

Social challenges in urban areas

Inclusion

Colleague Support Group

Budapest, Hungary

21-23 March 2012

www.SALTO-YOUTH.net/...

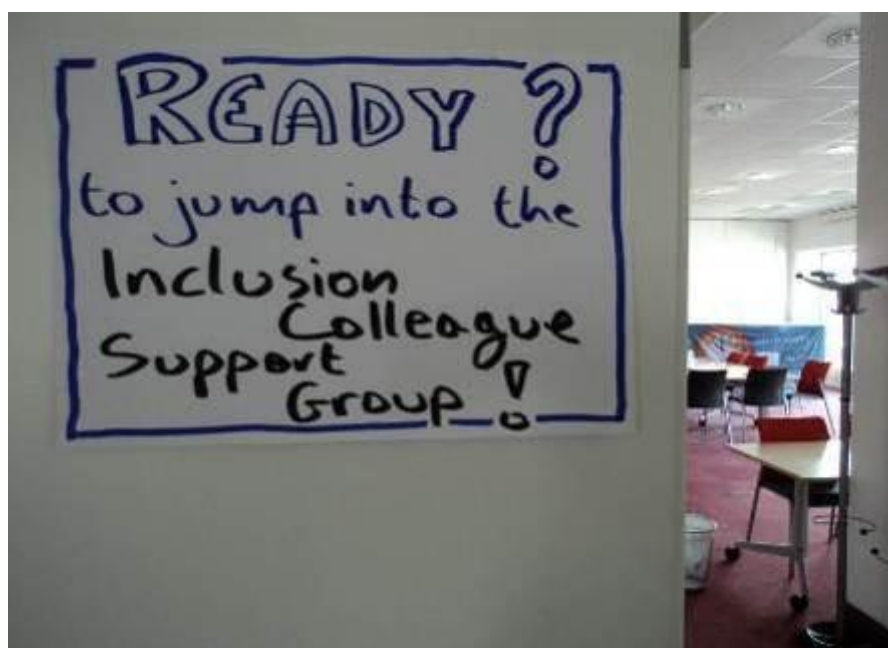
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A collection of great ideas from your NA Inclusion Officers about:

- ☆ What are the obstacles and **prospects for urban youth** in Europe?
- ☆ How can **YiA projects** be used to address social challenges in urban areas?
- ☆ How **to reach out** “the most difficult ones to reach”?
- ☆ How to adapt to **new forms of youth work** and cooperate better?

The SALTO inclusion Resource Centre brought together 8 Inclusion Officers from 8 National Agencies (CH, TR, BE-FL, NL, FR, HU, EE, GR) to make an overview and classification of the variety of social challenges that young people typically face in (sub)urban areas and how Youth in Action projects can respond to those urban challenges for young people.



Note: All photos used in this report are taken from the Inclusion Colleague Support Group on Urban Youth in Hungary, March 2012.

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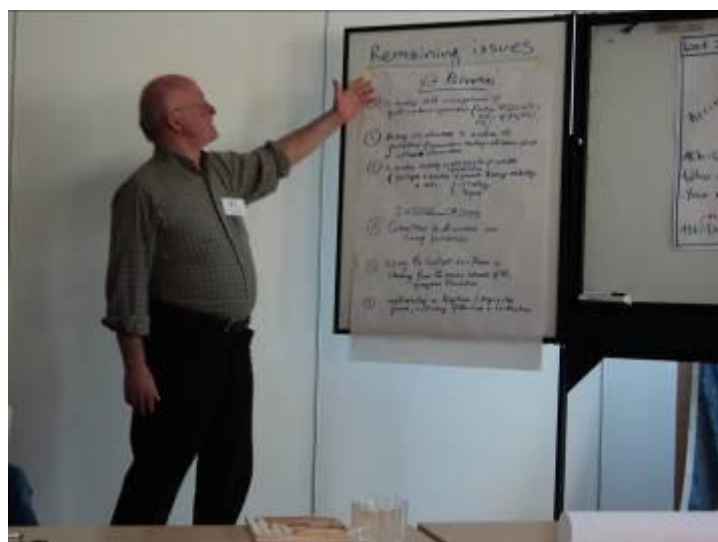
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Take away from the support groups what you really need...



Programme

Wednesday 21 March 2012	Thursday 22 March 2012	Friday 23 March 2012
	<ul style="list-style-type: none"> • Local reality: "Kapocs", organisation visit • Urban youth in Europe (statistics, policy documents, tendencies) • What are the obstacles and prospects for urban youth in Europe? 	<ul style="list-style-type: none"> • SALTO inclusion 2012 urban plans • Open space • How to exchange inclusion practices in NAs in a structural way? • How to reach out "the most difficult ones to reach"? • Action plans • Evaluation
	Lunch	Lunch
<p><i>Arrival by 15h in Budapest</i></p> <ul style="list-style-type: none"> • Get to know & intros • Reality check (problems, experience, involvement in YiA programme) 	<ul style="list-style-type: none"> • Long term training course "Urban Youth": first results and outcomes • YiA urban good practices - YiA as a tool for urban youth: what we can offer? 	<p><i>Departure after lunch</i></p>
19h00 Dinner	<p>Surprise Dinner (offered by the host NA)</p>	



Who was there?

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

- ☆ Marilena Andrenacci (Switzerland) m.andrenacci@chstiftung.ch
- ☆ Leen Van Bockstal (Belgium FL) Leen.VanBockstal@jint.be
- ☆ Serkut M. Kizanlikli (Turkey) mskizanlikli@ua.gov.tr
- ☆ Mireille Unger (the Netherlands) M.Unger@nji.nl
- ☆ Layia Tzortzi (Greece) l.tzortzi@neagenia.gr
- ☆ Gilles Baccala (France) baccala@injep.fr
- ☆ Ivett Karvalits (Hungary) karvalits.ivett@mobilias.hu
- ☆ Kaja Ainsalu (Estonia) kaja.ainsalu@archimedes.ee

Speakers

- ☆ Gabriela Nagy (Budapest), LTTC "Urban Youth" trainer nagy.gabka@gmail.com
- ☆ Judit Balogh (Hungary) Balogh.Judit@mobilias.hu

Organisation and Co-ordination of the Inclusion Colleague Support Group:

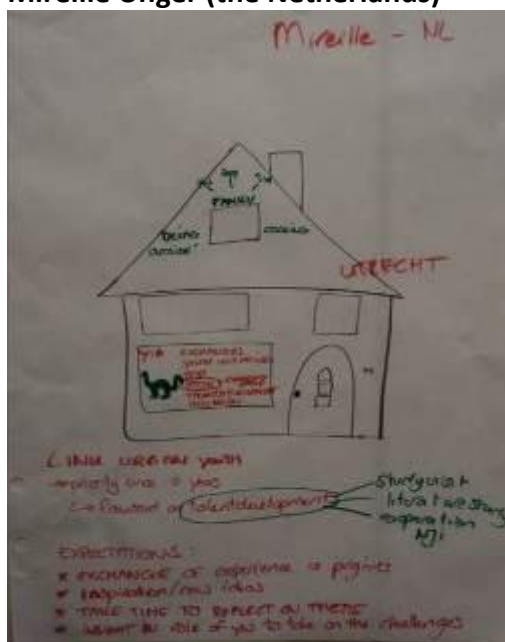
- ☆ Marija Kljajic (SALTO Inclusion) marija@salto-youth.net +32-22.09.07.20
- ☆ Tony Geudens (SALTO Inclusion) tony@salto-youth.net +32-22.09.07.20
- ☆ Katalin Szabó (Hungary) szabo.katalin@mobilias.hu
- ☆ Csilla Szabó (Hungary) szabo.csilla@mobilias.hu

Who is who? – wall of world changers

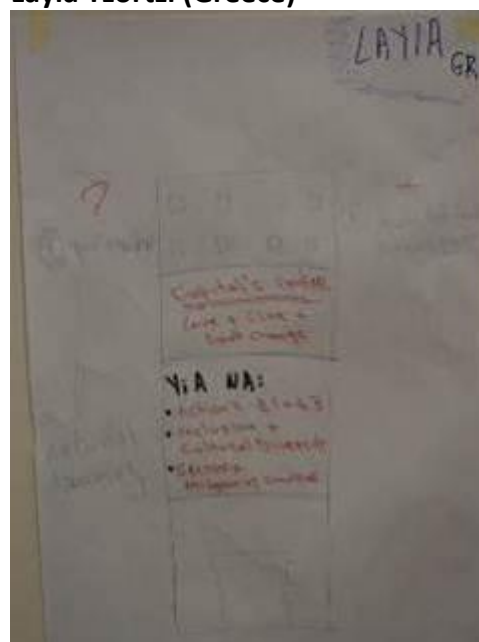
Participants were asked to draw a building/house with the following elements:

- (in their own room/floor) three hobbies or passions they want to share with others
- (their office) their role/function in their National Agency and Youth in Action programme and their link to urban youth topic
- (in the surroundings) their expectations and contributions to this support group

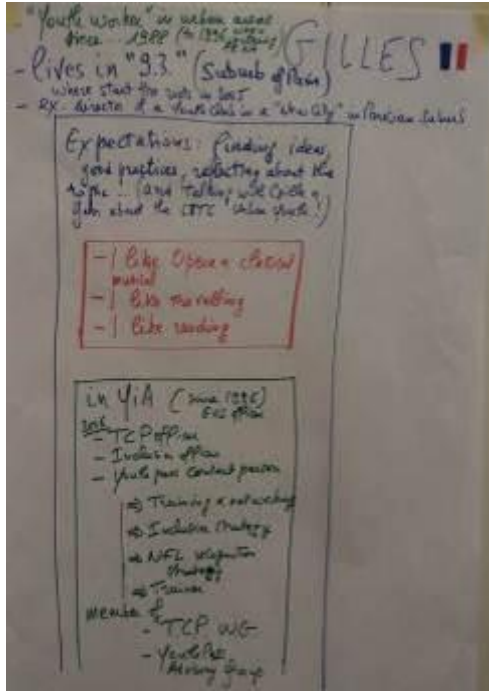
Mireille Unger (the Netherlands)



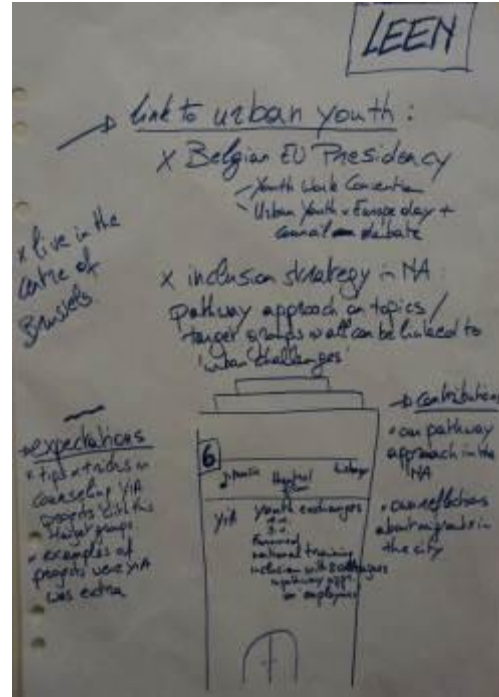
Layia Tzortzi (Greece)



Gilles Baccala (France)



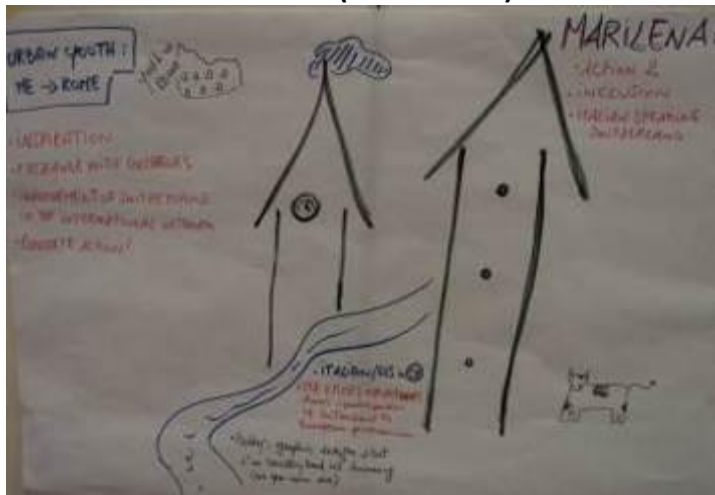
Leen Van Bockstal (Belgium FL)



Serkut M. Kizanliki (Turkey)



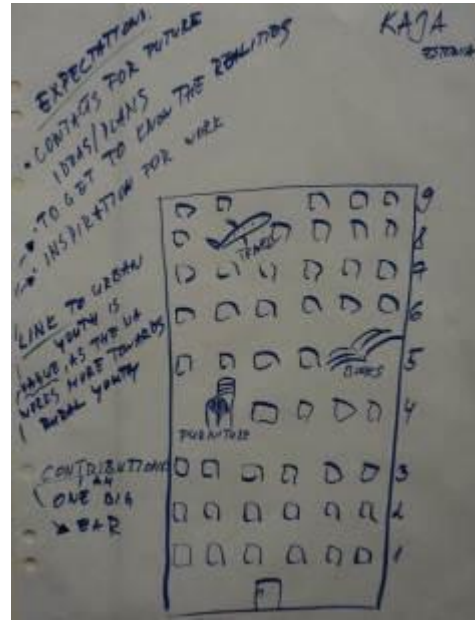
Marilena Andrenacci (Switzerland)



Ivett Karvalits (Hungary)



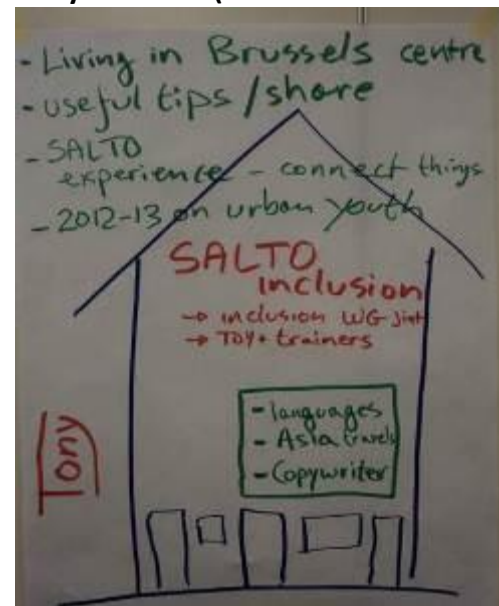
Kaja Ainsalu (Estonia)



Marija Kljajic (SALTO Inclusion)



Tony Geudens (SALTO Inclusion)



Why in Hungary?

The Hungarian Youth in Action National Agency and urban youth

Why an urban focus?

The inspiration came from the “1st European Youth Work Convention”, which took place during the Belgian EU presidency in Gent in 2010. One of the keynote speakers, Graeme Tiffany, talked about his experiences with detached urban youth work. The input inspired the Hungarian NA to work more on urban youth. They took the initiative to organise a long-term training course on “Urban Youth” (2011-2013), in cooperation with the French NA and SALTO Inclusion (see page 19). Graeme Tiffany is involved as expert-trainer in this LTTC.

Important when approaching urban youth

☞ When you work with young people with fewer opportunities you have to **plan on longer terms**, because results are not always obvious in the short term. The focus should be on long-term sustainable impact.

The long-term training course on “Urban Youth” is composed of two residential seminars with a practice phase between the face-to-face meetings. The first seminar of the LTTC “Urban Youth” in the European Youth Centre in Budapest gave participants a mix of theory and practice. Field work and putting their learning into practice is really important when working with young people with fewer opportunities. The trainers’ team actively coaches the participants in their projects. The first seminar of the LTTC also laid the basis for cooperating on this inclusion support group.

☞ A **cross-sectorial approach** is key in this field. We need to (try to) cooperate with different sectors, to have a joined-up effective approach.

Even though this sounds obvious, we do not do it that often. We should have a look for links between youth work and social work. We should not only have a look at youth policy, but also at other policies related to family, employment, justice, culture, etc. We can combine both formal and non-formal education actions to address problems of young people in urban areas.

☞ **Know why you do things! The importance of theory.**

A good theoretical background is crucial to take a step further when we work with target groups that are facing more difficulties. We can benefit a lot from the research done in the field and understand the dynamics at play. Thinking and understanding first, can avoid us making mistakes when starting ‘doing’ activities and interventions in urban areas.

SALTO Inclusion and urban youth

In 2011, riots took place in several cities in the UK. In French suburbs cars are burning. In many cities across Europe, movements of indignados take to the street. In this light, the European Commission expressed its interest to work on issues of youth exclusion and crime. Next to that, the Flemish Minister for Youth announced during the Belgian EU presidency in 2010 that urban youth would be one of his priority topics for the coming years. This should lead to a big event in 2013 in Flanders about “urban youth” (similar to the Youth Work Convention).

SALTO Inclusion jumped on the bandwagon and decided to strategically tackle **social challenges in urban contexts** over the remaining YiA programme period, 2012-2013. Similarly to our strategy to combat youth unemployment in 2009-2011 (www.salto-youth.net/inclusionunemploymentstrategy/), SALTO Inclusion will address urban challenges for young people with a variety of research (see page 14), training and publications. The big “Urban Youth” event, promised by the Flemish Minister will be the apotheosis of two years of urban focus in our SALTO Inclusion work.



Reality check - social challenges in your (sub)urban areas

We mapped the **social challenges in (sub)urban areas** in the different countries:

- What issues do young people face?
- What makes urban youth work difficult/different?
- Which groups of youngsters are we talking about?
- What are the differences and similarities between the countries?

Common challenges & differences in European (sub)urban areas

- ☆ Estonia has high rate of **unemployment** but Switzerland not.
- ☆ In Estonia, **youth organisations/associations** reach few young people, but in Switzerland most young people are in some kind of organisational structure.
- ☆ The Estonian **education system** is oriented towards management/social jobs, but sciences are not so popular. This has an effect on the (un)employment rate: many people with social/management qualifications are unemployed, but companies cannot find enough scientists/engineers.
- ☆ In Estonia, it is not popular to go to **vocational school** because it is considered lower quality. Only university counts in people's perception. This leads to unbalanced offer and demand in skilled manual workers and intellectual professions.
- ☆ **Language issues** – between majority and minority: for example, if you don't speak Estonian in Estonia, you face obstacles in the job market and education (Russian speakers).
- ☆ There are **four national languages** in Switzerland and this makes contact between linguistic regions difficult. People who speak languages other than German need to learn German (and French). But the German learnt in schools is different from the Swiss German dialect. This makes it difficult for the NA to organise national activities. NA-training courses are in English or in a French-German mix. Difficulties to use minority languages.
- ☆ **Mobility & transport issues.** Opportunities depend on the quality of transport to get around (for work, but also for leisure). In Estonia, there is a lack of public transport to go home to the parents in the countryside, which causes problems for social life: young people study in the city, but often still have their social life back home, resulting in social problems. In other countries, suburbs are badly serviced (difficult to get to work but also leisure facilities, also late in the evening).
- ☆ There is **high competition** in urban areas of Switzerland: young people are stressed out, they feel the need to perform, they are required to study and work a lot,... This is a very stressful situation and reduces their free time and social life. There are many youngsters with burnout.
- ☆ In Switzerland, **youth is not a 'political' priority**, because the situation of young people is quite good compared to other countries. There is no ministry for youth, for instance. There is more focus on welfare (problem focus).
- ☆ **Unemployment** – depends on the areas of the city – pockets of unemployment and poverty.
- ☆ Lots of **immigration** in cities. There are differences between first generation and second generation immigrants. Even though they have French citizenship, they still face problems with **xenophobia, racism**.
- ☆ **Identity problems & acceptance problems** (feeling of belonging): once immigrants leave

- their home country, they are alien both for the host country and their original country. Feelings of being uprooted, not belonging, not caring,... Falling between two chairs.
- ☆ **Ghettoisation** – cultural communities (even people from the same original village) tend to group together in the host country – segregation. This leads to tensions between majority and minority populations and between cultural groups.
 - ☆ Many different **nationalities and backgrounds** living together, neighbourhoods with bad reputation, ghettos, in some countries/neighbourhoods are more mixed – good social mix.
 - ☆ **Substance addiction**, drug traffic and underground economy. Young people can earn a lot more if they traffic instead of working.
 - ☆ **Values** are not transferred by parents and school (anymore), because too many other influences. Peer pressure, not so good examples on TV or in their peer groups.
 - ☆ **Human trafficking** – prostitution – stealing/pickpocketing – beggar networks (children/handicapped young people that are forced to beg by their ‘owners’).
 - ☆ **Violence** in school/street – **youth delinquency**.
 - ☆ **Roma community** – difference between national (indigenous) traveller/Roma communities and with newly arrived Roma from e.g. Bulgaria, Romania. As they don’t have work, they resort to begging, illegal activities,...
 - ☆ In some public schools 60-80% is not of the local population. Many pupils from **different backgrounds** decrease the **level of education** because of language issues and cultural differences. No special support to deal with this situation.
 - ☆ **Problem of gender** in some regions and immigrant communities. Girls are often in a difficult situation. They are not (allowed to be) emancipated. The traditional family wants to keep the girls close to home. On the other side, girls seem to do better in education and boys are more dropping out. This makes it difficult for clever and high educated girls with migrant background to find suitable partners (from the same migrant background).
 - ☆ **Gay bashing & homophobia**. Certain communities don't accept gay or lesbians (LGBT) or even react violently against LGBT: verbal or physical. Population doesn’t care about it, not a priority to do something about it in some countries.
 - ☆ Lots of emigration – **brain drain**. The qualified people leave the country in search for better lives abroad. This leaves the country with less skilled workers.
 - ☆ **Party problems – safety issues**: too many people packed together, young people go out younger and younger. Binge drinking. Or is this more common in countryside? Party drugs are more common. Escapism.
 - ☆ **Poverty** is on the rise. Linked to the ghettos. The European quarter (in Brussels) is very rich but the immigrant areas very poor.
 - ☆ A big number of young people **drop out of formal education** because it is not adapted/adequate to young people's needs. This makes it difficult to find a good job afterwards, so they fall out of the system (in the Netherlands unemployment rate is low, but there is a core group of a “lost generation”, outside of society. Society turns its back on them.
 - ☆ **Traditional youth work** (playground, scouts, etc.) only reaches white middle class youth, but there are **new forms of organisations** for immigrants, more diverse, reaching various target groups. They don’t know how to get funding from the government, so they are at a disadvantage. Youth in Action does not easily find those ‘new’ organisations and those organisations don’t find Youth in Action.
 - ☆ Belgium, in Brussels: complicated **language relations** between Flemish and French speaking organisations. Schools, youth organisations, services either cater for French or Dutch speakers. If organisations don’t fit the categories, they fall between chairs

sometimes...

- ☆ Big differences between **the good and the bad schools**. This determines your chances for a job = your chances in life. There is very varied education offer, e.g. in “bad areas” there tends to be bad quality. There is a need for more mixed schools, with a better mix between communities.
- ☆ In the Netherlands, the policy approach is that people are responsible for their own lives, so they **need to organise themselves = tough youth work new style**. Youth workers from different communities need to set up their own organisations and initiatives. There are also **budget cuts**, so some groups will not be reached. Some community/youth workers do not have the qualifications needed to set up their own organisations.

Some conclusions

- ☞ There are a lot of commonalities – but also a lot of different problems.
- ☞ Many problems are interconnected. They need a joined-up approach = work on different levels and across different sectors.
- ☞ Problems are more or less strong in different countries and cities.
- ☞ There is a specific context in each country, but also in each city, in each neighbourhood.
- ☞ We need to tailor the answers to the problems. A “one fits all” approach will not be very effective.



Local reality – “Kapocs”

To get to know better and understand the reality of young people in Budapest, as well to see how some local organisations are dealing with the challenges those young people face, we have visited the organisation “Kapocs”.

The “Kapocs” system



The Kapocs Youth Self-Help Service was established in 1992 in Budapest. It is a helping organisation for youngsters who want to help people of same age who are in trouble. Those involved with Kapocs are also able to access tools and develop strategies that allow them to solve their own problems as well. Target group are boys and girls at risk (who have problems of adaptability and growing up in difficult environments) and who are **out of reach of any institution**.

Kapocs is acting as a bridge between young people in trouble and the appropriate professional support service. For Kapocs these young people are in any way not different from their peers, except for situation they are in and their institutional relations (with their schools and families) are particularly problematic. But nowadays any young person can find him/herself in difficult situation.

The system of Kapocs is a **based on peer method**: friends who care. Aim is to keep young people together, not to leave them alone with their problems and to keep them out of trouble/bad situations.

It is an outreach organisation and the key figures of help are the young people themselves, who can be volunteers, get involved in alternative activities or in activities encouraging self-expression. The most important aspect of the activities of Kapocs is the direct helping relationship, in which no professional sector can dominate; the activities of Kapocs, apart from the concrete helping activities offered by outreach are characterized by the minimization and prevention of various dangers, risks and generational problems.

Kapocs not only directs young people to the institutional helping organizations, but prepares, transmits and complements the functions of these institutions with its unique methods and encourages professional help among young people who live in dangerous circumstances and cannot be reached in any other way. For all of this, the professional organizations and institutions need to know Kapocs very well and need to see it and its volunteers as partners.

The levels of activity:

1. The level of contact making - reach out, communicate about problems/future, listening ear, sit down with young people, take them aside...
2. The level of service-type activities – inform: make info accessible, connect to institutions...

3. Complex tasks, the level of concentrated programmes – activities around themes proposed by young people, e.g. summer jobs
4. The level of supporting tasks and activities – training/development individual or small groups (first aid, groups related to job-seeking, groups related to drug prevention, theatre group, hand-krafts...)

Kapocs offers:

1. Space for meeting/hanging out
2. Help to find opportunities in case of problems, help from staff and volunteers to create comfortable environment
3. Opportunity to volunteer/take responsibility, e.g. work as peer friend = informal gathering; opportunity to learn in safe environment
4. Self expression – sing/dance/create, e.g. published poetry book, radio programme
5. Give an alternative way of living – compared to their problematic life

Basic concepts:

Low threshold - means a situation where there are no special conditions set for the creation of the relationship between helper and helped.

Harm reduction - in this process, participants temporarily give up concrete interventions, for the sake of

creating the helping relationship, maintaining it and getting prepared for a successful therapy. The participants concentrate on the reduction of harms, risks and dangers, as well as on the reinforcement of the participation of the people involved.

Outreach is the name of the helping activity that cannot be substituted by anything else. With the help of outreach, those in trouble – near whom there is no professional help – are found by somebody who can save their lives, make their situation easier and are able to organise professional help then and there. Outreach is a typically nonprofessional helping activity where the helper “puts him/herself into action”.

☞ Find full description of the method at:

http://old.mobilitas.hu/letoltes/The_Kapocs_system.pdf

Contact: kapocsalapitvany@gmail.com



Urban solutions – SALTO Inclusion research

Research activity update from SALTO Inclusion's urban researchers Eddy Adams and Robert Arnkil.

The SALTO Inclusion research process

- Literature review/scan on-going
- Focus on challenges and solutions
- Taking account of geographic variations
- Input from the Inclusion Colleague Support Group
- Urban Solutions Seminar (29 May- 2 June):
collect additional material – and opportunity to engage and discuss
- Research report/handbook for September
(similar to the “Inclusion through Employability” research report:
www.salto-youth.net/InclusionThroughEmployability/)

Some issue of context

- Europe's future is urban – 70% already live in cities
- Urban areas are a traditional magnet for young people... but that varies across the EU
- Larger cities diverse mix and population growth – others struggle to retain youth (especially Eastern Europe)
- Highest levels of educational achievement...coupled with record levels of youth unemployment in parts of Europe
- EU Draft Cohesion Funds anticipate increased urban focus to address identified risks

What are the issues & obstacles for urban youth in Europe?

Participants looked back to the problems listed the day before and used the scheme made by the urban researchers to group them.



Missing issues in the research – by NAs

- **Gender: clash** between more educated girls and traditional boys (lower level of school achievement). Differences in freedom for boys and girls from certain communities.
- **Traditional youth work versus new types.** There are new ways in which young people get together, new types of organisations and activities who are not integrated in the regular youth work.
- **Anonymity** in the city, which leads to lack of respect, impunity for petty criminality, inexistent social fabric (less social control), etc.
- **Family issues**
- **Mobility:** national or international – pressure that everybody should undergo an international experience, everybody should be mobile, either physical or in their heads.
- **Access to culture** and leisure comes at a price. Sometimes geographical disadvantage also puts obstacles between young people (from suburbs) and cultural forms of expression. For example: no bus back home after a theatre piece or movie.
- How to avoid **stigmatising** and how to bridge contexts?
- What can be done about the **cooperation between formal & non-formal education?**
- **Apathy because of overload:** too many things on offer, people don't care anymore or have difficulties choosing what is right for them, or they tend to choose the 'easiest' offer (the most commercially supported), etc.

Food for thought

- Most of the problems are known. Most of the solutions are also known. So, why is more not being done – and how can this work contribute?
- Does the current crisis represent a 'sea change' and if so what does this mean for youth in cities? Does the crisis change the issues and how?
- Timing – how does this work fit with wider EU developments in cities and cohesion policy?

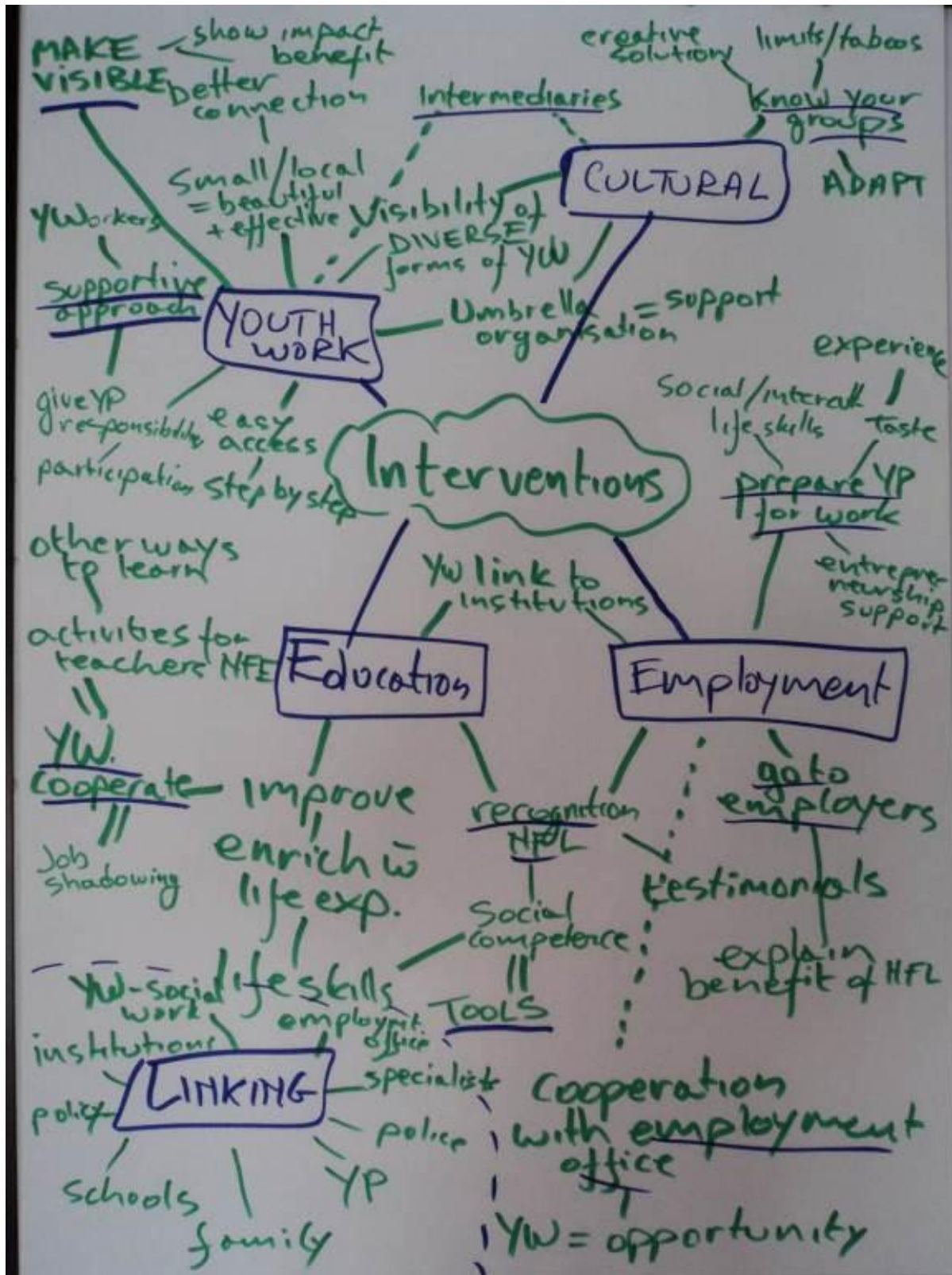
Gain for National Agencies

What would you like to get from this research? How could this research support the work of National Agencies? How should the outcome be so that you can use it?

- Give a structure to the issues, make it easier to grasp.
- Show the relevance of the issues to municipalities.
- Give concrete steps how to reach out to young people from urban areas.
- Indicate the steps to take, the path to go to have some meaningful impact.
- Find out the needs of (youth) organisations in cities, what do they want/need?
- Support youth policy and cooperation in Europe.

Interventions for urban youth in Europe

The group has chosen four obstacles that young people in urban areas are facing. They reflected on possible interventions and ways of "solving" these challenges.



1. Interventions for the educational formal education

What can be done to improve how formal education works and to use skills and competences gained through non-formal learning:

- Joint approach: introducing non-formal methods to schools and organising non-formal activities together with schools, neighbourhoods and families. These different spheres of life are too often disconnected. We need to show alternative ways of working.
- Youth workers could go to schools and help young people with difficulties, as schools are often understaffed. Youth workers could help with coaching.
- Job shadowing for people from formal system to see how non-formal methods are implemented in youth work.
- Recognition of non-formal learning as an important way of learning. Work on recognition of non-formal learning experiences through YouthPass. Make people aware of the importance of ALL skills (also those gained in youth work) for finding a job. For example use testimonials, show how NFL shaped young people's careers,...
- Find partners from employment sector and show them what is the added value of a volunteering experience.

2. Youth unemployment

- Youth work can be a link between young people and employment sector. Create connections with those who are looking for workers.
- Youth projects are important to develop cultural competences, initiatives and entrepreneurship. They help young people to organise and implement their own ideas, also through funding them.
- Young people can experience different areas and ways of life through youth work (EVS).
- Cooperation with employment offices to convince them that YiA is an opportunity for learning (and not a waste of time). Youth in Action projects are important for career development of young people.

3. "Traditional youth work" versus "new youth work":

Some traditional youth work organisations are not responding to new problems and young people do not want to be organised in the same way as before or be member of an organisation. How can we make most of this evolution?

- Start from low threshold level. Easy access activities that don't ask a lot of commitment.
- Old and big organisation are sometimes too structured, so better to keep it small, more personal.
- DEOR: new forms of youth work are sometimes not supported, as people do not know what those organisation are doing. They need to show more what they are doing, make their projects and results visible.
- Small and local organisations could be more effective for international mobility: they are more accessible and can reach people who do not know YiA more easily. They tend to have a better connection with the local community and policy makers.
- More coaching of new organisations to help them to use YiA. Use the system of cultural coaches (people from the communities that can 'multiply' the information and help interested groups).
- Umbrella organisations sometimes have more skills and money to coordinate an international project and could do this as a part of their job.
- Linking youth work, social work and different institutions like police, justice..

- Classical youth work reaches a lot of young people, but there are many areas which are not covered, but there are also many small, local organisations which are working there and we have to make their work more visible. NA's can do some extra efforts to coach them and to adapt things to their realities. At the same time, the NA officer (or cultural coach) can help them to meet the YiA criteria. Young people can have a negative image of Europe (bureaucracy and see the NA as a representative of this bureaucratic Europe).

4. Cultural differences (in relation to “traditional” and new forms of youth work)

- More knowledge of cultural diversity and understanding of the needs of different groups (e.g. separate activities for boys and girls from some communities, as it's sometimes the only way to have them on board).
- Intermediaries/cultural coaches are needed to reach the young people from different cultural groups and communities.

From the research

Examples of the interventions given in the research

THEME	ISSUES	INTERVENTIONS
UNEMPLOYMENT	Rising unemployment levels; extended transition to work; discrimination; lack of networks; inflexible funding methods; poverty/debt	Outreach/streetwork; shared service delivery; employer engagement; public sec placements
EDUCATION	Inflexibility/limited pathways; middle class flight from cities; no youth voice; migrant performance; illiteracy	Mentors; early intervention; support for parents; NGO input
ENVIRONMENT	Lack of space; run-down neighbourhoods/poor facilities; poor transport connections; poor housing; territoriality	Outreach/streetwork; youth houses; Social enterprises; anti-gang work
SOCIAL	Lack of role models; negative images (media); negative peer pressure	Mentors/ role models' detached youth work;
HEALTH	Barriers for young disabled people; depression/mental health issues; teenage pregnancies; unhealthy lifestyles (alcohol and drugs)	Inter-agency models; use of social media; targeted mental health services
JUSTICE	Gangs; anti—social behaviour; young people as victims of crime	Streetwork; mentors; anti-gang activity; Gun and Knife prevention
MIGRATION	Discrimination; inter-communal tension; ghettos; language and cultural barriers;	Promote benefits of multilingualism; positive role models;

Learning from the LTTC on "Urban Youth"

The Hungarian and the French NAs, in cooperation with the SALTO Inclusion Resource Centre, are organising a long term training course to stimulate more inclusive (international) youth projects in disadvantaged (sub)urban settings.

Dates & venue: The LTTC consists of two residential seminars and a practical period between the two training courses when participants explore the potential of international projects. The trainers' team stimulates and supports the participants in their projects.

- The first residential seminar took place in Budapest from 6 - 11 December 2011
- The second residential seminar will take place in Marseille, 4 - 10 February 2013 (Marseille will be the Cultural Capital of Europe in 2013)

Primary aim: To support youth workers in working for inclusion in (sub)urban areas.

Objectives:

1. To create a space for youth workers **to reflect on their own practices** in (sub)urban contexts, and **the values and principles** that underlie these practices.
2. **To exchange and learn about good inclusive practices** amongst youth workers working with young people from disadvantaged (sub)urban areas.
3. To **promote the Youth in Action Programme** as a tool for inclusive youth work.
4. To **encourage the further professional development** of youth workers through developing projects with young people from (sub)urban areas, networking, and long term self-development strategies.

Participants: 22 participants from 15 countries

Evaluation of the 1st residential seminar

Based on the pre & post questionnaire at the end of the TC. The biggest changes were:

- How aware are you of the values and principles that underlie your practices in a (sub)urban context?
Average before TC: 2,82 Average after TC: 4,53 Change: +1,71
- What is your knowledge of the specific tools and methods to promote the inclusion of young people in (sub) urban areas?
Average before TC1: 2,75 Average after TC2: 4,35 Change: +1,6
- How confident are you in working with young people with fewer opportunities in a (sub)urban context?
Average before TC1: 3,59 Average after TC2: 4,59 Change: +1

Dilemmas of the LLTC "Urban Youth"

1. Is generating (inclusive) YiA projects our objective?

Yes...

- Objective 3) To promote the Youth in Action Programme as a tool for inclusive youth work.
- Objective 4) To encourage the further professional development of youth workers through developing projects with young people from (sub)urban areas...

but...

- Risk of thinking in terms of projects / finances / targets to achieve
- The Pistachio effect (you do projects with those disadvantaged that are relatively easy to get on board, the “hard closed shells” always are left over and fall out of the boat)
- Mobility (i.e. also YiA) is inherently „high threshold” and therefore exclusionary.

The team members came from different contexts (e.g. street work, low threshold youth work, YiA context). How much is the street work context relevant to the YiA context – and to the group of participants at the course? How to make the bridge between the youth work with real disadvantaged groups and the possibilities of Youth in Action?

Compromise:

- YiA does not necessarily include international mobility of the target group (4.3, 1.2, etc.).
- We don't insist on projects as outcomes (Was our message coherent?)

2. YiA „culture” vs. other ways of working

- Having a (university) expert in the team showed a different approach. More formal, theory based, less group-dynamics – but still very much appreciated by participants.
- To which extent is Youth in Action a different culture (with its energisers, residential seminars, group dynamic, educational flow, learning by doing,...) – which can be bewildering for new people coming in (e.g. if cooperating with other sectors).
- To which extent are we open to other ways of working? Do we allow for a more formal input from a university professor, or use more adapted methods if some of our participants are not youth workers (e.g. when working with prison officers, with teachers, with policy makers, etc).

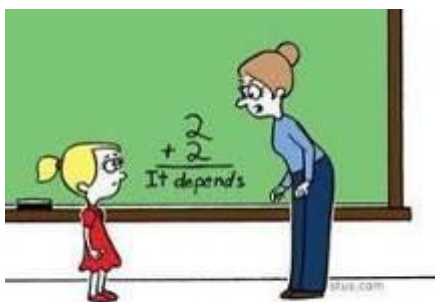
3. What about the field visits?

We wanted something interactive (to avoid the „zoo” effect) and involve the youth workers from the organisations to visit in other phases of the training, but this needs more time. Participants wanted longer, deeper visits and to get to know and learn also about the given area of Budapest.

3 local organisations were visited in Budapest:

- Közért (Tanoda)
- Megálló
- Kapocs

Some interesting points...



Suzie, this is math, not the law.

“The request for ‘methods’ was significant. This suggests that youth workers’ minds are dominated by some kind of 'recipe' view of intervention: just tell us what to do (what to put in). The reality is that good youth work is analytical and highly response to context (“it depends”); it is process driven. This is especially so in low threshold/ street work practices. **Hence, beware the 'tyranny of best practice'.**”

Graeme Tiffany, trainer/expert

Some misinterpretations...

- Prevention/security agenda, problem-solving narrative
- Project making, youth work defined by the activities
- Activate/motivate agenda, empowering (can I empower somebody?)

☞ **Instead:**

- You have to get to know the needs of young people and react to that.
- Young people are not target group/clients but are partners.

Principles underlying inclusive youth work:

- Voluntary participation
- Confidentiality/anonymity
- Critical partiality (safe but challenging)
- Accepting attitude (understand your values and value other people's values)
- Low threshold
- Transparency
- Focus on milieu (their realities)
- Mouthpiece role (you have to work not only with the young people but with other people as well)
- Focus on resources
- Flexibility and mobility
- Accessibility
- Continuity
- Gender-specific

Community of enquiry – questions from the group

- How can you be inclusive without being exclusive?
- Is it always the solution to ask them (the young people)?
- Why is inclusion work not easy?
- Why did disadvantaged people become a brand?
- Does inclusive action need to be effective?
- How can the most difficult participants be the better ones?
- Do the youngsters want to be included?



Youth in Action good urban practices

Each inclusion colleague presented one project and in the small groups discussed the success criteria (why was it good, what worked?) and how we can use Youth in Action in other ways.

Hungary - "Sustainable urban lifestyle" - "Let's learn from the rural culture" (EVS)

YouthLink number: HU-2-006-2010-R1- Messzelátó Egyesület

Volunteers participate in our existing projects, as well as in new ones are designed by themselves. The target group for our programs vary, mostly they are students or middle-aged people. Some examples of our projects:

- Giving lectures about climate change and other environmental problems, and present possible solutions (for example alternative energy sources) in schools or on any other workshops.
- Working in community gardens: we are planning on opening a community garden and also there is an existing one where volunteers can try out themselves.
- Organising workshops on sustainable city living, like soap making, cheese making, reusing garbage and creating useful stuff from that etc. This activity can include researching, communication, or presentation at the workshop as well.
- Spreading information about environmental problems and their solutions, representing Messzelátó in summer festivals.
- Writing blog and articles. As our past volunteers did, the new ones can also have their own blog.
- Updating the green map of Budapest. A past EVS project included the creation of the green map of Budapest which shows the "green" shopping opportunities in Budapest, such as second hand shops, bike shops, vegetarian food etc. Volunteers can be involved in updating and developing the map.
- Organising a road show for our interactive Baobab tree: our Baobab tree is a 5,5 m high inflatable installation which used to travel some Eastern European countries. It can only be inflated totally if the holes on its sides are all covered by people's hands. Volunteers can travel with the tree in different cities and talk about climate change.

Belgium – FL – GetBasic (EVS)

YouthLink number: BEFL-21-36-2011-R3 -Get Basic

GetBasic informs and assists grassroots citizens to become the media by giving them the necessary tools to make media and publish it on the web. This way, these citizen journalists can actively express their concerns and contribute to the overall well-being of the society of which they are a part.

GetBasic is also a partner of the Youth European Film Forum. Yeff! offers a forum where young people from all over Europe meet and present their films on cultural diversity issues. During her/his 12 months stay, the European volunteer assists the coordinator of the video team. She/he helps with the recruitment of new volunteers for the video team and the scheduling of volunteer's work. She/he is involved in the preparation of the workshops and media camps. During these workshops and camps, the volunteers form teams to go out to

report about citizenship, climate change and cultural diversity. The reports of the volunteers are published on <http://www.dewereldmorgen.be/>

In the second half of the project the volunteer helps to realize a video project linked to the Zinneke, an artistic and social experiment which aims to combat inequality. This video project is composed of a mixed group of expatriates and other inhabitants of Brussels. After a series of media workshops, this group makes video reports about the different artists, partners and volunteers preparing the Zinneke Parade. The reports are posted on the website of the Zinneke Parade and Dewereldmorgen.be

Throughout the year the European volunteer also organises the follow up of the YEFF! encounter towards the young filmmakers and organisations at local and national level.

The Netherlands - "Talent development work for 'at-risk youth'?"

Literature study on talent development of youth at risk.

Author: Irma van Hoorik, Netherlands Youth Institute, Date: July 2011

Underlying success criteria of Youth in Action projects in (sub)urban areas

- ☞ Committed and skilled youth workers and strong partnership, which is especially important for specific target groups (inclusion groups).
- ☞ Use the context as a frame and start from the needs of the young people themselves.
- ☞ Have a strategy and think about the long-term process and apply a step-by-step approach.
- ☞ Young people should be involved in the project from the beginning – to create a feeling of ownership and have a bigger influence on their peers.
- ☞ It is important to get support from the youth workers.
- ☞ To start on the local – low threshold level and move to the international level at a later stage where appropriate (local initiatives are the most successful YiA action for the urban target group).

Youth in Action potential for (sub)urban areas

- ☞ Use all the YiA actions and offer them to youth workers (all 4.3, 3.3, centralised level, TCP, EVS) to develop their skills and competences. The youth workers and organisations are the beneficiaries of these actions, and not the young people (capacity building).
- ☞ Hosting EVS volunteers brings an international dimension in the local urban area and stimulates the development of the organisation and has influence on the local community and young people (the view from outside, a neutral outsider).
- ☞ Higher visibility and improved dissemination of all urban YiA projects. Show concretely how projects can improve the mobility of young people from urban areas.
- ☞ Expertise and thematic work: prepare and train coaches and youth workers. Support them with knowledge, methods about urban issues (trainings, sharing best practices). Concentrate on a specific issue (less is more). The inclusion topic is really broad, so it is beneficial to narrow down the focus and work on a specific theme/issue for a longer period and go more in depth.
- ☞ Simplified information (YiA guide can be a difficult document to understand) and use existing information material and make it digestible.

SALTO Inclusion Urban Strategy 2012-2013

SALTO Inclusion presented its work plan for 2012-2013. It embarked on a process to develop a two year strategy on tackling social challenges in urban areas.

After working more strategically on youth employment (2009-2011), SALTO Inclusion will tackle another hot issue that emerged in recent riots and people's movements: **addressing social challenges in urban contexts**. SALTO Inclusion will develop a 2 year strategy (2012-2013), till the end of the current Youth in Action programme, to analyse and address the issues at stake. An in depth analysis will lead to practical youth work activities and tools to give young people better opportunities in urban areas.

The following elements compose the SALTO Inclusion strategy on social challenges in urban contexts.

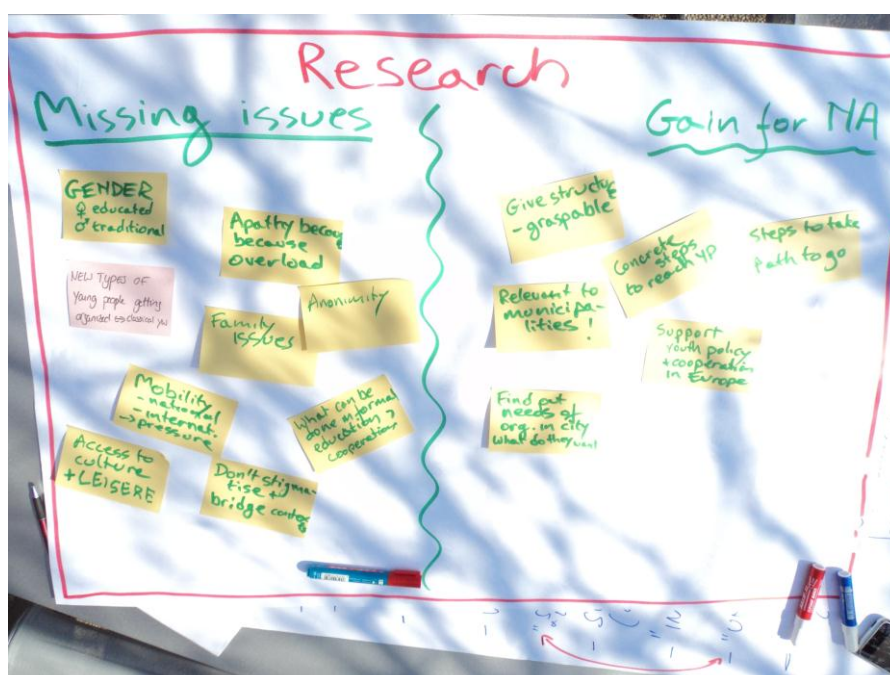


- ☆ **Developing a SALTO Inclusion strategy on ‘social challenges in urban contexts’:** SALTO Inclusion will consult with a variety of stakeholders at different meetings to develop an effective, efficient and efficacious strategy to address ‘social challenges in urban contexts’.
- ☆ **Analysis of Social Challenges in Urban Contexts:** SALTO inclusion will work together with a consultant/expert to map the issues at stake and make an analysis of the success factors that try to address social challenges in urban contexts (see page 14). This consultant will draw upon conclusions of the Belgian presidency, of previous SALTO activities and on wider research done in the field in Europe. The expert will be involved in the reflection seminar (in May-June, UK). The conclusions will be presented in the report, which will give an overview of research findings, consultations with expert organisations and the outcomes of the SALTO Inclusion activities on urban youth (so far).
- ☆ **Urban Solutions Seminar** (29 May - 2 June, Birmingham, UK): A cross-sectorial seminar bringing together local policy makers, police, researchers, Youth in Action officers and urban youth projects to discuss social challenges in urban contexts and possible interventions. Link to the local context in the UK (showcase urban community projects) and invite experts to shed light on the issues. Hosted by UK NA in cooperation with SALTO Cultural Diversity and Polish NA.

- ☆ **Good Practices on Inclusion – Good practice database:** SALTO Inclusion will continue to add good practices on inclusion to the Good Practice database, to have a more dynamic access to the project examples, formats, clever ideas. The focus of the good practices this year will be ‘social challenges in urban contexts’.
- ☞ [Send inclusion@salto-youth.net your good practices in urban areas.](mailto:inclusion@salto-youth.net)
- ☆ **Update Youth and the City:** SALTO Inclusion will rework ‘Youth and the City’, the publication about youth work interventions in disadvantaged urban contexts and integrate new content and examples in line with the findings of reflection seminar.
- ☆ **Training Course in Poland, 2013** – this will be a follow-up of the Urban Solutions seminar in the UK and will be hosted and organised by the Polish NA.
- ☆ **Urban Youth Conference, Belgium, 2013:** This focus on social challenges in urban contexts will lead up to a big Urban Youth Conference that is foreseen in 2013 by the Flemish Community in cooperation with a variety of other European stakeholders.

What is missing? How this can be done better?

- **NAs should send in their good practices** (to inclusion@salto-youth.net). Inclusion officers will be asked, but also communication officers who are responsible in some countries for spreading good practices.
- **Make clear who added good practice in database** – e.g. is it the NA or the project itself. The NAs wants to filter/nominate the projects/good practices to make sure they fulfil all the quality criteria (and to avoid doubtful organisations/projects getting listed).
- After the Support Group, SALTO Inclusion will send the **template** to nominate good practices for the database.
- NAs expressed their interest to have a **short intensive training course** (next to the LTTC) about urban youth issues. SALTO Inclusion could organise one and NA Poland one (as planned, following on from the UK Urban Solutions seminar).



Structural exchange on inclusion approaches in NAs

The inclusion colleagues present felt the need to share inclusion approaches and practices in a more structural way, so that they constantly get new ideas and fresh input to make their inclusion work more effective and dynamic.

Some suggestions from the brainstorm:

- **Add useful inclusion resources to Youthnet** - We have Youthnet but it is not used as it could, at least not for inclusion. Do we want to start using it more to post inclusion resources and then also go there to find new inspiration?
- To set up an **inclusion officers email list**: inclusionofficers@salto-youth.net (SALTO Inclusion will do this and introduce it to all inclusion colleagues)
- Create a closed **Facebook group for inclusion officers** (but FB is not allowed in all NAs)
- To use system called **Webinar** – special platform used in Eurodesk for online conferences and meetings. You can share your documents and people can see what is on your screen. You need to pay for the license, but there are also trial versions.
- **Mapping inclusion focus & topics of different NAs** at the beginning of the year (sending an email) also asking on which topics they already worked before and have knowledge of or expertise in (SALTO Inclusion will do this – make an inventory at TCP meeting).
- **To structure and coordinate the offer of TCP activities focusing on inclusion** – make bridges between NA on inclusion (SALTO Inclusion could take more pro-active role). TCP planning board – filled by NAs.
- Use **job shadowing and study visits** more within the NA network (depends on NA initiative)
- **Do inclusion activities together** (this is a good way of learning from each other, see how your colleagues take on inclusion). Similar to sharing inclusion good practices with colleagues in the good practice database (by filling in the SALTO Inclusion template) (depends on NA initiative)
- Adapt the **training calendar** so that **inclusion offers** are better highlighted and inclusion searches are more effective (SALTO Inclusion in cooperation with TCP working group & SALTO Training & Cooperation).



How to reach out to “the most difficult ones to reach”?

Ideas how to reach out those (young people, groups, new forms of (self)organisation) who are out of the classical youth work and also out of the organisations which are NA's in contact with.

Cooperation

- ☆ **Go where the young people are:** maybe cooperate with sports organisations (some offer young people more than only sports), (self)organised immigrant organisations, take to the streets (involve street workers),...
- ☆ NL is **co-organising info moments** and training courses for young people together with organisations which are supporting young people's initiatives and have good contacts and know them.
- ☆ **Go to schools** (where most of children are) – cooperation agreements with teachers
- ☆ **Look out of the box** – there are Corporate Social Responsibility programmes (foundations) for young people with fewer opportunities. See what they are doing, how they are doing it, create synergies, cooperate,...
- ☆ **Set up partnerships with the non-usual suspects**, look over the hedge,... There is life outside the Youth in Action programme.
- ☆ FR – in urban areas there are 'CUCS' (= Urban Contract for Social Cohesion) – their aim is to reach out to difficult to reach person;
- ☆ FR – 'PLIE' (Local Plan for Inclusion and Employment), funded by Social Fund for disadvantaged regions. They work on 'inclusion' – cooperate with them – to reach out to the target group.
- ☆ We usually don't work directly with the target group (young people with fewer opportunities) – but we support the organisations/people that work with the disadvantaged target groups (**intermediaries**).
- ☆ If you don't have the expertise, knowledge of specific target group – **work with resource persons**, e.g. cultural coaches, specialised people that can make the bridge,... Train them to use Youth in Action programme – peer-to-peer – info from a known person (of their community) is trusted more.
- ☆ Depends a lot on the person. **Build up personal contacts with the intermediaries**, but not very sustainable (because staff turnover). Need to be convinced. **Bring those local players together, train them**, direct contact with them, support for their situation, etc. Give them international opportunities, get them on board, and pass on the international microbe.
- ☆ TR is working with **local multipliers**, Eurodesk and regional agencies. They are involved in the selection of participants for local trainings, as they know them better. They also can reach those who otherwise would be impossible for the NA to reach.
- ☆ HU - The multiplier network reaches out to specific target groups in the field (they get some money – from Eurodesk budget for the info activities they do – from TCP budget for the decentralised training).

- ☆ The national structures have money to co-fund YiA projects. There is a need to **convince the local players (intermediaries)**. Explain how YiA works, show good practices = show how they can use YiA as a tool for their work – help them meet their objectives (not pushing YiA as an aim in itself).
- ☆ FR – **Missions Locales** = public private partnership for inclusion & employment. Each young person has a counsellor.
- ☆ HU – **programme for social renewal** – they should implement local projects about inclusion – why not add Youth in Action to their offer – cooperate with their ‘clients’.
- ☆ HU – regional network of the institution – 7 offices in the country – more closely working together with regional authorities.
- ☆ FR Cooperate with **local youth service of local authorities** (needs to have green light/support of mayor) – if the environment is right (policy) that might stimulate outreach work done in the local municipality.

Flexibility



- ☆ To adapt the model & duration of **national/local trainings** in order to reach young people (often they are available only in the evening, after school, and can't attend 2 days training in a weekend, as they often have weekend jobs). Should be more **attractive, short and snappy**: like 3h appetiser, offering something which is not really common for young people (*e.g. to provide pizzas or have breakfast/lunch*

meeting in a fancy restaurant. EE is going to do it in April, it has been done in Sweden already)

- ☆ **Flexibility in working with difficult target groups** – e.g. deadlines, early involvement in process, etc... One thing is the project management (getting the application in on time, etc.) and the other thing is the work with the young people. These are two parallel processes – youth worker needs to combine the two. COM/NA/selection committees should allow for flexibility in procedures, if they really want to have the difficult to reach young people on board.
- ☆ To organise a **meeting after each deadline** and give opportunity to those **rejected youth initiatives to get feedback**, as well as to encourage them to get better and apply again, or to find somebody who could help them.
- ☆ YiA is going against some main characteristics “growing up”. Teenagers want things to be done immediately and not to wait for 6 months or longer, before it starts. **YiA should be more flexible**, if we want to answer better to their needs.
- ☆ **Youth in Action project is just a tool** (not an aim in itself) – it should serve the work with the young people.

Training & coaching

- ☆ Almost half of youth initiatives are rejected, because of their poor quality. They need **constant coaching and feedback**, not just an information meeting of a few hours!
- ☆ NAs should put more efforts in **involving youth workers to support young people** in the process.
- ☆ HU: outreach activities (done by multipliers), then 1 day training for the interested young people/youth workers, the mentoring/support in the whole application process (work closely with them) – build up step-by-step. Empower them.
- ☆ At most of the universities of Turkey, **students** (in some faculties) **are getting a lecture about YiA projects** and the project cycle. Many of them submit an inclusive project at the end of semester (target group are young people with fewer opportunities).

Social media

- ☆ **Make better use of social media:** Turkish NA is using a lot of social media, as 70% of young people are using it. In Turkey, they promote the Facebook page at all local meetings and ask multipliers to mention the Facebook page. The Facebook page is also mentioned on all publications, etc. (The TR Eurodesk Facebook page has 17050 followers and the Turkish YiA NA about 20000).
- ☆ **Ask young people** and non-formal groups **how they got in contact with YiA**. Ask them what they think how we could reach them better?
- ☆ If you are designing your web page, you should bear in mind that most of young people are **using their phone as computer and your web page should be adapted to it!**
- ☆ Young people often do not use emails, but chat rooms and Facebook! **NA officers need to be trained on new media, as well as coaches and youth workers.**

Dilemmas

- ☆ In Switzerland, almost everybody is in (youth) organisations – it is an important factor in socialization. But how to reach the ones who are not in those organisations and organised social life.
- ☆ Does YiA fit the needs of young people in the cities? If they are used to do small, low threshold activities,... And now there are only 3 deadlines, long waiting periods... **It has to be done step by step!**
- ☆ Should we in certain **youth initiative projects let young people be helped by youth workers?** *E.g. one of the parents and school helped out one group of young people with mental disability to prepare the application, as they were not able. As that is not allowed, they were advised to find other young people to help them instead of asking*



adults. But is that the best way, as you are sending the message „look for more skilled young people to help you“? They didn't reapply.

- ☆ **Criteria of YiA are really high level and often excluding.** There are limits to whom we can reach (really difficult to reach young people from the streets, though they would really benefit from it and it has really big impact on their lives). Are we ok with this? Is this a conscious 'exclusion choice'?
- ☆ **How to motivate young people for a longer period** of the project and avoid saying „you should do it, it's good for you“? Find other motivators that make young people 'tick' (be on board). What is in it for them? Make it their thing (from their intrinsic motivation).
- ☆ Using social media, Facebook, etc. is lower threshold. But should **the online interaction/communication lead to more?** Or are virtual contacts also a good (first) step towards intercultural learning, citizenship, active participation etc etc? Is this form of activity better or worse than face-to-face?



Action Plans & support needed

☆ **Marilena Andrenacci (CH):**

- To bring inclusion dimension into **German Speaking Youth Forum** (March-April 2013). This will be discussed during the preparation meeting.
- **Support needed:** Tony (SALTO Inclusion) could help with input, as he speaks German.

☆ **Leen Van Bockstal (BE-FL):**

- Will try to make connections with things she does already at the NA (like sharing this and good practice database with participants from the Flemish “**employability project**”, maybe involving EE NA and NL NA in the “employability” study visit to Finland).
- To share information with her team and to see what will be the next year priority (idea is to work on **poverty** and maybe to link it with urban youth and the urban youth conference planned for 2013).
- Offering more **simplified information** to beneficiaries.
- See how to make better use of **SALTO Inclusion booklets** and to translate some.

☆ **Serkut M. Kizanliki (TR):**

- Meeting with colleagues, to see what could be done about inclusion topic.
- Will focus on developing an **inclusion strategy** and see what can be done by beneficiaries as well.
- Planning to have **meeting with big, important stakeholders** on inclusion and to organise more meetings through Eurodesk around the country.
- To see how to have more **effective social media**.
- Will join « Urban Solutions » seminar in UK.

☆ **Mireille Unger (NL) :**

- Important to be aware that there is also a **limitation** what YiA can reach and do for young people with fewer opportunities from (sub)urban areas.
- To inform the colleagues about the main issues.
- Will work on use of **social media** and discuss this with communication officer, how is being used now and how to promote it more.
- To see how the info sessions and training courses can better **fit needs of young people** and discuss this with local organisations.
- To check the TCP planning board.
- On longer term: **cooperation with Flanders - JINT**, to include this when planning TCP activities, to look critically at the information given to youth initiatives applicants and check good practice database.

☆ **Gilles Baccala (FR)**

- Bring materials to colleagues and spread information.
- In next 3 weeks will share results with colleagues, especially inclusion and action 1.1, 2.3, 5.1
- TCP working group: **improvement of training calendar**, see how to adapt this for inclusion e.g. themes of inclusion etc.
- See with new head of NA, to see if he remains inclusion officer.
- **Revise the inclusion strategy** of the French NA.

- Work on new inclusion colleague strategy – send to SALTO inclusion for the overview. Disseminate the template for **good practices/project** on inclusion in urban areas.

☆ **Ivett Karvalits (HU):**

- Will write memo for her colleagues and share some material with them.
- To check the **good practice database**.
- Will have mentoring communities meeting and will see how to bring urban dimension into it.
- Will **promote urban activities** among partners and this topic might be integrated into « Inclusion day » for beneficiaries.
- To try to set up some projects and monitor them better, to see what is happening in the field.

☆ **Kaja Ainsalu (EE) :**

- Will talk to colleagues about **social media** and different possibilities.
- To do some **study visits** in some areas of Tallinn and see how young people are living. Sending some participants to **job shadowing** (theme is employability) and will think more on how to use this knowledge and make it more visible.
- To have contacts with non-formal groups and see what do they think about YiA programme and to see how to **reach non-organised youth**.

What can SALTO Inclusion do for you?

- Collect **good practices on urban solutions** and put them online – searchable database www.salto-youth.net/GoodInclusionPractice/
- **Report of the inclusion colleague support group** – and put online – spread to Inclusion officers
- To make an inclusion officers email list based on the youthnet: colleagues who indicated ‘inclusion’ in their profile: inclusionofficers@salto-youth.net
- To redevelop **training calendar** and to make it more effective: to be able to search and link to the ‘real’ inclusion training activities (and not just any TC that mentions inclusion somewhere in the description)
- **Mapping inclusion focus & topics** of different NAs at the beginning of the year (sending an email or collect at TCP). Also ask on which topics NAs already worked and have knowledge and expertise
- To **structure and „coordinate“ the offer and TCP activities focusing on inclusion** – make bridges between NA on inclusion (at TCP meeting).
- To **rework Inclusion pages** on youthnet: www.youthnet.nu/Priorities-and-features/Inclusion/ and add signposts to resources that can be used by NAs.
- To make a **link between inclusion colleague support group and Urban research** and to extract the useful elements from the report and send it to researchers.

Evaluation - K A T Ch

What should we Keep, Add, Throw or Change for the next Inclusion Colleague Support Groups?

<p>Keep</p> <ul style="list-style-type: none"> • Field visit • Dinner out • Working in small groups • Why? (explanation of the choice of the topic) • Flexibility of the programme if needed • Short & intensive • Open space to add issues • Number and profile of participants • Inputs from resources persons • Action planning (keep it practical!) • Discussing on a practical level • Who is who? (get to know colleagues) • Input about other activities around the theme (like LLTC “Urban Youth”) • Time for deep reflection on the subject; common understanding 	<p>Add</p> <ul style="list-style-type: none"> • Invite experts – beyond YiA • Research outcomes – make use of already available results • To have an overview of NA’s inclusion strategies • Short theoretical input on topic • Half a day longer, more time to go in depth; start earlier on the first day? • Add the power of social media
<p>Throw Away</p> <ul style="list-style-type: none"> • Squeeze in sessions like “YiA inclusion Strategy” (didn’t take place though) 	<p>Change</p> <ul style="list-style-type: none"> • Make the project visit more interactive, more context • Embed project visit and prepare speaker to give a more focused explanation • Time frame (sometimes too short time for sharing) • Include different methods for brainstorming, planning,... • Results of LLTC – not sharing about process, but outcomes, more practical • To give homework results about urban problems during the meeting • Somehow, I missed the homework best practice part. Maybe present this more clearly next time, to make sure that everyone prepares it. • Promotion materials (booklets,..)

Where do the Inclusion Colleague Support Groups come from?

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

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

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

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

What are the Colleague Support Groups

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

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

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

Who - profile of participants:

- ☆ Inclusion officers of NAs – the colleagues dealing with inclusion projects and the development AND implementation of the national inclusion strategy
- ☆ NA staff with specific focus/tasks on inclusion of young people with fewer opportunities
- ☆ Officers with different levels of experience – to have fruitful interactions and mutual learning
- ☆ In the ideal case, a maximum of 8 to 10 participants per Colleague Support Group – to allow lots of interaction and in depth discussions
- ☆ The (inclusion) officer is willing to share with colleagues back home – and with other (inclusion) colleagues that were not present

- ☆ SALTO Inclusion can invite (at SALTO's expenses) some NAs or experts with relevant expertise for the topic of the Colleague Support Group

When and where?

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

In 2011 there was 1 Colleague Support Group: "how to work with employment agencies". In case your NA would be interested to host one in coming years, please do not hesitate to contact SALTO Inclusion RC.

The **format** looks as follows:

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

Finances & practicalities

- ☆ Participating NAs pay their own travel and subsistence costs (food and lodging costs)
- ☆ SALTO pays own travel and subsistence costs (and of any invited experts)
- ☆ The hosting NA is only asked to cover the venue (meeting room and material), and their own participation costs. They can decide to offer a dinner in town, a reception, etc.

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 Inclusion 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

