

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

use EVS as tool for inclusion

Inclusion

Colleague Support Group

Prague, Czech Republic

09-11 December 2009

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

- ☆ How do we see the **role of EVS in inclusion**? How has the respective role of EVS been developed through its history?
- ☆ How do we understand the inclusion at all? What is **intersectionality** and how is it linked with this topic?
 - ☆ What is a **supportive approach in EVS**?
- ☆ What are the possible **potentials as well as obstacles** for the NA when involving young people with fewer opportunities in EVS?

Started in 2008 and been welcomed as a good practice to support the inclusion work of NA-s, SALTO RC Inclusion continued with Inclusion Colleague Support Groups in 2009 and is planning to do so also in 2010.

As usually during the Inclusion Colleague Support Groups, there is a certain topic or theme chosen to animate the environment of the meeting, this time it was “End of year celebrations, Santa Claus and its analogues from different contexts”. This is why you will find relevant hints in this report as well ☺

Who was there?

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

- ☆ Jana Draslarova (Czech Republic) janad@mladezvakci.cz (partly, excused)
- ☆ Petr Syrucek (Czech Republic) petrs@mladezvakci.cz
- ☆ Pia Hegner (Danmark) ph@ciriusmail.dk
- ☆ Terhi Liintola (Finland) terhi.liintola@cimo.fi
- ☆ Astrid von Jacobs (France) vonjacobs@injep.fr
- ☆ Mirella Olivari (Italy) molivari@welfare.gov.it
- ☆ Peter Pieters (Netherlands) p.pieters@nji.nl
- ☆ Pontus Ekstam (Sweden) pontus.ekstam@ungdomsstyrelsen.se
- ☆ Christophe Joset (Switzerland) christophe.joset@youth-in-action.ch
- ☆ Aytac Torun (Turkey) aytac.torun@ua.gov.tr

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

- ☆ Ülly Enn (SALTO Inclusion) ully@salto-youth.net +32-22.09.07.20
- ☆ Ann Hendriks (SALTO Inclusion) ann@salto-youth.net +32-22.09.07.20
- ☆ Vendula Johanova (Czech Republic) vendulaj@mladezvakci.cz

Note: All photos used in this report are either from the Colleague Support Group in Prague, December 2009 or used during its programme parts, from internet.

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Presentation of participants

There was a round of introductions of colleagues (and traditions from different countries, related to this festive season, which was chosen as the topic for the Colleague Support Group but in following only the work-related info as presented by colleagues is documented).

Ann

Started to work in BE-FL NA in 1996 for half a year and then again since 2000, as inclusion officer, but also with youth exchanges and initiatives. Having worked in SALTO Inclusion since 2003, she is leaving SALTO Inclusion very soon now and since 2010 will be working to co-ordinate youth-social work in an NGO in Gent, in Belgium.

Ülly

Has a long history in programme network as started to work in EE NA in 1997, have worked with different actions of the programme but also in horizontal tasks and as the head of NA. In 2009 has been working in SALTO Inclusion to replace Tony Geudens during his sabbatical year and since beginning of 2010 will be back in Estonian NA.

Expectations and programme

Expectations

These expectations have been harvested from the application form and homework answers:

- **To relate better to the network of NA colleagues** by understanding different national realities better; getting to know the colleagues, networking and maybe through that laying better ground for future co-operation;
- **To exchange and learn from examples** of good & bad practices from other NAs
- **To understand better the supportive approach in EVS:** how to motivate organisations and especially to find host organisations, what support is needed&available through the project process, interpretations of what is inclusion in different national realities; how can EVS really contribute to inclusion.
- **To gain fresh perspectives, new ideas and translate it into it's own national and NA reality**

The NA colleagues also raised the concern:

- As far as the NA-s are aware, there will be some important changes introduced in the programme, incl EVS in 2010 (for example, funding for reinforced mentorship being reduced). In addition to the fact that there is yet no clear information about the changes communicated to NA-s while the projects for next deadline are already being prepared and NA-s consulted by project promoters (which for sure will have its impact on programme image), the NA-s also expressed their concern what impact will these changes make on the quantity and quality of EVS inclusion projects – the area which is being expressed as one of the priorities otherwise.

Programme

The programme was designed taking into account the above mentioned expectations and the feedback from evaluations of previous Colleague Support Groups.

WEDNESDAY 9 DECEMBER 2009	THURSDAY 10 DECEMBER 2009	FRIDAY 11 DECEMBER 2009
	Breakfast	Breakfast
	09:30 Good morning! Setting the scene for the topic: Inclusion and EVS Snapshots of national realities regarding EVS inclusion projects: presentations by participants	09:00 Good morning! Open Agenda for burning issues and stories of experiences by participants Finalisation and presentations of action plans
	11:00 Coffee & tea break	11:00 Coffee & tea break
	National realities... to be continued	Evaluation Follow-up by Salto
	12:30 Lunch	12:30 Lunch
Arrivals at Comfort Hotel Prague	Conceptual understanding of EVS as tool for inclusion , incl. aspect of intersectionality	Departures
	15.30 Coffee & tea break	
17.00 Getting to know each other Introduction by SALTO SALTO Inclusion in 2009 and perspectives of SALTO 2010- 2011 Intro into CSG: Aim and objectives, programme, action plans Story of experience by Czech partner organization in Together Network	Reality of Youth In Action: Case study Stories of experience by Swedish NA: Assessment grid for inclusion projects Stories of experience: Documentary "Imre" of inclusion short-term EVS project by Estonian NA	
19:30 Dinner in hotel	20:00 Dinner in town	

Action plans

The concept of using an action plan has diverse aims and objectives.

- We want NAs to return with a concrete plan of activities they might succeed in the near future.
- We want the participants to take into account their own national reality and their NA reality. Salto is aware of the diversity and loads of tasks that the project officers are dealing with and that in most cases inclusion is only 5 to 10% of one person's task.
- We do not aim for massive activities and objectives. Keep it simple, though realistic and manageable, taking into account the amount of time and money that is available.
- We decide to explain the concept of the action plan in the beginning of the CSG, in order for the participant to elaborate during the sessions, all through the programme of CSG how it will be the best for him/her to put the ideas and inspiration from CSG into practice.

Setting the scene

Evolutional perspective

- Different programmes up to mid-1990ies driving for the idea of EVS as "informal vocational training" programme with strong inclusion focus (EVS Pilot 1996-1997; EVS Action programme 1998-1999)
- Study on participation of "socially excluded young people" - conditions needed for inclusion in EVS (1999)
- YOUTH 2000-2006, incl. EVS (specific short-term stream, pilot practice of reinforced mentorship)
- Youth In Action 2007-2013, incl. EVS (inclusion as integrated approach with various support measures: age, duration of projects, flexibility in application deadline, APV, reinforced mentorship & exceptional costs)
- **YIA Inclusion Strategy 2007-2013 (COM, 2007)**
- Young people with fewer opportunities?
 - "...certain situations/obstacles prevent young people from having effective access to formal and non-formal education, trans-national mobility and from participation, active citizenship, empowerment and inclusion in society at large"
- Inclusion ambitions and measures of YIA programme

- How EVS can support inclusion & example
- Complimentary & pathway approach (other programmes and fields)
- **Recent initiatives and developments in European youth policy agenda**
 - ▶ The Council Recommendation on the mobility of young volunteers across EU (20.11.2008)
 - ▶ EU youth policy framework 2010-2018
 - ▶ 2010 European Year for Combating Poverty and Social Exclusion
 - ▶ 2011 European Year of Volunteering

EVS and Inclusion - are our efforts paying off?

- In 2007-2009, 23% of all EVS projects involved young people with fewer opportunities. Out of these:
 - 50% were Group EVS projects
 - 30% were Individual EVS projects
 - 20% were combining Individual and Group EVS
- Volunteers in inclusion projects:
 - 21 % with economic obstacles
 - 17% social obstacles
 - 16% educational difficulties
 - 15 % geographical obstacles
 - 14 % cultural obstacles
 - 9 % youth with disabilities & 8 % with health problems

Statistics from European Commission, booklet "Use Your Hand to Move Ahead, SALTO Inclusion 2009)

Pathway approach in EVS

- ▶ The EVS experience related directly to the needs of the young person
- ▶ Link with the individuals' real life: past, present, future
- ▶ To gain maximum benefit of the programme
- ▶ An 'Inclusion' EVS is not a goal in itself
- ▶ It complements to the work done with the yp on local level
- ▶ Direct link with the yp's long-term learning objectives
- ▶ Takes into account the yp's past development, the current situation and the future aims and goals
- ▶ imagine a young person walking along a path. This path symbolizes the road he/she is 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 issues which they are struggling to overcome (for example being long-term unemployed, trying to become independent of 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, finding a place to live, 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.

- ▶ tool to help them take steps forward along this path
- ▶ bring them closer to their long term goals
- ▶ can be used to overcome specific obstacles in the path
- ▶ In this context “inclusion EVS” is not the ultimate goal

Pealkiri 2

- ▶ What is the impact (of simplification) on inclusion? Do we have more projects? Better quality? Simplification vs. quality?
- ▶ Lot of flexibility has been introduced (duration, age, types of projects, special support etc) - is that enough or if anything is still missing? What?
- ▶ Despite of all efforts, there is still a lack of inclusion projects, inclusion hosting placements - why is that? Are we trying to change the “un-changeable”?
- ▶ Social guarantees during participation in EVS
- ▶ European years (2010 & 2011 have relevance to inclusion and EVS) - if and how to benefit?
- ▶ 2010 COM Workplan: to promote shorter-term & group EVS projects
- ▶ ...

Snapshots of reality: national situations of inclusion projects in EVS

What is the general situation regarding inclusion projects in EVS in these countries? What do NA-s consider as their main achievements and as main challenges they face? What would be the ideal situation they would like to achieve?

Please note that the following is a brief typed in during the presentations, aimed for "first glimpse" and does therefore not pretend to be a comprehensive overview.

Terhi from Finland

Looking from the historical perspective, in 2004 the decision was taken that university students group has been so active in EVS at the time there exist actually other programmes (Erasmus etc), so for sending projects the young people who study in university are not the target group for EVS anymore. At that time, students were still accepted for hosting projects.

Since 2006 also some restrictions have been implied for incoming volunteers in the case where the volunteers have had no link to the sending organisation before.

In Finnish NA they ask more information about the volunteer always. If there is an application without volunteer granted, they ask for additional info in later phase. And in case the volunteer does not really correspond to the profile in original application, the NA is quite strict to ask the organisation to find a new volunteer.

In 2008 the international training "Out of the box" was organised, it was very successful as approx 30 projects have com out of. National trainings are being organised as well.

Challenges: situation of organisations is often restricting them to participate in trainings, seminars etc what makes it really difficult to find partners. 75% of beneficiares are from municipalities, paid workers.

Wish to Santa: More hosting projects in Finland (which is especially difficult because organisations are already so busy) and that organisations would understand the value of EVS more.

Petr from Czech

Very low number of EVS, used to have more in 2008 but one very active organisation stopped its activities.

NGO-s are not motivated for inclusion EVS, to host a volunteer would cost so much in energy. For EVS projects which are there, the quality is often an issue. Also it is often the case that the volunteers are so happy to participate in EVS that they do not pay much attention to educational side, sufficient support etc.

Achievements and successes:

Short term project with people with visual impairments. Also the practice presented by Czech Together partner.

Main challenges:

To motivate organisations for inclusion EVS

To support sustainability in EVS, pathway approaches

More projects from social field, working with Roma youth and other inclusion target groups

Ideal:

10% of our project would be inclusion focused.

Projects would have more suitable profile for volunteers with fewer opportunities

Aytac from Turkey

There are 15 million young people in Turkey, 1 million enter the university and approx 300 000 can have a chance to go to university. So the ambition of NA is really to support more young people with fewer opportunities to participate in EVS. At the same time the understanding what inclusion target group means differs in NGO-s: this is mostly focusing on youth who do not know foreign language and have not been abroad.

By statistics there have been 220 inclusion projects but the question is if all these are really inclusion cases. At the moment there are 100 accredited organisations, but only 2 of them are working with inclusion projects, mostly disabled young people. More organisations from Eastern part in Turkey

From support activities, a training was organised by NA for disability organisations, also material in Braille was produced.

Challenges: different understanding of inclusion among NGO-s. But also bureaucratic issues, esp with governments and social service institutions.

The question was if and how other NA-s could support inclusion projects in Turkey when the application has been submitted to other country. Aytac suggested to ask for further information. In NA position educational obstacle (not being able to acquire higher education, university degree) is really hard and that is also the reason to set these as high priority for NA, also young people with disabilities as they are often not supported by social service.

Now the situation is that there are enough accredited organisations and there are not problems to spend money, so the focus will be more on inclusion for NA.

Mireilla from Italy

There is few inclusion projects (less than 10%) but the quality is generally good. Lot of individual projects, very few group ones.

This year the NA has dedicated time to clarify understandings on inclusion among NA team, which has been very useful. Also this issue has been tackled with accreditors.

Challenges: the organisations who were not aware that they will receive inclusion volunteer - how to support them? Also maybe trainings for inclusion could be maybe done.

Ideal would be to support projects that are born in strong local or international network of partners. To promote tailor-made projects, that respect and built up on the needs of volunteer. To spread information about inclusion projects opportunities in EVS to small local communities (maybe through information activities). Would like to promote projects involving young people with disability.

The comment from the group was made and short discussion followed that in some cases sending organisations are even "hiding" that the volunteer has fewer opportunities in order to meet the requirements of host placement. What to do with these cases? To inform sending NA, so that they could take this up with sending organisations?

In general communication between organisations as well as NA-s is a way to improve the quality. But also the question is how much information (esp. sensitive info about medical background etc) is needed to be displayed and explained by the partner organisations?

Christophe from Switzerland

The Swiss office is still very much in the beginning with EVS at all, in 2009 hosted 3 people and have sent 6 people abroad. Of course they would try to diversify a bit the group of young people.

Research was made how to reach young unemployed people through youth exchanges and for sure there is interesting information also for other actions of programme. The summary in English will be made available by Swiss colleagues soon.

NGO-s have been a bit negative about EVS for inclusion, seeing this as a bit too rigid with its criterias.

Challenge is to make this idea reality, by getting support from NA network and SALTO Inclusion and reaching different target groups, motivating organisations. To pass the knowledge and expertise to new NA, as there will be a new NA and it is of course not sure

yet that the same people would continue (as there will be an open launch of positions).

Wishes for Papa Noel: to send 1 young person with fewer opportunities in 2010 and in 2011 to have NA convinced that inclusion is priority and maybe to reach for 23% in coming years.

There is no accreditation for organisations now, so in order to get info about possible organisations for sending or hosting, co-ordination agency can be contacted.

The comments were made that there is an advantage that it is new for the country - so inclusion can be promoted as high priority from the very beginning already.

Astrid from France

2 big organisations - ADICE and Eurocircles - (approx 100-150 volunteers), applying to Executive Agency, partnering with countries like UK, Poland etc. Many of these volunteers are young people with fewer opportunities.

In 2008 22% EVS volunteers had inclusion profile (inc. previously mentioned group projects), mostly social-economic difficulties, educational also.

The NA is not favouring the students with Erasmus programme or other European mobility scheme background.

One of the feedback is that partnership is really one of the most important quality factors, so the NA is putting lot of efforts to support training courses, partner making seminars etc. Understanding the needs of the volunteering is one of the most crucial quality aspects.

Challenges: In France we start to feel limits to further develop and expand EVS...as there is already a lack of funds.

The political signals to increase the numbers of volunteers by decreasing the reinforced mentorship, are worrying because it is becoming even harder to motivate organisations and require good quality at the same time.

The control over volunteer profile, is also a challenge because often it comes out during the project or in final report phase that the volunteer was not really with fewer opportunities. There is reflection needed in NA internally what to do in these cases, to reduce grant or etc?

Wishes to Santa: more money, development of additional national schemes for international mobility to provide added value to what is already possible with EVS, increase the % of inclusion projects, financed directly by NA (not by Executing Agency as these two big ones mentioned before), to motivate new organisations, more time to valorise the success stories and develop really some specific support.

Pia from Danmark

No inclusion projects (granted by Danish NA) since YIA has started, unfortunately. In YOUTH programme there were many projects, done by one organisation. But as this came out that they are making profit out of it (in fact it was also a profit making company, as it was at that time allowed), they are not accepted to apply anymore in YIA.

BUT in reality it is often the case that the volunteers arrive and they are young people who need extra support because of fewer opportunities. And the organisations seem to cope rather well with these. Also there have been some volunteers granted by sending countries, with fewer opportunities, arriving to Denmark.

Last month there was a CMS in Denmark on how to support participation of people with disabilities, which went really well and lot of partnerships were created.

Challenge: how to support organisations to make the inclusion visible. There is no official youth policy in Denmark but in inclusion field there is relevance to official integration policy on national level.

There are no youth information centres or no specific youth NGO-s. But there are 46-48 youth guidance centres, though, which could be especially good for young people who drop out of formal education.

EVS application form seems already very bureaucratic for most of organisations. So the NA is planning to enforce contacts with co-ordinating organisations who could support in whole administration process.

For NA the whole concept of voluntary service is that it is not enough that they leave the home country voluntarily, but also they have to perform a voluntary service for the benefit of local community. This is also the case for expectations towards inclusion projects.

There was discussion where is the balance between all educational impact on volunteer and personal development, compared to the impact to local community. It was concluded that all are important aspects of quality and the balance would need to be estimated case-by-case, as most of the work in inclusion field.

Pontus from Sweden

In 2008 approx 11% of all EVS projects were inclusion applications, 2009 (incl. R5) 16%. The raise is remarkable (45%) but what is behind the numbers? Is there a coherent understanding of what is inclusion? The know-how among NA team is high about inclusion, there are lot of discussions about it among three EVS

colleagues. But still, there are some difficulties to reach out. Have had the inclusion strategy for 2 years, it was created with support from external group.

The NA has felt the need to focus more on one group and then also the impact evaluation could be more easily done and the impact could be made visible more clearly (for ex if the NA communicates certain target group as priority in April deadline, are there more projects?). For the moment the priority for the next two years is on youth unemployment, which is very high in Sweden, approx 25%.

Challenges:

To create a sustainable supportive approach: find a focus – spread the message to support knowledge and awareness – inclusion applications, projects – disseminate results – evaluate the outcomes.

What should be the balance between A and B type of projects? Could it be that 100% projects are inclusion projects, incl. both A and B-type (for example 40-50% A and 50-60% B)? Why not? But it is rather a thought of Pontus at the very moment rather than the aim of NA policy.

Would like to motivate organisations who are already active in EVS to involve young people with fewer opportunities.

Based on the examples from previous countries, the discussion followed: if unemployment is a priority in many countries and we see more and more that it affects also young people with higher education background, does it mean that educational background should not anymore be the determining factor for EVS volunteers selection?

Peter from the Netherlands

The team of Mireille and Peter are working on EVS in Dutch NA.

In general the quantity and quality of inclusion EVS projects is increasing: better understanding among organisations of what inclusion can mean, how could they improve them etc. Also those organisations who have done it, recognise its relevance to their organisational aims and profile. So the NA can be a bit more “selective” on projects.

Main achievements:

- better understanding within the NA team as well as among organisations
- youth care institutions have been approached and motivated to participate, so also the profile of organisations has been diversified. The YIA is now known by “typical” organisations working with inclusion youngsters (youth care, people with disabilities)
- Some good practices which have also helped the NA to develop some specific tools

Challenge: “EVS in general is for well-educated blond girls”, so would really like to enlarge and diversify the target group. Also, there are still many organisations who would doubt and do not see that inclusion projects could be really done. Some organisations are really small and operate project-based and would not have so many support options available, esp. for inclusion projects.

A wish for Santa Claus: To organise a national meeting for organisations about inclusion EVS to communicate more clearly the inclusion ambitions.

The Devil says: Dream on! That is the result that counts... So let's see! ☺

Conceptual understanding of EVS as tool for inclusion

Intersectionality

To start with a concept of Intersectionality was introduced. Following is an overview of some of the main points.

Inclusion is a process, not a product. When is someone included? Is it measurable? Is someone more or less included than someone else?

Inclusion is regarded as an ethical project: it strives for an ideal, inclusive society. Which means a society based on human rights, a society fighting exclusion. This inclusive society is open for all. It's democratic and pluralistic. Inclusion is present in all life domains, such as education, health, free time, employment, housing, welfare, culture, (international) mobility,

Diversity is a key element in an inclusive society. It takes into account differences between individuals in values, attitudes, culture, beliefs, ethnical background, knowledge, skills, life experience, Depending on the context, cross points (intersections) of these differences form our identity. The theory of diversity is called "**intersectionality**".

Intersectionality is regarded as the theory of diversity and is based on the premise that individuals have a **complex mix of identities**, such as religion, race, family, culture, socio-economic status, which influence the way they participate.

The Intersectional approach puts the emphasis on elements people have in common, instead of the differences. The intersectional approach is not emphasising one element, but on the contrary a mix of elements, a mix of identities.

By identification with a certain group, young people can feel part of a group to whom they don't belong from demographic origin.

For example: a young person is in one context/situation a German, in another situation a student, in another context just a young person or a Muslim.

For example: if you work with young women from ethnic minorities, do you approach them as from ethnic minorities, as young women, or just young people in general?

The action of "**naming**" **these identities** is in itself a **key step** that it leads to a greater understanding of the (positive and negative) impact that the **multiple identities** have on the individual's capacity to participate, on a basis of equality, at all levels of society.

(source: SALTO Empower booklet)



Intersectionality has its roots in the **North American Feminist Movement**, and more specifically the **Black Feminist Movement**, of the 1990's. The concept was first mooted by **Kimberly Crenshaw** and was later mainstreamed into female social justice discourse by Patricia Hill Collins as "an analysis claiming that systems of race, social class, gender, sexuality, ethnicity, nation, and age form mutually constructing features of social organization, which shape Black women's experiences and, in turn, are shaped by Black women". (Collins, P. H. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment* (2nd ed.). NY: Routledge.)

Related to intersectionality approach, it was introduced that there is a kind-of shift of paradigm for SALTO Inclusion to start to work towards intersectionality as approach, for example the work is concentrated on some social phenomena as challenges - unemployment, poverty etc. And the understanding behind is that a young person can meet this kind of situation or obstacle in different time in his/her life, for different periods, for different reasons. However, it is not to neglect the fact that these obstacles tend to be faced more by certain groups and in many cases it might still be more effective to work with target-group based approach.

This input was then followed by discussions in smaller groups, based on following statements.

- **Thinking in stereotypes is necessary in our job if we want to keep it manageable.**

The discussion: It is important to recognise that stereotypes are important and normal psychological way of coping BUT in our work it is also important to try to move on from the stereotypes. We would agree to this if stereotypes equals the structured approach, meaning that you build up a strategic approach towards one target group, for example, because this way you believe you will have more impact on reaching certain target group. We do not see the stereotypes as negative things, as it is often seen.

Inclusion of everybody is not realistic aim, some people have to be separated.

The discussion: Everyone has the right to be included and have a “2nd chance” but there are certain limits as well. For example, a case of pedophile who was working with children and was allowed to continue work with children after he carried his punishment and attacked children again. In this case it is right to exclude him from the work with children, at least.

Also the discussion was around the issue that there are different ways to be included. Who and based on what decides what is the “right” way to include? People might want to be included in a different way?

Is a separated institution an inclusive approach? Is it inclusion if two groups of young people with similar fewer opportunities (for example two groups of immigrant girls) or people with same disabilities co-operate only among themselves?

Three more questions, more directly related to inclusion projects in EVS were elaborated in small group discussions:

Is a target group based approach needed when aiming for inclusion in EVS?

Yes, it is important to have specific knowledge and also to be able to choose the most appropriate tools in trainings, for example. So it can be very pragmatic approach. But do not exclude other target groups when prioritising certain groups.

Who are we working for? Is it young people? Is it organisations? Our primary target group is organisations rather. Target groups should not be defined too narrow not to take exclusive approach. Be aware of national realities (for example being blind in Romania is different than in the Netherlands, being unemployed is different in different countries).

If and how EVS can be a tool for inclusion? Where are the benefits and limits?

Yes, of course. For employability, self-esteem, personal development, access to mobility...great short-term opportunity, individually centered. It is not only from the perspective of volunteer but also behind every project are organisations whose competence to work in inclusion area can be developed through this.

But , keep in mind that: The programme can only work with motivation, from volunteer and organisations. Also, there are rather high costs of inclusion projects, for example someone with a need for special assistant... The personal instability is often a determining factor to influence on quality of the project and the fact how successful it will finally be.

It was also concluded that taking into account the very large and diverse nature of inclusion field, inclusion EVS can be more difficult with some target groups than with others.

If and in what way does an inclusion volunteer affect the quality of the project?

The inclusion volunteer affects the project itself of course, the tasks, the support needed etc.

But it really depends on how you understand the quality in EVS projects. 3 points of views were identified: from the point of view of volunteer, organisation or YIA programme structures (NA, COM). Sometimes the project is regarded as very high impact on the personal development of the volunteer but not that much on some other aspects of the project which otherwise are part of the quality charter as well – so where different stakeholders put then the emphasis on?

Case studies of YiA situations: Supportive approach in EVS for inclusion projects

In small groups, some cases, modified from real life stories from different NA-s, were discussed. Although in format to simulate discussions was based on case-stories, the participants were invited to discuss these, taking into account their “real-life” background: what would be possible in their NA...

Case 1

You have been working with organisation of disabled young people in your country to motivate them to start up EVS projects (you contacted them as part of your NA strategy and held an information session for them, have been in contact several times etc). After long preparations they have managed to set up a partnership with one organisation in a foreign country and started to work towards the project of 6 months - preparations of volunteer and application etc.

The volunteer is a 29-year old girl who has been active volunteer in her sending organisation for last year and is interested in working with children or elderly people. She would prefer to do her voluntary service in southern country with warmer climate as this can be better for her health. About her disability:



“She is born with the Syndrome of Usher. This means:

- Deafness
- problems with her balance
- “limited sight” this means that she can only see what’s in front of her. She can’t see things on the sides, because of this she can’t drive a car.
- night blindness (she can move herself in the dark, but only if she knows the area very well)
- short sightedness

Last year she got a cochlear implant. This is a sort of device that’s implanted in the inner ear. With this device she can hear more and better. For her it is also a help and support with reading lips. Besides she has asthma, so it is better if there are no pets. If there are animals they can’t come inside. For her sight she needs only one strong light, an office lamp can fulfil this task. So if necessary she can bring this along. “

This has all been communicated also to (potential) host organisation and so far the preparations have gone well. But suddenly the sending organisation receives the

letter from their partner organisation, informing that unfortunately they cannot still host this volunteer because „we can only host someone with light disability, no need for extra help, and are afraid we cannot handle this situation.” The organisation and the volunteer are very disappointed and are doubting if to continue at all, so they come to you.

What would you do? What obstacles and opportunities you see in this situation? How would it be possible to solve this situation, support them? What questions it raises for you? Whom could you turn to? What support would you/your NA be able to offer in this situation? ...

Case 2

A young enthusiastic youth worker contacts you as he has just participated in an international training course and would like to start up EVS projects with his target group - young people in the age of 16-30, mostly from immigrant background and facing unemployment (either officially registered for unemployment benefits or not, some doing illegal short-term jobs etc).

He asks you if you could come over to meet the group of his colleagues and some interested young people in his organisation, present what is EVS and how you/your NA will be able to support them in developing their project.



What would you do? What opportunities and obstacles you see in this situation? What questions it raises for you? Whom could you turn to clarify these questions or get support? What type of projects you would consider most suitable for them and why? What support would you/your NA be able to offer?

...

Case 3



The case-story from your own (your NA) experience, related to some inclusion project in EVS?

What happened and what did you do?

What obstacles and opportunities did you meet in this situation? How did you overcome the obstacles? Whom did you get support from? What support did you/your NA offer in this situation? ...

Some inspiring inclusion resources

Following is a collection of some examples which were presented during the colleague support group and/or have been collected for the Inclusion in Practice folder update 2009 by SALTO Inclusion and have relevance for the topic of the current CSG: Inclusion and EVS.

GRANTED PROJECTS

Summer tandem

Title	“Summer Tandem” a new concept for short term European Voluntary Service projects from BE-FL
Aims & objectives	<p>Improving the accessibility of EVS projects for young people with fewer opportunities: to link a young person with fewer opportunities with a long term volunteer, being a permanent partner in the same EVS hosting project, during summer holiday season.</p> <p>Why?</p> <ul style="list-style-type: none"> ☆ To rely on existing host organisations with experience in EVS ☆ The presence of a long term EVS volunteer is an extra support for the short term EVS volunteer ☆ To reach young people the summer period is ideal
Target group	<ul style="list-style-type: none"> ☆ The host organization needs to have experience in long term EVS and experience in mentorship within EVS ☆ Preferably a grass-root level organization; an organization experienced with young people with fewer

	opportunities
<p>Challenges in this project and how did they overcome them.</p> <p>What approach was particularly successful or very difficult?</p>	<p>☆ An international training course was organized to find suitable partners and to stimulate the matching of sending and hosting organizations. This wasn't an easy process: not only the profile of the organization and the young person needed to match more or less, but also the timing of the EVS project, the different ways of support from their own National Agency, etc.</p> <p>☆ This concept was not that easy for National Agencies because it demanded close follow-up by the project officer/inclusion officer. The concept was good, but took place only once because of a lack of time.</p> <p>☆ A national training was organized by each National Agency in order to address several issues related to the content of the project and the mentorship, exchange of practice.</p> <p>☆ The project/inclusion officer visited at least once the short term EVS project.</p>
<p>Benefits for</p> <ul style="list-style-type: none"> * the young people * the youth worker * the organizations * the local community 	<p>For the young volunteers themselves, it meant an intensive, but overall positive and enriching experience. Both coming from the same country (was an added value, but not an objective), the language meant a less obstacle for the short term volunteer, being able to express his needs and wishes in a more accurate way.</p> <p>On the other hand, the short term volunteer now understands the advantage of being able to communicate into another language when meeting other cultures. He decided to take English class back home.</p> <p>Since the long term volunteer was already active in the project since a few months, it helped the short term volunteer to integrate easier into the small local community: everybody did extra efforts to communicate with him and to overcome physical obstacles linked with his handicap.</p> <p>All these efforts brought to the short term volunteer a new experience, since life in an orphanage is very limited. It gave him the opportunity to discover new skills and competences and make a step forward in his personal life. New opportunities and respect from local inhabitants were a boost for his self esteem. The impact of this project for the short term volunteer was more intense during a shorter period, due to the tandem with the long term volunteer.</p>

	<p>For the hosting organisation, this concept meant less obstacles in implementing a short term volunteer project:</p> <ul style="list-style-type: none"> ☆ They could rely on their previous experience in EVS, the responsibilities, the importance of setting up a support structure, the impact of EVS, etc. ☆ The presence of a long term volunteer meant an important extra support for the short term EVS volunteer in integrating him in the local community, as a guide in the free-time, as a support person in the work, as she had experienced herself what it meant to live in a new cultural setting, leave friends and family behind. ☆ Linking a short term volunteer to a long term volunteer was an important tool in breaking down the potential stigmatisation of the short-term volunteer, as both volunteers form a kind of 'equal' tandem or pair.
<p>More information</p> <ul style="list-style-type: none"> • SALTO toolbox • National Agency • Website • 	<p>www.salto-youth.net/find-a-tool/264.html</p>

<p>European Voluntary Service from Spain</p>	
<p>Title</p>	<p>Do you Know Europe? Discover Europe playing with Young European People.</p>
<p>Aims & objectives</p>	<ul style="list-style-type: none"> - Promote young people with learning difficulties participation in the European Voluntary Service. - Make Local Community conscious about capacities and possibilities of young people with learning difficulties. - Improve autonomy and social skills of this group.
<p>Target Group</p>	<p>Young People from different European countries with learning difficulties. People taking part in these European projects need to have some abilities and capacities.</p> <ul style="list-style-type: none"> - People need to know that these projects aren't holidays they go to do a labour/task. - Have personal autonomy to carry out actions as:

	<p>daily higenyc and get dressed.</p> <ul style="list-style-type: none"> - Good interaction with the new context: through gestures, moviments, looks, smiles...
<p>Description</p>	<p>Grupal Project in which we host four young people with learning difficulties. In this project they have to make a power point about their countries, cities and personal life, in their own language. As well they make an interactive play with questions and tries about information that they have presented before.</p> <p>After, this Power Point and the interactive play is presented in different educative centers for people who are learning the language of the volunteers.</p> <p>The project has a duration of three week or one mouth.</p> <p>During this time, volunteers live in independent flats with long term volunteers, who help in the daily life. This fact encourage young volunteers with learning difficulties to develop their personal autonomy and get into good habits.</p>
<p>Challenges in this project and how to overcome them.</p> <p>What approach was particularly successful or very difficult?</p>	<p>CHALLENGES:</p> <ul style="list-style-type: none"> - EVS project have to be adapted to the capacities and abilities of young people with learning difficulties. It needs to have an active program and a personal support person, to work together to get a satisfactory develop of this experience, making that young person with learning difficulties feels useful and integrate all the time. - Working with the families, to make them know how this project can benefit to their sons and have their consent. This is made through meetings where they can get all the information about different elements: hosting and sending organizations, tutors, accommodation with the necessary support (material and human/staff), long term volunteers as personal support... - Find different ways to allow the communication during this process and trying that personal support speaks the same language as the young person with learning difficulties. <p>The most successful thing of this project is check the benefits in the young volunteers with learning difficulties and in the local community.</p> <p>Sometimes volunteers finish their experiences gaining new abilities that they didn't have at the beginning , for example:</p> <ul style="list-style-type: none"> - Housework, cooking, cleaning... - Capacity to speak in public - Getting new intercultural and respect capacities, meeting people from different countries and cultures.

	<ul style="list-style-type: none"> - Disappearance of fears to new things. <p>The most difficult thing in a short term Project with Young people with learning difficulties is start the project because they need sometime to habituate to the new reality. That's why is really important to have a tutor from the same country to go with and explain them the most important things at the beginning of the project, until the moment that they get more familiarity with the hosting organization people.</p>
<p>Tips, hints</p> <p>What to keep in mind when organizing a similar project?</p>	<p>We need to bear in mind different aspects when we work with Young people with learning difficulties in European projects:</p> <ul style="list-style-type: none"> - Adapted Project to the young person, be in agreement with their personal capacities. - To have a better adaptation to the new context for the volunteer is important to have a personal tutor from his sending organization during the first days of the project to provide company and support. - Keep in mind that young person is not going to learn another language, that's why is important to make activities adapted to their levels. Is not their priority to learn a new language. - Young volunteers with learning difficulties need a personal support. These personal supports used to be a long term volunteers who help them during the project and in the daily life. Moreover they live together in the same flat. - Is useful that two young people with learning difficulties from the same country come to take part in the same project, to keep company between them, speak their mother tongue and support each other.
<p>Outcomes, results, effects</p>	<p>Since 2004 Inter Europa has been host organization receiving more than 25 young people with learning difficulties and sending organization with 20 young people, also with learning difficulties. Thank to these experiences we can say:</p> <ul style="list-style-type: none"> - Young people with learning difficulties taking part in this project improve his self-confidence and make them feel useful. - Give the opportunity to develop personal autonomy, get new capacities and social skills for the daily life. - Young volunteers offer their activities and knowledges to the local community, this fact contribute to normalize disability in the society. - Young volunteers with learning difficulties became a

	creative of a new project.
More information? <ul style="list-style-type: none"> • SALTO toolbox • National Agency • Website • 	www.intereuroparioja.org

European Voluntary Service from Croatia	
Title	Dunavijada
Aims & objectives	<ul style="list-style-type: none"> • To bring young people together from different places, different ethnic/cultural/religious groups in order to create an opportunity for creation of multiethnic and multicultural environment • To promote diversity, tolerance and non-violence • To promote youth work in practice • To increase visibility of the organization in the community
Target Group	Young volunteer from Poland with hearing difficulties
Description	The volunteer was assisting in the organization of a two month summer camp and two tournaments as well as different outdoor activities. In the camp and related activities youth from Vukovar and surrounding rural areas together with a group of youth from Bosnia and Herzegovina are included.
Challenges in this project and how to overcome them. What approach was particularly successful or very difficult?	<p>Youth participating in the camp and related activities needed to be informed about the specific needs of the young volunteer, which was overcome by good communication between them.</p> <p>Communication of the volunteer and camp participants was very successful and until the end of his voluntary service the</p>

	volunteer learned Croatian language.
Tips, hints What to keep in mind when organizing a similar project?	<ul style="list-style-type: none"> • Make sure that the volunteer and mentor establish good and regular communication • Make sure that the program of activities are prepared according to the needs and interests of the volunteer
Outcomes, results, effects	Through this experience the young volunteer learned a lot about youth work in Croatia and the work of youth clubs in general especially in relation to event organization.
More information? <ul style="list-style-type: none"> • SALTO toolbox • National Agency • Website • 	NA Croatia: Agency for Mobility and EU Programmes

European Voluntary Service from Estonia	
Title	Apple
Aims & objectives	Creating and supporting the local and international voluntary possibilities for young people with fewer opportunities (YPWFO) and the promotion of voluntary work in general. Other objectives where to give YPWFO the chance to live an inspiring experience and to try different voluntary jobs while working and living in a mixed group.
Target Group	Young people with fewer opportunities. The aim was to create a group with a mixed background. The different backgrounds included things like a mental handicap, previous substance abuse, being orphan, learning difficulties, coming from a rural area and social difficulties.
Description	The project lasted 3 weeks and during this time 6 volunteers where hosted in Estonia by NGO Continuous Action. 2 volunteers from Inter Europa in Spain, 2 volunteers from Pistes Solidares in France, 1 volunteer from Ushanga in Finland and 1 volunteer from Cesis Adult Education Centre in Latvia.

	<p>The first few days of the project the support persons were there with the volunteers to help them get installed and provide language and mental support. After these first days we started right away with a 3 day on arrival training where we worked on group building, communication, risk and crisis management and exchange of cultures.</p> <p>After this first week the volunteers have started to work to develop presentations themselves, their culture and about voluntary work. During the project we visited several local organisations where we did a day of `local volunteering` as one of the learning methods and to gather materials for the presentations. We went to work in a Kindergarten, Forrest, 2nd hand centre and we picked apples and made juice out of them. During this period we used media like video and music but also cartoon drawing and storytelling.</p> <p>In the last part of the project the volunteers did their presentation for an audience of 60 young people and also during an information event for (ST) EVS.</p> <p>During the evenings and the weekends free time activities were organized. Also local young people involved with Continuous Action offered their contribution and helped organizing free time activities. We did things like sightseeing, cooking or shopping together, picking berries in the forrest, going to the open air museum and the zoo.</p>
<p>Challenges in this project and how to overcome them.</p> <p>What approach was particularly successful or very difficult?</p>	<p>The different levels of understanding, experience and needs of the volunteers was a big challenge. As well as the very poor level of English among most participants.</p> <p>The APV and in general the good partnership with sending organizations was essential. They know their young people the best and we tried to have a very thorough preparation. Focusing extra on the possible risks and resources for the volunteers during the project.</p> <p>The on arrival training was a very success full part to overcome the obstacles mentioned earlier. We decided to not make it too easy but use lots of visual aids and language support and to take our time.</p>

	<p>We took a lot of time in the first days of the project, together with the support people, to make everybody comfortable, get them settled in a bit and to make the basic information and program clear for everybody.</p> <p>We tried to use the talents of the group to help each other whenever possible. Some might speak better English, others cook well, others are not so good with money, others are better in planning the shopping or an activity.</p> <p>When involving other people or social work students in the project it proved difficult sometimes to prepare them so that they give the best learning experience to the volunteers. How much do you tell them about the background of the volunteers, and how do you make it a learning experience for them as well.</p> <p>A general dilemma in youth and social work but even more so in an international project like this was the question about freedom and safety. The young people where in one way or another quite independent in their own country but how much do you let them go out and about during the project while taking into account the different backgrounds and keeping it a safe experience? You have to prevent unsafe behavior but experiencing new things is also an essential thing in EVS. We made our decisions by discussing this with the SO and the people themselves and of course by what we saw ourselves during the project.</p>
<p>Tips, hints</p> <p>What to keep in mind when organizing a similar project?</p>	<p>The cooperation and preparation together with the sending organisations was essential to make sure it was the safest and most useful and fun learning experience.</p> <p>Don't underestimate the people and their capabilities but do take your time to get things clear or make things work. Especially when the language and mental capabilities differ greatly. In the beginning of the project we took a lot of time to go in detail trough the whole program step by step and this proved very use full during the whole project.</p> <p>The most basic but most effective system for communication where the different visual aids that we used. To get passed the language barriers but also to explain or discuss and work together on concepts or ideas. We used lots of pictures, foto's, drawings, video clips, cartoons etcetera.</p>

	<p>Another thing to keep in mind is that hosting and leading a group project like this is (more) than a full time job and might include also free time activities with the participants etc. And this is when everything goes as planned... So make sure you have the time and man power to be there for your young people whenever necessary but also to have some free time in between for yourself.</p>
<p>Outcomes, results, effects</p>	<p>The volunteers got the chance to work in a team, to experience different realities of voluntary work, to learn about their own and other cultures and about how to present who they are and where they come from.</p> <p>The volunteers themselves said that they got inspired, motivated, gained more confidence dealing with other people, believe more in themselves, learned to work together, communicate with others better.</p> <p>During the project local organizations also positively experienced how it can be to work with volunteers and with YPWFO.</p> <p>Volunteering and ST EVS in specific were promoted by the presentations that the volunteers did for the young people and other people that where interested.</p> <p>The cooperation between the different sending organization and the hosting organization involved was positive and constructive and wishes are expressed to do more projects and create more and different opportunities for YPWFO.</p>
<p>More information?</p> <ul style="list-style-type: none"> • SALTO toolbox • National Agency • Website • 	<p>Continuous Action website: http://www.continuousaction.ee/?module=news&id=9</p>

European Voluntary Service from UK

Title	Roma Short Term EVS
Aims & objectives	<ul style="list-style-type: none"> - Increase awareness of Roma culture, heritage and equality issues throughout Europe. - Tackle discrimination of Roma throughout Europe - Personal development and progression of Roma young people - Development of future projects working with Roma in Wales - Allow Roma volunteers to meet and discover many different cultures and people
Target Group	This project works only with Roma volunteers from a partnership called Roma Gadge Dialogue through Service (RGDS). It aims to target activities at young people in Wales and also at other international volunteers in Wales.
Description	This project gives Roma young people an opportunity to take part in a volunteering project in the UK without any need for English language ability which is often a barrier to their participation. They have the opportunity to come to Wales for 1month in which they will spend 2 weeks learning English and developing ideas of how to share their Roma background with people. Following this they will spend 2 weeks on a volunteering project with 10 other volunteers from all over the world helping the Countryside Council to repair footpaths and build bridges for the local community. During this time the volunteers will be living and working in a diverse international group which gives those many formal and informal opportunities to share their heritage and culture with many people. In addition to this the volunteers were keen to link up with organizations in Wales which worked with Roma children who lived in Wales. This can and will lead on to future development of projects working with Roma children living in Wales and give the opportunity for these Short Term EVS volunteers to return on a long term project and develop their skills in communication and leadership.
<p>Challenges in this project and how to overcome them.</p> <p>What approach was particularly successful or very difficult?</p>	<p>One challenging element was working out small cultural differences. One in particular arose out of food habits. Neither volunteer was used to shopping for their own food or managing a budget. They soon ran out of money as they were buying really expensive meat and groceries. We overcame this by talking about the issues and arranging for a Hungarian speaker to take them to the shops and advise them on how to budget and buy cheap good food. Another way of resolving this in the future is to ensure good training</p>

	<p>and set out clearly what should be spent on food and how they can do this.</p> <p>Both Roma volunteers responded brilliantly to the intercultural exchange between volunteers and the team work of living and working in a mixed group. Neither had experienced this before and it gave them a lot of pleasure and encouragement to see how working as a team was so effective and enjoyable.</p>
<p>Tips, hints</p> <p>What to keep in mind when organizing a similar project?</p>	<p>Food habits can be quite different with Roma volunteers – especially if it is a vegetarian project this could have a huge effect on their happiness on the project.</p> <p>Roma volunteers might need a bit of encouragement to talk about their heritage and background as they may have spent most of their life being discriminated for it or trying to hide it. Similarly they were sometimes negative about their own abilities and skills because they are not used to being praised for anything.</p>
<p>Outcomes, results, effects</p>	<p>The Roma volunteers have gone through a lot of personal development during the project. They have increased their English language skills and also developed skills in team working, cooking, environmental work and problem solving. As a direct outcome of this project we have developed the possibility of a new long term EVS hosting project in Wales working with Roma young people in schools.</p> <p>In addition to this it has increased the awareness of Roma culture amongst young people in Wales and the international volunteers in the group and helped to break down barriers and confusion which often leads to discrimination of Roma.</p> <p>Their presence has also been a catalyst for meetings with different representatives working with Roma, gypsies and travelers in the Welsh Assembly Government and has made them aware of the possibilities of the Youth In Action Programme for addressing issues of inclusion of Roma volunteers and tackling discrimination.</p>
<p>More information?</p> <ul style="list-style-type: none"> • SALTO toolbox • National Agency • Website • 	

SUPPORT ACTIVITIES BY NA-s

Contact Making Seminar from France	
Title	EVS Contact Making Seminar for organizations dealing with Young People with fewer opportunities (28 January - 1 February, 2008 in Paris, France)
Aims & objectives	The objective of the seminar was to promote partnerships between regions of Capitals, based on the network of actors involved in the mobility of young people with fewer opportunities (EVS sending and hosting organisations, associations, people's education, responsible staff of local and regional authorities, local youth policy makers) using as a tool the Youth in Action Programme and EVS in particular. This seminar was an initiative elaborated together with the regional authority (" <i>Conseil Regional</i> ") of the Ile-de-France region in order to implicate Local Missions for Youth employment of the Region into the different actions of the Youth in Action programme. New EVS projects were a clear priority, but also projects in other actions of YiA, particularly exchanges, initiatives and networks.
Target group	<ul style="list-style-type: none"> □ EVS sending and hosting structures working with the public of young people with fewer opportunities (The location of an organisation in a capital region was not an exclusive criteria, organisations with other locations were equally eligible to send their applications). □ Organisations working in the field of social and professional inclusion of young people with fewer opportunities, federations of cultural sports associations □ Local youth policy makers or responsible staff from the administration of local authorities
Description	<p>The programme, apart from the general introductions and sharing of experiences (Day 1 and 2), was divided in 4 main parts:</p> <ul style="list-style-type: none"> □ Learning about the thematic content of the seminar: "inclusion" and "working with youngsters with fewer opportunities" (from inputs from experts and participants each other) (Day 2) □ Getting informed about each others' organisations and project ideas and EVS / the Youth in Action Programme (both programme elements with a focus on inclusion) (Day 3) □ Partner finding and project development (Day 4) □ Big valorisation event with political decision makers in the Regional Council, presentations about the regional policy towards young people in social and professional insertion and presentation of the outcomes of the seminar to all participants (Day 5)
Challenges in this project and how to overcome them.	<ul style="list-style-type: none"> □ Participating countries were limited to Germany, UK, Finland, Poland and France in order to have an approximate balance of nationalities represented and allow for strategic partnerships - the concerned NA were very cooperative

<p>What approach was particularly successful or very difficult?</p>	<p>the preparatory phase of the seminar</p> <ul style="list-style-type: none"> □ Find organizations with sufficient experience in YiA/EVS and Inclusion that would guarantee a successful outcome (concrete projects) of the seminar. Individual follow-up calls were made by the organizing NA in order to ensure the appropriate profile of the participants □ One objective had been to identify project promoters located in capital regions in order to enable them sharing the concept of similar locations – this could be fully respected in the choice of participants □ The objective to foster cooperation between organizations and local authorities in their inclusion work was successfully achieved as there were several participants working in municipality youth structures (UK, Finland) or at regional policy level (example of France)
<p>Tips, hints</p> <p>What to keep in mind when organizing a similar project?</p>	<ul style="list-style-type: none"> □ Strike the balance between input from experts and the time for exchanges between participants on the inclusion subject □ Foresee some time in the program that allows to get informed about other actions of the program and more detailed questions regarding quality of projects □ Find the right trainers with international background and experience in EVS and inclusion
<p>Benefits for</p> <ul style="list-style-type: none"> * the young people * the youth worker * the organization * the local community * the National Agency 	<p>The seminar proved to be very successful with regard to the networking of participants. Proposed projects concerned nearly all actions of the YiA program. Sharing of good practices between project promoters was very appreciated among participants and strongly motivated them to continue their inclusion work. Representatives of local municipalities/regional authorities also saw the concrete details of inclusion work. The National Agency had the impression to have moved one step further forward with regard to facilitating inclusion projects.</p>
<p>Outcomes, results, effects</p>	<p>At the end of the seminar, participants presented the projects they were planning to develop with the partners they had met:</p> <ul style="list-style-type: none"> - 6 Youth Exchanges - 1 Youth Initiative - 1 Youth Democracy project - 6 planned cooperation projects on EVS - 2 Training and Networking projects - 5 Mixed or Multi-measure Action 4.3 projects - 1 Action 5.1 Meeting of young people and youth policy decision-makers
<p>More information?</p> <ul style="list-style-type: none"> • SALTO toolbox • National Agency • Website • 	<ul style="list-style-type: none"> □ French National Agency (www.jeunesseenaction.fr) □ The final report in English language can be downloaded under http://www.injep.fr/IMG/doc/FINAL_REPORT_CMS_INCLUSION_3011.doc

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EVS Trainings for Short Term Volunteers with fewer opportunities from France	
Title	EVS Pre-departure and Evaluation Training on Return for volunteers with fewer opportunities going on ST EVS
Aims & objectives	<ul style="list-style-type: none"> □ Propose a training that corresponds to the profile of ST volunteers with fewer opportunities □ Interest at stake: continuity of evaluation of expectations of ST volunteers and their EVS experiences □ Tailor-made, supportive pedagogical approach during training □ Reinforced individual accompaniment during training □ Individualised feed-back from trainers to sending organisation enabling them to “better know” their volunteers’ behaviour in a collective environment
Target group	<p>Young people with fewer opportunities from all categories:</p> <ul style="list-style-type: none"> □ Social difficulties □ Early school leavers, unqualified young people □ Economic difficulties, young people in unemployment □ Cultural difficulties □ Handicap □ Health problems <p>Young people coming from remote areas are usually able to visit standard EVS trainings for long-term volunteers</p>
Description	<ul style="list-style-type: none"> □ Trainings coordinated by experienced EVS organisations; collaboration with a pool of trainers □ Duration of preparatory training and evaluation training on return: 4 days with a maximum number of 16 volunteers and 3 trainers □ Application of flat rate of 450€ per participant including travel costs
<p>Challenges in this project and how to overcome them.</p> <p>What approach was particularly successful or very difficult?</p>	<ul style="list-style-type: none"> □ Participants are often not at ease with written expression and speaking in public – use of special pedagogical tools in the training using oral and graphical expression facilitating the communication in spite of low education □ Difficulties of participants to concentrate during a longer period - Duration of workshops maximum 1 hour □ Different motivation levels for the EVS project in general

	<p>and the training in particular (depending on whether they felt implicated in the project or whether it had been imposed) – accompanying work of sending structure decisive</p> <ul style="list-style-type: none"> □ Possible problem of negative group dynamics to be overcome by trainers – efforts to separate pre-existing groups □ Difficulties to get all information on volunteers from sending organisations in real time in order to schedule the trainings (many of these volunteers are sent by European NGOs financed by EACEA)
<p>Tips, hints</p> <p>What to keep in mind when organizing a similar project?</p>	<ul style="list-style-type: none"> □ It is fundamental to establish an efficient communication with the sending organizations in order to have the correct numbers of volunteers at the NA (specifically if not financed by the own NA) □ Make a careful distinction between EVS ST for young people with fewer opportunities and other EVS volunteers leaving for a short term period without belonging to this target group (information flow between sending organizations and NA) □ Limit maximum participation in these trainings in order to be able to guarantee the individualized accompaniment during the training and avoid negative group dynamics
<p>Benefits for</p> <ul style="list-style-type: none"> * the young people * the youth worker * the organization * the local community * the National Agency 	<ul style="list-style-type: none"> □ Tailor-made preparatory training enables volunteers to profit a maximum of their EVS experience □ The evaluation training on return allows ST volunteers to share their experience and integrate it into their personal and professional project (if existing) □ Sending organizations have feed-back on the group behavior of their volunteers, which might be important for the planned EVS project □ NA contributes to a specific approach for an inclusion target group
<p>Outcomes, results, effects</p>	<ul style="list-style-type: none"> □ Participation achieves awareness-rising on the side of participants what their EVS project is about, intercultural preparation □ Predeparture and evaluation training on return allows volunteers with fewer opportunities to put their project into a perspective □ Meeting the same volunteers in predeparture and evaluation trainings allows trainers to measure the impact of the EVS experience.
<p>More information?</p> <ul style="list-style-type: none"> • SALTO toolbox 	<p>French National Agency</p> <p>Contact persons: Astrid von Jacobs (vonjacobs@injep.fr) and</p>

<ul style="list-style-type: none"> • National Agency • Website • 	Fouad Achiba (achiba@injep.fr)
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Documentary film “Imre” from Estonian NA

Name of the tool	Short documentary movie “Imre”
Aim(s)	To promote EVS as a tool in inclusion work with young people with fewer opportunities and to valorise the impact of such projects
Objectives	To follow the story of one young boy Imre (from Estonia) in preparing and participating in short-term EVS project in Spain as a source of inspiration and motivation
Type of target group	People working in youth and inclusion field, also young people
Duration	13 minutes
Material needed	Room and equipment suitable for film watching (DVD)

The movie has been produced as initiative of Estonian National Agency of Youth In Action programme for European Youth Week in 2007 where a DVD “Compilation of values” was produced. The DVD is a tool aimed to raise awareness on main values of YIA programme. In co-operation with young film-makers short-movies in different genres were produced to tackle topics like:

- European awareness and citizenship;
- diversity and inclusion;
- active participation etc.

The DVD includes works from young film-makers on these topics, but also short educational texts (in Estonian and Russian languages) and questions for further reflection on these topics and can thus be used as a tool to tackle these topics with young people in youth centers, schools etc.

The film “Imre” is the only documentary movie on this DVD. The film has been awarded in best documentary category in Theodor Luts Film Days in summer 2007 (the national film contest in Estonia).

The film has been used in numerous cases on national and international level (as it is also subtitled to English). So far we can bring out that as a direct impact from using this film in information and promotion events, trainings etc it creates a very touching, positive and encouraging attitude towards using EVS with young people with special needs.

There have been several cases where social workers tend to hesitate if EVS might really be possible with young people with whom they work due to rather difficult circumstances which these young people face in their life. After seeing this film, many people have said that it really motivates them to try out.

When finalising this DVD we have asked several famous people (actors, pop singers etc) from Estonia to watch these movies and shortly comment them to add their comments to back-cover of the DVD and through that hopefully add some "attraction" for youth towards this DVD.

Following is what Jaan Tätte (a famous writer and actor in Estonia) has said about film "Imre":

"Watching this film makes you happy although it should make you sad. I started to watch this film with my head but in a minute I understood that instead, this should be watched with heart - exactly as the life is lived by Imre, the hero of this film. Imre does not ask himself questions and the film does not ask us questions and it is only good because no one can answer these questions. And the one who thinks he can, is wrong".

The film itself can be found in Google Videos

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

The participants also received hand-outs of pilot initiative from German NA "New perspectives" and the tool (ppt) about Youthpass developed in the frame of the EVS Apple project in Estonia.

Open Agenda

Responding to the needs expressed by the NA colleagues during the previous discussions, a time for Open Agenda was proposed for participants to decide themselves which topics they would still like to discuss and/or examples to share etc. The group identified three areas which were then discussed: Exceptional costs in inclusion projects, "bad" examples to learn from, accreditation of inclusion organisations. Since this part was added to the programme rather spontaneously and was aimed primarily for the group who was present in CSG, this part has not been documented.

Action plans – getting into concrete actions

Overview of ideas of participating inclusion colleagues as communicated based on their individual Action Plans (of course they also need to be checked with their colleagues, bosses, stakeholders etc). Following the topic of this CSG, the Action Plans were used in style of My New Years Promises to support EVS as tool for inclusion.

The ideas in Action Plans have been a bit more developed (Why” – What? – Who? – When? – What next?) but just briefly and more in general mentioned here.

Vendula and Petr from Czech NA

- To help to promote EVS to Roma people by translation of website to Roma language
- To increase the quality and further enforce the preventions of “troubles” in projects by providing support coach for EVS projects in “troubles”. Inclusion projects could use the support regularly during the project.

Astrid from French NA

- To better support the quality of evaluation, to review the repartition of points in grant application evaluation grid
- To get better overview of inclusion projects, financed in France by checking YouthLink and internal tables of projects
- Improve inclusion EVS work in organisations by starting to develop the concept for the seminar, planned for 2010.
- Better valorisation of EVS inclusion projects, to review NA website in this respect and amend
- To get an overview of the impact from EVS Inclusion CMS organised in 2008 by contacting the participants by e-mail

Mirella from Italian NA

- Working in group on inclusion with other colleagues of my NA since the accreditation phase as it could be useful to create a grid (or another tool) for assessment of inclusion capacity of organisations
- To create connections between the NA-s and organisations involving young people with fewer opportunities in their projects, to solve problems and share practices, to get more knowledge about inclusion projects and build up better contacts

Christophe from Swiss office

- Keeping inclusion as priority for Switzerland by passing the info to new NA and through that support the focus on inclusion as priority
- Sending the 1st inclusion EVS project in 2010? For that better knowledge about specific target groups would need to be created, also partner-finding from abroad is needed
- Getting more familiar with inclusion topic by going through the documents, reports, attending trainings etc.

Terhi from Finnish NA

- Awareness on inclusion on the new website of the NA in 2011 as
- Awareness on inclusion, specific fields, by round-table discussions with organisations working with ex-offenders and young people with criminal background 2011-2012
- Better DEOR by producing and promoting some audiovisual materials from EVS inclusion projects

Pia from Danish NA

- Make inclusion visible already at application stage by evaluating and consulting with the host organisations wither by meeting or mail
- Follow-up of CMS Disabled by getting in touch with participants and getting 2 Danish organisations accredited
- Work on “UU” - Youth Counselling Service that is legally obliged to follow all young people til the age of 19 - to become sending organisation for school drop outs

Aytac from Turkish NA

- To raise awareness of what is inclusion in NGO-s by trainings for accredited organisations
- To reach organisations working with disabled youth, organising information and trainings to them
- To arrange contact-making meeting with organisations who are eager to start EVS but have no capacity, to bring them in contact with accredited organisations for peer-support

Peter from Dutch NA

- Discussion with experienced EVS organisations about inclusion and the need for strengthening the pathway approach
- To learn from the way of working from Turkish colleagues by organising job-shadowing as well as trying to support contacts and co-operation among organisations from Turkey and Netherlands
- To use the film Imre during the seminar “EVS in 24 uur”, 23-24.04.2010

K A T Ch method of evaluation

<p>Keep</p> <ul style="list-style-type: none"> • Size of the group, influencing very positively on dynamic • Format and duration • Concrete link with EVS and Inclusion • Balanced programme with various methods (plenary inputs, small group discussions, film etc) • Stories of experiences • National realities – really useful to get to know • Not too many games but small moments to “refresh” and energise • Colleague Support Group as such the possibility to reflect on your work in this format because in everyday busy reality we do not have too much time • The home-work, which helps to prepare yourself better as well as to discuss issues with your NA colleague before the meeting already 	<p>Add</p> <ul style="list-style-type: none"> • 1 energiser a day • More contacts to organisations or social workers, also maybe in the format of visit to organisation as optional part of the programme (for example in the beginning from 3-5 pm there is a possibility to visit an organisation and “official” programme starts only after that) • Perhaps ½ hour to identify other NAs to work on co-operation projects in TCP
<p>Throw Away</p> <ul style="list-style-type: none"> • Nothing ☺ 	<p>Change</p> <ul style="list-style-type: none"> • Maybe to add some more links about the relevance of specific theories introduced in CSG and support also NA-s to more reflect what is the relevance for their own work • If home-work is sent by NA-s on time (so please do that :) it could be sent already beforehand to everybody. Or ask colleagues to send their home-work directly to everybody (instead of SALTO Inclusion only who would then collect and distribute it) • The feedback on proposals on examples of good practices could have been a bit better co-ordinated. The proposals were first asked but during the programme of

	CSG it could have been more structured and explained when and where will be the time to present your examples, if you have any.
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Some other comments made in last evaluation round:

- Maybe for the new colleagues it would be good to (at least very shortly) introduce also SALTO network in the beginning, in addition to more detailed overview about SALTO Inclusion. And to provide the overall booklet about SALTO network.
- It is very important to keep this format and length – this is the only way for us to reflect on our own work in such a comfortable and supportive format and come away from office for not too long.
- Make a report in a black-white as then it is more environmental friendly to print them out.
- Information was given that in summer 2011 there will be the seminar about EVS by French NA for programme countries and isolated overseas territories and they would like to invite other programme countries to join in partnership -if you are interested to support partnerships with these regions, be prepared and you can already consider it for your TCP in 2011. For more information, contact the French NA.

What can SALTO Inclusion do for you?

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

Where do the Inclusion Colleague Support Groups come from?

The Inclusion Colleague Support Groups (formerly called 'Intervision') are a **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 Group concentrates on one specific inclusion theme. The participants will be asked to prepare some (home)work beforehand to make most of the 2 days together.

The **format** looks as follows:

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

Finances & practicalities

- ☆ Participating NAs pay their own travel and subsistence costs (food and lodging costs)
- ☆ SALTO pays own travel and subsistence costs (and of any invited experts)

The hosting NA is only asked to cover the venue, and their own participation costs. All other costs will be carried by the participating NAs and SALTO Inclusion. The hosting NA books the accommodation, food and working place.

Follow-up & Support:

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

- ☞ For any further questions and suggestions, feel free to contact SALTO Inclusion via inclusion@salto-youth.net



