

# CHAPTER 5: TIPS FOR PROJECTS AND ORGANISATIONS

Sharing of experience and learning from others was one of the main objectives of the seminar. We have collated several ideas that were shared. This is not an exhaustive list, nor is it the sum of all contributions from the week. Many informal discussions, small group chats, and connections in other ways also brought ideas and suggestions that could be useful for people who have not found their way into this report. We hope that at least the ones gathered here will provide a first resource for people to use:



## Tips - project level

### 1. OUTREACH FOR MORE INCLUSION

- Build relationships and trust with young people and other stakeholders
- Establish a network on local, regional, national and international levels
- Invest time in the interactions with others to deepen them
- Build in relationship time as part of the preparation and follow up of your project
- Reach out to the wider community, including families and younger children
- Map the people you are reaching, and identify those that you are not reaching
- Do research about the groups you are not yet reaching – who they are, what they like, where to find them
- Consider the communication methods to reach more/different people.
- Use phone call and in-presence meetings. Don't use email.
- Go to schools, skate parks, train stations, shopping centres, and non-visited areas where young people are.
- Run workshops for municipalities, libraries, other charities and NGOs, schools, institutions and policy makers.

*"I can't get young people off the screens to get them outside – but ironically it is the way to reach them to advertise opportunities."*

*Participant, seminar*

## 2. INCLUSION ANGLE

- Use peer-to-peer learning, with characters and personalities that other vulnerable groups can relate to
- Encourage knowledge exchange between those that have experience with those that don't
- Share resources. This can be knowledge, expertise, tools, methods, time, capacity, experience...
- Make the meetings in safe spaces, that the young people relate to
- Use teachers, trainers and role models that the young people know, to keep the feeling of safety and trust
- Adapt the language to the type of group
- Provide possibilities for young people to tell their story directly. Work out their needs for support, so they have the platform to have their voice heard.

*"The Dutch member organisation has good resources which enables them to support their peers in other countries, where resources are more limited."*

*Flipped Study Visitor, Seminar*

*"It's important to feel included in regular neighbourhoods, not just in institutions ("integrated", not "included")."*

*LFB Flipped Study Visitor, seminar*

## 3. GREEN ANGLE

- Adjust your approach to the local area and territory. Education and learning activities don't always have to take place in forests. Respecting the local area, the nature that is in a city, is just as important.
- Take activities outside. Have practical interactive, learning by doing. Don't always have people sitting round tables in workshops.
- Bring the city to the rural, not always the rural to the city. Connect people, their lives and nature together. Encourage understanding of the interconnections.
- Encourage people to use the greenery / nature in a city and do activities near them and with them. Say 'thank you' to the tree if you are using its leaves for an activity.
- Respect nature. Encourage appreciation and interaction with nature.
- Have awareness-raising as an objective, step by step approach. Participants don't have to become eco-warriors in a week.
- Give participants opportunities to change their habits. Allow them to work out their own priorities. Encourage concrete activities, even if they are small, where they can see and own the change they are making.
- Support people to get familiar with green habits in their lives. Encourage learning by doing. Theoretical learning doesn't always work.
- Let participants experience the cause. It's not always about raising awareness through workshops. Learning by experience touches more than just the brain.

*"Trees are inhabitants of the local community, just like we humans are."*

*Participant, seminar*



## 4. YOUTH WORK APPROACH

- Give young people enough time and space to express their own personality
- Listen to young people. Give them time and space to talk, and listen to their words, as well as the needs and feelings behind the words.
- Stay natural, stay non-profit, keep the focus away from economy and money.
- Empower young people to have more confidence, to use their energy and their voice
- Always consult the young people that benefit from your actions. Have an evaluation approach to check that your project/activity is working (before, during and after, deciding on a benchmark and what things you are measuring).
- Work on giving young people the support they need to own the space themselves
- Use a project management approach to consider over a longer term what will be the objectives, the funding to deliver those, and what the impact/follow up will be
- Consider the Impact that your project will have, what will change because of your activities
- Use grant funding to make your projects go further. Get experience in Erasmus+ (and European Solidarity Corps) projects.
- Link to other partner organisations to deliver projects together. Learn and share with others, to appreciate differences and to benefit from the common ground.



*"Ask kids and work with them – they are the most creative and unbiased people in the world."*

*Participant, seminar*



## 5. INDIVIDUAL LEVEL

- Be open and flexible
- Push yourself out of your comfort zone
- Be committed and resilient – never give up
- Trust yourself
- Act and confront
- Keep going



*"Just because it is hard doesn't mean we should stop."*

*Aart Bos, Keynote input*

## Tips - organisation level

### 1. CO-OPERATION

- Build alliances with others. Increase your network. Collaborate more.
- Learn from others. Sign up to seminars and trainings and opportunities where you can hear and compare others' practice.
- Increase your community connections. Bring in the local perspective on what you are doing. Connect to other stakeholders and encourage input and conversations with them. Build your social capital.
- If your municipality isn't interested, try another one.
- No-one can know or be good at everything. Do a consortium based on the topic. If you work on green, connect to organisations that do inclusion well. If you work with inclusion, connect to a green organisation.
- Connect networks of volunteers together.
- Get together with other NGOs in your country. Piggy-back on their experience.
- Build partnerships with others. Think about your strengths, and the gaps in your expertise/competence, and work out which Third Parties could fill that gap. Work out a win-win with them (how to share your strengths?). Establish a Memorandum of Understanding between you.
- Connect to bigger NGOs and use their social media reach to enlarge the participants in your projects.
- Hold round tables of discussion and connection, including young people and volunteers. Invite different local stakeholders, and experts in the topic. Think cross-sectorial.

### 2. KEEP VOLUNTEERS ON BOARD

- Find a balance between asking for their time and giving them something in exchange.
- Provide them with recognition, such as a certificate.
- Build stronger relationships with them. Get to know them outside of their volunteer role. Listen to their (other) needs and interests.
- It's important that they feel supported. It should be clear that someone always has their back, that they have freedom to be themselves. They should have a sense of belonging to the project or the organisation.
- Provide them other opportunities outside of volunteering: internships / job shadowing / further education / training / skill development.
- Contribute to their well-being: make it fun to participate, create a positive environment, allow them to find and build friendships etc.
- Increase their participation, give them space in the governance of the organisation, make sure there is time and place for their voices in decision-making processes, encourage them to contribute to the vision and next steps. Encourage their sense of ownership.

# GREEN INCLUSION



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