Break down complex information in max. 7 simple steps. And even though your "NA is the national coordination agency for international youth under the ministry for culture, reporting to XYZ", this waffle of information rather scares people away. Idem ditto for courses "organised by SALTO XYZ in cooperation with NA from these 6 countries". Keep this info for the footnote and start your communication with 'At this course you will gain ABC'.



- **A picture says more a thousand words**

Visualise the information where possible. A scheme or graph is often more useful than long paragraphs. Use images to lighten up your text, but make sure that your target group identifies with the illustrations. If there are only white, female or able bodied people in your leaflet, chances are that you will attract few migrants, men or young people with a disability. It is about balance.

- **Tell a story**

Concepts and procedures can be abstract and impersonal. Make your information more practical with relevant examples. Put faces and real experiences on the message you are trying to convey. Make our programmes come alive with good practices that make the point that you are trying to make.

- **Time for action**

Chances are that you don't just want to inform people. You want them to (re)act! You want to get them 'on board'. Make it clear for yourself what this means and how you want interested inclusion workers to react. Take them by the hand and facilitate their (re)action to the max! E.g. don't just give a phone number, link it to a Skype or Whatsapp popup. Don't scare them with a long registration form for an info session, but offer that you will call them back to organise practicalities. Scared that they get cold feet? Send a text/FB/Whatsapp/e-mail reminder a few days before your session.

- **Test before you communicate**

The best way to make sure that the message is relevant, clear and appreciated by your target group, is to involve them in the development of your info material. Or at least in the testing of it. They know best what appeals to them.

- **REMINDER**

Cold communication does not work very well e.g. just sending a leaflet or e-mail and hope something will happen. Try to get a connection to the recipient of your communication in some other way too (see page 37). Also follow up your communication with a personal phone call, an invitation for a meeting (create a personal link), suggest a visit of a coach/multiplier/peer organisation, ... Don't let your connections die a slow death.

- ...

➤ Also have a look at the **tips on 'preparing your message'** on page 15

## Hot versus cold communication

In business, marketers talk about ‘cold calls’ and ‘hot leads’. A cold call comes out of the blue, whereas hot leads have been warmed up to your cause already. Similarly with your communication, you can contact new inclusion organisations out of the blue, or you can take a few clever actions to warm up the organisation to European projects.

Cold communication	Hot communication
<ul style="list-style-type: none"> <li>A recipient gets a message of an <b>unknown sender</b> amongst so many. It is easy to delete because there is no connection or obligation.</li> </ul>	<ul style="list-style-type: none"> <li>They know who it comes from (<b>personal connection</b>) – you have met or contacted them before and said you will send them more info or ask them a few questions.</li> </ul>
<ul style="list-style-type: none"> <li><b>Institutional message</b>, no idea of the person who is behind it. Impersonal, too formal or business-like.</li> </ul>	<ul style="list-style-type: none"> <li><b>Personal approach</b>. Sign your message with a name (not an organisation), have personal contacts, say what you will do as follow-up.</li> </ul>
<ul style="list-style-type: none"> <li>The recipient <b>never asked</b> for your message, never heard about you, doesn't relate to the content. There is no link.</li> </ul>	<ul style="list-style-type: none"> <li>Try to make the organisation <b>ask for information themselves</b>. Give them easy options such as a 'Call me back' link in a message, an opt-in tick box on a website, pass around a list at an event to capture interested organisations.</li> <li>That way the organisation is <b>more open</b> for your call/communication. They know that it will be coming.</li> </ul>
<ul style="list-style-type: none"> <li>There is <b>no (social) obligation</b> whatsoever. They can easily hide behind distant neutrality.</li> </ul>	<ul style="list-style-type: none"> <li>Create a <b>personal connection</b> to people. Ask common contacts to introduce you to them. Play on this social connection in your communication. <i>'Our common friend told me that your organisation would really benefit from an international project'</i>. Once they know you, it is more difficult to ignore you.</li> </ul>
<ul style="list-style-type: none"> <li>They <b>never promised anything</b>, so it is easy to ignore your request.</li> </ul>	<ul style="list-style-type: none"> <li>Try to get <b>commitment from an organisation</b>. E.g. ask an organisation if they want to cooperate or do you a little favour. Once they have said yes (they would never say no to a small thing), they are less likely to backtrack when you ask a next thing.</li> </ul>
<ul style="list-style-type: none"> <li>You ask <b>too much</b> in one go. If your expectations are too high, you will only get a 'No way!' reaction.</li> </ul>	<ul style="list-style-type: none"> <li><b>Build up commitment gradually</b> (from small to bigger). Start with smaller requests that don't require a lot from them (likely that they will agree). When they have said yes to an opening request, they are more likely they also agree to future requests even if they require more involvement.</li> </ul>



<ul style="list-style-type: none"> <li>• They <b>don't see the benefit</b> of responding to your request. Or it is not clear what is expected from them.</li> </ul>	<ul style="list-style-type: none"> <li>• Give them <b>reasons to reply</b>, clearly show the benefit for them (see also Effective messages on page 15).</li> <li>• Make clear for yourself first what concretely you would like to achieve. Should the person come to a meeting? Talk to the board? Propose ideas to the young people?</li> <li>• Make reacting to your communication <b>as easy as possible</b>. Give clear instructions – put a clear 'call to action' in your message – with a deadline! (some sense of urgency) Use the instruments that need least effort e.g. send sms, whatsapp, mail – instead of long application forms, ringing you at moments they are not available, etc.</li> <li>• And if they go along with your proposal, <b>follow up</b> on it and <b>give the recognition for their contribution</b>. Show them appreciation for their time, show you want their expertise (make them feel important and wanted).</li> </ul>
<ul style="list-style-type: none"> <li>• The communication/programme does not speak to me. <b>It is not for me</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Focus on their situation</b> in your communication. Talk about the advantages for their organisation and the young people – not about programme structures and rules.</li> <li>• <b>Do the 'you/we test'</b>. 3 quarters of the text should be about 'you', max 1 quarter about 'we' or 'the programme'.</li> <li>• Use <b>examples and images</b> that the organisations (and target group) can relate to. (See also Effective promotional material on page 34).</li> </ul>
<ul style="list-style-type: none"> <li>• The communication uses <b>esoteric language and terminology</b>, too many strange abbreviations and difficult language/ words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>wording that speaks to them</b>: use normal plain language and avoid programme jargon. Keep your communication short and simple. Throw in a few examples from their specific context.</li> </ul>
<ul style="list-style-type: none"> <li>• The recipient thinks it won't <b>make a difference</b> anyway if s/he reacts or not.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain the importance</b>: show the bigger picture, explain what do they contribute too, why it is important, you can give arguments more weight by quoting important sources (e.g. respected people, policy documents, statistics, research, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Boring text</b>, instrumental blab la, nothing concrete inside, there's no heart in the message.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Add some emotion</b>: some emotional appeal, a specific inclusion case, a success story, make it more real (storytelling).</li> </ul>

## Stimulating events (to get people on board)

Think for a while what would convince you to go to an event... And what would detract you from going... Of course, the content is important but also quite a few other elements.

- **Manage expectations**

The presentation/invitation of your event sets the expectations. Does it give a clear picture of what participants can expect if they come e.g. clear programme, interesting speakers, expected outcomes, info on fun parts and practicalities? Of course, the higher the expectations, the more pressure on your shoulders to deliver.

- **Appeal**

Make your event catchy enough. Take some time to find/create a sexy title, visuals, wording, content, description of your event. Keep the presentation to the point and show what's in it for them. See also Prepare your message on page 15.

- **Take away obstacles**

If your target audience is a bit reluctant, offer to pay for their participation costs e.g. travel, parking, an overnight in a hotel (in big countries), nice food,... Write if necessary an official invitation that they can submit to their hierarchy to be allowed to attend.

- **Invest in niceness**

Care about the people and their needs. Foresee a nice welcome with coffee & cakes, invite them for lunch or a reception after the hard work, choose an interesting venue they would usually not know (why not at one of the organisations to increase their involvement/commitment?) and make sure to keep the nice chit chat going.

- **Pleasant methods**

Keep it fun (in other words don't bore participants to death)! Vary your methods (not only talking). It is ok to foresee intellectual stuff (information) but also add some emotion (e.g. a young person talking, great practice examples, a handkerchief moment). Make things visual (not just sitting & listening) e.g. mind map, work with flipcharts, post-its, projections. Alternate between inputs and group work, between listening and doing, etc.

- **Inclusion experience**

Give all participants a feeling of why we do international projects e.g. through a simulation, involve inclusion organisations and their volunteers, organise a lunch in a social or blind restaurant, etc.

- **Feeling of achievement**

Work towards concrete outcomes (tangible results) to show that the time was well spent (from their point of view). So ask them what they want to get out of your event and cater for that! Ask if you can count on their cooperation (giving opinion) in the future too, to stimulate commitment (make sure you follow up on it)!

- **Feeling of importance**

The participants at your event are important, because you need them to increase inclusion in the programmes! So have your boss opening the meeting, have a respected speaker, a life story of a famous young person, etc. Explain how their participation will help you and what you will do with their suggestions. Thank your visitors profusely for their contributions.



- **What's in it for them**

Give your participants also **something useful and appealing** for them. They might be interested in new contacts/networking, gaining valuable (inside) information, get some (useful) gadgets, offer them a possibility to embark on an international TC, etc. Not sure what would be appealing to them? Ask them!

- **Recognise people for their participation**

If they went out of the way to contribute to the success of your event, they deserve a thank you. Publically, but maybe also in the shape of a gadget (made in a sheltered work place of course), an inclusion badge, a certificate, your latest publication, a reception, some visibility in your next newsletter...

- **Next steps**

If you have a set of steps in mind for your participants of your event, don't let them leave without a clear view of next steps e.g. will you send them more valuable information (a report of the meeting, if not too boring), will you call them, should they talk to the young people in their organisation,... Make clear what you would want from them (a clear Call to Action).

- **Follow up on promises**

Regular communication on next steps and achievements keeps people warm (and appreciated). So keep them in the loop with personal communication (see also Hot versus Cold Communication on page 37), disseminate inclusion tools they could use, keep on sending them training or partner finding opportunities. Don't give up, persevere!

- ...

## 5. Practical tips & resources

### Get the programme & inclusion within it in the media

You can target inclusion organisations one by one with **below-the-line communication** (a term referring to direct marketing), but you could also create general awareness about European inclusion opportunities with **'above-the-line' publicity** i.e. putting great inclusion projects (and the European programmes) in the spotlights. This way, you tickle people's interest and show inclusion organisations (and their stakeholders) that it is possible to do international projects with young people with fewer opportunities. "In fact, you can reach great things!" – that should be the message.

- **Keep your eyes open**

Always be on the lookout for iconic project in the field of inclusion (e.g. working with 'hot' target group eg refugees, boat building, young people helping old folks, a super diverse project with 30 y people with roots from 30 different countries etc.)

Anything that stands out will be more easily be picked up by the media. If there is a link with current events (=news value) even better.

- **Who do you want to reach?**

Do the thinking exercise again on page 6. In (y)our case, it is likely to be inclusion organisations. The next step would be to find out what media they would read/watch/consume. Are there specialised magazines, newsletters, Facebook or Whatsapp groups, Instagram, ... Who are the influencers in that field?

- **Who conveys your stories?**

Your communication officer probably has a list of press contacts. If you are lucky, even some journalists who focus on youth and social topics. If not, you can investigate who would be the content makers that publish your kind of inclusion stories. They can be in traditional media, but don't underestimate the power of social media. It might be worth connecting with some influencers.



- **Stand out from the crowd**  
Everybody wants to get ‘airplay’ in the media. So come up with some argument why your stories are special. Look for ‘incredible’ actions, activities, impact, events, achievements (related to a European project): former refugee doing EVS with refugees, performances, dramatic injustice (e.g. young person not allowed in the country because passport problem, etc.), rock climbing with people with disability,...
- **A picture tells more than a 1000 words**  
A great story is nice, impressive visuals are better. Make sure you have some incredible footage or pictures of your international project. Keep it short and simple to convey a clear message. It will more easily be picked up on social and other media. Make it sharable, rather than turning your story in loooooong bed time reading.
- **Promote yourself as the expert**  
Instead of you knocking on journalists’ doors, you can let them come to you. Convey the message that you can deliver stories and expertise about your field. Journalists are always looking for quotes, interview, stories. If you have them ready (and make sure journalists know about you), then you are likely to make the news.
- **Advertising?**  
It is not so usual in our sector, but why not? Whether you buy online ads or in a magazine/paper, it usually boosts your reach (and awareness). And if you got your message right, this is also the case towards inclusion workers. Try to find advertising agencies that do a campaign for free (or very cheap) for social organisations (a sort of CSR).
- **Social media**  
On social media, you are sort of your own journalist, so you can post what you want. Important is to give your (potential) followers interesting things – not just screaming “please do a project”. Create awareness and positivity with 80% of your posts through engaging (reposted) content such as quotes, comparisons, funny visuals, fill in the blanks, tips, infographics, how to tips, statistics, etc. And then add in 20% about the programme and your events. Internet is full of tips on how to grab attention with your social media.
- ...

- Surely the **Communication Officer** in your National Agency can help.
- And have a look at **Making Waves**, a SALTO publication about increasing the visibility and impact of youth projects: [www.SALTO-YOUTH.net/MakingWaves](http://www.SALTO-YOUTH.net/MakingWaves)

## Inclusion-ready on the phone

Seize any opportunity to get inclusion organisations on board. So what do you do when an inclusion organisation calls? This easy **7 step reminder** helps you(r NA colleagues) catch new inclusion potential.

1. Find out if a caller is “inclusion”  
e.g. Ask “What is the profile of the young people you work with?”  
(specific target groups: minorities, disability, health, social, poverty, etc.)
2. If inclusion, tell them you have an ID officer & specific information material.
3. Get name & contacts of caller and inform ID officer + send specific inclusion info material.
4. Follow up with a call explaining what you sent & invite for an exploratory meeting/call
5. During the meeting/call: set up a plan of action (e.g. send to TCA partnerfinding/course)
6. Support/coach during application: ring them to ask how the process is going
7. Invite them to a showcase moment after their project

Put this list next to each colleague’s phone. Of course ‘inclusion’ is more complicated than that, but it makes it digestible for colleagues.



## Need more human resources to make it happen?

There are only 24 hours in a day, and only so many salaries you can pay from your budget. So how can you do more, without getting overworked or overspending your budget.

- **Trainers & coaches**

Most of the NAs have a number of trainers or coaches they work with. They are often looking for interesting challenges. With the right support (and maybe some fee), they might be happy reach out to and coach inclusion organisations who are new to the programme, because they believe in inclusion and the programme.

- **The cloud**

No not virtual reality, but you could activate the ‘cloud’ of people revolving around your NA who are committed to the programme e.g. the board, former EVS volunteers, young people from projects with potential. Maybe they want to take a new inclusion organisation under their wings to help them set up a project. Or go out to convince some new potential inclusion workers (from a sector they are acquainted with?).

- **Teaming up with the field**

You can cooperate with organisations in the field who know their colleagues well. You can also create synergies with other programmes, so that your missionaries can also spread the word about some of the other European programmes (e.g. vocational training, Europe for Citizens,...). Are they not sure about reaching out or supporting other organisations, offer to send them to TCA or SALTO activities. An extra motivator.

- **Kill 2 birds with 1 stone**

Add an inclusion component to the activities you are already doing anyway (e.g. invite both successful and new inclusion organisations), in publications (e.g. add a box, a chapter, a pointer about inclusion), an inclusion focused workshop at a bigger conference with targeted guests... That way you don't need to create many ‘inclusion specific’ things. However, sometimes you need to have some specific attention (e.g. partner-finding, special needs, exceptional costs, etc.)

- **Outsource**

If you really don't have time for inclusion, outsource your outreach to some inclusion organisations. This would of course require funding and negotiations on the expected results. For the selected service provider, it is a nice sign of recognition and a nice financial bonus. You can look for alternative funding to make this possible (e.g. national funds, foundations, etc.).

- **More time for inclusion**

Collect good arguments (together with your inter/national colleagues) that could convince your head of NA/board/European Commission to get more time in your tasks for inclusion & diversity. Discuss with in your NA if there are other ‘less important’ (time consuming) tasks that you can reduce/stop. Because life is full of choices.

- **More staff**  
Check if there are other staff possibilities with your National Authorities. In some countries there is a system of social secondment (e.g. teachers who work for a year in a different sector), support programmes for employing specific target groups (e.g. for professional integration, hiring support for long-term unemployed/for young workers, migrant groups,...).
- **Professionals to be**  
Offer traineeships for youth work/social work/psychology/... students. A great project for a social work student would be to set up the outreach trajectory for new type of organisation or target group: from inventory, needs assessment, outreach actions, face-to-face meetings, info sessions etc. However, it also takes time and guidance to keep them on track. And don't forget about the follow-up once they leave your NA to graduate.
- ...

#### **Keep your helpers motivated**

- **Recognition & respect**  
A well-meant thank you goes a long way. Or offer visibility (e.g. on their CV or in your newsletter). Give them priority in activities (e.g. training courses), invite them as VIP to your events. And even though it might seem materialistic for our sector, you might be surprised how happy people are with useful gadgets or a reward now and then (e.g. book voucher, cinema ticket, etc).
- **No space for demotivators**  
Often it's the little things that gnaw at people's motivation. Tackle issues before they get out of proportion. Make sure your helpers don't have to cough up money for expenses (reimburse all travel, etc).
- **Keep it fun**  
Make sure you keep the positive vibe. Avoid an overload of tedious tasks. Think of the social side of things and do the tasks in couples or little groups (social dimension). Organise some nice moments together (not only work)!
- **Go for achievements**  
Give your helpers bite-size tasks that are easily achievable. Foresee celebration moments when achieved. This also ensures they see the usefulness and progress of their contribution.
- **Follow-up**  
Don't leave them to their own devices. Send them some message or call them regularly to see how they are doing. Be there to support your volunteers when needed.





## A checklist through a project

The Irish NA simplified the whole process into a checklist, with practical bullet points of advice to coach applicants through the different phases (before, during, after).

### 1. Prepare

- Get a sense of the opportunities for young people, youth workers and organisations in the youth field in [Erasmus+: What's in it for Youth?](#)
- Download our Erasmus+ Youth [Key Action 1](#) information leaflet
- Know the [application deadlines](#): there are three each year
- Read the Youth mobility sections of the [Programme Guide](#)
- Check our [calendar](#) for Information Sessions, Roadshows or Application Clinics in your area
- Define your project outline and how it links to national and European [policy](#)
- Get support from Léargas by attending an information session or seeking advice
- Find partners on [Otlas](#), the European Partner-finding tool
- Read the Léargas [blog](#) for tips when submitting your application
- Make sure all project partners named in the application form—including your own organisation!—have a [PIC \(Participant Identification Code\)](#)



### 2. Apply

- Check that your [Adobe Reader](#) is up-to-date and read [this guide to downloading the application form](#)
- Attend the [Youth Application Workshop](#)
- Consult the Council of Europe's [T-kit on Project Management](#)
- Complete the form in detail making sure you address the [award criteria](#)
- Assemble and upload all annexes required for the application (Declaration of Honour, [mandate](#) for each partner, [Timetable of activities](#))
- Submit online before the deadline

### 3. Do

- Read, sign and stamp your contracts before returning them to Léargas
- Attend Project Management Days
- Consult the Council of Europe's [T-kit on Project Management](#)
- Ensure you have access to [Mobility Tool+](#) through your [EU LogIn](#) account
- Register details of your project and its participants in [Mobility Tool+](#)
- Maintain all relevant information and documents for reporting and sharing
- Carry out activities as stated in your application form and notify Léargas of any changes
- Maintain contact with Léargas throughout the project
- Notify Léargas immediately of cases of *force majeure*
- Share and promote your project throughout its lifecycle *EVS only*: Watch the [tutorial videos](#) about EVS insurance

### 4. Report

- Know the reporting deadline(s) as stated in your contract
- Download the relevant report form through [Mobility Tool+](#)
- Ensure all project activity is reflected in the report
- Ensure all participants have submitted their reports through [Mobility Tool+](#) (Final Reports only)
- Upload any relevant annexes
- Submit online before the deadline

### 5. Share

- Download the **Error! Hyperlink reference not valid.**; Erasmus+ should be properly credited for all activities funded by the programme
- Use social media to share the activities and outcomes of your project
- Use existing networks to share learning with colleagues and fellow professionals
- Share your articles, case studies and experiences through social media or publications
- Contribute to the [Léargas blog](#)
- Present information at topic-related conferences and meetings, including the Léargas Forum



## How to explain the proportionality principle?

All projects have to be assessed transparently according to the same criteria. That is only fair.

But that would put new applicants (such as the inclusion organisations we are trying to reach) at a huge disadvantage, compared to experienced organisations.

That's why there is the **proportionality principle** “to ensure that the Erasmus+ Programme fully reaches its objectives”, also the ones about “equity and inclusion” of “marginalised young people and promoting diversity, intercultural and inter-religious dialogue” (Erasmus+ Programme Guide).



Therefore experts should assess the quality of a project (activities, goals, impact) **in a proportional way**, in relation to the size and profile of the applicant organisations and project partners. So the quantity (of activities, priorities or results) should not be judged in absolute terms, but in relation to the capacities and potential of the applicants and partners (Erasmus+ Guide for Assessors).

This means that small or beginning project partners are not expected to have the same quality of project application and expected results as huge or experienced organisations, but it should be seen in proportion to their potential to reach Erasmus+ objectives (such as inclusion).

To explain it with a metaphor: an ant that carries a leaf actually pulls 100 times its weight, whereas an elephant carrying a tree trunk only lifts a fraction of its weight. A tree is of course bigger than a leaf, but proportionally the ant project has a lot more impact. Or an ant project that only carries a little straw, can be proportionally just as good (or better) as an elephant project carrying a tree trunk.



It is important to make your team of assessors aware of the proportionality principle, as this is the mechanism to ensure Equity and Inclusion in the Erasmus+ projects.

## How to convey this proportionality message?

- **Explain**

Draw attention to the proportionality principle. Give the example of the ant and the elephant. Ask the assessors to focus on the experience and capacities of the project partners and the quality of the project and the expected results. Also ask them to have a look at the impact if a project would not be funded. Chances are that the negative impact of a rejection on an inclusion group is bigger than on young people who have many other international opportunities.

- **Train**

Present some case studies and compare the assessments of the different experts. Come to a common understanding of the proportionality principle.

- **Involve**

As mentioned in the Erasmus+ Assessor's Guide, it is recommendable to have inclusion experts in your selection committees who are more familiar with the barriers and potential of projects for inclusion organisations (and the young people with fewer opportunities).

- **Bigger picture**

Inclusion is an important feature in the Erasmus+ programme and the proportionality principle is supposed to make sure that the programme actually reaches its objectives. So keep an eye on how much 'inclusion projects' you grant overall and whether this is proportional to what the programme should reach. This allows you to tweak the proportion of inclusion projects.

- ...

## Monitoring your inclusion achievements

Now, if you are doing all these inclusion efforts, you also want to know the results of your hard work. As often is the case, you can go the quantitative way (numbers) or go for better quality.

### Numbers

If you shoot one meter left of the rabbit and one meter right of the rabbit, statistically the rabbit is dead. This intro just to say that numbers give you an indication of your results, but are not always as straightforward as they might seem.

Chances are that your 'aim' of reaching out to new inclusion organisations, is to actually also have more inclusion projects, including more young people with fewer opportunities in the European youth programmes, correct?



### Don't reinvent the wheel

Instead of creating new tools and ways to collect statistics, why not use and improve what is there?

In the **Erasmus+ application form**, applicants can indicate whether their project addresses inclusion and whether their projects (will) include young people with fewer opportunities (according to the 7 areas of exclusion factors).

### Ticking the box

The question is how to make sure that project applicants don't just tick the 'inclusion box' to get more sympathy and funding? Or how to tick 'inclusion' for projects who don't see themselves that way, but actually do real inclusion & diversity projects.

There will always be an **element of subjectivity** in 'labelling' a project as inclusion or young people as 'having fewer opportunities'. But you can reduce the subjectivity in having a transparent approach with inclusion guidelines for project applicants and for your assessors.

### Comparative disadvantage

It should be clear to them that the Erasmus+ definition of (inclusion of) young people with fewer opportunities is about '**comparative disadvantage**'. So do the young people in the project have comparatively fewer opportunities than the average young person in your country, in that area, in that

age, in that situation. You can see this from the way the applicant describes the target group, but also all the specific measures put in place to cater for the needs of this ‘fewer opportunity group’.

Make it an **explicit discussion point** in your information to applicants and also during the assessment. Adapt the information if needed to make sure the statistics you (and the rest of Europe) gets out of the Erasmus+ Dashboard are as correct as possible. The same goes for the final reports.

### **How to create a better understanding of what inclusion is (when to tick the box)**

- Explain the ‘**comparative disadvantage**’ when it comes to young people with fewer opportunities (in a session or a leaflet). Give some cases in which the ‘inclusion’ tickbox should (not) have been ticked to make your point. Make sure this info gets to all applicants and assessors.
- Ask a question about the **extra support** that the young people with fewer opportunities would need because of their comparative disadvantage. This gives everybody a better idea on what is meant with ‘true ex/inclusion’.
- Organise **information meetings** about inclusion, about what ‘fewer opportunities’ mean (and what not). And add info about the extra support available if they would apply. Inform potential inclusion applicants about your national ID Strategy.
- If you don’t want to organise a separate inclusion info session, you can always **add a session** on ‘What is inclusion?’ to your mainstream training courses, webinar, info sessions,... And also address it in your (online) consultation for project applicants.
- ...

### **Labelling and stigmatising**

If Erasmus+ is a programme to reach better/more inclusion, then we should also document whether it actually reaches young people with fewer opportunities (and how many). But we should be **extremely careful** with labelling and stigmatising young people. Focus on the situation, on the opportunities, not on the person.

**Privacy and confidentiality** is important, however it is possible to discuss professionally with the social/youth workers the level of comparative disadvantage, without making the young people feel as ‘the disadvantaged contingent’.



## Quality

How can we document the quality of European Inclusion projects? Here the focus would not be on 'how many' but rather on the impact of the projects on young people with fewer opportunities. Again, here are a number of existing processes that you can benefit from, rather than setting up your separate qualitative research.

- **RAY** – Research-based Analysis of Youth in Action ([www.researchyouth.eu](http://www.researchyouth.eu)) is a great project for this. They have been monitoring the effects of mobility projects on youth leaders and participants alike.
- **SALTO Inclusion** commissioned a contrasted research on the effects on young people with fewer opportunities VERSUS young people with most opportunities, leading to interesting conclusions. You can find these research articles at [www.SALTO-YOUTH.net/inclusionresearch/](http://www.SALTO-YOUTH.net/inclusionresearch/) . You could do a similar comparison on your national data (if sample big enough).
- RAY is currently also doing some more **longitudinal impact study** of participants that went through Erasmus+ youth projects. This will hopefully also give some insights of the longer term effects of international projects, in general on young people, but also on inclusion groups.
- But you can also pick-up on some **success stories of YPFO** that went on a project and document them in a useable format e.g. short clip, a two pager, etc. Share with the network and the wider world. Keep them ready for media, for conferences, for training (if they agree to be your ambassador).
- ...





## Making sense of it all

One thing is to have all the qualitative and quantitative data, but how do you make sense of it? It takes time and skills to analyse it and to adapt your inclusion strategies to the findings. If you ask other people (consultants, experts, researchers) to do this, it might even cost you quite some money. Here are some solutions.

- Turn it into a **research project** and attract money from your national authority for it or explore possibilities with (social) research funds.
- **Cooperate with students** (e.g. social work, psychology,...) who need to find topics for their master thesis. They (and universities/higher education) are often very happy that they can have a 'real contribution'.
- **Recent graduates** often are also looking for traineeships or first work experience to put on their cv. Chances are that there are some clever people with the right profile amongst your applicants or volunteers.
- Of course, having a student/graduate doing this research for you also requires time to introduce this person to your processes, data, etc. You need to foresee time to create a **supportive environment** for this person so that her/his work can be as accurate and qualitative as possible.
- ...

# Cookbook for Inclusion

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## **Anything missing?**

We did our best to collect a wide variety of recurring challenges for Inclusion Officers, and offer solutions that fit within the realm of an NA and your job description. But if there are other recurring issues, you want the SPI colleagues or SALTO Inclusion & Diversity to expand on, don't hesitate to send them to SALTO I&D.

Similarly, if you have other practical solutions that we missed, please share them with SALTO I&D and we will integrate them in the next (digital) version of this Cookbook.

**Enjoy the sweet taste of inclusion!!**

## **Thank you**

This publication wouldn't have been possible without all the great contributions of the SPI colleagues, but also other Inclusion Officers participating in the Colleague Support Groups. This cookbook has also been inspired by great NA practices and publications. Thanks!

SALTO Inclusion & Diversity – August 2018

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