

Cross-Programme Inclusion meeting

Tallinn, 8-11 November 2010

Inspirational Report

What can you find in this report?

- A little explanation about this Cross-Programme Inclusion Meeting (page 2)
- Reflections about what do we mean by Social Inclusion (page 4)
- A short intro to the different EU programmes: LLP, ESF, YiA (page 7)
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What are 'Inclusion Colleague Support Groups'?

Within the Youth in Action programme, smaller 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.

The peer learning is supported by **learner-centred methods** and by **the diversity of experiences** in the group (different realities and experiences, mixing beginners and experienced colleagues). An inclusion colleague support groups provides 'slow time' to focus on specific issues and go more in depth in addressing them. The outcomes are very much action-focussed to take concrete measures to improve the inclusion situation.

SALTO Inclusion documents the **ideas and recommendations** stemming from the discussions to share across the network, among inclusion colleagues that were not there – and also offers support for the different action plans.

↳ Previous reports of Inclusion Colleagues Support Groups at:
www.salto-youth.net/inclusionsupportgroups/

The 'Cross-programme Inclusion meeting' in Tallinn, 2010

The UK National Agency of the Youth in Action programme wanted to learn more about other EU mobility programmes, which in quite some countries are even hosted in the same structure. Some of the **aims are similar** across the programmes: mobility, citizenship and also INCLUSION.



That's why SALTO Inclusion proposed to organise an '**enlarged**' **inclusion colleague support group on cross-programme cooperation**. The Estonian NA kindly offered to host this cross-programme meeting, as they were also looking for an increased cooperation between different EU programmes that were hosted within their Archimedes Foundation.

The aim of the 'cross-programme inclusion meeting' was to **look over the hedge** and exchange about how different EU programmes addressed inclusion within their actions. This meeting allowed at the same time for international cooperation as for setting up national cross-programme synergies.

Participants were required to come in **national delegations** composed of different programmes. The following programmes and countries took part:

- ↳ UK, Estonia, Hungary, France, Sweden and Norway
- ↳ Lifelong Learning Programme (Leonardo, Grundtwig, Comenius, eTwinning), European Social Fund and Youth in Action

The meeting was facilitated by SALTO Inclusion and an external trainer.

↳ Full **contact list** on page 44

What is SALTO Inclusion?

The SALTO-YOUTH Inclusion Resource Centre is a **support structure** for the European Youth in Action programme.

- It provides **resources** (training tools and methods, publications and youth worker manuals, information and newsletters,...)
- for **persons and agencies supporting 'young people with fewer opportunities'** (Inclusion workers, youth workers, social workers, YiA National Agencies).
- SALTO Inclusion also provides **opportunities for training, exchange and reflection** on their inclusion practice (Training courses, seminars, conferences, round tables).
- The SALTO Inclusion Resource Centre works towards the **visibility, accessibility and transparency** of its inclusion work & resources (website, newsletters, promotion, campaigns)
- and towards making 'inclusion of young people with fewer opportunities' a **widely supported priority** (advocacy, strategic support, spreading the message).

SALTO-YOUTH
I N C L U S I O N
R E S O U R C E C E N T R E



SALTO Inclusion is part of a network of **8 SALTO-YOUTH resource centres** working on different European priority themes or regions. Each SALTO Resource Centre is embedded in one of the National Agencies of the Youth in Action programme, but its scope and services are European-wide. The SALTO Resource Centres are for the largest part funded by the European Commission, but also receive co-funding from the National Authority of the NA in which they are hosted.

The first four SALTO-YOUTH Resource Centres were created in September 2000, so the SALTO network and SALTO Inclusion celebrated its **10th anniversary** in 2010.



➤ More about the SALTO-YOUTH network at www.salto-youth.net.

Mutual understanding of Inclusion

Before starting to work together, the facilitators worked towards a common understanding of 'social inclusion'. Participants wrote their ideas and associations on a post-it in a three-step process:

- a) **Inclusion associations:** What comes up in your head when you think of 'inclusion'?
- b) **Inclusion in your work:** What are your guiding principles when working towards inclusion in your office/in your daily work?
- c) **Inclusion inspirational moment:** Which moment inspired you for your work on inclusion?

The team regrouped the different contributions. They could be categorised in 1) philosophy, concepts, approaches 2) target groups 3) activities, methods.

1) philosophy, concepts, approaches towards inclusion: solidarity, tolerance, equality, political will, accessibility, social integration, openness to new target groups, positive discrimination, turn disadvantage into advantage, develop people's full potential, self-confidence, increase opportunities,...

2) disadvantaged target groups addressed: socio-economic disadvantage, ex-offenders, Roma/gypsy, ethnic minorities, disability, LGBT, young people with fewer opportunities, hospital schools, young people outside of mainstream education, school drop outs, NEET, Somali, prisons, migrants, people with lacking social skills, special needs,...

3) inclusion activities, methods used: convincing immigrants to take part (motivation work), support for target groups in projects, independent living skills, step by step approach, guidance, promotion (accessible materials), sports tournament across groups, school project with young people with special needs, migrant integration in labour market, online communities, use of mediators/multipliers, support application process, training teachers/trainers, fund special costs related to inclusion, develop tools to overcome obstacles, media training for Roma people,...



Reflections – group discussion

These are **different levels of operationalisation**. The general philosophy is the ideal vision of society. To make it more concrete you can focus on specific target groups. An important question in this respect is how to select which groups (prioritisation). Finally you need to address the issues those groups are facing through a variety of interventions and support activities.

There usually is not enough money to spread over the different considered inclusion target groups. So there is a need to **prioritise (less is more!)** and invest in specific groups for an amount of time

(without excluding others! Keep it inclusive) and then move onto special efforts for the next target group(s).

The choice of target groups depends on **the (national) context**. An exclusion factor in one country may not be considered as such in another country (e.g. unemployment in Norway or Spain, gay & lesbian in Holland or Rumania,...). The focus on different target groups also depends on political priorities (e.g. burning cars in suburbs = focus on urban disadvantage, economic crisis = focus on un/employment).

Defining inclusion groups is complex. Youth in Action uses the concept of being “disadvantaged compared to their peers” (a person in a similar situation) e.g. not all people with a disability or from immigrant background are disadvantaged per se – but some are in specific situations or contexts. You need to see the persons in their concrete situation/context.

We can build **bridges across programmes**, based on common approaches, views or philosophy about ideal society, but this view needs to be operationalised / contextualised. Another connection between programmes are the different exclusion situations addressed: “what are people excluded from” e.g. employment, educational opportunities, housing, social/cultural life,... This approach focuses on the ‘situation’ rather than on the person (avoids labelling).



Inclusion in the Youth in Action programme

Within the Youth in Action programme, the inclusion efforts focus on giving opportunities to 'young people with fewer opportunities'. These are defined as follows:

"**Young people with fewer opportunities**" are young people that are at a disadvantage compared to their peers because they face one or more of the situations and obstacles listed below.

In certain contexts, these 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.

- **Social obstacles:** young people facing discrimination (because of gender, ethnicity, religion, sexual orientation, disability, etc.), young people with limited social skills or anti-social or risky sexual behaviours, young people in a precarious situation, (ex)offenders, (ex)drug addicts, young and/or single parents, orphans, young people from broken families, etc.
- **Economic obstacles:** young people with a low standard of living, low income, dependence on social welfare system, long-term unemployed youth, homeless young people, young people in debt or in financial problems, etc.
- **Disability:** young people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities.
- **Educational difficulties:** young people with learning difficulties, early school-leavers and school dropouts, lowly or non-qualified persons, young people that didn't find their way in the school system, young people with poor school performance because of a different cultural/linguistic background, etc.
- **Cultural differences:** young immigrants or refugees or descendants from immigrant or refugee families, young people belonging to a national or ethnic minority, young people with linguistic adaptation and cultural inclusion problems, etc.
- **Health problems:** young people with chronic health problems, severe illnesses or psychiatric conditions, young people with mental health problems, etc.
- **Geographical obstacles:** young people from remote, rural or hilly areas, young people living on small islands or peripheral regions, young people from urban problem zones, young people from less serviced areas (limited public transport, poor facilities, abandoned villages...), etc.

Inspirational video: inclusion

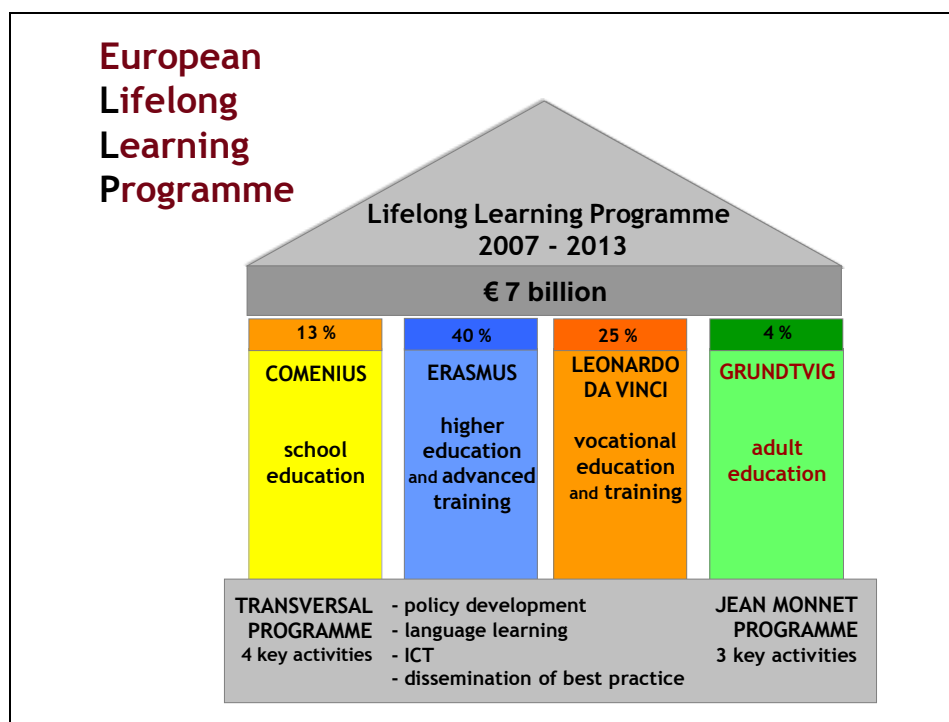
To round off the day, the team presented an inspirational video which can be used in educational programmes too – to stimulate discussions on inclusion.

↪ www.youtube.com/watch?v=KWUhZyzhIQ

Presentations of different programmes

Part of participants' homework for the meeting was to prepare a presentation of their programme in maximum 5 slides. This sketched the general frame of the different EU programmes present for the other participants.



Lifelong Learning Programmes



http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm

Grundtvig – Adult education

Objectives of Grundtvig	Who can participate in Grundtvig?
<ul style="list-style-type: none"> to improve the quality and to promote the cooperation in adult education throughout Europe to improve the accessibility to lifelong learning (special attention to vulnerable social groups) to encourage the development of innovative practices and products in adult learning to improve the professional development of staff directly involved in the adult education sector to help adults to acquire competences and general skills necessary for their personal and professional development and for being as active European citizen 	<p>Basically, anyone involved in adult education</p> <ul style="list-style-type: none"> Adult education institutions in formal and non-formal system Local and regional authorities Other (informal) education providers for adults - non-profit foundations and associations, libraries and museums, prisons, hospitals, trade unions etc Teachers of adults and other adult education staff Adult learners (over 25 and 16 - 24 year olds no longer in initial education) <i>especially vulnerable and less-represented social groups</i>

<p style="text-align: center;">Grundtvig actions ARCHIMEDES</p> <p>Managed by national agencies in 33 countries</p> <ul style="list-style-type: none"> • Grundtvig Learning Partnerships • Grundtvig Workshops • Grundtvig Senior (50+) Volunteering Projects • Grundtvig In-Service Training for adult education staff • Grundtvig Visits and Exchanges for adult education staff • Grundtvig Assistantships • Grundtvig Preparatory Visits <p>Managed by EAC Executive Agency</p> <ul style="list-style-type: none"> • Grundtvig Multilateral Projects • Grundtvig Multilateral Networks • Grundtvig Accompanying Measures 	<p style="text-align: center;">Grundtvig target groups ARCHIMEDES</p> <ul style="list-style-type: none"> • adults lacking basic education and qualification (incl youngsters, school drop-outs) • adults living in outlying rural or deprived urban areas (incl young families) • adults disadvantaged for socio-economic reasons (incl unemployed, people living in poverty) • older citizens • disabled persons and adults with special needs (incl persons with mental disabilities, mental disorders, dyslexia) • cultural and ethnic minorities, refugees, asylum-seekers, gypsies and travellers, non-native language speakers <ul style="list-style-type: none"> • other under-represented or "hard to reach" groups in adult learning (e.g. ex-offenders, prisoners, alcoholics, addicts etc) 
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↩ http://ec.europa.eu/education/lifelong-learning-programme/doc86_en.htm

Comenius – Schools & teachers

<p style="text-align: center;">COMENIUS ARCHIMEDES</p> <p>Specific objectives:</p> <p>To develop knowledge and understanding among young people and educational staff of the diversity of European cultures and languages and its value;</p> <p>To help young people acquire the basic life-skills and competences necessary for their personal development, for future employment and for active European citizenship</p>	<p style="text-align: center;">COMENIUS ARCHIMEDES</p> <p>Operational objectives:</p> <p>To improve the quality and increase the volume of mobility</p> <p>To improve the quality and increase the volume of partnerships</p> <p>To encourage the learning of modern foreign languages</p> <p>To support the development of innovative ICT based content, services, pedagogies</p> <p>To enhance the quality and European dimension of teachers training</p> <p>To support improvements in pedagogical approaches and school management</p>
<p style="text-align: center;">COMENIUS TARGET GROUPS ARCHIMEDES</p> <ul style="list-style-type: none"> • Teachers • Pupils • Students • Educational staff • Schools • Educational authorities 	<p style="text-align: center;">COMENIUS ACTIONS ARCHIMEDES</p> <p>Development of partnerships:</p> <ul style="list-style-type: none"> • Bilateral and multilateral partnerships for schools • Bilateral partnerships for regional educational authorities <p>Individual mobility:</p> <ul style="list-style-type: none"> • In-service training (1-6 weeks) • Assistantships for future teachers (3-10 months) • Pupil mobility (3 months to a school year)

↩ http://ec.europa.eu/education/lifelong-learning-programme/doc84_en.htm

Comenius Regio Partnerships

Comenius Regio is a new action (since 2009) under the Lifelong Learning Programme. It has an annual budget of EUR 16 million. **Comenius Regio Partnerships** support cooperation between local and regional authorities, schools and other learning organisations across Europe.

Comenius Regio Partnerships fund **regional cooperation** in school education, and promote the exchange of experience and good practice between regions and municipalities in Europe. They aim to help regional or local authorities with responsibility in school education to improve educational opportunities for school-age children. Within these **bilateral cooperation projects** the two participating regions are free to choose any topic of relevance and interest to them. For example, projects could work on school management issues, better integration of pupils with migration backgrounds, entrepreneurship education or reducing early school leaving.

Schools and other **relevant partners within the region or municipality**, such as a youth club, a library or museum, must be integrated in project activities. Both cross-border cooperation and cooperation between regions in different parts of Europe are welcome.

Comenius Regio Partnerships can contain a **wide range of actions** like exchanges of school education staff, joint teacher training activities, peer learning or study visits. They can also launch a variety of other activities in the regions involved, for instance surveys, trials of new educational approaches or awareness-raising campaigns.

↪ http://ec.europa.eu/education/comenius/doc1002_en.htm



eTwinning – online collaboration

The image displays four screenshots of the eTwinning website, arranged in a 2x2 grid. Each screenshot includes the eTwinning logo, the URL 'www.etwinning.net', and the British Council logo. The top-left screenshot, titled 'eTwinning Headlines', lists statistics: 32 European Countries, over 109,370 teachers in Europe, and over 10,687 teachers in UK. It also lists aims: facilitating collaboration between teachers, allowing teachers and pupils to work together online, providing a multilingual platform, and making ICT use easy. The top-right screenshot, titled '3 layers', describes 'The Public Portal' (information and registration), 'The Desktop' (search tools and communication), and 'The TwinSpace' (private workspace for project partners and pupils). The bottom-left screenshot, titled 'Reasons to use eTwinning:', lists benefits like being a free resource, safe environment, no application forms, real context for learning, and developing ICT skills. The bottom-right screenshot, titled 'eTwinning and Social Inclusion', lists benefits like no limits on numbers, geographical inclusion, and addressing cultural issues.

http://ec.europa.eu/education/comenius/doc1010_en.htm

European Social Fund

Between 2007 and 2013 the European Social Fund will grant a total of 67 billion euro to projects across the EU. The member states are responsible for the planning and good use of these grants.

The Social Fund in Sweden

The Social Fund in Sweden aims to contribute to speeding up change and renewal within working life. By doing so we believe that ESF can play a key role in promoting employment and growth.

The Social Fund finances projects across the whole labour market that:

- increase opportunities for development and renewal within working life through competence development
- increase job-opportunities for individuals that are far from the labour market to get a job and stay employed through unconventional methods

The Swedish ESF council (www.esf.se) created **five thematic groups**. The objective for the theme groups is to produce, analyze and systematize project results to guarantee strategic impact also after the individual projects end – in Sweden and in the EU.

- Thematic Group on Integration to the labour market
- Thematic Group on Equality
- Thematic Group on Entrepreneurship and Business
- Thematic Group on In-service training and adaptation
- And last but not least... the **Theme Group Youth**: www.temaunga.se

THEME GROUP YOUTH

The Theme Group Youth **office collects and processes ESF project experience and results from the youth sector**. It produces materials and information and is responsible for the dissemination of Theme Group Youth findings and proposals and makes inter-sectoral and other forms of collaboration possible.

The results and experiences of the methods used will be continuously published so that they can be implemented by the current projects and also serve as a tool for planned projects. The results will also be continuously made available to the European Social Fund, other theme groups and the European Network on Youth Employment.

Theme Group Youth – a mission to make a difference

The objective is to **influence ongoing and planned projects** during the program period and add value to the field, which can lead to changes in young people's job prospects in the long term and improve the quality of the efforts that young people encounters regardless of their skills and greater employability.

The primary target groups of Theme Group Youth

Projects and decision-makers at all levels who mostly work with young people as well another groups of young people, i.e., those with disabilities and young immigrants, along with other age groups, in areas such as education, employment and social policy.

- Results, methods and good practices will continuously be available on our web. During 2010 and 2011 we will for example produce research publications on: NEET's, statistics and methods
- Employers attitudes and Practice and training – where and when, and for whom? Handbooks for employers and projects
- Young peoples attitudes to social welfare and other benefits (linked to treatment/reception)
- Methods directed towards young people with disabilities

The European Structural Funds in Estonia

EU structural funds for youth and youth work in Estonia 2007-2013

To support youth employability and reduce problems entering and competing at the labour market, Estonia has decided to implement a complex of measures in the years 2007-2013 supported through European Union structural funds. The measures are based on the understanding that non-formal learning and specifically youth work play important role in supporting skills and knowledge necessary to develop one's own life project which includes personal development, integration into the working life and managing problems.

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EU structural funds for youth and youth work in Estonia 2007-2013

- Developing youth work quality
- Ensuring guidance and counselling
- Building and renovating youth infrastructure

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Developing youth work quality

Aim:
To increase young people possibilities in entering and managing in labor market through increasing youth work quality.

- training of youth workers and developing training system for youth field
- developing youth work quality assessment scheme
- establishing youth monitor and youth policy analyse system
- supporting open youth centres in inclusion programs

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Inclusion theme in the programme

Priorities of the trainings:

- Youth participation
- Supporting youth employment through youth work
- Decreasing youth health risks
- Inclusion of YPWFO

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Inclusion theme in the programme

Supporting youth employment and decreasing social exclusion in Open Youth Centers.

- Till 2013 there will be a possibility for 150 youth centers to increase the diversity of their activity and to include more young people in their activities.
- There will be a training course of street youth work for open youth centre's youth workers.

2011 new part of the programme supporting NEET group and young school leavers.

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Youth in Action



Youth in Action has different Actions

- Youth Exchanges (13-29 yrs.)
- Youth Initiatives (15-30 yrs.)
- Youth Democracy Projects (13-30 yrs.)
- European Voluntary Service (18-30 yrs.)
- Cooperation with the Neighbouring Partner Countries
- Meetings of young people and those responsible for youth policy (15-30 yrs.)
- Training and Networking for youth workers (18+ yrs.)




- Active European citizenship fosters community spirit
- Participation of young people creates ownership
- Cultural diversity promotes tolerance and solidarity
- Inclusion of all young people strengthens communities




NON-FORMAL LEARNING

- Outside** of schools, universities, vocational training centres ...
- Structured learning:** fixed aims and objectives, durations, educative tools and methods, programme of activities, teams of trainers or facilitators
- Intentionality** to learn (participants) and to teach (trainers)
- No diplomas but possibility of validation:** Record of achievements (UK), and now the YOUTHPASS (European certificate for Youth in action participants)



Youthpass

- Evaluation tool
- Describes the activity
- Reflection of learning experience
- Recognition of non-formal learning



€ 112 million
7 300 projects
132 000 participants

 http://ec.europa.eu/youth/youth-in-action-programme/doc74_en.htm

The bigger picture: European policy

How does your programme relate to European policy? Which policies are relevant for your work? What do you already do to fit to these policies? Below is a mind map of policy related to our work.



- Europe 2020 > Youth on the Move
= http://europa.eu/youthonthemove/europe2020_en.htm
- European Year on X Y Z
= www.eyv2011.eu, www.2010againstopoverty.eu
- New skills for new Jobs
= <http://ec.europa.eu/social/main.jsp?catId=568&langId=en>
- Multilingualism
= <http://ec.europa.eu/education/languages/>
- Education Training Framework 2020
= http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm
- EU Youth Strategy: Investing and Empowering
= http://ec.europa.eu/youth/news/news1458_en.htm
- European Commission's Inclusion Strategy for the Youth in Action programme
= www.salto-youth.net/inclusionstrategy/ and http://ec.europa.eu/youth/youth-in-action-programme/doc118_en.htm

These could be umbrellas under which different programmes could find each other and cooperate.

Timeline of Projects: Processes

What are the different moments of contacts with potential inclusion projects? How can you influence them – stimulate inclusion projects? Maybe you can also find similarities in your approaches and create synergies?

First contacts and coaching towards a project

Lifelong Learning Programme

- Information days reaching out to potential beneficiaries
- Media campaigns
- Mapping applications from previous years + target regions/target groups with less applications
- Set national priorities
- Contacts through umbrella organisation for specific target groups
- Provide technical advice for the applications/projects
- Pre-formal check of applications and feedback to applicants
- Next year all meetings arranged by NA should be accessible for disabled people

Comenius

- Network of Comenius ambassadors in each region – closer support for inclusion groups
- Extra support and guidance for new applicants

eTwinning

- Mapping of different areas and groups using the platform
- Share examples of projects for newcomers

Grundtvig

- Cooperation with relevant umbrella organisations (working in the field of inclusion)
- Use umbrella organisations as multipliers and connection to the target groups
- Involve former inclusion beneficiaries in the promotion of the programme
- Project counselling for (future) applicants

European Social Funds

- Preparatory phase

Youth in Action

- Spread SALTO Inclusion & SALTO Cultural Diversity publications for specific target groups
- Support for inclusion projects by a dedicated inclusion officer in the NA
- Networking and cooperation with inclusion stakeholders (organisations working with inclusion groups)
- Information sessions and training courses for young people – and inclusion organisations
- Cooperation structures between trainers, NA and youth workers i.e. multipliers, cultural coaches, contact lists, regional working groups



- TCP training courses, seminars (TCP= NA budget for own training, info and support activities for the programme)
- Action 4.3 (training, seminars, jobshadowing, etc) to support youth work – can also be used for inclusion related training
- Counseling and supportive approach for new applicants
- Direct meetings with organisations working with inclusion – to improve their applications
- Networking and cooperation with other actors – such as ESF
- Direct and specific targeted information to inclusion organisations
- Taking part in external meetings (with ethnic minorities or other inclusion groups)

Support for the application process and projects

Lifelong Learning Programme

- Kick off meetings for beneficiaries/granted projects
- Thematic meetings of LLP projects (e.g. about inclusion)
- Extra money for inclusion

Grundtvig

- National priority points (e.g. for inclusion)
- Extra grants for special needs

European Social Funds

- Cross-sectoral support for inclusion

Youth in Action

- Priority scoring: inclusion projects get more points (to be granted)
- Flexibility with application dates for youth with fewer opportunities
- Exceptional costs for special needs
- Funding for advanced planning visits
- Information day for grant beneficiaries
- Publications (e.g. SALTO Inclusion, project management guides,...)
- Accreditation of organisations to host (inclusion) volunteers
- Flexible rules (adapting the assessment according to capability of the beneficiaries)

During the project

Lifelong Learning Programme

- Monitoring visits to the projects, advice for inclusion projects
- Promotion of projects (e.g. in the media, thematic meetings,...) – give visibility
- Feedback to non-successful applicants about the reasons of rejection
- Accompanying teacher for students from inclusion groups

eTwinning

- Provide publications and case studies
- Training for ICT, conferences
- Network of ambassadors
- Impact studies
- Make a video of learners (all programmes together)

Grundtvig

- Extra support for applicants working with disadvantaged target group
- Obligation to monitor inclusion
- Thematic monitoring meetings (e.g. on inclusion)

European Social Funds

- Monitoring support

Youth in Action

- Monitoring visits on the spot, advice
- Reinforced mentorship for European Voluntary Service (EVS)
- Youthpass certificates for participants
- Coaches and mentors for projects
- Training courses

After the project

Lifelong Learning Programme

- European thematic group (e.g. on inclusion)
- Valorisation conferences/showcasing inclusion projects (for all stakeholders)

eTwinning

- Awards for best inclusion projects
- Document and use the projects as an example of good practice (promotion)
- Thematic networking meetings
- Highlight further opportunities to enhance/ explain the impact

Grundtvig

- Dissemination events, fairs, exhibitions, showcase events
- European Shared Treasures.eu web space for the dissemination of results

European Social Funds

- Evaluator documenting and analysing the whole process/project
- Theme group youth

Youth in Action

- Document and promote best practices
- Extra funding for dissemination and exploitation of project results
- EVE - European wide dissemination website
- Evaluation meeting (funding possibility under action 4.3)
- National valorisation events (funded by the Training and Cooperation Plan budget)
- Collect and publish success stories (NA)
- Youth Space website (UK) – applicants must upload dissemination results
- Keep project-promoters warm by inviting them to new events or conferences
- Research – RAY impact study.



Resources for inclusion

What kind of resources / tools/ support /structures do your programmes have for inclusion projects? Maybe you can have a look what similar material there is and be inspired. Or why not have the same resources or use each other's' where appropriate?

Progr	Resources for Inclusion
YIA LLP	National general brochure about the inclusion aspects of YIA (definitions, examples, practical inform.)
LLP	Magazine (annual) and thematic this year 2010, about drop-outs
LLP	Thematic conferences
YIA	Seminars directed to inclusion target groups
LLP	Knowledge center - thematic events & promoting new projects.
YIA/LLP	Inclusion officer / Equality WG
LLP	Cooperation w. National umbrella for work with target group
LLP	Expert groups dealing w. inclusion
YIA	The European Inclusion Strategy + national strategies + <u>SACTO Inclusion</u>
YIA, LLP	Statistical data
YIA	Cultural coach

WEBSITES

Lifelong Learning Programmes

- Brochure about inclusion, inclusion good practices – to inspire and promote inclusion as a priority
- Magazines: annual or thematic e.g. about inclusion, with inclusion related articles
- Thematic conferences for NA staff e.g. on inclusion, thematic networking, stakeholder meetings
- Knowledge centre, organising thematic events and promoting new inclusion projects
- Cooperation with national umbrella organisations that work with the priority target groups
- Expert group on inclusion, guiding the inclusion work/initiatives/grants of the NA. Equality working group.
- Statistical data about different target groups in the programme(s) – mapping of current state of under-represented groups in LLP

- Impact study, case studies, publications, database online regarding inclusion. Thematic monitoring meetings on inclusion.
- Experts, trainers, resource persons or NA staff dedicated to different priority themes (inclusion)-key stakeholder database.
- Regional information points, network of regional advisors (on inclusion)
- www.llpinclusion.eu – 3 year thematic cooperation on inclusion
- www.europeansharedtreasure.eu – good practice database with LLP projects, virtual exhibition website. EVE website
- www.lifelonglearningprogramme.org.uk – www.archimedes.ee/hkk
- Comenius: use of facebook for sharing and communicating – Comenius friends
- Publications, case study booklets,

European Social Fund

- Research on the impact of youth employment projects (Sweden)
- Fokus: reports on living conditions of young people in disadvantaged areas (Sweden) – English summaries – some examples on platform
- www.esf.se – www.temaunga.se – www.ungdomsstyrelsen.se
- ESF Youth Theme (Estonia): engage with policy makers, stakeholders, key contacts: research, evaluation summaries, evidence based methods.



Youth in Action programme

- Inclusion good practice brochure: practical examples of inclusion projects. Definition of inclusion.
- European Com's Inclusion strategy for the Youth in Action (outlines definition of 'inclusion', the target groups, the flexibility or dedicated money/project formats for inclusion groups). Get me in: brochure about the Inclusion strategy in Youth in Action.
- National Agencies are required to set up a national inclusion strategy depending on their national context and priorities (without excluding anyone)
- Good practices on SALTO Inclusion website: project examples, but also training methods, inclusion manuals for youth workers (Inclusion for All publications www.salto-youth.net/inclusionforall/)
- Seminars, training courses, partnerbuilding activities for specific target groups, specifically for inclusion groups. Possibility for NAs to organise these activities with TCP money (budget for own Training and Cooperation Plan activities to support priorities and quality in projects).
- Every NA has an 'inclusion officer' dedicated specific time and efforts to increasing inclusion in YiA.
- National inclusion groups: bringing together experts, stakeholders, NA,... Regional advisors or experts (in the regions), multipliers for inclusion.
- SALTO Inclusion and SALTO Cultural Diversity Resource Centres – providing resources, training, NA support on these priority topics. www.salto-youth.net/inclusion/ & www.salto-youth.net/diversity/
- Inclusion Colleague Support groups organised by SALTO Inclusion for Inclusion officers, peer support for specific inclusion topics.
- (rudimentary) Statistics on inclusion projects.
- SALTO has a Trainer Online for Youth (TOY) database (www.salto-youth.net/toy/) with trainers experienced in inclusion. Similarly, there are all kinds of 'inclusion specific' methods (simulation games, etc) in an online Toolbox. www.salto-youth.net/Toolbox/
- System of cultural coaches. People from the target group that make the link between ethnic communities and the YiA programme (information, training, coaching, project support, NA cooperation).
- Partnership on Youth between the European Commission and Council of Europe. Publications for youth workers (e.g. Social Inclusion, project management, intercultural learning,...) www.youth-partnership.net.
- Council of Europe work on Human Rights Education (close to inclusion) = Compass manual – Compasito for classroom activities with children www.coe.int/compass/ - All Different All Equal campaign and educational material.
- www.jeunesseenaction.fr / www.youthspace.org
- Eurodesk network about funding possibilities in Europe and youth portal about opportunities, support for learning, volunteering, travelling etc. <http://europa.eu/youth/>



Exchange of Good Practices related to Inclusion

Participants were asked to bring some examples of good practices regarding inclusion from their programmes and work realities. They shared these concrete approaches in smaller groups to inspire each other. The following are some examples.

European Voluntary Service in the UK

There is a funding possibility within Youth in Action for ‘European Voluntary Service’ (EVS). The UK has a lot of volunteers coming to working with people with a disability – but hardly any of the volunteers we receive have a disability themselves. To remediate this situation, the UK National Agency for the Youth in Action programme organised some seminars for youth workers promoting the possibility to host volunteers who would have a disability themselves. The most successful of those seminars was one where both **experienced youth workers and young people with a disability** were invited. The facilitator provided a parallel programme for the different groups e.g. about funding, budget etc. for the youth workers – and about fears, intercultural learning etc. for the young people. In a second stage both groups came together to share what they had been working on, interviewing each other. At the same time the team had invited an experienced former EVS volunteer with a disability. The mix of participants was really appreciated.

↳ Contact Aneta (UK) for more info

Cultural coaches

An other idea linked to that are **cultural coaches**. In cooperation with the SALTO Cultural Diversity resource centre, the UK NA of the Youth in Action programme trained coaches from the target group (e.g. ethnic or religious communities) about the Youth in Action programme. At the same time the coaches from the specific target groups were teaching the NA staff how to deal with their particular groups. This two-way learning was very fruitful. The cultural coaches spread the knowledge and opportunities of the Youth in Action programme amongst young people and youth & community workers from their group and the NA staff got to know better how to reach out to the particular groups. This led to an increased amount of approved project applications.

PS the ‘cultural’ coaches don’t have to be necessarily from a ‘cultural’ (minority) group. It could be just as well **‘coaches’ from other target groups** such as people with a physical disability, or with mental disorders, or working with ex-offenders, etc. It is important to talk with people, and just not about them.

↳ Contact Aneta (UK) or SALTO Cultural Diversity (www.salto-youth.net/diversity/) for more info

A holistic approach

Some of the participants complained that they don’t really have a clear picture of who is participating in the different programmes (or which target groups within their own programme for that matter). However, the opportunities offered by one programme might not be suitable for a particular person/group in that particular time. So it would be good to explore the possibilities in other programmes. Our programmes complement each other. It’s good **to look on the programmes holistically**. We really need a more cross-sectoral approach, in which we don’t see our beneficiaries

(and ourselves) limited to only education, youth work, labour market, social inclusion,... but approach people in a more holistic way. Some projects for instance also work with families, and not only the children.

When we introduce our programmes to local authorities we should emphasise that they **complement each other**. There are already initiatives to not only show good practices from their own programme, but also from other programmes. For instance the www.llpinclusion.eu website wants to open up to good inclusion practices from other fields.

↳ Contact Rebecca (UK) for more info

Reaching out to inclusion groups

In order to best 'sell' your programme and possibilities within it, it would be necessary to visit and witness some of the projects and people (because the application itself is blind). This can be particularly inspiring for inclusion groups. It makes you aware of the situation of people with special needs in such a programme/project.

When reaching out to inclusion groups, it is good **to have step by step approach**. You won't get on board difficult to reach target groups just by doing a one-off mailing. It takes a longer process which you should build up in several steps: one of the first stages is to raise awareness of existing opportunities, in the next step(s) you can convince the individuals/groups to apply, close coaching can be the additional pat in the back that gets them on board...

It is probably difficult to have all the **inclusion expertise** in your office. That's why it is good to cooperate with people who have the expertise. You can involve experienced people from your programme to make other similar target groups warm for it. Similar backgrounds often create more credibility.

Show off best practice for inspiration

Projects (and we ourselves) can get **inspiration** from previous inclusion project examples. Therefore it can be beneficial to document inclusion good practices (or worst practices to learn from ;-). The European Social Fund in Sweden, for instance, started a project bank, in which you can find all descriptions of granted projects online. Another suggestion was to select and promote 'the inclusion project of the month'.

One of the good examples is the project with and for **unemployed young people**. It took lots of time to map the needs of this group. They set up a system of (young) coaches who build up an individual approach to clients (the unemployed young people). The different coaches have different educational and professional backgrounds (e.g. sociologist, youth worker, etc). They discovered that the success of the project lies in the matchmaking between the coach and the client. Another success factor is the cross-sectoral approach, so that the client doesn't have to jump from authority to authority. The client together with the coach also sets up a personal action plan (first goal, second goal etc.) – which means that the young person is the creator of his/her plan.

↳ Contact Lidija (SE) for more info

Promote your programme

Within Comenius In-Service Training, 50% of the beneficiaries got the information from colleagues (peers), hardly 1 % from information meetings (organised by the NA and partners), 19% from the headmasters and 30% from the webpage or publications. This shows that **peer-to-peer information is very powerful**. For the work in the Comenius agency, this means that we should go out to where the target group is (e.g. participate in teachers' meetings) instead of inviting them for info-sessions.

☞ Contact Kate (SE) for more info

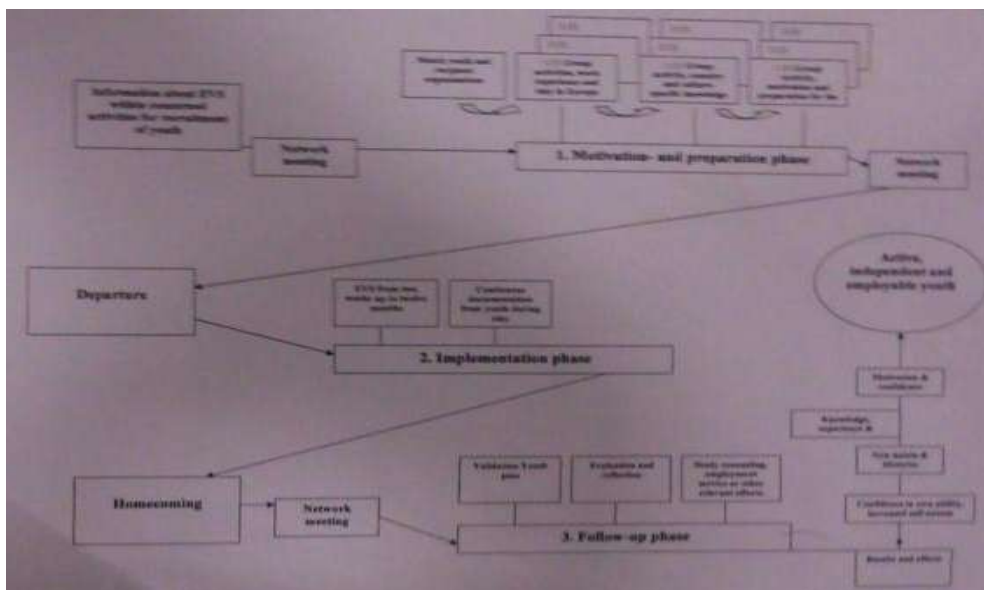
Combining programmes - Gothenburg

The city of Gothenburg (in partnership with 8 countries) created a structure to support **young unemployed people** in finding a job. They built up a network of coaches which would work with young people to develop their skills, their motivation etc. The young people are recruited through social services, career guidance, school counsellors, health centres – who are in contact with youngsters in difficult situations. The project did not only involve the young people but also the families, social services, etc.

After a whole set of preparation measures by the coaches (e.g. group activities with other future volunteers, pre-departure training, etc), they proposed **European Voluntary Service (Youth in Action)** as a tool for long-term unemployed youth. In the international cooperation network, the partners decided on 5-10 hosting placements in each organisation and send to each other volunteers from their employment programmes.

The young people would go abroad to the volunteering project for a period of 2 to 12 months. There was continuous documentation of their stay in the other country. Lots of effort was put into the follow-up of the voluntary service: e.g. meetings, sharing, youthpass process, evaluation and reflection about what has been learned, guidance to future, meeting employment office talking about new skills, contacts to study councillors, etc. An external evaluator documented all the results.

☞ Contact Emmy (SE) for more info



Spreading the word about inclusion

There is a 'problem' to 'push' schools towards inclusion. They seem to be reticent to give attention to inclusion and undertake action in this field. To remediate this problem, the 2E2F Agency for the Lifelong programmes in France decided to organise a **European seminar about inclusion** for 'general' project beneficiaries (not necessarily the ones focussing on inclusion in their projects), across programmes (e.g. Erasmus, Leonardo, Comenius, Grundtvig).

The project beneficiaries soon realised in the discussions that their projects were based on common values. And even though maybe not always explicit, inclusion was one of those central principles. From this realisation, the participants of the seminar then moved on to answer the questions:

- How do you reduce the stigmatisation of inclusion groups in your project?
- How can you improve the curriculum/project with regards to inclusion?

This led to an increased focus and willingness to work on inclusion.

↳ Contact Patrice (FR) for more info

Breaking down barriers

The Hungarian Youth in Action National Agency organised a **long term training course for the Roma community**. However, the course explicitly invited people from the Roma community itself and other youth workers working in areas with a large Roma population (but who are not Roma themselves). The course consisted of 2 residential seminars with a coaching phase in between to set up Youth in Action projects.

The course gave the participants the space to express their identity, to be recognised and respected as actors in their own community. It was great to mix Roma and non-Roma youth workers to break down barriers and stereotypes. The team coached the participants towards projects and provided a good support structure.

As a result, several **Roma-projects** are granted in the meantime. Several youth initiative projects, a youth exchange about Roma culture and one of the Roma became trainer in the Hungarian pool of trainers.

↳ Contact Lazslo (HU) for more info

Special projects for special needs

Within the Leonardo mobility projects, educational institutions apply for grants for vocational students to go to another other country for a traineeship/practice period. An Hungarian school for **special needs education** taught students with different types of mental disability to produce wooden products. Usually it is difficult to find a school abroad to host such vocational projects, but they succeeded. After a trial out, now the school sends regularly about 15-20 participants to the neighbouring countries.

The students first go through a preparation phase in Hungary: language learning, professional preparation, team building... (financed by the Leonardo programme). Next, the students with a

disability go to the placement abroad (1 to 3 months up to half a year) – together with an accompanying teacher. They do take a language course in language of the host country and they spend time in school (lessons) and in a real working environment. At the end there is the evaluation and dissemination phase.

This is a **unique chance** for people with a disability. Upon return they receive a Europass mobility certificate which they value a lot. It raises awareness about the mobility for special needs groups.

There are some **special measures** in the project to deal with special needs: the working language of the project is Hungarian – but they do learn some foreign languages. Accompanying teachers go along together with the groups abroad. This allows for more coaching and continuity. There is extra-funding in the sense that the daily allowance for the learners are higher. Special costs are covered where needed (eg clothes, etc).

↳ Contact Judith (HU) for more info



Principles for inclusion success

From the different good practice presentations, the participants analysed what worked in these projects and extracted some principles that contribute to successful inclusion interventions. What works? Which approaches are particularly successful for stimulating projects with inclusion groups and the people working with them? How can we streamline these principles of success in our day-to-day work?

Connect to the target group(s)

- Identify relevant **stakeholders, gatekeepers, multipliers** (for reaching out or working with your priority target groups(s). Find out who can help you in your work.
- Use **advocates, role models, people from the target group**. Get some firsthand experience on board, good practices, inspiring experiences – from the target group(s). Allow others from the target groups to ask questions about the ‘real thing’ (how it was for a concrete project they can relate to) – honest information about positive things and challenges. **Peer information**.
- **Consult** with your priority target group(s), find out about their perspectives on issues (on your programme), involve them in your inclusion efforts, have them on board (they are experts of their own reality) – e.g. youth perspective, disability perspective,...
- **Cultural coaches**: use people/experts from the target group to ‘translate’ the programmes/application procedures towards the communities you are targeting. Cultural coaches can be useful for outreach to specific target groups. They can function as ‘resource person’ from the community to inform your work: involve them actively, work jointly with practitioners in the field = **‘nothing about us without us’**
- **Adapt** your tools to your specific target group(s). E.g. information material, information sessions,... Make the project formats more accessible / visible. Digestible.
- If you don’t have ‘inclusion expertise’: get in this expertise, e.g. invite specialists, get inspired by people who have done it before, involve people from the target group(s).
- Use existing relays, **networks**, multipliers who are in contact with your target group(s) (eg prisons, social workers, etc).
- Go where your target group is (e.g. streets, social work universities, prisons, facebook,...)

Motivating approaches

- Work with something (interests, hobbies, passions) that **motivates** people. Start from their world, connect projects to their lives. This way an international project can be a life changing experience.
- Start with the **persons themselves**. See the needs, threats and opportunities from a personal perspective. Accordingly, adapt the projects to the target group. = tailor made projects.
- Working towards an **end-project** is empowering. It gives people a feeling of achievement, self-esteem,... The “we did it”-feeling, we are worth something!
- Capitalise on person’s skills, creativity, use people’s competences, allowing participant to structure what they want to do, give them a voice, **participatory collaborative approach**
- Adopt a **positive approach** in contact with the inclusion group: be supportive, respectful, inspiring, solution oriented...

- Attitude. You need to **believe** in what you want to achieve. You need (to be) a ‘champion’ of the inclusion idea. Someone to spread the fire. Willing to work hard, to ‘go for it’.

Tailor made approach adapted to the target group

- **Combine programme actions and programmes** for sustainability. It allows you to deepen the experience. Mix and match according to the needs of the target group. Different project formats are appropriate for different moments in a person’s life.
- Get a **holistic understanding** of different complementary programmes. More arrows on your bow. Know what other things are on offer, but also get a feeling for what beneficiaries would need. See/make connections between programmes. Sustainability beyond the projects: a project is not the end. There is a life after a project: think outside the box and signpost people to further opportunities. A service that goes wider than only your programme.
- **Tailor-make your approach** to the different target groups. Also consider the needs of intermediaries and organisations working with an inclusion audience. You can convince those workers if you show them how your programme can be used to fulfil their needs/aims.
- **Be flexible.** Adapt your approach according to the needs of different target group(s). Be ready to be surprised. Take challenges as learning opportunities. Find creative ways to solve specific inclusion issues. Don’t hide behind the programme rules and procedures.

Embedding your inclusion efforts in a bigger context

- Awareness of **government priorities and policies**, make connections between national and EU priorities.
- Combine a **top-down and bottom-up approach**. You need to address issues for grassroots workers (working with inclusion groups): make mobility projects interesting (and less daunting) for the people in the field. At the same time, also connect to bigger structures and policy makers, to create a climate in which it is more easy/accepted/common/supported to do international inclusion projects.
- **Involve “wider society”**. Stimulate community impact, involve (grand) parents and peers, find creative multiplying effects. Use a project as ‘an excuse’ to do/reach more and involve others. Create common ownership and involvement around a project.
- **Network and cooperate** with different stakeholders in an area in the inclusion field. Combining the efforts of different stakeholders = several shoulders under a common aim, project. Create synergies and do not do it alone. Build partnerships.
- **Support networks at international level** are all the more important when dealing with inclusion groups. Project partners need to have the possibility to create trust between them to be sure their ‘people’ are well taken care of in a project abroad.
- **Get the support** of policy makers. Political mandate. **Convince** your board / council. Explain why mobility is useful for inclusion groups. This will give legitimacy to your inclusion efforts.
- **Cross-sectorial approach**: cooperation across different political arenas, different stakeholders, multi-agency support and involvement,... e.g. a young person is not only young (youth sector), a student is not only in school (education sector), a person with a disability is not only disabled (health sector) etc. Holistic approach.

Benefits of international projects

- **Use an intercultural approach.** In mobility/international projects there should be two-way intercultural learning: you get to know your own culture and that of others. This also needs two way communication and interaction.
- **Use existing international networks.** Use partnerships, international contacts, benefit from each other's expertise and resources, create synergies, exploit the potential for collaboration.
- **Highlight the added value** of international programmes/projects: they complement, enhance and strengthen the work of the organisations/beneficiaries on the local level. International projects should fit their aims, their daily work. We need to show how our programmes fit their needs and aims.
- **Exploit and disseminate good practices** (and learn from not so good practices): spread your experiences (and learning from it) via websites, newsletters,... Inspire others (new project promoters), present best practices (avoid making the same mistakes), show good work done, create show case moments.

Project realism

- Be clear about **objectives** you want to reach. Set realistic targets. Build up your ambitions step by step. Start small and expand on successes. Don't get stuck because of one mishap. Persevere.
- Be realistic about **time and investment** needed to engage disadvantaged groups, expectations need to be realistic e.g. longer leading time, type of participation of inclusion groups,...
- Working on inclusion requires a **long time approach**. There are no quick fixes. Our projects/programmes are only a tool in the bigger picture (not an aim in itself).
- Develop or make use of **material** that makes setting up a project easier. Provide resources for project promoters that make international projects less daunting. Create confidence for project work (inside your programme).
- **Be flexible** – be ready to learn from mistakes, to adapt. Allow for changes that benefit the target group, rather than your granting scheme.
- **Don't give definitions** – but let people experience the best ways to approach inclusion themselves. OR provide a definition of 'inclusion' and make people realise they are doing inclusion work in their projects without realising it.

Focus sessions – filling the gaps

The team provided space in the programme to address emergent issues coming from the group and the discussions. The following are only some rough notes from these sessions focussing on specific issues of interest to the group.

Information and Communication Technology

ICT is part of any project in the 21st century. Possibilities are endless. But how is ICT (best) used?

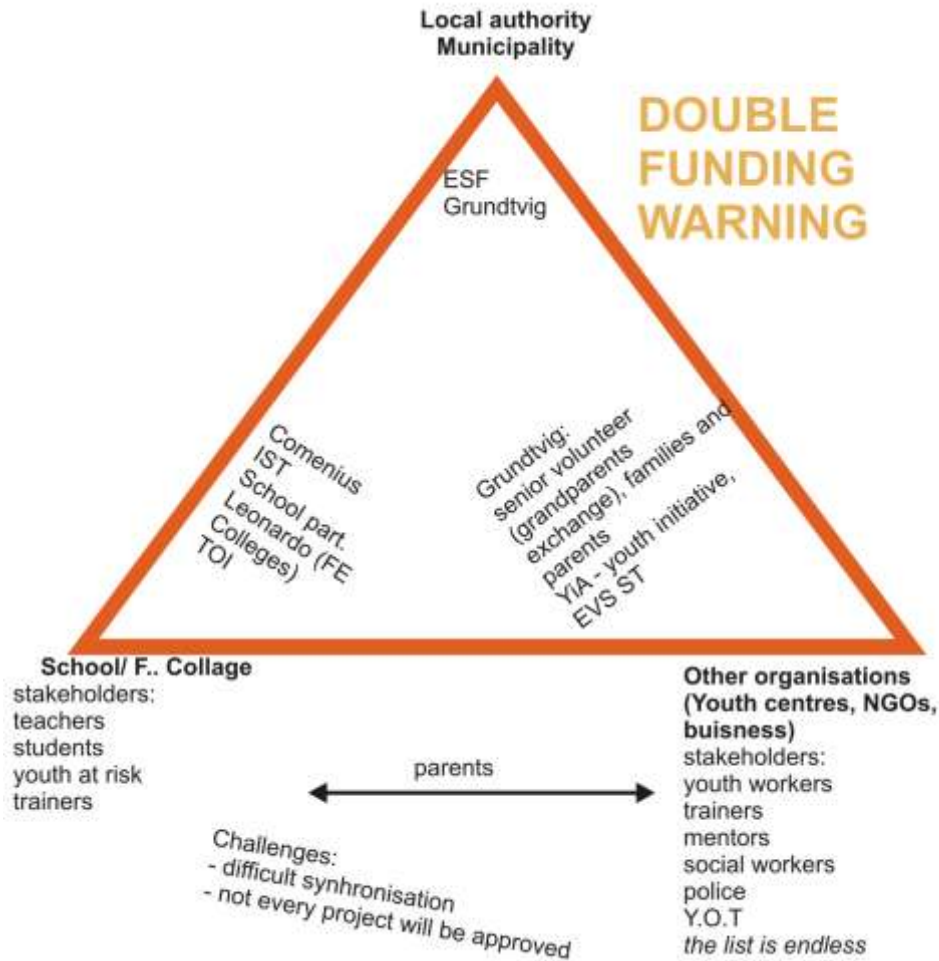
- Many YiA projects do a blog to share information. Or set up a website. Setting up a standard blog site (e.g. for EVS) might give you a better overview of what **info & PR** is done for EVS (or other projects)?
- Those blogs about projects make it more real. It gives a first-hand account of project experiences. This can be very influential in promoting the opportunities within the different programmes.
- Information is online and it is everywhere: We should make sure that we also use these alternative channels through which people inform themselves about our programmes e.g. EVS, Leonardo, etc information on other relevant websites (e.g. Wikipedia, facebook, twitter),
- Community sites are used a lot e.g. there are dozens of Facebook pages or groups on EVS, SALTO, Comenius. The need behind this is peer support and a **community feeling** - connecting people. They are definitely part of the new ways of communication (especially young people).
- Twitter: we can send out tweets about the things happening in our programme's: share information, links to interesting webpages, is sort of promotion, info-work. **Spread opportunities**. More professional, institutional information. Unless you have a superstar in your organisation, nobody probably wants to read tweets from you about what you had for breakfast etc.
- Specialised learning platforms for projects? (from SALTO, Training Courses, EU-CoE Youth Partnership,...) Often they are not used (so reconsider the amount invested in those platforms) BUT participants continue facebook groups about the course. This gives us the possibility to **monitor** what happens after a course. Important for evaluation.
- In eTwinning – same possibilities as eg facebook – but safe and non-commercial environment. Allows us to measure the 'impact' of peer communication, instant communication.
- Web-conferencing. Webinars. E.g. course for 2 weeks (simultaneous connection: whiteboard, but possibility to chat, webcam, etc = illuminate). Needs to be userfriendly – attractive – make it 'obligatory' – or give something they really need. Otherwise people will not take time to participate amidst their busy agendas.
- We should think about training course to **remove barriers** – e.g. for some these are barriers towards ICT-use, for others it is communication in English (as most of the online communication is in English).
- ICT- seminars/communications are only **complementary to face-to-face meetings**, but nevertheless increasingly important.
- There are some technical skills that you need to learn (knowing the tool) – BUT it also needs skills to use them in most appropriate way (the approach, how to go about it,...). We need to find something that captures people's interest in learning. Use the tools in a **smart** way. Ask people that have experience in using ICT (or rather, in motivating people to use ICT).

- There are e-learning platforms: eg in youth work,... but what often is missing is the interactiveness: Web 2.0. Not just info page online (static) – not interesting for people. They want **interaction**, being able to comment, leave stars/footprints/smiley, instant communication and action & reaction...
- Depends if you want to inform (static web page is ok) or motivate/attract/warm up (young) people = give them fun, interaction, space for comments,... 2 very different purposes and websites.
- Training people to adapt, to be ICT savvy,... is good for their future, **employability**. A very needed skill nowadays.
- Teachers/trainers/NAs are sometimes embarrassed to show that they don't know the latest in front of their trainees/students. Knowledge & power issue in schools.
- How to do deal with **time issues** (it takes soooo much time to be on facebook, twitter, netlog, etc etc): there are linked ways of blog-facebook-twitter. You update one and other statuses are updated automatically. It is more and more part of our work (and an important one). We need to go where our target groups are (and this is increasingly online)
- It will become a **Human Rights** issue – if not connected to the net, or be internet savvy = you will be excluded, not fully part of society,... Challenges for old(er) people. Digital gap.
- How to stimulate people's motivation to use ICT? Use what people use already – people don't want to be creating new profiles, new logins, learn new systems, etc – so jump on the facebook (millions are already there).
- Train young people to see what is important on internet – but make them **critical** and not share everything (sensitive information), how to protect your personal, data etc
- We should sit together to find **motivational factors** for people to use e-learning platforms – How to draw people to your platform if they don't have to be there professionally (part of their jobs).

Finding specific cross programme links

It is possible to do **complementary activities** in particular topics (like unemployment). When you take the same theme from different angles, with different applicants/partners (school, NGO, municipality) there are some possibilities to combine programmes. You can use different EU-programmes as long as you are using the money for different ideas, activities, target groups and use different methodology. Otherwise you are at risk of double funding.

Lets create a hypothetical example: “for early school leavers “



- Local authority –school-leavers research in cooperation with schools using ESF money
- Schools may build multilateral partnerships to combat early-school-leaving using Comenius
- Grundtvig – projects with parent organisation and families network, grandparents volunteer project in schools (to keep pupils motivated to stay in school)
- Comenius/Grundtvig - In-service training for teachers / Job shadowing for parents to see how early-school-leaving is curbed in other countries
- Comenius REGIO: may involve institutions like parents’ network, teacher training college, youth organisations and similar organisations in the partner country. You can apply for money for seminars, researchers, conferences.
- Additionally all those organisations can apply in other programmes for complementing activities – e.g. parents in Grundtvig, teachers in Comenius, NGOs in Youth in Action, etc.

SALTO Inclusion resources – Tony

The SALTO Inclusion resource centre has built up **10 years of inclusion resources**. Since the SALTO centres work for the whole of Europe, most of these resources are available online, for everybody to use – so why not use them!

- Based on its training courses, SALTO Inclusion extracted the expertise from the courses and turned it into practical inclusion manuals: the **SALTO Inclusion for ALL booklets** (on different topics: disability, urban youth, ex-offenders, image-building, gay & lesbian, rural youth, minority women, increasing impact with projects,...)
Download them all from www.salto-youth.net/InclusionForALL/
- Similarly, the SALTO Cultural Diversity Resource Centre produced quite some interesting publications on working with **ethnic and religious minorities** e.g. about Roma, about intercultural communication, etc.
An overview at www.salto-youth.net/diversity/
- The practical inclusion publications are also being **translated into various European languages**. Because not everybody speaks English (especially amongst inclusion groups). Or maybe you want to translate/adapt one of the SALTO Inclusion publications?
All info about translations at www.salto-youth.net/inclusiontranslations/
- SALTO organises lots of training courses and seminars. We share all the **training methods** we develop for those courses (about inclusion or other topics) in the online Toolbox for Training.
Search and get inspired: www.salto-youth.net/toolbox/
- The SALTO network also manages a Trainers Online for Youth (TOY) database with **experienced international youth work trainers**. Many of which have expertise in running training on inclusion issues or activities with inclusion groups directly. You can easily do a call for trainers and reach over 340 experienced trainers to recruit from for your activity.
Trainers Online for Youth: www.salto-youth.net/toy/
- The SALTO Inclusion Resource Centre collects and shares **good practices on Inclusion**. From the different Youth in Action programme countries and actions, we have extracted inspiring examples that can give inclusion inspiration to project beneficiaries and national agencies.
Browse for inspiration at www.salto-youth.net/inclusiongoodpractice/
- And all the reports of the Inclusion Colleague Support Groups are also available from www.salto-youth.net/inclusionsupportgroups/



Recognition of NFL – Youthpass.eu

- How to measure and justify the non-formal learning? In a way it is a contradiction: formalising the non-formal
- It's a huge and complex topic.
- When you ask for public money – you have to prove the effectiveness = this led to Youthpass
- In France we try to convince actors in our country to transfer this good practice (of Youthpass) to the national context – to national civil service.
- Youthpass requires a complex process. It is more than just a certificate – it is a learning process (lots of focus on how to support learning?) and self-assessment of the participant.
- It is not compulsory – as main principle in the “Common European principles for validation of non-formal and informal learning” – but it is a right of every participant that participates in a Youth in Action project (not all actions yet)
- We try to promote this document among employers and in the society.
- More information at www.youthpass.eu – download the Youthpass guide.



Project presentation – cross-programme users

If programme beneficiaries mix-and-match different programmes, maybe we can learn from their experience. We can have a look what our programmes look like (in comparison) and see what are the strong and weak points of each. Maybe we could also have a look to present all the opportunities as a coherent offer... for inclusion?

At the Cross-Programme Inclusion meeting in Tallinn, the team presented an interview with Joanna Jedrzejczak from a Polish Foundation using a variety of local and European grants. After the video of the interview, the team had invited Elen Brandmeister from the Estonian NGO Continuous Action, which also uses several EU and other funding programmes for their inclusion projects.

We give an overview of their main conclusions and messages:

Interview with Joanna Jedrzejczak - Foundation for the Development and Education of Civic Society – Lodz, Poland

The main activities of the Foundation for the Development and Education of Civic Society are **ecology, civil and cultural education**. They do so with groups of children (5-11 years old), young people (15-20 years old), young adults (25-30 years old), teachers and seniors (over 50).

They apply for **different grants** for different activities. They access funding going from local grants, over ministry subsidies, till European funds: Grundtvig, YiA, European Social Fund.

Funds like the 'big' European Social Fund give the organisation the possibility to organise **long term projects**, for one or two years (instead of short one-off projects). This allows for more sustainable cooperation with the target groups. It is more effective because you can set up a longer process in dialogue with the target group. As a consequence, they feel more responsible for the process and show more investment/commitment.

Applying for grants is a good school. You always **learn something new**: you need to adapt your projects according to the programmes, you need to approach target groups differently for different programmes. It is good to have this change, because it forces you to reflect – it keeps you fresh. If you do the same type of project too long, it becomes more routine (less commitment).

The Foundation can do the projects that are important for them (even if they are not politically correct) because they can submit the project to several sources of funding (not stuck with one option only). It allows them to do something unique.

It is however challenging, because the different funding sources have **completely different structures**, processes, requirements and deadlines. This is extremely difficult for beginning organisations. In ESF in Poland for instance, there are a huge amount of bureaucratic requirements. The focus would almost shift from the quality of the project, to the quality of the application...

Similar priorities and deadlines across programmes (e.g. LLP & YiA) would allow similar processes and synergies. Right now it is difficult to have synergies and cooperation between programmes because they don't fit. Our expertise and processes we have set up for European Voluntary Service could be used for the senior volunteer projects, but because of differences we cannot make this

connection. It would be beneficial, for example, to have for one year, one line, one priority, similar deadlines and processes.

Last but not least: **People with fewer opportunities** should also have opportunity to do something for other young people with (or without) fewer opportunities. We should give more space to them? How can we allow inclusion groups to take action themselves (and not just be beneficiaries from our actions). Why not have trainers from fewer opportunity groups for the activities?

Elen Brandmeister - NGO Continuous Action – Estonia

The NGO Continuous Action (www.continuousaction.ee) is a non-governmental non-profit organisation founded in May 2005 which aims to provide different **lifelong learning opportunities** to the individuals in the community, but also by involving local or international organisations.

Continuous Action is an organisation which unites people interested in voluntary service and/or volunteering, Lifelong Learning and equal opportunities. We cooperate with governmental, non-governmental, recreational, educational and cultural associations, societal organisations and movements, with other organisations, enterprises and clubs both in Estonia and abroad which are interested and promote the same actions and values as we do.

Experiences

Since 2005 we have been working with different projects, mostly with international projects (but always involving also local young people and/or organisations).

- **Youth program, Youth in Action program**

Our first projects about inclusion were Youth Exchanges and Short-term European Voluntary Service (specifically reserved for young people with fewer opportunities). We cooperated with local partners (schools, kindergartens, rehabilitation centres, local municipalities etc). 2009 brought along around 300 mobilities. Mostly we initiate and participate in projects with **mixed abilities** and our aim is to be open to everyone.

- **Amicus preparatory action – transnational volunteering**

The Amicus call for proposals stepped up the European Union's commitments in the field of youth mobility by supporting **transnational civic service** and volunteering projects comprising, on the one hand, research and awareness raising activities and, on the other hand, the placement of young people within the European Union. We are involved in AMICUS since the beginning of 2009. In Estonia the main aim was to support the local volunteering of young people, because there is no contact point for young people nor coordination in this issue. The extra value that this program gave was to connect local volunteering possibilities with international voluntary service.

- **Leonardo**

We had one project /mobility in 2006. In 2011, we will have new Leonardo Mobility (inclusion) in cooperation with vocational schools in the UK and Estonia. This Leonardo project was actually the outcome of a YiA feasibility visit.

- **Grundtvig**

The Grundtvig Learning Partnership project STEP (working for inclusion) is the outcome of a Youth program Contact Making Seminar

- **METIS Youth Internship Program (Canada)**

This METIS programme provides underemployed and unemployed youth with a first paid career-related international placement to prepare and position them for future employment. We host the young people coming to Estonia with this programme.

Questions and reflections

- **Is it easy to plan (or to carry out) long term (inclusion) projects?**

We have not planned long term inclusion projects as we have not identified any funds or programme appropriate for that. Most of our projects have been short term so far. The reason is that the funds are always limited (in time) even though we are thinking of focusing only on inclusion projects.

- **Why do you apply in different programmes?**

Mostly because of the need of the target groups or local partners. We are learning also, since only using one programme will not provide as big range of possibilities and as big of a learning possibility to us.

- **What are the difficulties/challenges you face in daily work using different programs?**

We are a very young organisation and still are looking to find our way ... We do lot of voluntary work but at the same time this kind of voluntary work needs skills and competences. We only have 3 paid staff and some volunteers working in the office. However, many of the inclusion projects take a lot of time and effort from many people. So we have to make do to safeguard the quality of the project and the welfare of the participants involved in the project. There is often lack of time for strategic planning.

Challenges - Similarities and differences in approaches between programmes

- Young people with the fewer opportunities are only possible to be included via the Youth in Action program.
- The YiA programme is the best and easiest to get inclusion projects going. There is no need to belong to an educational institution (e.g. like in Leonardo or Comenius: you need to be student, not all can be included). In YiA & Grundtvig you don't need to have some status or role in an organisation. The project can be open to everyone.
- International youth work involves giving and taking, sending and hosting. You also provide learning opportunities/inclusion for youngsters from other countries, which means that we do less work with Estonian youngsters.
- Work done in different countries on the local level is different. Some do not need (UK) or do not know how to apply for EU funds. This creates additional challenges.
- (The same!) Programmes are different in different countries: political positions differ, there are different national priorities or/and rules (e.g. organisations can have only one Grundtvig partnership project at the same time in Estonia). This makes international cooperation more complex.
- The lack of **multi-measure projects** is frustrating. It would be perfect if in one application you could mix and match project formats, target groups and funding from different actions from different EU programmes.

- The formal school system has limited flexibility, they have limited experience with non-formal education/programmes. But there is still the possibility to send school pupils to an exchange or students to participate in a project.



Action plans

Participants were asked to have a look in their national groups where they could see bridges between the different programmes for improving their results in the field of inclusion. The following graph shows where potential links could be made. The participants came up with concrete action plans.



UK - Michael, Miro, Aneta

- **Cross programme event**
 - Raise awareness about the opportunities that are there
 - Providing training on skills for employability (job profiles, ICT, etc)
- For different kinds of multipliers of different programmes
- Speak to the teams back home – and meet again with the different representatives before Xmas – funding reserved – practical steps to be taken.
- Link it to policy (eg European year of volunteering), be aware of the limits (of programmes and possibilities)
- **Support:** for content: good practice on cross-programme use, link into SALTO resources, training and ideas,...

Scandinavian group – Lidija, Emmy, Marit, Staale

- Visit each other's information meetings to get more knowledge, visit each other's breakfast meetings
- Spread cross-programme ideas to colleagues back home, get basic knowledge about each others programmes = see similarities
- Register for each others newsletters.
- Cross link between websites, info about other programmes
- Use each other's newsletters to introduce other programmes
- Make 'process support' people in regions aware about possible synergies between the programmes
- ESF Theme group can focus on how youth in action can be used for employability – inspire.
- For year of volunteering – keep each other's programmes in mind (eg YiA, Grundtvig)
- Mainstreaming the cross- programme reflection
- Work on recognition of higher hierarchy about importance of 'synergies' between programmes

Hungary – Judith, Laszlo

- Inform our colleagues about outcomes of Cross-Programme inclusion meeting
- Inform each other regularly on upcoming events, share publications, etc
- Encourage colleagues to be present in each others thematic conferences and events, share good practices in these fields
- Mutually contribute to the development of colleagues' competences (knowledge, skills, attitude towards inclusion, methods)

It will depend a lot on the will of institutions and bosses. It needs discussion inside programmes first. We need some 'institutional policy' of management about how they want us to work on this cooperation – specifically with regard to 'inclusion', some 'Institutional attitude' towards cooperation.

Support: Pack of SALTO publications to share, space for other programmes in bigger events. Find out COM and hierarchy's opinion about the cross programme links.

France – Jérémy, Patrice, Gilles

- Introduce the 'new bosses' to the potential of cross-programme cooperation for inclusion.
- Report to the respective colleagues (coordinators). Common meeting with the key persons in the different NAs.
- Contact making seminar about Grundtvig – someone from YiA can participate – and vice versa. Invite each other to relevant seminars (eg recognition of mobility).
- Develop common approaches (or learn from each others practice): recognition, mentoring, pathway approach, work with strategic partners for eg youth un/employment
- Identify common stakeholders (big, small, local authorities,...)
- Use each other's resources and expertise: TCP (for common activities/training), operational budgets (for surveys) – complementary

Support: also use other international events to invite different programmes. Each others resources for inclusion.

Estonia – Marit, Hanelore, Made

- Seminar on inclusive education – YiA is invited to share resources and expertise
- Look into each other’s resources – what can we use and provide to each others beneficiaries
- Promote Comenius Regio for youth workers in specific areas
- Connect foreign volunteers/visitors from different projects
- Common breakfast meetings (because in same building) – share each other’s programmes lives. Also on the Archimedes ‘winter’ and ‘summer meetings’
- Dec: share next year’s work plans – possibilities for connections
- Seminar for parents: = stakeholder in common. Include parents in combating early school leaving – make them aware of international projects. 1st seminar April 2011, bigger event end 2011: include parents as stakeholders. Forum place on eTwinning.

Support: SALTO booklets – send a pack to LLP offices – get colleagues on board

SALTO: Document examples of cross-programme initiatives.

ETwinning: request to Michael to send a little intro/guidelines on how to use the available tools (platform, chats, forums, etc)

Register for the SALTO newsletters www.salto-youth.net/newsletter/ or for the Training Calendar notifications www.salto-youth.net/training/ and Toolbox www.salto-youth.net/toolbox/ or if you need Trainers www.salto-youth.net/toy/



Evaluation of the meeting - KATCh

<p>Keep</p> <ul style="list-style-type: none"> • General: Good food, food was great, great organisation and ambiance, the good group, contact and motivation, possibility to also meet ESF colleagues, mix of participants with wide range of experience, smiling, going on with the ideas as from 11/11, opportunities of the programmes, group of motivated colleagues • Methods: energy and pedagogical way of working, focus sessions, open space for needs/contributions, energisers and animation tips, methodology & group work, facilitators Dagna & Tony, flexible methods, group-centred facilitation, moments to work in national groups • Content programme: cross-programme case study (very interesting), cross-programme information sessions (important), sharing inclusion work practices in different programmes, sharing inclusion work practices in different countries, focus sessions on specific issues, in-clusion discussion groups, deeper knowledge of other programmes, knowledge/learning of other programmes, ideas/inspiration for synergies, analysis of project cycle, universal principles for cooperation, identifying common principles, realistic plans, examples on best practices on inclusion, case studies (Polish & Estonia), identifying common resources, 	<p>Add</p> <ul style="list-style-type: none"> • General inclusion: More cooperation, inclusion officer in an organisation (role, activities), new ideas, more online networking, • Programme meeting: existing examples of cross-programme cooperation on NA level, examples of cross-programme working between NAs, fun information or games related to the host country, project visit, more inputs on each programme, one thematic lecture to start with, what are the inclusion policy and challenges in our respective countries, more structured info/presentations about the different programmes on first day, 5 slides per programme was too short, needs more in depth knowledge before starting to work together, every day inclusion practices on programme level, getting to know activity at the beginning, learn names, more sharing about job of 'inclusion officers', more time to discuss definition of inclusion, use the inclusion strategy of YiA,
<p>Throw away</p> <ul style="list-style-type: none"> • Project presentation (no visuals) was a sleeping pill, one day of the 3, too long group-discussions, too long days, grid of communalities, energisers, even YiA staff gets sick of energisers (but thanks for keeping us awake), video presentations (too easy to loose concentration) 	<p>Change</p> <ul style="list-style-type: none"> • Eat earlier than 20h, more possibility to attend several parallel sessions, seminar could have been outside Tallinn, case study presentation is a good idea but need to revise method, theme needs to change each time, timing (shorter days), different format for essential presentations of the respective programmes, working day one hour shorter, shorter discussion sessions, long days, programme one day shorter

Recommendations for next time

- These meetings mixing different programmes are **inspiring** and stimulate cooperation and synergies.
- One day shorter would be ok – **2 working days** instead of 3.
- **Shorter working days** (less tiring) allows for more informal chats
- Participants have very busy jobs and **little opportunity to prepare**. Slow time and working time starts at the seminar (difficult to have it before).
- More time for **presentations** of the different programmes present, in adapted methods.
- Keep the **methodology** and **group-centred facilitation** (a mix of dynamic methods).
- Allow space (e.g. focus sessions) for **participants' ideas**, for filling gaps, addressing specific needs, like the focus sessions we had.
- Present **good examples** of already happening cross-programme cooperation (on NA level) – does it exist?
- Connect more to the **local reality** (make use of hosting country: e.g. project visit, show case,...)



Programme Inclusion Meeting

Monday, 8th November 2010

15:00	Introduction to SALTO Inclusion and the format of the working meeting <i>Setting up the context and aims of the meeting</i>
15:40	Mutual understanding of Inclusion <i>Defining the common frame of work (setting up common language, characteristics of target groups, activities and attitudes)</i> Inclusion as common priority and many ways to approach it – programmes' perspectives <i>Pointing out diverse possibilities in different programmes managing with inclusion</i>
18:30	Setting up the final programme of the meeting based on participants' needs and expectations <i>Building the ground for ownership and active participation</i>

Tuesday, 9th November 2010

9:00	General structure of EU programmes <i>Presenting main principles of participating programmes. Coming up with cross-programme map of similarities and differences regarding Inclusion.</i>
13:00	Lunch
14h30	Exchange of good practices referring to inclusion: <ul style="list-style-type: none"> ➤ <i>Learning from each other 's experiences</i> ➤ <i>Gaining inspiration</i> ➤ <i>Analyzing the factors that influence the activities</i> ➤ <i>Coming up with universal principles</i>

Wednesday 10 November 2010

9h	Cross programme synergies (national groups) <i>Networking and initial plans of future co-operation</i> <i>Sharing best practices</i> <i>Coming up with the improvements plans</i>
13:00	Lunch
14:30	Is the reality overtaking structures? <i>Introduction to cross programme users – reality of beneficiaries</i>

Thursday 11 November 2010

9:00	Next steps coming back to work <i>Building up an individual or/and group action plan and analyzing its aspects</i>
11:30	Support net designing <i>Strengthening the action plans</i> <i>Identifying the possible stakeholders and the following steps of action</i>
12:00	Evaluation of the meeting

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