
YOUTH INCLUSION TOOLKIT

*A simple hands-on guide created during the study visit
Youth Inclusion Toolbox*

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Introduction

This booklet is one of the outcomes of the Erasmus + project Youth Inclusion Toolbox. The project coordinated by the Association Arte e Cultura Sociale in collaboration with seven partners: Saglam Dusunce Gencler Teskilati Ictimai Birliyi (AZERBAIJAN); Social Youth Development Civil Nonprofit Society (GREECE); Association For Developing Voluntary Work Novo Mesto (SLOVENIA); Taller D'art, Cultura I Creació (SPAIN); Mediterranean Forum For Social Development (MOROCCO); Mtü Edela Eesti Arenduskeskus (ESTONIA); Associacao Check-In (PORTUGAL). The Project has been realized in Manerba del Garda (IT), from 07 - 14 December, 2019.

Over the course of a study visit in Italy, youth workers from different parts of Europe met to share the situation in their countries and their own experiences in the field with the objective to improve **Social Inclusion** by reinforcing youth worker's capacities to fight social exclusion of youth with fewer opportunities and acquire skills to develop initiatives that can have a positive impact on local integration processes and foster the creation and/or reinforcement of a quality European network of grass-root organizations.

The Study Visit gathered 24 participants from 8 different countries of Europe (Italy, Azerbaijan, Estonia, Greece, Morocco, Portugal, Slovenia, Spain).

Before dealing more into the main topic of this toolkit, I just wanted to leave a couple of introductory words:

Social Exclusion is an **extremely complex and variegated issue**. It comes in different forms and shapes, the solutions available are not always applicable to certain contexts (**there is no one-size-fits-all solution**) and it is necessary to really evaluate case by case.

But...

In the "Era of Information", knowledge is everywhere. **We don't need to reinvent the wheel**. As youth workers, we can access a whole wealth of free publications and other resources that offer insights and almost unlimited wisdom that can bring us closer in our quest for Social Inclusion.

The following document includes **simple guidelines to implement the best practices** that were chosen by the participants of this project and some context to understand better the phenomenon. Besides, we tried to give a bit of context without making the document too heavy, by cutting and extrapolating from different sources.

The last part of the booklet is a collection of compelling resources, other projects and general information that were parts of the many "Interesting Conversations" inspired by the project.



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I truly hope you will find some inspiration for your next activity or project as I had.

"If the single man plant himself indomitably on his instincts, and there abide, the huge world
will come round to him"
Ralph Waldo Emerson

Social Inclusion and Young People with Fewer Opportunities¹

By and large, **social exclusion** refers to processes that prevent individuals, groups or communities from **accessing the rights, opportunities and resources** (e.g. housing, employment, healthcare, civic engagement, democratic participation) that are normally available to members of society and that are key to social integration. Social exclusion may be the consequence of structural forces such as laws, public policies, institutional practices, organisational behaviours and prevailing ideologies, values and beliefs.

The EU **defines** social inclusion as ‘a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live.

Social exclusion is a process whereby certain individuals are pushed to the edge of society and prevented from participating fully by virtue of their poverty or lack of basic competencies and lifelong learning opportunities or as a result of discrimination. This distances them from job, income and education opportunities as well as social and community networks and activities. They have little access to power and decision-making bodies and thus often feel powerless and unable to take control of the decisions that affect their day-to-day lives. Put simply, social exclusion is the combination of policies, systems, structures, attitudes and behaviours which result in some individuals being sidelined, left out or left behind.

Social exclusion can affect all age groups but it demands particular attention from the youth field because it produces deep and long-term damage to the living conditions, social and economic participation, emotional life, and health status of young people. It also contributes to the intergenerational transmission of poverty. When young people experience insecurity in terms of living standards, political or social isolation, feelings of estrangement and unhealthy lifestyles these can aggravate pre-existing conditions of social exclusion. This results in a vicious cycle where socially excluded young people are in even more danger of suffering from additional material deprivation, social and emotional marginalisation, and health issues, which in turn expose them to more serious risks of exclusion.

Not Just the Crisis - Long Standing social issues

It should be kept in mind that although the current economic crisis has exacerbated

¹This chapter includes some parts taken from “[Inclusion A to Z](#)” - That offers various other examples and ideas for inclusion projects

many social issues, many of them are long-standing. Youth unemployment has been an urgent issue for the past twenty years (Dietrich) while rates of school disengagement (i.e. early-school leaving) have been stubbornly high for decades. The reality is that for many years, significant numbers of Europe's young people have struggled in the transition to independent adulthood, even when resources were more plentiful and the economy stronger.

Overall, close to 24 % of Youth in Action participants were young people with fewer opportunities (European Commission, 2014b)

One **challenge** to the concern with social exclusion is the wide range of the term itself, since it can cover exclusion from the educational, labour market, spatial, relational or sociopolitical perspective.

Being excluded (that is, being side-lined, left out or left behind) is not simply due to one or two isolated incidents. **Social exclusion is a complex long-term process** where multiple factors are usually at play - factors which can impact each other and which can worsen over time. When this happens, a young person's situation can go from bad to worse in a vicious cycle.

Example of Social Exclusion complexity

A young person with low-level education is statistically more likely to be unemployed or to find only poorly paid employment. As a result, they may suffer from poverty. Because of their poverty, they may not have the means to afford decent accommodation or to provide for their children. Over time, this could negatively impact their physical and mental health, which in turn may jeopardise their ability to work... they then risk falling still further into poverty.

Where would you start?

If you wanted to help this young person, what would be the best place to start? By finding them a better job? More education? Better housing? Assistance with child care? Medical attention? While all of these are without doubt helpful, none of them are quick fixes and there are no guarantees that they are even realistic options. (E.g. there may be no jobs available; the young person may not have the skills or competencies for a higher level of education, they may not be able to afford a visit to the doctor, etc.). The solutions to social exclusion can sometimes be just as complex and intertwined as the problems themselves.

Better Understand Social Exclusion

Consider the young people you work with. Think about how they relate to other young people in their school, in their community or in their country as a whole. Would you say they have equal or fair access to things like:

- › Decent housing?
- › Healthy food every day?
- › Regular medical and dental care?
- › Good schools with caring teachers?
- › Pocket money?
- › Affordable free time activities?

What about other factors? Would you say that they:

- › Have a loving and supportive family?
- › Have positive friendships?
- › Live in a community where their language, religion and culture are respected?
- › Live in a community where they are safe from harm and violence?
- › Have a voice on social and political matters and that they are listened to?
- › Have, in general, an interesting life and reason to feel positive about their future?

“Young people with fewer opportunities” is a term used to describe young people who are at a disadvantage compared to their peers because they face one or more of the exclusion factors below. These often prevent young people from taking part in formal and non-formal education, trans-national mobility, employment, democracy and society at large

Several Obstacles

Social obstacles: people facing discrimination because of gender, age, ethnicity, religion, sexual orientation, disability, etc., people with limited social skills or anti-social or risky sexual behaviour, people in a precarious situation, (ex-)offenders, (ex-)drug or alcohol abusers, young and/or single parents, orphans, young people from broken families, etc.

Cultural differences: immigrants or refugees or descendants from immigrant or refugee families, people belonging to a national or ethnic minority, people with linguistic adaptation and cultural inclusion problems, etc.



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Educational difficulties: people with learning difficulties, early school-leavers and school dropouts, lower qualified persons, people with poor school performance, etc. Disability (i.e. participants with special needs): people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities. ✓ Health problems: people with chronic health problems, severe illnesses or psychiatric conditions, young people with mental health problems, etc.

Economic obstacles: people with a low standard of living, low income, dependence on social welfare system, people in long-term unemployment or poverty, people in debt or with financial problems, etc.

Geographical obstacles: people from remote or rural areas, people living on small islands or in peripheral regions, people from urban problem zones, people from less serviced areas (limited public transport, poor facilities, abandoned villages...), etc.

Ideally, social inclusion should be a participative process. This means that professionals striving to be “inclusive” should always be aware of the limits of what they know and be prepared **to ask the young people what to do, what they want, what their opinion is**

Non formal Education²

Youth work can and in many cases has played a role in the social inclusion of young people with fewer opportunities. In this section we want to briefly explore two inspiring forms of youth work that have proved to be particularly adequate for those purposes: open youth work, and outreach and detached youth work.

Open youth work

The purpose of open youth work is to offer young people, on the basis of their voluntary involvement, developmental and educational experiences that will equip them to play an active part in democratic society as well as meet their own developmental needs. Open youth work takes place in youth clubs, youth projects, youth centres, youth houses as well as on the street (through detached youth work).

Open youth work is a partnership between youth workers and young people involving adults working with young people, in a manner that prioritises the active participation of young people as partners in the process;
provides structures whereby young people participate in decision making including planning, organising and evaluating;
enables communities to contribute to meeting their own needs;
is accessible to all young people irrespective of their race, culture, religion or belief, gender, sexual orientation, socio-economic status or disability.

Detached youth work

Detached youth work operates without the use of a building or activity and takes place where young people “are at” both geographically and developmentally. It delivers informal and social education and addresses whatever needs are presented to or perceived by the youth worker. As detached youth workers have no physical building or specific activity over which they have power or control, the relationship between young persons and youth workers is entirely voluntary and constantly up for negotiation.

Some examples of detached youth work activities are:
making tie-dye clothing at a summer play scheme;
sweet-making and chatting about Nelson Mandela;
decorating gardening boxes outside a community flat.

Outreach youth work

Outreach youth work also takes place where young people are, on their “turf”, and supports and complements new and existing centre/project-based youth work. Primarily used to inform young people of services that exist in their locality and to encourage them to use such services, outreach can also seek to identify, through consultation with young people, any gaps that exist in services aimed at meeting their needs.

²This chapter includes some definitions taken from the [“T-KIT 8 Social inclusion”](#) - That offers many examples and help to dig deeper in the topic.

Online youth work

The internet is intimately involved in the lives of young people and this is why it should be included in youth work. Online youth work means simply including online media in youth work. Online youth work is not another sector of youth work, but it can be linked to all youth work. At best, youth work is not divided into online work and work where people meet in person, but the two are flexibly combined.

In practice, online youth work can include: educational gaming, question-and-answer services, group chats, one-to-one chats, group blogs, photo competitions, broadcasting games, vlogging workshops and encouraging young people to voice their opinions on social media. Different types of activities are offered because some young people wish to write, others might want to play games, and others might wish to take photos.

One of the challenges of online youth work is the constantly changing online culture among young people. Online youth work is growing and quickly developing.

In Finland, we can find some inspiring examples:

a multi-professional chat service for individual cross-sectoral guidance, support and advice under a single roof by the youth service provider Byström;

a gaming group in the Vuosaari youth centre: while playing together many young people strengthen their social bonds and develop social skills learned while gaming;

the city of Hyvinkää has been organising the HypeCon, an event that combines anime and gaming culture, since 2012. The youth services of the City of Hyvinkää offer free and equal opportunities to local young people. The content and nature of this event are created by the visitors themselves: social media are used in the planning process and everyone can participate regardless of their age and location.

Educational Approaches

Before describing concrete activities and projects we would like to go through some educational approaches that are particularly appropriate for overcoming social exclusion.

These approaches, taken as a whole, shape the participatory nature of education aiming to overcome social exclusion and enable young people with fewer opportunities to take full control of their lives. They inspire the concrete educational activities and projects of the next section of this T-Kit and can inspire many other educational activities to fit specific needs in different contexts.

Human rights education as the basis

Social inclusion is about **social, economic and cultural rights**, that is human rights.

Social rights are those rights that are necessary for full participation in the life of society. They include, at least, the right to education and the right to found and maintain a family but also many of the rights often regarded as “civil” rights: for example, the rights to leisure time,

health care, privacy and freedom from discrimination.

Economic rights are normally thought to include the right to work, to an adequate standard of living, to housing, and the right to a pension if you are old or disabled. Economic rights reflect the fact that a certain minimal level of material security is necessary for human dignity, and also the fact that, for example, a lack of meaningful employment or housing can be psychologically demeaning.

Cultural rights refer to a community's way of life. They include the right to participate freely in the cultural life of the community and, possibly, also the right to education. However, many other rights, not officially classed as "cultural" will be essential for minority communities within a society to preserve their distinctive culture: for example, the right to non-discrimination and equal protection of the laws.

All human rights are equally important: thus, social, economic and cultural rights are to be considered an integral part of human rights just as all the other human rights. However, in recent history and in specific political contexts, social, economic and cultural rights have not always been accepted as having equal standing to civil and political rights. Although it seems evident to the ordinary citizen that such things as a minimum standard of living, housing, and reasonable conditions of employment are all essential to human dignity, decision makers have not been so ready to acknowledge this.

For these reasons, when promoting the social inclusion of young people with fewer opportunities, a human rights education approach should be the basis. Their inclusion and rights should be guaranteed on the basis of their dignity as human beings, rather than granted as something they "deserve".

Human rights education – meaning educational activities and programmes promoting equality in human dignity – is at the basis of the educational approaches promoting social inclusion. It empowers young people to contribute to the building of an inclusive society where human rights are respected. The following educational approaches are considered particularly relevant for social inclusion.

Peer education

Everybody knows the story of the father who, on a nice day, after exchanging meaningful looks with his wife, asks his 12-year-old son to accompany him for a walk and "a little chat". The father then awkwardly starts up an artificial conversation about girls who might be in his son's class, finally announcing solemnly that it is time his son got to know the facts of life. At which the boy, genuinely bored, replies that he knows "everything 'bout f..... already" from his schoolmates, their magazines and jokes and can he please go home and play football again?

In a way, this exchange of information about sexual education – whether apocryphal or not in this form – between the boy and his schoolmates, is peer education. Kirstie Lilley (2001) distinguishes three kinds of peer education:

informal peer education, as noted in the story, when young people simply pass on information about subjects that matter to them, without being trained or told to do so;

formal peer education, in which young people are simply told to pass a certain message on without having much influence on the contents themselves;

a third type of peer education, which will be discussed here, in which young people receive training to develop a programme themselves to pass on a certain message to their peers.

Peer education is beneficial for all parties involved. The peer educators gain self-confidence, self-esteem and a number of skills. Their peers receive valuable information in an enjoyable way from someone they know and trust, and they might be stimulated to become peer educators themselves. For youth work and the youth worker, it presents a way of passing on knowledge to a bigger group of young people who can, in turn, address a larger group again.

Why Does it Work?

- young people are more likely to accept information from other young people than from adults.
- In particular, young people who grew up with a disadvantaged background have often been disappointed by adults from their surroundings and could be suspicious of adults in general;
- young people are more likely to tell each other honestly what they feel or think than an older person, since they are afraid of being judged for what they say;
- often, it is easier to ask questions and discuss subjects with peers;
- young people identify more with people their own age and information from peers may come across as more reliable;
- peer educators know what language to use to address their peers;
- peer educators can choose their own mode of discussing topics and decide on what will increase their sense of ownership.

Coaching

Coaching³ is a new concept in youth work, with coaching instruments and tools being used to support young people and youth initiatives. In youth work, coaching is a combination of mentoring, counselling and coaching methods, and is slightly different than the business approach.

Arts and creativity

Many youth groups and organisations use arts projects in the fields of health, poverty, discrimination, employment, violence and community development because they are able to reach young people with fewer opportunities and have a meaningful impact on their lives.

³[Here](#) you can find an interesting resource on the topic

The arts can directly connect with the individual interests of young people with fewer opportunities, and contribute to developing their potential and their self-confidence. In many cases the arts relate to a group or community identity and encourage collective activities building positive links with the wider community. Additionally, in some cases it can be associated with employment possibilities.

The arts, not as institutionalised or commercialised products but as socio-educational activities, can easily become an element of personal and group development. When the arts become a social fact and a social expression within a group or community, made by everyone and for everybody, they can indeed be a vehicle for social inclusion.

Arts projects facilitate a creative process that enables young people with fewer opportunities to express their needs, aspirations, inspirations, identity or sense of place. They contribute to their dignity and strengthen their social bonds and networks. They touch various dimensions and exist- ing intelligences (creative, emotional, etc.) and promote creativity, which is becoming a transversal competence needed and appreciated in many social and economic activities.

There have been many experiences and projects of inclusion of young people with fewer opportu- nities through the arts in the fields of theatre, drama, literature, music, photography, multimedia, dance, visual arts, craft, films, and so on. Some of those experiences are spontaneous, with no centralised organisation, and others are more articulated educational and transformative processes.

Specific examples include forum theatre against early school leaving, drama festivals in prisons, psycho-dramatic group games with therapeutic objectives, creative writing with refugees, musical bridges to autism, and collaborative photography workshops. The variety of techniques and methods used in these activities is enormous. Some of the best known are the Theatre of the Oppressed, photo-voice, improvisation, creative writing, fairy tales, cartoons, ideogram design, and so on.

The 5A Strategy

- Awareness: on a certain vulnerable situation
- Access: Through inclusive routes to the programmes addressing that situation
- Action: Make effective use of those programmes through support mechanisms like mentoring
- Accreditation: Formal recognition of experience, progress and achievements made
- Advancement: Facilitate the progress by setting supportive stepping stones on the route towards inclusion

Based on the analysis of many experiences at European level, the combination of these five elements allows one to escape the vicious circle of social exclusion and advance towards the virtuous one of social inclusion.

Non-formal education as a whole can indeed very effectively contribute to the inclusion of young people with fewer opportunities. At the same time, non-formal education, if it is not complemented with policies and structural measures, is clearly insufficient for overcoming

the big challenge of social exclusion of young people. It is necessary to include the promotion of policies and programmes that allow youth to go through the long-term processes towards inclusion.

BEST PRACTICES

Beneficiaries

- Age – all ages
- Obstacle – Difficulties in reflection (kids), lack of training in this kind of activities (youth workers), lack of willing the training (youth workers), lack of financial support to organize activities, lack information

Objective

- Non formal learning (NFL) is the learning which takes place through planned activities (in terms of learning objectives and learning time) where some form of learning support is present, but which is not part of the formal education and training system.

Scale (International, Nacional, Local) - all

Methodology - Give opportunities through the methodology “learn by doing”

Actor + Professionals – Youth workers

Examples of projects

#1 Project “TASTE D’OFICIS” (Tasting of trades) – Non formal courses

Beneficiaries

- Age – Youngsters 15-20 years old (depending on the course)
- Obstacle – Sometimes the price, the Schedule, the motivation, etc.

Objectives:

- Selfknowledge (competences & abilities)
- Knowledge and practice of a trade
- Improve with competences in this field
- Know a little bit more about getting into labour market
- Give young people an opportunity to know a job in a very basic way, with key concepts; learning more about themselves (selfknowledge) in a very dynamic way.

Scale (International, Nacional, Local) - Local

Methodology/Duration – 8 to 10 weeks, 2 h/week (example Monday 18h00-20h00) of formation. They have to be very dynamic. 15 to 20 hours practice in field. They get an informal certificate afterwards.

Actor + experts:

- Expert in the field (to teach)
- Youth worker (to plan, program the course, spread the information, organize



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everything...)

Finance:

- about 300€ for the expert
- 50€ for material (but can work with less)

#2 Project – “Rugby school of Galiza” (social neighborhood in a village near Lisbon)

Beneficiaries

- Children from a social neighbourhood with low economic support, risky behaviors, low levels of academic achievement and high dropout rates, child neglect.
- Age – 5-15

Obstacle - Social, Educational

Objectives:

- Promote Rugby playing for children. Learning and incorporating the values of Rugby, like team spirit, mutual aid, solidarity and the acceptance of differences, promoting new attitudes, social integration and stimulating academic achievement and the taste for learning.

Scale (International, Nacional, Local)

- Local

Methodology

- Establishing of a contract with objectives between child, coach, and parents. Development of a methodology to help with academic path and the embodiment of values through Rugby.
- School support from 1st – 10th class

Duration:

- from September to June; 2/3 sessions per week and 1 game in weekends;

Actor/professionals/experts:

- Rugby coaches/ex-players (volunteers)

Finance:

- Supported by public and private institution in Portugal (Santa Casa da Misericórdia de Cascais (promoter), Movimento Apostólico de Shoenstat, CM Cascais, Federação Portuguesa de Rugby, Sant Julian School, Fundação Calouste Gulbenkian, IES Social Business School.)

Webpage/Video: [available here](#)

#3 Project – “Johnson’s Academy”

Beneficiaries

- People from the social neighborhoods Amadora, Cova da Moura, Buraca e Boavista (Lisbon)
- Age – from 8

Obstacle – Cultural, Educational, Social

Objectives:



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- Promote socio-cultural, educational, sports and recreational activities and initiatives that enable the learning and integral development of the person and different human groups, in a relationship related to the environment involved and the different contexts of life;
- Promote the accompaniment of school-age children and youth, through educational tutorials and study support, stimulate school success and their social inclusion;
- Promote the active participation and exercise of shared and responsible citizenship with a strong orientation towards community development, fostering or volunteering and privileging networking, valuing the establishment of local, national and international partnerships; Promote the social inclusion of young inmates and former inmates, combating all forms of social exclusion; Work affections, promote values and network;
- Conduct a psychosocial and educational follow-up of each young woman from the Academy. Tracking will be done through a virtual platform that will be updated daily by a team member;
- Promote, on a larger scale, family involvement;
- Promote individual and collective empowerment by reforming identity processes in the person, family and community;
- Prevent risky behavior and juvenile delinquency, as well as all forms of violence (family, dating, marital, interpersonal...)

Scale (International, Nacional, Local)

- Local

Methodology

- Football teams (different ages and gender)
- Mentoring programs
- School support
- Martial arts
- Support to previously imprisoned young people
- Psychology office

[Website](#)

Movie: [Available Here](#)

#4 Projects in Greece(Youth In Advance 18+)

Beneficiaries

- Non-formal education for children takes place outside of school hours, its purpose to supplement and enrich their education. They take instruction in music, foreign languages, arts, dance, and other areas. Their parents pay the fees for this part of their education.
- Also for adults: Adult nonformal education is both for enrichment, such as art appreciation, and for vocational training, such as computer literacy. Since 1980 adult education programs were aimed at the unemployed under the age of 25, and the

long-term unemployment of those older than 25. They have been financed by the European Social Fund and attended yearly by an estimated 200,000 trainees.

Obstacle - Social, Cultural

Objective

The projects include continuing education, literacy, illiteracy prevention, vocational training, vocational training and rehabilitation of disabled persons, social support activities, health counseling and prevention, and cultural and leisure activities, as well as seminars on intercultural communication, workshops for the preservation of traditional arts and skills, and social integration of youths with fewer opportunities.

SCALE : national - international

METHODOLOGY: : offenders/ex-offenders (vocational training and social rehabilitation); the disabled (vocational training and social rehabilitation); repatriated Greeks from Western and Eastern Europe, the former Soviet Republics (Pontian Greeks), and Albania (Greek language, vocational training); and the elderly (new educational opportunities, social support).

DURATION: from 1 week to 3 months

ACTORS AND PROFESSIONAL: EU funding through corresponding programs supports the GGLE activities. The Manpower Employment Organization (OAED) of the Ministry of Labor also runs nonformal training courses and formal apprenticeship programs for young people and adults. Improving the impact of Non Formal Education (NFE), principles and methods in creating empowerment opportunities for young people as real actors of the society (from local to Europe).

[Other Resources](#)

#5 “INCORPORA PROJECT / Job window” (Morocco)

Beneficiaries:

- Youth till 30 from difficult neighborhood.
- Women
- People with few opportunities (without qualifications)

Objective:

- Economic inclusion
- Empowerment of women

Scale

- Regional

Methodology

- Three months training (housekeeping, sewing ...)
- One month internship
- Directly to labor market

Duration



- 5 till 6 month (till you been employed)

Actors + Professional

- Local association, the grant (la caixa banq), casal del infants NGO, municipality, private sector companies.

#6 – Programme Tbissima - Youth Mentorship Programme

Beneficiaries: Young people. Local Community

- Age: 6-17

Obstacle: Social, Educational, Economic

Objectives

- Increase interpersonal skills
- Improve the school performance
- Combat stereotypes and promote intercultural awareness
- Active participation of young people in society

Scale (international, national, local) - Local

Methodology

- The idea is to create a safe space for underage youths where they can meet and be supported by mentors just a little bit older than them.
- It can be done in any sort of space provided (especially if it's free). Doesn't require much material or budget and it has been pretty successful in terms of impact measured by the increase of general well-being of the youngsters.
- The project started with short training for young volunteers(18-31) interested in helping with young people that covered the basis of youth work and non formal education.
- The mentors meet once a week with the youths for a couple of hours. Several workshop are offered to the youths on a regular basis (Homework Club; Arts and Crafts; Sport activities) and every month there are some extra sessions co-created with the youths based on their needs and wishes (i.e. speaking engagement with experts on several topics or extra activities that require professionals)
- The mentors organise with the youths also outdoor activities in the community:
- Clean-ups of parks; Events (music, dance and theatre) together with people with disability;
- The group get together every six months for a "live-in" experience. They spend the weekend together for team building and other more structured learning activities that are decided by the youths.

Duration: Continuous

Actors + Professional

- Volunteers Youth Mentors (possibly 1 per youth)
- Coordinator (social or youth worker) to support the organization of activities

[Webpage](#)

Other Suggestions of Non-Formal Activities

#1 – Being a refugee

Objectives: reflection about how could a refugee feel

Group target: 16+

Materials: everybody should have a paper and a pencil

How it works:

- Split the group in small groups (each small group shouldn't be bigger than 5).
- The facilitator asks the group to close the eyes and read a story. The story is divided in some parts with questions in the middle to reflect during the story (story and questions provided in the end).
- After the story is finished, during 10 minutes, each small group discuss their answers.
- Each group decides a representative and each group shares what they discussed.

Story and questions:

Close your eyes and listen to my voice because I'm going to tell you a story.

Imagine yourself living in your country, studying or going to work. You are happy in all your environment and all of the sudden because of the assassination of the president there is a critical political situation. All the parties want to take the control of the country. Soon, because of the riots economic collapses. Stores are empty, telecommunication is down, blockades on the road, army on the streets, no access to pharmacies, airports are closed, no safety. So, now it's time for you to run. You got a visit from your friend and he offered you to help out. He told you that he can transport you over the border. After that you are own your own. He told you that you can take people with you and also he offers you 3000 euros. He said you should be in 8 hours.

Questions: 4 minutes to answer on the questions

1. Who will you take with you and why? (Clarify is it person or animal)
2. What you are going to put in your backpack? (4 kg)
3. You have one call possible wo are you going to call?
4. How will you use those 3000 euros you got?

Now you crossed the border and you have to decide which safe country you will go. The borders of Europe are closed. Also you cannot travel to USA, Canada, New Zealand, Australia and Russia. Also you find out that Japan do not accept migrants.

Questions: 7 minutes to answer on the questions



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1. Which country will you go to?
2. Why this country?

You come to the border of your destination country. Since you speak only your native language and the policeman is looking at you weirdly. You are confused and you have no one to help you out with this situation, so my question again is:

Questions: 5 minute to answer on the questions

1. How you are going to convince the police on the border to cross?

Somehow, you managed to enter in the country as an asylum seeker and in few months your request was approved in the mean time you have lived in the asylum center. Now it is time for you to move out.

Questions: 10 minutes to answer on the questions

1. How did you feel as a person escaping the situation?
2. How did you feel as an excluded person in foreign country?
3. What do you think how the local people felt being around you?

Time for discussion: 10 minutes in the group

Suggestion of questions (reflection)

- “How did you feel about this activity?”
- “Have you ever thought about how could a refugee feel?”
- “Do you know any refugee?”
- “Do you try to support any kind of refuge association in your community?”
- “As youth worker what do you think you can do in your community about this topic?”

And now you have 10 minutes to prepare good practices as a youth worker regarding the situation you just experienced.

- How are we going to help? Our solution
- We have a translator
- Medical check up
- The layer to do necessary legal procedures
- Find someone who can explain culture of the country and teach them the language
- NGO comes along (youth workers are preparing activities)

#2 – Reflecting on different opportunities “Step forward” - Privilege Race

Objectives: understand own privilege, develop empathy

How it works:

This activity can be played with fictitious characters. We do so to avoid people to share intimate parts of their life.

So before the start we give to the participants a piece of paper with a character that works for the theme presented. We ask the participants to close their eyes and reflect on their character and we read out loud those questions:

Do you have:

- › Decent housing?
- › Healthy food every day?
- › Regular medical and dental care?
- › Good schools with caring teachers?
- › Pocket money?
- › Affordable free time activities?

Do you:

- › Have a loving and supportive family?
- › Have positive friendships?
- › Live in a community where their language, religion and culture are respected?
- › Live in a community where they are safe from harm and violence?
- › Have a voice on social and political matters and that they are listened to?
- › Have, in general, an interesting life and reason to feel positive about their future?

Each participant will stay silent trying to get into the shoes of the character.

Then we ask all participants to line up in a horizontal line and keep their eyes shut. The facilitator reads out statements and people move according to whether the statement is true for them or not.

The statements have to do with privilege, typically all different aspects, but sometimes centered on a theme. The activity ends when somebody touch the wall or the questions are over. Then the participants can open their eyes and reflect.

Suggestions of Questions for Reflection:

How did you feel?

What do you think about the others?

What do you think about yourself?

#3 – Chairs of cooperation

Objectives: cooperation and inclusion.

Group target: all ages (should be used in groups that is not the first time together)

Materials: music, same number of chairs as people

How it works:

- Chairs should be in circle, back-to-back. The number of chairs should be less one than the number of people who's doing the activity.
- The music starts and people dance around the chairs. When the music stops, everybody should be on the chairs, without touching the ground.
- One chair is taken after each round.
- In the end, there's a moment of reflection

Suggestion of questions (reflection)

- "What was the goal of the activity?"
- "How did you feel?"
- "Did you have any strategy?"
- "Did you communicate?"
- "Did you have any troubles?"
- "Do you think that is important to include everybody in a group?"
- "In your daily life (school? Work?) Do you try to include people in activities?"
- "When you see someone excluding others, how do you feel? Do you do anything?"

#4 – Rock Paper Scissor

Objective: Getting to know each other - Improve Group Dynamics - Increase self-Confidence

Group Target: all age - Any group size

Materials: Space for moving around

How it works

- Get the group in a circle
- Get in the middle and ask for a volunteer to come in the middle with you
- "Now we are going to play a classic game in pairs: Rock Paper Scissor, do you all know it?"
- Play one round with the volunteer to demonstrate
- "The first to reach 3 victories is the winner and can continue to play against others winners"
- "While the loser will become a supporter for that person and will have to shout and cheer that person by shouting his/her name"
- Show how by starting to shout and celebrate the name of the volunteer in the middle
- "Now get into pairs and have fun, you will continue until there is a last winner".

Suggested Questions for Reflection

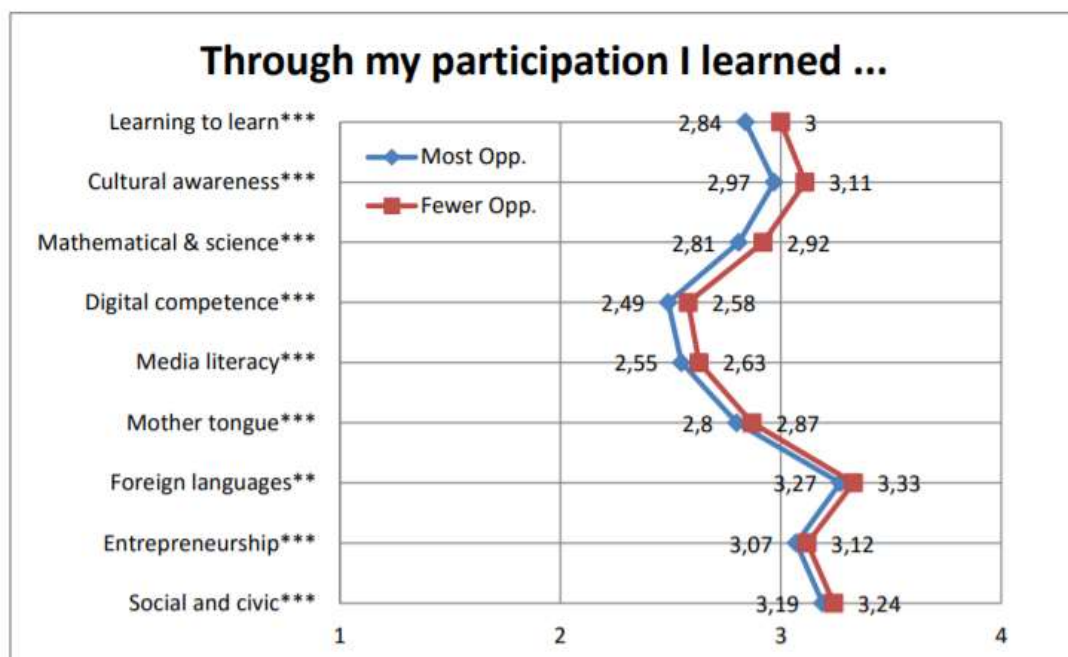
"How was it being supported by lots of people?"

Mobility

European opportunities of mobility for young people facing fewer opportunities

[European studies](#) state that participants in international mobility projects “report a clear positive impact of their participation on their competences, their behavior and their values. But what’s more, these international projects have a significantly higher effect on young people with fewer opportunities. Compared to ‘well-off’ young people with most opportunities, those with fewer opportunities systematically rate the effects of an international youth project more positively.”

Mobility projects are an effective tool to reach ‘equity and inclusion’ aims: from the chart below we can observe how much impact international project have on young people with fewer opportunities compared to ones having most opportunities. The chart reports the competences proposed by YouthPass certificate we can perceive how mobility project are skills incubator, giving self-awareness and self-empowerment especially to those who never received it.



Graph 1: 1=absolutely disagree, 4=absolutely agree, *** highly significant ($p \leq .001$), ** significant ($p \leq .01$)

Challenges: dealing with youth with fewer opportunities

Young people from fewer opportunity backgrounds do not share the same motivation or starting point as “mainstream” young people. For them, the idea of going abroad is not a fun opportunity but is rather a frightening and unsettling proposition. These youngsters often have difficulty understanding the sense of spending a period abroad and they do not always see the benefits of leaving the safety of family, friends and their home environment. There is a good chance that they may reject the entire idea outright... UNLESS... they can see how

the experience fits in with their personal pathway.

The “personal pathway” is an approach which helps place an inclusion project in a clear context designed to help a young person move forward in their life. It responds to a young person’s most urgent needs and learning objectives. It makes sure that the act of “going international” does not harm the young person or create more difficulties than they are already dealing with now. To better understand the pathway concept, imagine a young person walking along a path. This path symbolizes the road they are following through life. Behind them are their past experiences in the family, in school, in work and within their peer group. Right beside them are the current issues they are dealing with (for example being long-term unemployed, trying to become independent from their family, beating an addiction, avoiding bad influences in their environment, etc.).

In front of them are their long-term goals (for instance, finding work, living independently, gaining a formal qualification, staying “clean”, etc). Depending on their situation, the young person’s path may have many twists and turns. It may be full of dead ends. They may be facing a long uphill climb.

If a young person can see how an inclusion project directly responds to their needs and where it is taking them along their pathway, they are much more likely to be motivated to take part.

General situation

BENEFICIARIES OF MOBILITY PROJECTS:

Youngsters:

18-30 European Solidarity Corps

13-30: Erasmus + (Youth exchanges, Mobility of students)

+18 Erasmus + (Mobility for Youth Workers, Erasmus for Young Entrepreneurs, Erasmus Mundus)

BARRIERS:

Fear

Culture (families, religion, language)

Geographical Obstacles (VISA, living in a remote area)

Economic Obstacles (financial support)

OBJECTIVE:

General

Improve motivation of youth in participating in mobility projects

Specific

Promote intercultural dialogue

Improve CVs, soft skills

Building a European identity by developing its fundamental values

Creating new networks

Strengthen the relationship between member Countries and neighboring ones



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SCALE OF INTERVENTION (international, national, local)

All

METHODOLOGY

Create more efficient communication and promotion strategies

Improve use of social media (FB, IG) and mailing list, newsletters

Hosting new projects locally

Organize info-sessions for parents

Personalized paths to orient and accompany the youngsters according to their interests
(matching projects/passions)

DURATION

At least 5 days up to 1 year

ACTORS/PLAYERS (professionals)

NGOs; universities/schools; public institutions (municipalities, regional reference points);

Youth

Good practices

PORTUGAL

ESN (Erasmus Student Network) – Study and Internship Mobility

Rota Jovem (Cascais) – partners/families meetings in order to discuss about their future activities

AMC – promotion in schools, municipality social network, local buddies

BENEFICIARIES (age)

16-30

BARRIERS

economic and social barrier

OBJECTIVE

Improve participation in international project

SCALE (international, national, local)

local

METHODOLOGY:

information tools, intercultural dialogue

DURATION:

Session all year long



PLAYERS (professionals)
schools, municipality and NGO

Italy: Spazio Europa
BENEFICIARIES (age)
14-30 yo

BARRIERS
geographical, social, economic and cultural obstacles

OBJECTIVE
foster self-empowerment and independence;
improve languages and intercultural dialogue;
improve soft skills

SCALE (international, national, local)
local

METHODOLOGY
Through targeted information (newsletters, FB and website of both municipalities and ngo) promote the participation of youngsters, especially 13-18 years old and give them the opportunity to travel Europe and learn.

DURATION
1 year support

PLAYERS (professionals)
municipality, ngo

Exercise – “Sketching My Pathway⁴”
To help youth workers and your young people start to make links between “regular daily life” and an inclusion project, have the youngsters describe the pathway (or “life road”) they have travelled up to now and talk about where they want that road to lead to in future. Give each young person in your group a flipchart-sized piece of paper and a marker pen. Ask them to draw their “life pathway”.

Their picture should show:
-Where they have come from (their past)
-Where they are today
-Where they want to go in future

Make the exercise fun by encouraging the use of different kinds of road and highway symbols to express the life pathway – for example, a super highway or a fast sports car to

⁴This exercise was taken from “[Inclusion A to Z](#)” - That offers various other examples and ideas for inclusion projects

show when things were going well, a stop sign or a ditch when things went badly, an intersection when they had to make an important choice, a service station when they needed extra help or more gas, etc. In pairs or small groups, have the young people present and explain their drawings. Take time in particular to look at where the young people want to go in future. Discuss what they think they might need to help them get there. Try to see if you can identify concrete ways in which the inclusion project can contribute to this in some way (e.g. by helping the young person to learn new skills, by encouraging them to meet new people, etc.)

WARNING! Be aware that some young people from the fewer opportunity target group may be on an extremely difficult pathway through substance addiction, family violence, abuse, criminal behavior, depression and so. As such, this exercise may not be appropriate in all circumstances. Be sure there is a level of trust between the young people and the exercise leader before doing this activity and always respect people's privacy. Never push the youngsters too far or ask them to reveal information they are not comfortable sharing.

Spain: Human Library

BENEFICIARIES (age)

14-30 yo

BARRIERS

Cultural, Social

OBJECTIVE

Spread knowledge and experiences about mobility and international mobility to young people. Motivation through real testimony.

SCALE (international, national, local)

local

METHODOLOGY

activity based on an exposition of different experiences of different people, around the mobility subject. The ones that have had experiences abroad (or in the country) explain how they were, what kind of mobility it was (volunteering, au-pair, tourism, working, studies, etc.) and what was the whole process. Sometimes the person who has had the experience is still abroad, so then they can have a videoconference or chat.

DURATION

2-2,5 hours

PLAYERS (professionals)

youth worker (in organizing), human library. And youth listeners, of course.

Slovenia

Since our organizations face difficulties to reach youngsters that would join different

programmes in the country and also on international level, organizations decided to collaborate with high schools and promote mobility of youth with their help. Every few months youth workers prepare presentation of Erasmus+ and mobility in local schools. They use different approaches and tools. Usually youth workers invite someone that is well known to make a speech, they also invite participants from previous projects that are usually friends of the attendees of the presentation so they can speak from their own experiences how they experienced the given opportunity. Usually the attendees identify themselves with the participants and want to try to relive the same activities that their peers had. Youth workers also invite Slovenian volunteers that had experiences with European Solidarity Corps or previously European Voluntary Service to share their gained knowledge and also, they answer any questions that the attendees could have. Sometimes, if there is possibility, organizations also invite foreign volunteers from ESC (ex. EVS) to participate in the discussions. Most of the times youth workers and NGO's are successful with recruiting new participants, because when they hear the testimonies of other, previous participants, they are intrigued to try for themselves. Good motive to get the new participants is also, when they hear that they don't need to spend their own money to go to a programme and that they will make new friends and improve some skills, including language, which could benefit them later in their future.

Migrants and Ethnic Minorities

BEST PRACTICES

1) AGE: It could be divided into two groups. One is under 18 years old and the other is between 18 and 30. We chose two groups, because it is different methodology to work with children/teenager or adults.

2) OBSTACLES:

language
lack of information (values, rights/duties, transport,...)
lack of education (not finished primary school or high school)
prejudices/stereotypes
clash of cultures
segregation (physical, visual, symbolic)
health (stress, depression, frustration,...)
comparison of priorities
illiteracy
no working experience (just for the group with age from 18 – 30)

3) OBJECTIVES:

Promote their integration in the society.
Improve their social and language skills.
Break the stereotypes, spreading awareness of immigration and different cultures.
Practice training (give them opportunity to develop working skills).

Provide them medical check – ups.

Make the information about work, social and medical insurance, obtaining legal documents available and understandable.

Raise their self-esteem.

4) SCALE:

Local, because it would be easier to connect and reach everybody involved in the process and not all the regions have the similar issues.

5) METHODOLOGY:

To reach the objectives more effective we propose youth workers to prepare:
different workshops

cooking together with local people and include music also
sport activities

use media to spread the news about the activities, results of the activities, organisation...

cooperation with different organisations: governmental, non-governmental, media

give migrants a role in local community (volunteering, jobs,...)

6) DURATION:

Continuous; it also depends on activity

7) ACTORS AND PROFESSIONALS:

To design and develop the activities: social workers, volunteers, NGOs, unemployment offices, migration offices, youth centers, schools

To finance and support these activities: local government, national government, EU, private donations and businesses.

BEST PRACTICE IN SLOVENIA (LJUBLJANA):

[Restaurant SKUHNA](#)

The Skuhna project was launched in 2012 as a three year project of the Institute for Global Learning with Voluntariat Institute as a partner organization. The project was funded by the European Union and the Slovenian Ministry of Labour.

During the project 8 migrants were provided with training mainly in culinary work. Six of them were then employed in the project. After securing a space to rent we engaged over 40 volunteers to renovate the restaurant to its current cosy state.

We started with caterings, cooking workshops and in 2014 opened the restaurant for five days a week. Each day of the week we had different cuisine prepared by migrants. by the end of the project in 2015 we had also joined the Open Kitchen initiative in Ljubljana where we offer our food on Fridays at the open market amongst tens of other providers. More than 40 migrants had benefitted from the project directly or indirectly.

Megafonen, Stockholm, Sweden

The objective of this project, These Days (Nuförtiden), was to create a news magazine where young people had the opportunity to discuss issues of interest to them, such as racism, violence and discrimination. The participants were 19 young people of immigrant origin, aged between 16 and 25, from Rinkeby-Kista, a borough of Stockholm. Rinkeby-Kista has a population of approximately 60 000, and the project was mainly aimed at the young people from the Kista district, which has one of the highest unemployment rates among young people in Sweden; many of them do not do well in the education system. There is also a high level of criminality in the area. Consequently, the young people lack social networks and the motivation to engage with society, or to be able to access their social rights and overcome discrimination and exclusion. The project raised awareness among young people of their social rights, so that they are more able to access these rights. In the project, they were able to set their own agenda and tackle issues that concern them. The rights that the project focused on were: non-discrimination, non-violence, employment, education, participation and housing. During the project the local council employed six of the participants. As a result of the training aspect of the project, another 12 young people developed their journalistic skills. The magazine was distributed to more than 3 000 young people in the area and it demonstrated what young people can do, and this increased the interest of more young people in the project and in the work of Megafonen. As a result of the project the young people were motivated to continue volunteering and to be more engaged in their neighbourhoods.

Pictures, Romania and Slovakia

Pictures give a voice to excluded young Roma Young Roma people from Romania and Slovakia were encouraged to take part in decision-making processes on social exclusion. The approach was unconventional: using photography to help give them a voice. But the results were very tangible, with an impact in local politics and policy, ranging from better school provision to cleaner water, and to a permanent influence on community relations.

Between February 2009 and March 2010 the young people involved acquired skills and abilities in civic participation, and awareness was raised among the general public and relevant authorities on social exclusion issues for Roma teens.

Thirty-nine Roma participants used a method known as PhotoVoice to identify and articulate their views. This makes use of photo-shooting sessions on aspects of a problem, group discussions around the pictures and an exhibition at the end of the process to demonstrate the challenges and potential solutions. This tool is particularly suitable for social groups with little familiarity with more conventional public policy approaches such as debates or round tables, since, to a great extent, the pictures do the talking.

The participants were given initial training in their home towns on photography and on how images can convey messages. Then they were supported in creating pictures that focused on their priority issues. The young people were subsequently

invited to choose among the pictures they had taken, for public exhibitions in Romania and Slovakia that they also helped to organise. The participants met for the first time in November 2009 in Slovakia and exchanged ideas on their problems and the illustrations of them. At the exhibitions, the young people from both countries took part in public discussions. Key elements from the exhibitions were reproduced on postcards with appropriate messages. These postcards were made available to visitors with an invitation to send them to the relevant authorities so as to promote the search for solutions.

The outcomes included creation of mixed classes for Roma and non-Roma, a school bus to help young people to get to classes, financing for clean water supply in one of their villages, new access to EU funding for housing and jobs for Roma and the election of a local Roma leader as mayor and councillor.

Cultureghem, Belgium

The aim of the organisation is to bring together young people from different backgrounds and support social change and intercultural dialogue. Through the use of workshops (kitchen workshops and sport activities) the organisation aims at reducing the high level of racism, mostly against Roma and migrants, faced in the neighbourhood of Cureghem, Brussels, inhabited by people from 170 different countries. The organisation works in close co-operation with the Roma group of the neighbourhood, which is keen to be increasingly engaged in the local community and is very active in organising local activities involving young people.

Konexe, Czech Republic

“Konexe was founded in 2012. It brought together Roma groups from across the Czech Republic, with the aim of providing assistance to one another and other Roma in similar contexts, particularly in times of crisis... Konexe works on promoting Roma groups as actors and partners in society and they have adopted an inclusive partnership approach in relation to Roma issues... A large part of the work of Konexe is concentrated on Roma young people; therefore most of the Konexe activists are young Roma and non-Roma... The key work of Konexe is active and immediate response to threats and unjust situations that affect Roma communities. In 2013, for example, Konexe activists travelled all over the Czech Republic supporting Roma groups and communities who were identified as targets of racially motivated demonstrations. Konexe also developed “Blokujeme!” (“Let’s Block the Marches!”), which functions as a platform for supporting antiracist activities in the Czech Republic. Working alongside Roma and non-Roma citizens and organisations, Konexe represents an example of civic courage, based on the defence of human rights.

Konexe does not just go to a situation and then leave; they spend time with the threatened group or community providing psychological and social support to the affected Roma people... Konexe also supports the communities with advice and assistance in organising and preparing for future demonstrations. This work includes providing training on non-violent action and how to safely and peacefully deal with potentially violent situations... Beyond emergency interventions, the activists develop



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long-term activities such as Roma Holocaust remembrance, advocacy for the victims of discrimination, support for the victims of forced evictions and the development of advocacy methods. In the future, the organisation intends to build a professional emergency support team.”

Another role that Konexe has adopted is to inform international organisations about the situation of Roma in the Czech Republic. It contributes at the European level to the drafting of measures and strategies against the growth of hatred and racism (Roma Youth Participation in Action, Roma youth participation: good practices, from the local to the European level).

Tips/Tricks/Resources

Throughout the study visit we had the chance to share several resources. As I have already said we don't need to reinvent the wheel.

There is already a lot out there.

And now it's up to us to put it into practise.

Youth Work

Some publications that should be on each youth worker's desk:

- [T-Kit](#) - This is the bomb! The training kits are thematic publications written by experienced youth trainers. They are easy-to-use handbooks for use in training and study sessions. There is a whole book on Social Inclusion.
- [Coyote](#) - The Magazine of the youth workers. Plenty of resources from the field.
- [Compass](#) - The manual for human rights education with young people, methods, activities and ideas to improve the life of youths. Compass was first published in 2002 within the framework of the Human Rights Education Youth Programme of the Directorate of Youth and Sport of the Council of Europe.
- [SALTO](#) - Not a publication but a website with literally thousands resources on youth. SALTO-YOUTH provides non-formal learning resources for youth workers and youth leaders and organises training and contact-making activities to support organisations and National Agencies (NAs) within the frame of the European Commission's Erasmus+ Youth programme and beyond.

Social Inclusion

- [Youth for Inclusion, Inclusion for Youth](#) - The manual will provide you with the methods, theoretical inputs and handouts needed to implement activities in the fields of inclusion, non formal education and/or combination of the aforementioned.
- [Second Stop for Effective Inclusion](#) - A manual to equip young people with tools which increase the competences to find, direct and integrate young newcomers in their country (topic of Migration)
- [RIDE Project](#) - RIDE stands for "Resources for Inclusion, Diversity and Equality" – in fact, the aim of this project is to collect fresh and innovative resources and practical tools for youth workers, social workers, training providers and University lecturers on the topic of Social Inclusion.
- [On Track](#) - The 'On Track' research publication is a tool for anyone working with youth to understand the essential concepts behind the NEET issue and how very different approaches are and should be taken towards young people in very different types of NEET situation.
- [Inclusion A to Z](#) - Another important publication on SALTO.



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Non Formal Education

- [100 Youth Group Games](#) - Icebreakers and Name Games
- [Handbook for Facilitators](#) - If there is a non formal activity, there must be a facilitator.
- [Training for Change](#) - Various non formal activities
- [Non Formal Library](#) - More non formal activities
- [Youth Group Games](#) - Youth Group Games provides an expansive collection of games to play at youth groups, camps, scout meets, events or parties

Mobility

Resources on Mobility

[International Youth Exchange Guide](#)

Opportunities for Mobility

- [Erasmus Plus](#) - Flagship initiative of European Union on mobility offers various opportunities for young people
Give a look also to
 - [Youth in Europe](#) - Opportunities for working/volunteering abroad
 - [Solidarity Projects](#) - Opportunities for youths to engage in a local project on volunteering
- [Erasmus for Young Entrepreneurs](#) - Erasmus for Young Entrepreneurs is a cross-border exchange programme which gives new or aspiring entrepreneurs the chance to learn from experienced entrepreneurs running small businesses in other Participating Countries. The exchange of experience takes place during a stay with the experienced entrepreneur, which helps the new entrepreneur acquire the skills needed to run a small firm. The host benefits from fresh perspectives on his/her business and gets the opportunities to cooperate with foreign partners or learn about new markets.
- [EU aid Volunteer](#) - EU Aid Volunteers brings volunteers and organisations together from different countries, providing practical support to humanitarian aid projects and contributing to strengthening local capacity and resilience of disaster-affected communities. Participants in the EU Aid Volunteers initiative must be over 18 years of age and be a citizen of an EU Member State or a long-term resident in the EU. Volunteers receive accommodation and travel expenses, insurance, ongoing learning and development, a monthly allowance, and a resettlement allowance to help with expenses of returning home.
- Au Pair (many website and facebook groups) - An Au Pair is a helper from a foreign country working for, and living as part of, a host family. Typically, au pairs take on a share of the family's responsibility for childcare as well as some housework, and receive a monetary allowance for personal use.
- [Workaway](#) - A Workawayer is: A traveller willing to help out for a few hours a day in return for a place to stay and food to eat. (Some hosts also offer a wage.)

- [WWoofing](#) - WorldWide Opportunities on Organic Farms, (WWOOF) is part of a worldwide movement linking visitors with organic farmers and growers to promote cultural and educational experiences based on trust and non-monetary exchange thereby helping to build a sustainable global community.

Migrants and Ethnic Minorities

[Methods of Antiracist Education](#)

Innovation

There are a lot of tools and software that can be used by organisations and young people to improve the path towards Social Inclusion.

[Padlet](#) - We have used padlet over the project for shared and anonymous group reflection/evaluation. It's a simple free tool to collaborate visually. It's a website so no need to install anything :)

[Mentimeter](#) - Similar to padlet, but can create wordclouds and other visualisations

[Badgecraft](#) - Useful for youth exchanges and even trainings, for check pointing and showing learning in small bits. It is part of the biggest movement to "find a way to recognise" non formal achievements. It creates a gamification experience out of the learning process.

[Mindly](#) - Online tool to create mind-maps and to show visually your ideas

[Kahoot](#) - This is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "kahoots", are multiple-choice quizzes that allow user generation and can be accessed via web browser. Kahoot can be used to review students' knowledge, for formative assessment or as a break from traditional classroom activities. Kahoot! also includes trivia quizzes. How is it relevant to the youth worker's job: Kahoot gives the youth work entity the possibility to create fun activities for the target group, like quizzes or other similar trivia games, that can help to create a better connection with the youth or to raise awareness on a given theme/topic.

[Canva](#) - Canva is a graphic-design tool website, founded in 2012. The platform uses a drag-and-drop format and provides the user with access to many templates that can be used for either web or print media design materials and graphics. How is it relevant to the youth worker's job: Canva gives the youth worker the possibility to create promotional materials that can be used either on a website, a Facebook page or in print version in order to ensure the visibility of an activity or event. It also helps in creating dissemination materials such as leaflets, brochures or any other presentation material as well as social media posts, that can easily be made with various already set layouts at hand. Youth workers can also use it together with young people while creating such design materials, improving their creativity and learning about graphic design.



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[Crello](#) - Similar to Canva

[Google ADGrants](#) - 10000 Euro per month to non profit organisation for communication and marketing (Promotion of activities)

[Techsoup](#) - Free or discounted Software and Hardware for Non Profit organisation

APPENDIX

During the preparation of this project I have come across several interesting resources. One above all sounded particularly fit for this topic.

We have been speaking a lot about Social Inclusion and its complexity, here is an extract from a book that easily explains “how to bring about change” :)

The Switch was mind-blowing. The book was written in 2010 by the [Heath brothers](#), a duo of academics/bestselling authors.

Starting from the subtitle it had already got me: “How to change things when change is hard”

That’s it. That’s my situation. Change is surely hard in the nonprofit sector. And I want to know how to change things.

The “how” is actually brilliant. Backed by a huge amount of data, written in a clear and easy way this book will help you to change things. No matter your role or your target. Most of the change initiatives presented in the book were led by people that didn’t have much power or resources.

They wanted to tackle a big problem, change something, and they did it with a small solution.

The book begins with some counterintuitive facts on change:

1. When people try to change things, they consume self control
 - Self control is a finite resource
 - Thus change is hard because it leads to exhaustion
2. What looks like resistance to change is often lack of clarity
3. What looks like a people problem is often a situation problem

Then, the book offers an analytical review of several changes at every level (personal, organisational, societal). The striking thing is that all the successful ones shared a pattern.

In many respects, all change efforts can be boiled down to a change of behaviour.

If you want people to start behaving in a new way, you need to act on 3 things:

- Mind - Our rational part.
- Hearts - Our emotional part.
- Situation

However, humans have a particular feature that doesn’t always allow our actions to be

logical. Our mind and heart are not always aligned. And actually they might want complete opposite things.

You may know that a behaviour will result in a better outcome, but you still don't find the will to act. If you have ever cheated on your diet, you can understand what they mean.

This tension has been widely investigated and can be best described with a metaphor from the work of Jonathan Haidt, the Happiness Hypothesis: the Rider and the Elephant.

Haidt argues that we have two sides: an emotional side (the Elephant), and an analytical, rational side (its Rider).

The Rider is rational and can therefore see a path ahead while, underneath him, the Elephant provides the power for the journey.

However, the Elephant is irrational and driven by emotion and instinct, often looking for the quick payoff over the long term benefit.

"Perched atop the Elephant, the Rider holds the reins and seems to be the leader. But the Rider's control is precarious because the Rider is so small relative to the Elephant. Anytime the six-ton Elephant and the Rider disagree about which direction to go, the Rider is going to lose. He's completely overmatched." ([This video explains it very nicely](#))

So, in order to bring about a change, you have to be aware of the tension between the rider and the elephant, their weaknesses and their strengths, and appeal to both.

That's why they developed a simple 3 part framework to take into account the whole process of behaviour change:

Direct the Rider - Without proper direction the rider will not know where to go. This [famous campaign](#) is a fantastic example. "Some is not a number, soon is not a time", Saving some lives, some time in the future is not a proper direction. That's why in launching his campaign Dr. Donald Berwick set a number of lives to be saved (100000) and a time (in 18 months), scripted the critical moves to make the ball rolling, and provided a clear picture of the destination.

- Follow the bright spots. Investigate what's working and clone it. Our minds tend to concentrate on the bad, on the problems in a particular situation. This is the product of a cognitive bias that narrows our analytical capacity. While concentrating on what's working already can give you the possibility to better understand why it's working, and giving you insights into other areas.
- Script the critical moves. Don't think big picture, think in terms of specific behaviours that will lead you closer to the change outcome you envision. That doesn't mean you will need to know every single move, just the ones that will provide clear direction, as we have seen, change resistance stems often from a lack of clarity.
- Point to the destination. Change is easier when you know where you're going and why it's worth it.

Motivate the Elephant - The elephant can be lazy, and you will need to provide a motivation to make him move and continuing to stay on the right path. And this motivation is not a rational one, it's rooted in emotions. Besides, the elephant will need to know that it's able to

reach the destination. That the change you want is within its reach, to do that you can shrink the change or grow your people.

- Find the feeling. Knowing something isn't enough to cause change. Make people feel something. From the famous book on change by Kotter and Cohen the Heart of Change we know that people think change happens in this order: Analyse, Think, Change. And in a normal environment might work well, cause parameters are known, assumptions minimal. But big change situations are different - they are fuzzy. They need feeling. Which feeling? To solve big problems we need to encourage open minds, creativity and hope.
- Shrink the change. Break down the change until it's less daunting. One way to motivate action is to make people feel as though they are already closer to the finish line than they might imagine. The elephant needs to feel a sense of success while it moves, it needs hope to continue his journey.
- Grow your people. Cultivate a sense of identity and instil the growth mindset. When people make choices they to rely on two basic models of decision making 1) consequences (Cost/benefit) 2) Identity (who am I? What kind of situation is this? What would someone like me do in this situation?). And identity is going to play a role in every change effort. When you fight to make a switch. There will be failure on your journey. You will fail. And the elephant hates failing. How do you keep the elephant motivated when it faces a long treacherous road? Create expectation of failure - the [Growth mindset](#) - everything is hard before its easy. Our brains and abilities are like muscles they can be strengthen with practice.

Shape the Path - What looks like a people problem is often a situation problem. And no matter your role, you always have got some control over the situation. If you want people to change you can direct the rider or motivate the elephant. Alternatively, you can simply make the journey easier.

- Tweak the environment. When the situation changes, the behavior changes. So change the situation, making right behaviours a little bit easier, making bad behaviours a bit harder.
- Build habits. When behaviour is habitual it doesn't deplete the self control of the person. Habits are behavioural autopilot that avoid decision fatigue. How to build them? Action triggers - Imagine a time and a place where you will do something.
- Rally the herd. Behaviour is contagious. Help it spread. In ambiguous situations we all look to others for cues about how to behave. You are doing things because you see your peers do them. When you are leading an elephant on an unfamiliar path, chances are its going to follow the herd.

Among the many examples provided, one resounded particularly.

It's the story of [Jerry Sternin](#). In 1990, while working for Save The Children in rural Vietnam, he was tasked with a daunting challenge: reduce children malnutrition in the area.

As it stands malnutrition is a result of a range of issues: inadequate sanitation; widespread poverty; lack of clean water. Those were way out of his capacity. He couldn't think to solve those issues, the root causes.

Moreover, he didn't know the language, had a small team and few resources.

But something could still be done for the children that were facing malnutrition.

He started travelling to rural villages and met with groups of mothers. The mothers divided into teams and went out to weigh and measure every child in their village.

And he discovered some bright spots. Children from very poor family of the area could still be well-nourished.

And together with the mothers they investigated how was that possible. Letting the mother participate, Sternin was building their capacity, was directing their rider.

Their first step was to understand what the communities were generally feeding the kids. Usually, kids were eating twice a day together with their family, and given food for appropriate for their age: highest quality rice.

Then, they went to study what were the bright-spot mothers doing differently? The first difference that strikes the team was about the frequency of meals.

Those mothers were feeding their kids four meals a day (same quantity but spread across the day), in this way the children could process better the food that otherwise would hurt their malnourished stomach.

Besides, they found other differences. Those families were actively feeding their kids, instead of leaving them free to take what they wanted from the communal bowl. And, their portion of rice was also mixed with both shrimps and crabs, considered not appropriate for kids, and sweet-potato greens, the leaves the sweet potato considered a low class food.

That was it. Now they knew the solution. Those few dietary changes were proven methods to reduce malnutrition in this rural area. But Sternin knew that “knowledge doesn’t change behaviour”. “We all have encountered crazy shrinks, obese doctors and divorced marriage counsellors”. Just telling the mothers to about nutrition wouldn’t change much. So, he did something different.

He organised cooking groups. Fifty malnourished families would meet and cook together each day in small groups of ten. The families were required to bring shrimps, crabs and sweet-potato greens. The act of cooking together was an elegant solution that perfectly fit the 3 part framework presented in the book. The mothers now knew (the rider) how to prepare a meal that will reduce malnutrition, they were given hope (a feeling for the elephant) that their kids could be healthier and that it wasn’t that hard. Besides, as the cooking classes started, the previous nutrition norms were challenged. This tweak of the environment broke the social pressure in using certain ingredients, adding additional effectiveness to the overall change.

After 6 months, 65% of the kids were better nourished and stayed that way. And they didn’t stop there. They built on this success and replicated the program in different parts of Vietnam, reaching a total of 2.2 millions Vietnamese people in 265 villages.

Again, a small change (cooking together) brought about a huge impact in the real world without having to resort to grandiose budget.