

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

# Catch your target group!

## Inclusion

### Colleague Support Group

Jint – Brussels, Belgium

11-13 June 2008

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Education and Culture

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

- ☆ How to select the **most relevant** inclusion target groups
- ☆ taking into account your **strengths and limitations** and
- ☆ selecting the most **efficient activities** to reach them.

In these first Inclusion Colleague Support Group, we focussed on ‘**how to select a priority target group in your NA inclusion strategy**’ and then ‘**how to catch this target group**’ to get them involved in Youth in Action projects.

We all know that resources (time and money) are limited. So in order to get some real inclusion going, it is probably **wise to focus** (during a period of time) on some specific target group(s).

☞ On page 8 and following, we list **How and why different NAs select the inclusion target group(s) they focus on.**

Once you have opted for a specific target group, it is clever to find out what are the **needs and obstacles** of this target group.

☞ Page 12 and following give the results of the mental exercise about “**What is in it for them?**”, the reasons why your new inclusion target group would participate or not in YiA.

There are **many activities and actions** that you can put in place in order to address these obstacles and positive motivations to get them on board in Youth in Action projects.

☞ Page 17 and following, list some genius ideas from your inclusion colleagues that play on the motivations and obstacles that youth workers (and young people) face.

Since you cannot do all of these activities, it is important to make a realistic inclusion strategy (action plan) that takes into account the strengths and limitations of your National Agency and national context.

☞ Page 26 and following, shows what could be strengths and limitations of your NA, based on the discussions at the Inclusion Support Groups.

☞ Last but not least we introduce the action plans of your inclusion colleagues (page 33), from which you could also get inspiration.

We round off with a 'KATCh'y evaluation of the Inclusion Colleague Support Groups (page 38) and a short description of the **concept and format** of the Inclusion Colleague Support Groups (page 39).

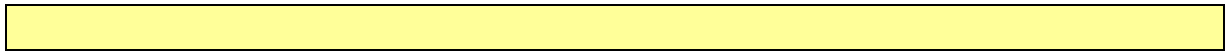
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(meaning – who can you contact for more information?)

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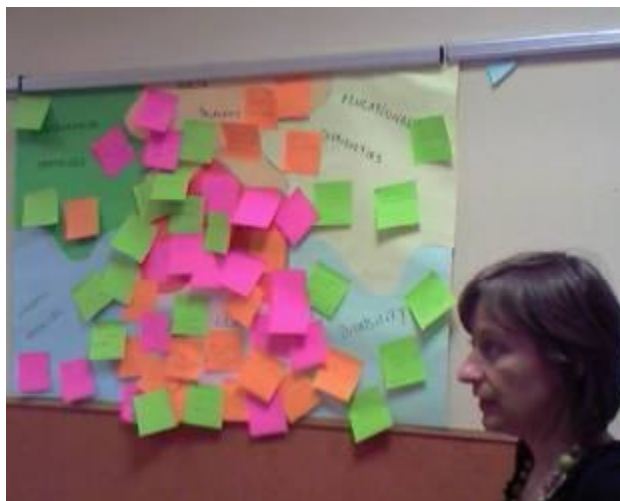


## Which inclusion groups do you currently (not) reach? A snapshot

We had a look at **which inclusion target groups** were reached within the different countries represented at the Inclusion Colleague Support Group.

- ☞ You could also start with a similar exercise, to find out in which areas you are doing well, and where are the blind spots

A green post-it meant that the target group was present within the Youth in Action programme, orange indicates some experience with projects with the indicated inclusion groups, and red represented the blind spots (groups that were not reached at all).



You can find below the inclusion target groups that the different NAs are **reaching successfully** (not the complete picture, of course, but some indications).

Why not contact your inclusion colleagues from these countries to **pick their brains** and **get inspiration**?

- ☆ **Geographical obstacles:** **Latvia**=Rural youth, **Italy**=Projects from South of Italy, **Estonia**=Rural Youth (in some actions more than others), **Hungary**=works through regional offices to reach out, **Netherlands**=young people in disadvantaged city neighbourhoods  
**SALTO Inclusion:** *Youth and the City* booklet (NEW-urban youth) & *Village International* booklet (rural youth)
- ☆ **Economic obstacles:** **Czech Republic**=young unemployed coming from rural areas, **Flanders**=unemployed, **Italy**=economic and social obstacles through action 1.2 projects, **Estonia**=unemployed young people  
**SALTO Inclusion:** *Going International – Opportunities for ALL* booklet (socio-economic disadvantage)
- ☆ **Social challenges:** **Estonia**=youth in prison, young people in orphanages, **Flanders**=youth in care/ youth at risk (TC Doors Wide Open), youth in prisons, some gay & lesbian (action 1.2), **Latvia**=young people in orphanages, **Hungary**= youth living in state care, Roma youth, **Italy**=LesBiGay projects (action 1.2, 3.12, 1.1), **Estonia**=sexual minorities, **Czech**=young people from children's homes, **Netherlands**=young people in youth care institutes, youth with behavioural problems  
**SALTO Inclusion:** *Over the Rainbow* booklet (LesBiGay) & *No Offence*

booklet (ex-offenders) & *Fit for Life* booklet (using sports as inclusion method)

- ☆ **Educational difficulties:** Netherlands=young people with lower education, school drop outs, Italy=early school leavers (youth exchanges), Latvia=young people with learning difficulties  
**SALTO Inclusion:** *Use Your Hands to Move Ahead* (short term EVS)
- ☆ **Cultural differences:** Netherlands=Moroccan Turkish Surinam Antillian young people, Flanders=Ethnic cultural minorities, Latvia=Roma youth, Estonia=Russian (speaking) youth  
**SALTO Inclusion:** *ID-Booklet* (inclusion & diversity) & SALTO Cultural Diversity booklets
- ☆ **Health problems:** Italy=EVS projects focussed on disability or health problems  
**NOTE:** this target group does not seem to find its way into the YiA programme – why? Is this a forgotten group? What can you do to reach them?
- ☆ **Disability:** Czech=physical disability & blind, deaf, translation No Barriers No Borders Estonia=youth with physical and sensory disability (to lesser extent mental disability), Flanders=in youth exchanges, Hungary=physical disability, Latvia=some mental & physical disability projects, Netherlands=some mental & physical disability projects  
**SALTO Inclusion:** *No Barriers No Borders* booklet (mixed ability projects)

☞ Download or order all SALTO 'Inclusion for ALL' booklets from [www.SALTO-YOUTH.net/InclusionForALL/](http://www.SALTO-YOUTH.net/InclusionForALL/)

### **Estonian NA - Üilly introduction – a good practice**

We invited Üilly Enn of the Estonian National Agency to present the work they were doing in the field of inclusion. The Estonian NA was one of the **pioneers** who took a pro-active role in working on inclusion, long before there was any European Inclusion Strategy. Üilly contributed a lot of clever ideas based on their approach towards inclusion, which you can find throughout this document.

☞ Inclusion is not 'a task' – it is a pro-active choice and passion

The Estonian NA had a clear focus on inclusion since the early 2000s. In order to work out the national inclusion strategy, both national and European trends have been taken as a basis. They **compiled information** on national practices (more widely than Youth in Action only) and shortcomings regarding inclusion, as well as European ones. Based on this research, the Estonian NA developed a national inclusion strategy, to address some of the blind spots they discovered (e.g. groups that were not addressed at national

nor European level). In addition, regarding some target groups, European level trends and priorities have been of great help to create better synergies with national reality and needs (e.g. since European Youth Pact there is a stronger focus on employability of young people).

#### ☞ Needs analysis and research first – evidence based inclusion strategy next

The Estonian NA realised quickly that they would not be able to address all the disadvantaged target groups at the same time, because of **limited resources** (small NA with limited staff and money). Therefore they selected a few inclusion groups at a time to focus their efforts on.

#### ☞ Address a few inclusion groups well – rather than many badly

Since 2000, the Estonian NA addressed a series of consecutive inclusion groups:

youth with disabilities and mental health problems

☆ gay, lesbian and trans-sexual youth

☆ young people in orphanages

☆ youth in prisons

Since 2007 they are focussing on 3 main priorities (simultaneously):

☆ youth from rural and remote areas, small towns

☆ youth from Russian-speaking communities

☆ young (long-term) unemployed people

At the same time, one of the underlying principles of inclusion strategy is to keep the door open also to other target groups within the inclusion area.

### How do they do it?

☆ The Estonian NA appointed one '**cross-action**' **inclusion officer** (dealing with inclusion in all YiA actions), but at the same time 'inclusion' remained a matter of co-operation within **whole NA team**. Everybody in the team would give special attention to projects of inclusion organisations or young people with fewer opportunities. The whole team put their shoulders under the national inclusion strategy, coordinated by the 'inclusion officer'.

☆ Also the **Selection Committee** played a role in the inclusion efforts, having particular attention for projects from inclusion groups or volunteers with fewer opportunities.

☆ The Estonian NA also worked with **trainers** as strategic partners in inclusion field (co-developing inclusion training courses or actions), which allowed them to expand the human resources investment, despite being a small NA team. At the same time co-operation was sought with active organisations from the inclusion field.

#### ☞ Don't do it alone – get your team and strategic partners on board

The selection of **different activities** that were undertaken, was the result of different factors:

- ☆ First of all **human resources** (and commitment and skills of the staff) steered the process in a certain direction.
- ☆ The **structure and position of the NA** allowed it to be on the forefront of inclusion work, both on national level and in Europe.
- ☆ The innovative pro-active organisational **culture of the NA** also stimulated this experimental approach towards inclusion (trying out things).
- ☆ And the **national situation** in Estonia allowed a European programme to be used to address national shortcomings.

The Estonian NA developed a **long-term strategy** for each target group (no quick-fixes). They developed a **pathway approach**, starting from small activities (e.g. exploration visits, information sessions) towards bigger pilot projects combining various support measures ( (e.g. extensive consultations, training courses).

☞ Start small and go step by step – Rome wasn't built in one day

One of the main strengths of the Estonian approach was **flexibility**. They allowed for adjusting their course of action at regular intervals and adapted their activities to feedback from the stakeholders. Regular monitoring of their inclusion strategy made them put their efforts where they were really needed.

☞ Do what is needed and not what you happen to have planned.

They were looking for **synergies between practice and research**, mutually enriching each other where possible. Wherever good qualified human resources were missing, **expertise** was sought in trainers pools, experts, etc. The Estonian NA applied a **cross-sectorial approach**, actively searching contacts to relevant sectors outside the youth field (*e.g. with employment agencies in case of unemployed youth, with ministry of justice regarding prison projects, etc*).

☞ There is more than Youth (in Action) alone – look wider and build bridges

Last but not least, they spent a lot of effort in the **documentation** and dissemination of their practice & results.

☞ If you do things, good or bad – document & share the experience

But of course, not everything went as expected. Estonia is not the inclusion heaven. Some challenges that popped up their ugly head are:

- ☆ How can you combine the qualitative work with quantitative objectives?
- ☆ How can you measure the real impact on social inclusion? What kind of impact at all are we aiming at? And if and how we would have measures to follow and document this impact?
- ☆ How to stretch time and other resources?

## Why & how do you decide to focus on a target group?

**Realities are soooo different in the represented countries** – so the decision making approach for choosing which target group(s) to focus on, depends a lot on the national context, on the national agency, on the stakeholders involved, etc. Some NAs are very influenced by the national youth policy, some very much by heads of NA, some follow the Commission very closely, others follow internal interest and skills, etc.

- ☞ It is important to analyse your own puzzle of all the influences and
- ☞ get a **common understanding** of the direction to go (i.e. the inclusion target group(s) to choose).

Some factors at play in the decision making about which specific target groups to focus on:

- ☆ **Involve the stakeholders.** It is vital to have discussions or meetings with the players in your reality: this can be organisations, trainers, the head of the NA, national or local youth services, your selection committee, etc. Work towards a common understanding, get a clear view on inclusion/exclusion statistics, who is doing what for which groups, what are the lacks and needs, etc. Once you have put the pieces of the puzzle together, you can make a conscious evidence based decision about which target group(s) to focus on.
- ☞ Don't do it alone - make it a **shared decision & responsibility** – the more people you involve, the more support, the more impact
- ☆ **Ask some expert advice.** Many NAs have an inclusion-expert working group or think tank (with inclusion experts, inclusion organisations, NA colleagues, trainers, stakeholders, etc). Or you can ask some 'consultancy' of experts from inclusion field who know about the situation and the needs in your country. They could give support for justifying selection of target groups and of your approach towards getting them on board. Or you can also have a trainer (pool) meeting on the topic of Inclusion (they might have some additional ideas from their experience in the inclusion field).
- ☞ You don't have a lot of expertise inside? – No worries – Surround yourself with **experts from the outside.**

**TIP:** It works best if you already provide some ideas (a list of suggestions, approaches) about what you were planning to do, so that the experts don't have to start from zero in their thinking and feedback = more efficient.

**TIP:** Did you think about involving the experts also in the monitoring of your inclusion group approach.



### Echoes from Estonia

The Estonian NA decides the general selection of target groups in a bigger consultation (whole NA team being involved as these decisions are taken as part of the overall evaluation and planning of NA activities or with support of external experts or with stakeholders), but the more practical approach and actions (towards the specific priority groups) are determined with one NA colleague in tandem with a trainer (or other expert) or in a small group of NA colleagues. Per target group there is one NA colleague responsible, who has regular planning meetings with the trainer. This confirmed itself as a practical working structure, as it also creates mutual responsabilisation (you are not alone). Sometimes the Estonian NA also works together for its inclusion efforts with some partner organisation that they work closely with (e.g. *co-operation since 2007 with an NGO in the Russian speaking area to guarantee good quality and accessible support in Russian language*).

☆ **What are hot issues in society?** – e.g. urban youth after the Paris banlieu problems , co-operation between ethnic majority and Russian speaking community after statue move (Estonia). This could also influence the focus of your inclusion work.

☆ **Politics & Policy.** You might be subject to a top down decision on the type of target groups that you should be working with. The minister or director decides for political reasons which target groups are important and might impose you to work on that. e.g. focus on urban youth after some city problems, decision to increase the % of minorities in youth work, etc.

**TIP:** What if this political aim doesn't fit the (your) reality? You can combine your priorities with the political ones (even though you will be focussing on more target groups than you can cope with). Or you can make your case with **evidence based arguments** (e.g. European+National statistics, research evidence, CoE, European Knowledge Centre, youth field, overview of who else is already doing what and what is lacking, discussion with colleagues, etc)

☞ It is better to have ministries and directors as friends rather than enemies – keep them informed about your decisions and give arguments – or involve them in the target group selection process?

☆ **Available skills and competences:** You might have some members of staff in the NA that have a background in certain topics: e.g. this can be previous studies, specialisations, jobs, personal experiences, e.g. *previous job with youth at risk, integration centre,...*

☞ Did you think of the optimal use of skills of staff in the NA?

☆ **Personal interest and motivation of staff** – if staff isn't convinced about the focus on certain target group(s) then your strategy might not be very successful. Be convinced yourself first.

- ☞ But your personal motivation alone is not enough. You also need to convince your colleagues, head, stakeholders...
- ☆ **(Easy) access** to the target group(s) in question. Some groups find their way to the NA themselves – so you could decide to start your inclusion efforts with those ones you already have contact with. Jump on the wagon.
- ☞ The best publicity (for YiA) is word of mouth – use the links and contacts you have already.
- ☆ **Who is missing?** You can base your decision on the state of affairs. Check which inclusion groups (e.g. from the European Inclusion Strategy definition [www.salto-youth.net/inclusionstrategy/](http://www.salto-youth.net/inclusionstrategy/)) are **not present** in the current projects.
- ☞ Think about what could be the reasons for them not being in – and do something about it.
- ☆ **Lateral thinking:** you don't have to stick to the youth/social field alone – there are also young people (with fewer opportunities) in other 'sectors' such as health, labour unions, sports organisations, cultural organisations, schools,... Inclusion groups often fall in other sectors than the youth field (e.g. justice, health, employment etc) – NFL could be the added value that the YiA can bring into those new sectors.
- ☞ **Non Formal Learning?** – Sometimes there seems to be a competition between the youth work (YiA) and the 'old way' of doing (e.g. summer camps, formal education,...). It is about power and validity. **It is better to cooperate than to compete!** Avoid the 'one is better than the other' discussions, but play the complementarity card to reach similar aims.
- ☆ **A second chance.** Maybe some groups don't make it to the list of granted projects because their applications do not reach the quality standards and are rejected. Check which groups' projects are **rejected** (systematically) and analyse what are the reasons behind it. Part of your inclusion efforts could be to remediate (for future applications) and get them on board– e.g. *explain what went wrong, give feedback, more coaching towards future applications.*
- ☞ **Make the European Strategy fit National needs.** Put the European Inclusion Strategy on your national reality. Some parts of it will be relevant to your context and some not. You can use the YiA programme to address needs on local level. Invite organisations that are working on inclusion areas of national relevance. Organise a meeting for people from different target groups and find out their needs and show how YiA could fulfil their needs.

**What if a target group (inclusion organisation) contacts you and they are not part of your priority?**

*How to integrate this 'on the fly'? How do you combine 'giving lots of energy/support' to one group – and then not excluding other groups?*

The **European Inclusion Strategy** states that none of the 'inclusion groups' should be 'excluded' *i.e. you cannot refuse a certain inclusion group because it doesn't happen to be your priority.*

**Keep open for jumping on other projects/training.** You don't have to do everything yourself. You can also send participants to other courses & initiatives, organised by other organisations or NAs – with relatively little effort (*e.g. Roma course, SALTO courses*). You only need to invest some time to contact organisations in this new sector, or to fund travel costs, and the training is done by someone else.

Some **inclusion organisations contact your NA spontaneously** – Huray! You give them the same information and service as other organisations, but since they are an inclusion organisation, you can connect them to existing training courses or support activities.

You can also **cooperate with inclusion organisations** that have done projects with the same target group. These experienced organisations can coach the new inclusion organisation towards projects (with groups that are not your priority).

SALTO Inclusion has developed some **publications for specific target groups**, which could be a 'paper training course' for the youth workers (with English skills) and will give them an idea on how to go about setting up a project with their target group. See [www.SALTO-YOUTH.net/InclusionForALL/](http://www.SALTO-YOUTH.net/InclusionForALL/)

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

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

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

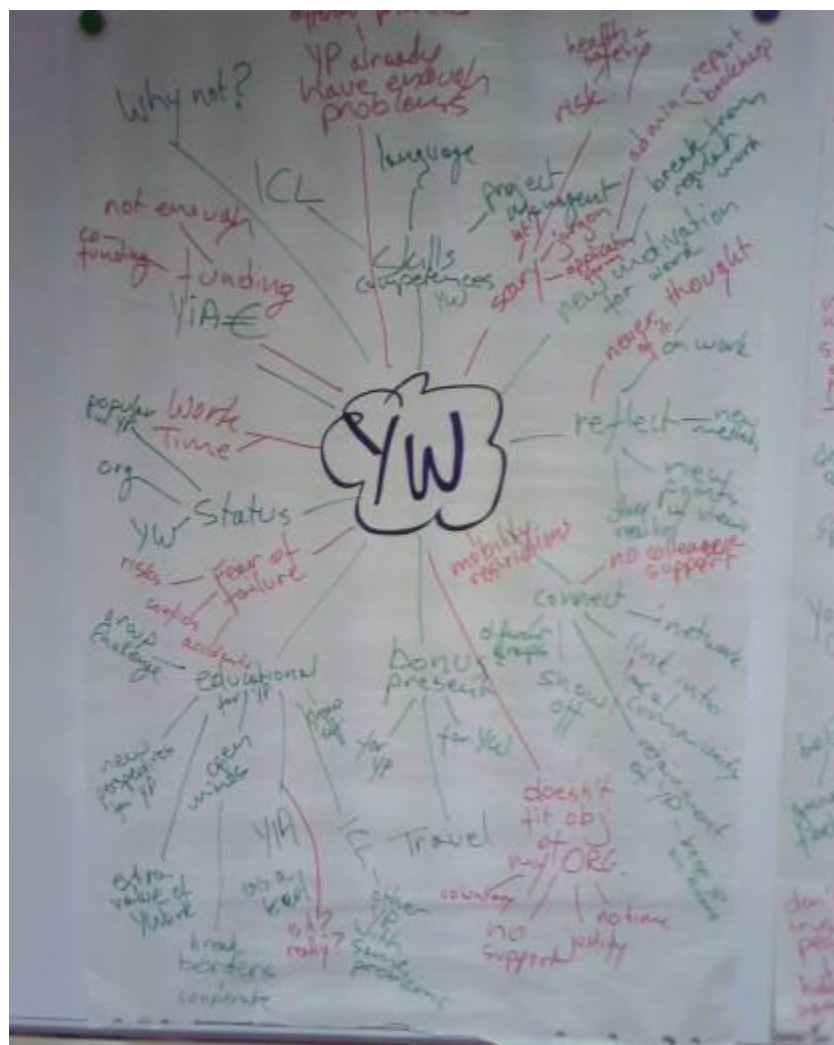
☞ **This is an important exercise – because it allows you to inform and adapt your strategy for reaching this target group!**



We had a brainstorm at the Inclusion Colleague Support Group and came up with the following sexy and boring arguments in favour or against doing a YiA project – for the **young people** (see mindmap).

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

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



For **youth workers** the positive and negative arguments towards doing a Youth in Action project look as follows (see mind map):

Interesting opportunity	Difficult to sell it
<p><b>I can gain new skills &amp; competences</b></p> <ul style="list-style-type: none"> <li>☞ language skills</li> <li>☞ intercultural learning</li> <li>☞ project management</li> </ul> <p><b>Status</b></p> <ul style="list-style-type: none"> <li>☞ looks good on my CV</li> <li>☞ it gets the organisation in the news</li> <li>☞ makes me popular with the young people</li> </ul>	<p><b>It looks scary &amp; daunting</b></p> <ul style="list-style-type: none"> <li>☞ all the jargon, complicated terminology</li> <li>☞ long application form, too much administration involved (reporting, bookkeeping)</li> <li>☞ risky business, health and safety</li> <li>☞ international, why not do our work at home</li> </ul>
<p><b>Funding</b></p> <ul style="list-style-type: none"> <li>☞ there's money in YiA</li> </ul>	<p><b>Funding</b></p> <ul style="list-style-type: none"> <li>☞ the grant doesn't cover everything</li> </ul>
<p><b>Educational motives</b></p> <ul style="list-style-type: none"> <li>☞ eye-opener for the young people, open their minds, break borders, new perspectives, ICL</li> <li>☞ YiA is a tool for the youth work I do and the aims I want to reach</li> <li>☞ Gives extra value to youth work</li> <li>☞ It is a group challenge, will bring the group closer together</li> <li>☞ Good for the YP to meet other in similar (or worse) situation than them, creating bonds, put things in perspective</li> </ul>	<p><b>Limitations</b></p> <ul style="list-style-type: none"> <li>☞ the young people already have enough problems as it is, it is not a priority to go abroad</li> <li>☞ what about mobility restrictions and accessibility? (in case of disability)</li> <li>☞ it doesn't fit the objectives of my organisation</li> <li>☞ no support of colleagues or board (will have to do it in my free time)</li> </ul>
<p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>☞ networking with other like-minded organisations and youth workers</li> <li>☞ an opportunity to involve the local community</li> <li>☞ a way to keep the young people on board (is an extra incentive)</li> <li>☞ show off our organisation to the world</li> <li>☞ meeting and attracting different groups</li> </ul>	<p><b>It takes too much work and time</b></p> <ul style="list-style-type: none"> <li>☞ I am already overworked as it is</li> <li>☞ YiA comes on top of all the other work</li> </ul>
<p><b>Reflect</b></p> <ul style="list-style-type: none"> <li>☞ get to know new methods, new points of view, other realities</li> <li>☞ enrichment for my work</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>☞ will I be able to manage such a project</li> <li>☞ I have never done it before</li> </ul>

<b>Bonus</b> <ul style="list-style-type: none"> <li>☞ it's a little extra, keeps me motivated, new motivation</li> <li>☞ free travel</li> <li>☞ a welcome break from regular work</li> </ul>	
...	...

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



## How can you deal with these Motivations & Obstacles as NA?

*What can you do to address these motivations & obstacles?*

Once you know what arguments youth workers and young people are sensitive to (see tables above), and which are the obstacles they see, you can **develop different activities or materials** that play these sensitive cords. Some examples:

### **YiA is scary & daunting**

- ☆ Develop an offer of **workshops and trainings on demand** (intro sessions) to motivate organisations, youth workers to do YiA projects. The workshops are for free (if there are at least 8 participants). Going out to inclusion organisations makes the contact easier. It also creates direct/personal contact and this way the NA or YiA becomes less mysterious or distant. (Flanders)
- ☞ **Make sure you have your arguments ready to convince the youth workers (and young people) = get inspired by the positive left hand column of the tables above**
- ☆ **Consultation days** (before deadlines) – young people or youth workers can come to the NA to check off ideas, to see if their project idea would fit in the YiA programme. It is a whole day of shopping through different offers and possibilities. The NA colleagues (and those of other programmes) are there as consultants to give explanations. (Flanders)
- ☆ Take the ideas of the Programme Guide and rework them into **easier language promo material** e.g. YiA application guidelines (Netherlands), YiA work book (Estonia), YiA toolkit (Flanders). Translate the YiA ideas into youth work reality and show what they could gain from it, how they could use YiA for their own work, etc.
- ☆ **Set up training, coaching and support** – training, workshops, project visits – closer support – help inclusion organisations understand more what is the aim/functioning of YiA. Support the quality development before the application – explore to which extent it is possible to **'be more lenient'** towards beginning NEW priority target groups that apply (even though the quality is not as good as other projects) OR give more support so that the quality is up to notch for next deadline (treat different groups similarly – or positive discrimination?).
- ☆ Make it more visible that there is a possibility for **pre-deadline and get feedback & consultation** on the projects (before final deadline). Balance between 'sticking to rules & procedures' (same objective chances to get granted) and getting inclusion groups in (positive discrimination).

- ☆ *Recommendation from Staff training to COM - Give some extra days (10 days) after the deadlines – to make the Formal Quality Criteria ok (e.g. get signatures, correct budget, etc...) to avoid project being rejected for details*
- ☞ How to make sure that what is in the application also happens in real life – they can have lots of support for the application – but they also need to have **project execution skills!**
- ☆ Some inclusion organisations (e.g. migrants, disability,...) do not have the same non-formal learning ‘youth work’ approach. Those organisations have different motivations or reasons for their activities. When doing promotion towards them, there is a need to emphasise more the **specific benefits in the YiA programme form them**. See the “What is in it for them” exercise. But you should keep the general idea of YiA programme (and not open the door for any and everything).

### Will I be able to do it – I have never done it before

- ☆ Invite **newcomers on monitoring visits** – to see how a project looks like in real life. (Flanders)
- ☆ Newcomers (potential interested project organisers) are invited for 2 days in a YiA project (sort of **job shadowing**). The NA covers the additional costs involved (TCP money). (Latvia)
- ☆ Give **examples of similar types of projects**, or target groups etc (in a small document) – so that new-comers can get a better grasp of what it could look like (short examples) e.g. prison projects, work with unemployed – show that it is possible and how others have done it before them (Estonia).
- ☞ Even better to hear the **good examples** from the people that have actually done these projects. Involve previous inclusion project organisers in promotion/info days etc – allow for questions and answers and discussions about how they did it – tell a **honest realistic story...**
- ☆ **Promofilm Estonian NA “Imre”** (13 min documentary, with subtitles to English and Russian).  
The film is aimed to promote **EVS as a tool in inclusion work** with young people and to valorise the impacts of such projects. The story follows a young Estonian boy Imre with special needs in preparing and participating in short-term EVS project in Spain in spring 2007.  
The movie has been produced as initiative of Estonian NA for European Youth Week in 2007 as part of the DVD “Compilation of values”. It is a tool to raise awareness on main values of YIA programme, like European awareness and citizenship; diversity and inclusion; active participation, co-operation, non-formal learning etc.  
You can find the film “Imre” on Google Videos :

<http://video.google.com/videoplay?docid=-1230791411413945357&hl=en>

### Will I be able to manage such a project?

- ☆ Translate **Going International** (a basic booklet for first-timers that want to go abroad with their inclusion group - Flanders) – or translate one of the other SALTO Inclusion for ALL booklets to make them more accessible for youth workers from your country. See [www.SALTO-YOUTH.net/TranslateInclusionBooklets/](http://www.SALTO-YOUTH.net/TranslateInclusionBooklets/)
- ☆ You can also **offer training opportunities** to interested youth workers that plan to set up an inclusion project. Have a look at the offer in the **European Training Calendar** [www.SALTO-YOUTH.net/Training/](http://www.SALTO-YOUTH.net/Training/)
- ☆ Meet with **'rejected' applicants** – to see what could be solutions – find out what the problem was (conceptual, wording, work load, misunderstanding,...) – and how you can better support them next time. Keep them on board and motivate them to re-apply (Flanders).
- ☆ Organise pre-project training courses for ALL granted projects in different actions (incl. youth group members are invited to take part of the trainings on Youth Exchanges and Youth Initiatives). All leaders/some core group members of granted projects need to come to a training focusing on qualitative and administrative issues of project implementation (team work, running the project reporting...) (Estonia)
- ☆ You can use monitoring visits for (some of) the 'not so good' projects – so that you can give them extra feedback, support, coaching, give advice, exchange with them about 'the ideal project' during the project – which hopefully has a positive influence on the quality of future projects (Italy)
- ☆ Make **connection with 'inclusion organisations'** and cooperate in promotion – you could add YiA element in the activities/training that they are doing anyway. Integrate YiA or NFL (international projects) in their inclusion training.

### YiA doesn't cover all the costs

- ☆ **Co-funding** - make a publication about different funding possibilities for youth projects (so that it is easier to find co-funding). Or put it on website – make maybe a separate part with specific funding for 'inclusion projects'. (Flanders)
- ☆ The **SALTO booklets** about specific target groups also contain **lists of (co)funding opportunities** specifically for those target groups e.g. funding for LesBiGay projects in Over the Rainbow, funding for disability projects in No Barriers No Borders, funding for rural youth in Village

International, money for urban projects in Youth and the City etc – they are online at [www.salto-youth.net/InclusionForALL/](http://www.salto-youth.net/InclusionForALL/)

## There is no support within my organisation for international projects

- ☆ **Campaign towards policy / local authorities** (Netherlands) to make them more European/International minded – so that they see the importance and opportunities of YiA and allow their youth structures to spend time on international projects. Sort of lobbying (info, promo,... etc). Participate in forums where the people that you want to reach where they are present (e.g. ministry of justice – prison director meeting – to get green light before contacting the social workers and what they would see possible – and only after that the young people) – similarly 1<sup>st</sup> unemployment offices – only after that unemployed people themselves – don't shortcut the hierarchy... (Estonia)  
However you could also start from the bottom: first have some pilot projects with specific target groups and then bring the results and arguments up to more policy level (but practice/research based).
- ☆ **Link YiA into the national policy priorities** – e.g. if there is also a focus on 'inclusion', 'citizenship', participation etc – they could use some YiA money/projects for their local reality.

## Playing the positive notes

- ☆ In the promotion of YiA – use **arguments that the young people (and org) are sensitive to** e.g. EVS 'low cost' = consider what is the "Unique Selling Point" of Youth in Action – the super advantage over the 'competitor programmes' and other opportunities (Netherlands)
  - ☆ Use '**role models**' e.g. hip hoppers, or music group, use quotes of respected organisations, etc. Connect your promo to the life-world of the young people. **BUT** most of the YiA PR goes to youth organisations.
  - ☆ **Show the Youth Workers that it is possible** (e.g. film "Imre" by Estonian NA – about inclusion of youth with mental disability <http://video.google.com/videoplay?docid=-1230791411413945357&hl=en>) – show how others have done it successfully. Involve previous projects in your info-sessions – put newcomers in contact with your YiA inclusion-project champions.
  - ☆ In promo-material- did you think of using **images of 'different people'** – e.g. with disability, different colours, gender, etc. (so that inclusion groups feel that they are also welcome).
- ☞ To be continued – add your own great ideas...

## What worked (in reaching Target Groups) – what didn't?

*(actions, publications, contacts, partnerships, approaches, concepts etc)*

The National Agencies present at the Inclusion Colleague Support Groups shared what were their successes and failures in working towards inclusion groups. Find some inspiration, and why not contact the respective NAs to find out more.

- ☞ **These actions & activities do not always work in all cases – you always need to adapt them to your reality!**

### **Before you do anything: you do some needs assessment!**

You need to contact the organisations active in the field, sit around the table with them, get to know their reality (and that of their target groups), visit them, read background material about the inclusion groups you want to focus on (researches, reports, etc).

- ☞ Without a good basis, there will not be any good actions
- ☞ Allow your ideas and actions to grow (sometimes they take time to mature – and you need to adapt your interventions to feedback from stakeholders – be flexible).

### **Providing training**

- ☆ TCP activities: **about inclusion themes** – e.g. Streetwise (about streetwork - Netherlands), CMS for migrant organisations (see Training Calendar [www.salto-youth.net/training/](http://www.salto-youth.net/training/)) – TCP is a tool to involve new inclusion groups (national or international) – e.g. through pilot projects, contact visits, information meeting, needs assessment seminar,...



- ☆ **Sending pax** (of inclusion groups) to inclusion training courses organised by NA colleagues & SALTO – but also into the mainstream activities: BTM, SOHO, etc (see Training Calendar [www.salto-youth.net/training/](http://www.salto-youth.net/training/))

### **Dealing with disability**

- ☆ Make your own **TCP activities inclusive**: take into account special needs. Be ready to find **solutions**– ask in the **application form** about special needs– foresee money for e.g. personal assistant, adaptive equipment, (sign language translator), etc.

- ☆ **Communicate explicitly** in your training info that people from minority background or with a disability are warmly encouraged to apply.
- ☆ Make a point of having **accessible venues** (at least a min number of rooms).
- ☆ There is a **disability checklist** in No Barriers No Borders SALTO booklet [www.salto-youth.net/NoBarriers/](http://www.salto-youth.net/NoBarriers/) or online at <http://www.salto-youth.net/AccessibleVenues/> (and the sister pages)
- ☆ The main solution for working with people with disabilities is **communication** – don't be afraid to ask. Together you can work towards solutions.
- ☆ Do not send people with a disability to a training abroad without **informing** about the special needs! This needs to be **negotiated** between organisers, sending NA and the participants themselves.
- ☆ **Know what your course/team can carry**, know your limits: practical, financial, skills, facilities, expertise etc (too much is too much – there is a limit in accommodating too many different disabilities in one activity).
- ☆ Make it a **learning opportunity** for other participants/team as well (not everybody is perfect).
- ☆ Also trainers should be open to **adjust** the programme – adapt the methods – discuss how to integrate people with a disability

### Language & exclusion

- ☆ ask about language skills (e.g. Estonian-Russian = know before to be able to adjust before rather than on the spot)
- ☆ make people feel **comfortable** in speaking foreign language – address the issue – give the good example making mistakes – use system of 'red card' when not-understandable jargon is used
- ☆ **Adapt your language to the participants** of your course (entrance door) – e.g. when you work with other sectors (*e.g. justice, employment offices, etc*) – give **introduction/explanation** of what non-formal learning & training is (not to scare them – because training and youth work is a funny/strange world for them) – convince them of 'learning in a different way' (NFE/NFL) – non threatening.
- ☆ Put **newcomer applicants** (from inclusion groups – i.e. with limited experience in filling in applications) in contact with organisations that could help in 'translating' or 'rewording' their first application.

- ☆ Make **guidelines/tips** for helping to fill in the application forms (+ info about what support there is available) – make it look less daunting (sort of written coaching/support).
- ☆ Add some info (about your support, coaching, material, training) on the **first page of the application form** that applicants download from your website (e.g. you can add PR for BiTriMulti on the Action 1.1 application form, info about SOHO on the EVS application form, reference to the SALTO Toolbox for Training on an action 4.3 application form) – this is particularly useful, because ALL applicants will see it.
- ☆ Use **International English language** courses (organised by NA France, BE-FL, etc) about using English in international youth projects – they are listed in the European Training Calendar [www.salto-youth.net/training/](http://www.salto-youth.net/training/).

## Info & Promo

- ☆ **Only sending mailing is not enough**– e.g. without any follow up. To get new inclusion groups/organisations on board you need direct contact, offer some training (easy accessible, introductory level, not too long). Face to face meetings are more motivating, ‘network’ with them (via multipliers) and build up a personal relationship (your email will get a face/person, rather than some ‘organisation’).

- ☆ The **information material** needs to be **adapted** to the target groups (e.g. cooperate with disability organisations for a Braille info kit, etc). Make it specific enough e.g. people might not identify with ‘*Inclusion group*’ (because it is too general) – Make your info material specific for e.g. ethnic minority groups, for disability,... etc (but not for all of them together).



- ☆ **Sexy, attractive, simplified design of info material** – e.g. Estonia developed ‘working books’ on different actions for young people (not only inclusion groups specifically but for sure this approach would also be more suitable also in this respect). The information booklets/working books provide essential info about action and can be used to develop its own project idea and fill in the details in the booklet during the project planning. It would be interesting to share also these kind of examples among NA network for inspiration.
- ☆ SALTO Inclusion is developing a set of ‘**Good Practice**’ cards (one page cards, with info about a novel concept, a great approach, a tactic to get a group on board, etc).

☞ **NAs are invited to send to SALTO Inclusion ([inclusion@salto-youth.net](mailto:inclusion@salto-youth.net)): approaches, innovative ideas, what worked, what not, etc**



regarding inclusion that you want to share with your inclusion colleagues (many examples of good practice are already mentioned in this document).

### Coaching applicants?

- ☆ Applicants should be able 'to keep up their pants alone' – you should not make them (too) dependent on the NA. Coaching should make them 'independent' but still provide them with a safe space to try out.
  - ☆ You could work with network of 'coaches' (previous organisers of youth exchanges) – see also "Coaching guide" [www.salto-youth.net/coachingGuide/](http://www.salto-youth.net/coachingGuide/)
  - ☆ Use the (positive) experience of other organisations to get newcomers in the YiA programme. *Recommendation to COM (of Action 1.1 meeting) = also provide money for coaching Group Exchanges in an action 1.1 application (like coach in Youth Initiatives, or reinforced mentorship in EVS).*
  - ☆ **Administrative obstacles** – is there a way to apply without 'written' application form/evaluation report (video, song,...)– probably not (audits & COM & co). It is also a learning experience for the groups to deal with forms? Or make (easy user-friendly) guides (like in NL) about what the different questions in the application form are asking.
- ☞ Add your successes and failures – for others to learn from...

## National Agency Strengths and Weaknesses

*What resources, limits, support,... do you have in your NA?*

Knowing what are your strong points and your limitations, this allows you to draw up a **realistic action plan** (to reach the target groups you want). Make sure you use all your strengths and find a creative solution for your weaknesses.

- ☞ It is not possible to work on everything – with all our efforts and limitations – make a clever selection from the different possible actions
- ☞ You can not do it on your own – get your colleagues on board – make your efforts reach wider by creating synergies with experts or organisations in the field

### Strengths

- ☆ **Good partners** in the organisations that work with the desired target groups – make sure to get the specialised (umbrella) organisations on board – or some very active (prominent) organisation that has projects with the target group.
- ☆ **Resources in the ‘mother institute’** (if you are part of bigger structure) or check in other agencies (like yours) in the country to see if they have already some experience in working with the target group = **Look over the hedge!**
- ☆ **Trainers** (with good competences to work with target groups – longer arm of NA) They often work (directly) with young people of the target groups you aim at.
  - ☞ Make sure you take care of good and regular communication with the stakeholders and partner organisations to keep them on board and motivate them to put their shoulders under your inclusion efforts (e.g. trainers, eurodesk, regional network, etc).
- ☆ Support and **shared commitment** amongst your NA staff for inclusion – e.g. all colleagues know about the topic – the different project officers are involved in the inclusion topic (have special attention for it within the actions they are responsible for) – **shared responsibility**
- ☆ **Identified needs** of target groups – you have done a thorough needs assessment: the more you know what the priority target group needs and what their problems are, the more successfully will you be able to cater for those needs and address their problems.
- ☆ Involve the target groups in the **mainstream training offer** (working on their own project ideas) – increased accessibility and integration.
  - ☞ You don't always need to make special training for them – although if the different organisations participating in the training don't work with

similar target groups, there is less chance that they will make projects with each other.

- ☆ Good working relations with **social workers and researchers** – they can help develop an NA inclusion strategy that is adapted to the different target groups and stands with two feet in the practice (and theory).
- ☆ Some of the target groups are well present in the YiA projects – so we can show **good practices and examples** to newcomers – and take good approaches from this experience to address new target groups.
- ☆ SALTO Inclusion materials are **translated** – they exist in national language – this way we have more support material for new inclusion groups
- ☆ Creative **inclusion expert group** – with NA colleagues and active YiA trainers – they come up with good and clear ideas – they have regular meetings and also between meetings share ideas through google-groups
- ☆ Some people in NA have **good ideas** – creative and committed people
- ☆ **Clear work plan on inclusion** – accepted by the boss.
- ☞ **It is important to have an agreement, green light, mandate from your hierarchy and colleagues**
- ☆ **Active beneficiaries** – they offered some training activities themselves – in the field that they have expertise with – the NA just has to support them (and do some inputs)
- ☆ There is a **library in the NA with inclusion materials** – trainers, NA staff, organisations can consult it to prepare their activities
- ☆ Developed a '**basic input (3hr) about inclusion**' – which is a module part of the different training offered by the NA – this session explains why inclusion is a priority and what are the special measures in YiA specifically for inclusion groups/projects.
- ☆ **No strong demands** from ministry, board etc = this gives a **big freedom** to develop new things, little interference – project teams can do their own thing
- ☆ **Small country-** so it is easy to have close contact to inclusion groups and projects.



- ☆ **Language skills** – possibility to work with groups through different languages e.g. minority languages, or some ‘lingua franca’ (e.g. French, English, Arab,...) used by minority groups
- ☆ **Staff from inclusion background** – with expertise from the field, they have done inclusion projects themselves (so know how it works in practice) or they come from the inclusion groups themselves (so they know the needs and reality of the young people with fewer opportunities).
- ☆ We have an extensive offer of **workshops, methods, tools** – easy to use for inclusion groups – very accessible – so it is easier (less daunting) to make the step to a project (application).
- ☆ To be continued – add your own luminous ideas...

## Weaknesses - Limitations

- ☆ **The TCP budget is very limited** – not all activities are possible
  - ☞ Focus on a **few inclusion groups** (without excluding spontaneous other applications). Make a **realistic step-by-step action plan** of the activities that have most impact (you can find inspiration in this document).
- ☆ **Limited skills of NA staff** to reach/know about the different groups – no staff with specific inclusion background/specialisation or interest – it is an unknown terrain
  - ☞ You can get on board **external expertise** e.g. in an inclusion working group, involve your trainers, cooperate with specialised organisations or experts – or foresee training for your NA staff
- ☆ **Lots of turnover** – we had to start over again many times – there was lacking continuity – progress goes slow – each time going in different directions
  - ☞ Make an inclusion strategy for a **few years at the time** (adaptable each year of course – but choose a general direction and actions to go with it) so that the general approach and direction doesn’t get lost. **Document the activities** you do to reach the target groups so that you have a written memory (in case someone leaves).
- ☆ Difficult to **convince** social workers (who work with inclusion groups) to use NFE/L methods and international projects
  - ☞ Find out what the needs and obstacles are for social workers (like in the mindmaps/tables above) and address them
- ☆ Everything takes a **long time** (meetings with inclusion expert group, present it to boss, talk to colleagues, make promo material,...)
  - ☞ Better to improve inclusion in the long run, have some **coherent changes**, rather than quick fixes here and there. And remember – **it is worth it** (just ask some of the returned inclusion volunteers).

- ☆ **Lacking creativity, interest or commitment of head of NA** (or of colleagues) – feeling of being left to ‘own devices’ – difficult to motivate colleagues
- ☞ Create this **shared commitment** amongst colleagues. Show the great things that come out of it. Build on successes. (more in the box below)

### **Creating shared commitment amongst NA colleagues**

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

- ☆ People have to be **controlled and reminded** (in the NA) about what they said they would do – actions get lost/forgotten easily. Sometimes **loosing track** of what to do: first steps are done, but then little follow up
- ☞ Put some **dates, deadlines and minimum results** in your inclusion strategy and **who** is responsible for it. Have regular meetings to report on progress and give each other ideas on how to improve.
- ☆ SALTO Inclusion materials are translated – but no idea how to **promote** it now or how to use it...
- ☞ e.g. connect the materials with some **training course or info session** on the topic, send them with to the **contract** of inclusion projects, make a list of relevant organisations in the inclusion field and **send them** the translated booklet (but also follow up on it e.g. phone them to see if they are interested, if they would like more info, come to an info session etc), do a **training about the publication** (sort of launch, or ‘how to use’ training).
- ☆ **Lack of time** to make a work plan – setting priorities – little time to do a thorough needs-analysis – not well thought through – no **evidence based**

**decisions** – more ad hoc. **Limited time** – lots of other tasks to do at same time – inclusion actions stay on the surface because limited time.

- ☞ Ask **someone from the outside** to do it e.g. a trainer, a partner organisation, students from university (part of their thesis),... If limited time: do a few(er) things well, rather than many badly.
  
- ☆ **Contacts to some groups missing** – completely blank spot – no connection into organisations.
  - ☞ Contact some **umbrella organisations, social workers**, ask around, think **where else** these organisations (inclusion groups) would be (e.g. unemployment, cultural sector, second-chance education, other projects,...), have some **networking meetings** with some knowledgeable people (and pick their brains).
  
- ☆ **Lots of 'competition'** (other offers)– from well developed sector (e.g. in prisons already exists many projects etc) – YiA is only one of many possible opportunities for young people (and even inclusion groups in some countries)
  - ☞ Focus on the strength YiA is 'international' (Unique Selling Proposition) – find your niche.
  
- ☆ **Lack of keeping record** – monitoring, keeping track of previous or current projects – have statistics, overview, etc.
  - ☞ There seems to be more info in **youthlink** from 2008 onwards (so if everybody puts it in, then you can also get the systematic overviews out) – or develop your own spreadsheets and lists.
  
- ☆ To be continued – add your own solutions for the challenges...

### **A concrete Example – Estonia – Unemployed Youth**

*How do you select a target group – being realistic about your strengths and limitations?*

First of all, an **in-depth evaluation and planning** for the whole YIA programme (incl. inclusion field and respectively also specific target groups) took place in the end of 2006 by whole NA team, with the support of an external expert.

They started from a **needs analysis & research** – searching the internet, scanning through reports and statistics from previous programmes, finding out about projects/programmes by other ministries, info about risk groups, etc. Both national and European level trends were taken into account (e.g. *key policy documents on European level, researches available on European Knowledge Centre [www.youth-partnership.net](http://www.youth-partnership.net), etc).*

In the further planning, the **human (resources) factor** was taken into account: you need a staff person that does it, that is committed, that knows about it or is willing and able to start to live into the field.

In addition to NA staff a **trainer** was involved in further developments of approach towards this target group. Thus it was also important that this trainer gets actively involved in needs assessment process – *e.g. reads researches, gets to know system of employment, gets an overview of what happened before etc.*

Based on this previous phase, the Estonian NA **drew up a plan**: the initial idea was to organise a training course for employment office people (having in mind already the possible next step: a seminar for unemployed young people with whom they work).

They **checked off this idea** with a wider group (organising a consultation meeting) – with key organisations from youth field, organisations with experiences in youth employment area, etc.

The initial action plan was **adopted**, after **adaptation** to the results of the consultative meeting. E.g. one of the recommendations was not to focus only on YiA but also other measures there are existing (from other institutions and organisations) – which led to a change in the concept (and title) to “unemployed youth and NFE” rather than “unemployed youth and YIA”.

☞ The NA then sent out a **targeted letter to employment offices**, including some good examples of previous project and short info about YiA and the concept for further possible co-operation: ‘if you are interested then you can come to training’ – it was more of an offer than ‘begging’.

The **training course** took place in August 07 – with employment office people mixed with NGO representatives (because they also showed interest). The participants got lots of inspiration about NFL as a tool for the work they were doing.

As a result of the training, it became evident that **it takes more time** to go to directly to young people. There are lots of steps to take before. At some point the developments of the project were challenged by **NA staff limits** – they had no time, staff changed – so there was a need to **adjust the action plan** also to accommodate this reality.

However the word had spread already so the Estonian NA started to be invited to different employment office activities to talk about NFL and the possibilities of it (and of the Youth in Action programme).

The original plan has undergone remarkable **changes**: the timetable had to be modified, the approach to get to the young people, the focus on the target group, etc.

☞ When running an inclusion strategy, you need to be flexible and allow yourself the freedom to base your decisions on the reasons/ results/ recommendations at the different stages of the implementation.

The Estonian NA did **not focus on quantitative criteria** (e.g. we want 10 projects by the end of xxx) – however they know that there were some projects started after the training already: e.g. a youth initiative with unemployed young mothers, EVS for long term unemployed, etc.

The participants of the seminar also got interested and motivated to develop their skills and competences further, also on international level. Via the NA they were able to participate in **further national and international training courses** by the NA network and SALTO.

☞ It is very important to **document the pilot projects** well! Having good project documentation adds lots value to your project: – first of all the publication (or website) allows you to disseminate the practice more widely towards possibly interested organisations on national level. But it also makes sense to **translate these materials into English**, so that your international colleagues can also get to know about it and more synergies can be created between initiatives in different countries.

So, to **conclude**, some very general “words of wisdom”:

- ☆ TAKE TIME to let it grow – step by step
- ☆ BE FLEXIBLE – and develop according to the needs, happenings, evolution, feedback,...
- ☆ SHOW OFF YOUR IMPACT – see what happens after your actions, document your project, translate the approach and results

#### Some remaining questions

- ☆ How much **quantitative outcomes** should be defined beforehand (output e.g. 10 projects) – or rather what to put in (e.g. *in one seminar should the focus be rather on some underlying values and principles to create a common ground for future co-operation or already go into the nitty-gritty of YIA projects and applications*)?
- ☆ Should the **focus** be on YiA? Or wider? *E.g. it might make more sense to train people to understand non-formal learning and then move from there into the more specific opportunities of YIA.*
- ☆ If a wider approach is taken (not YiA only), it makes sense to **search for synergies** more widely. *E.g. the Estonian NA is currently bidding for European Structural Funds to further develop their focus on youth employability.*
- ☆ How can you build-in **steps for monitoring and measuring** the impact of your action plan? And how to keep the partner organisations active in the further developments of the project?



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

*An overview of the Action Plans of the participating inclusion colleagues (of course they also need to be checked with their colleagues, bosses, stakeholders etc):*

**Netherlands** – to raise the quality of projects with **migrant organisations** – and raise the number of applicants of migrant organisations:

1. Needs and obstacles analysis (invite organisations that are already in YiA, ask them for their needs and suggestions)
2. Make a sexy invitation – send it via the networks of the organisations
3. Organise a national meeting/training to train them on how to make a 'good' YiA project – with an experienced trainer
4. Evaluate the impact of the national training – check the further needs - what type of follow-up is needed after the training to support them to start doing projects – leading to future projects or actions
5. Possibility to cooperate between Flanders and Netherlands on a further training – taking up an issue, go more in depth,...

☞ Some questions/issues? Specific groups, nationalities – or mixed group? It is not feasible to cut it up in specific groups (Turkish Moroccan Surinam Somali Antilles...).

**Netherlands** – raise the overall number of projects with **young people in youth care** (currently some interest from the sector – and not so many projects yet)

1. Make an investigation of which organisations are active in the field
2. Get in contact with some of the youth care organisations (exploratory meetings) – needs analysis – make an inventory on how YiA can be used for youth care
3. Jump on some of the activities that are already happening – interest that is shown already – make a connection
4. Make a sexy invitation – send it via the networks of the organisations – newsletter
5. Organise introduction workshop (training & info) about YiA – show good example of work with this target group in YiA
6. Follow-up on the participants – stimulate them to go further – send them to international training course (e.g. TC Doors Wide Open follow up)

☞ Some questions/issues? Some needs – convince your hierarchy/structure – how to find a similar partner group abroad? Focus on which action? Youth exchanges, youth initiatives – or also hosting EVS to get extra 'energy' and activities?

**Belgium-Flanders** - more and better **migrant projects**

1. Needs and obstacles analysis (visit organisations, previously rejected applications, ask them for their needs and suggestions)
2. Organise national meeting/training to train them on how to make a 'good' YiA project – with an experienced trainer – working towards projects in Summer

3. Support the follow up of participants after the training – take them on monitoring visits (of approved projects)
4. Evaluate the impact of the national training – check the further needs - what type of follow-up is needed after the training to support them to start doing projects – leading to future projects and actions
5. Possibility to cooperate between Flanders and Netherlands on a further training – taking up an issue, go more in depth,...

### **Belgium-Flanders - more prison youth projects**

1. Cooperation with the project that already exists (video project about life in prison) – use it as ‘good example’
2. Contact social workers, directors in prisons, ministry of justice (find out first how it is organised in Flanders)
3. Organise a study visit in Estonia (=focus on Youth Initiatives) or UK (=focus on EVS) about the projects there – get ideas – combine it with a training course: about methods, approaches, NFL etc
4. Follow up on the participants – coach them towards projects – making a project phase in which participants run their own projects
5. Bring together people regularly that are working on similar projects – share experiences, exchange good practices (‘intervision’) – present the projects – visit each other projects
6. Dissemination day – invite different stakeholders – presentation of the good practices – show results

### **Hungary – set up a general inclusion plan**

1. Start an internal working group in the NA (involving head of NA, action officer, TCP – but also director=backing, importance, mandate) – what place do we have, discuss the different options, what can we do – possibilities for action (additional training on inclusion)
2. Define an additional target group – involve experts from outside
3. Give input for colleagues e.g. (from Colleague Support Group) Why YiA is sexy or not for youth workers or inclusion groups (see mind maps)
4. Start dialogue about making our NA working culture more ‘inclusion friendly’? Get the information officer on board – to have more /better contacts to inclusion groups
5. Contact other NAs for getting inspired by their good practices – not re-inventing the wheel
6. Give inspiration/information about inclusion – to multipliers – to get to beneficiaries, inform them about inclusion priority etc

☞ Some issues? it needs time – give it time – involve colleagues – start step by step

### **Hungary – working more towards Roma projects**

1. Cooperate with information officers to create links/contacts to Roma NGOs (or other who reach Roma) – have easier communication/information channels
2. International Roma TC in September – use it also for the national contacts/organisations (deadline 20 July)
3. National level training for Roma youth workers and social workers

- ☞ Some issues/questions? link to SALTO Cultural Diversity, to FERYP (European Roma umbrella organisation) ? Making links between the different activities e.g. use good projects from 1 for the other. Links to Slovakian colleagues who have lots of experience

### **Czech Republic – upcoming inclusion activities**

1. Inclusion working group meeting (share info from colleague support group)
2. An NGO offered to do national training for inclusion groups (e.g. in state care) – common design of what training can look like – 2 trainers + 1 NA + 1 NA trainer – general intro in YiA + NFL + ICL – involve good practice example. Think of follow up – support, coaching, help search partner group,...
3. Training – cooperation with association of street work – show the nice things YiA can do for street work. Personal visits to street workers. Go more in detail (examples [www.streetwork.be](http://www.streetwork.be), [www.streetworker.org](http://www.streetworker.org)) link it more to their reality.
4. Develop and present Inclusion Training Input (3h session) – minimum input about inclusion (what it is, YiA & inclusion, etc) – so that all training & info sessions have an inclusion element in it.
5. Plan for the next years in working group meeting – using some the Inclusion colleague Support Group methods – approaches – pass on responsibilities – safeguard the continuity – set them on track – sow the seeds.

- ☞ Some issues/questions? mix inclusion groups & non-inclusion to avoid getting bogged down in obstacles – more diverse group can be inspiration – new ideas

### **Latvia – social inclusion strategy for Latvia exists – but there is a need to go back to first steps**

1. \*Evaluate/read studies in youth field, needs analysis, see the researches, what are the special needs – identify groups of young people facing difficulties – see which groups are particularly important/relevant  
\*Evaluate impact of inclusion in YiA – how many projects (successes, blind spots) – inventory of good inclusion projects  
\*NA & training meeting – also discuss with them about how they see inclusion in YiA  
\*Questionnaire to organisations – about inclusion, their needs
2. Document – make report of conclusions of the whole research process
3. Update LV inclusion strategy – choose priority target groups based on evidence (research) – develop more strategic approach – involve NA colleagues, selection committee, ministry (!?)
4. Research needs of the chosen groups – contact them, get info, bring together
5. Develop action plan for catching these groups – involve experts or organisations in the field
6. Social inclusion handbook for social workers (based on SALTO booklets) – by communication unit – distribute the handbook – and also organise activities around it presenting it/supporting it /training about it (e.g. workshops)

7. Seminars for social workers – maybe target more specifically on the workers working with the newly chosen target groups
8. Follow up – send questionnaire – see if they are doing YiA project – send info about international training courses.
9. Make part of the webpage in 'Easy Language' for people with mental disability and low level of education (avoid jargon etc) \*\*\* involve the organisations from that field.

☞ Some questions/issues? where to find money to translate European tools e.g. SALTO booklets – apply to the ministry for funds – to make it more accessible to the people of your country – do a TCP activity on the topic of one of the booklets (and translate the booklet as a handout/documentation for that activity)

### **Estonia – Most urgent needs – unemployed youth**

1. Start to disseminate report from the unemployed youth training course – to participants, employment offices, stakeholders,...
2. Meeting with core team working on the unemployed target group (NA person + trainer) – inventory of state of play – develop next steps
3. Planning meeting with whole NA – preparation for future work plan – include also inclusion – create a common understanding and concrete steps
4. Meeting with the stakeholders (at the basis of unemployed target group strategy) and with some participants of projects organised as a result of the strategy – evaluate the process so far – the needs – get feedback on the concrete future actions
5. Translate part of the unemployed booklet into English = valorisation (dissemination & exploitation of project result) – make it accessible internationally – sharing good practice
6. Training activity for the new professionals – or maybe involve directly young people that went through previous activities/projects
7. Follow up activities – not loose the people – monitoring of follow up actions
8. Further development of action plan of European Structural Funds together with ministry of Employment & Research and youth centres
9. Possible international level cooperation – SALTO Inclusion or interested NAs – or other similar projects/centres

### Some other suggestions/possibilities

- ☞ Netherlands= Catch II Training Course – could focus on some inclusion topic
- ☞ Organise one of the thematic stakeholder meetings on national level with focus on inclusion
- ☞ Estonia = Human rights training course – targeted to different target groups: mainstream, remote, Russian, LGBT, disabilities,... - it was a very rich experience throwing different target groups together
- ☞ "DRAFT Resolution of Council on participation of young people with fewer opportunities" – Council of European Union (draft – presented at NA heads meeting) – check with your NA Head
- ☞ Good practice report of the March Inclusion conference (at the COM) + CD-rom (was also distributed at the NA Heads meeting)



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

<p><b>Keep</b></p> <ul style="list-style-type: none"> <li>• Colleague Support Groups (concept)</li> <li>• action planning – pragmatic outcome</li> <li>• small size groups (put max limit)</li> <li>• thematic focus</li> <li>• eye on the clock</li> <li>• NA expert (the Üllys of this world)</li> <li>• parellel on-screen reporting</li> <li>• lengths of meeting</li> <li>• variety of methods – e.g. thinking writing presenting, exchanging, input, tips, etc</li> <li>• compact venue (hotel, working room, resto close together)</li> <li>• logical structure of programme</li> <li>• good facilitating – compiling of discussion – moderation</li> <li>• info on time</li> <li>• homework = time to start thinking</li> <li>• peer group – equal level</li> </ul>	<p><b>Add</b></p> <ul style="list-style-type: none"> <li>• a bit more time ??</li> <li>• moving - exercises – physical</li> <li>• find inspirational thematic elements (e.g. video, music, cartoon, etc) – people could be asked to bring</li> <li>• life experience and stories of organisations (e.g. for the youth worker/young person perspective: why is YiA sexy)</li> <li>• what did colleagues write in their workplan regarding inclusion (to share with colleagues – handout)</li> <li>• more frame/theoretical background/ input/ linking up</li> <li>• clear explanation of methods</li> <li>• make the pragmatic approach clear in course info</li> <li>• work in pairs, small groups – different constellations</li> </ul>
<p><b>Throw Away</b></p> <ul style="list-style-type: none"> <li>• too late work on first night</li> <li>• too 'much' structure</li> </ul>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>• work less late on first evening – or start earlier e.g. 16h</li> <li>• dinner earlier – shorter afternoon session</li> <li>• lunch could be lighter quicker</li> <li>• leave some space for organic discussions from colleague to colleague (informal talks)</li> <li>• variety of methods (not always writing, presenting)</li> <li>• if more people – different ways of sharing the ideas</li> </ul>

### **What can SALTO Inclusion do for you?**

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

## Where do the Inclusion Colleague Support Groups come from?

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

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

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

☞ More about the Inclusion Colleague Support Groups at [www.SALTO-YOUTH.net/InclusionColleagueSupportGroups/](http://www.SALTO-YOUTH.net/InclusionColleagueSupportGroups/)

## What are the Colleague Support Groups

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

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

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

### Who - profile of participants:

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

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

### **When and where?**

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

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

The **format** looks as follows:

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

### **Finances & practicalities**

- ☆ Participating NAs pay their own travel and subsistence costs (food and lodging costs)
  - ☆ SALTO pays own travel and subsistence costs (and of any invited experts)
- The hosting NA is only asked to cover the venue, and their own participation costs. All other costs will be carried by the participating NAs and SALTO Inclusion. The hosting NA books the accommodation, food and working place.

### **Follow-up & Support:**

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

- ☞ For any further questions and suggestions, feel free to contact SALTO Inclusion via [inclusion@salto-youth.net](mailto:inclusion@salto-youth.net)