MOVIT
20 let

YIPPEEEE!

She did it!

Guidebook for

FIRESTARTERS
AND
DARE DEVILS

"We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion," said Max de Pree, an American writer. Beautiful words about inclusion, and there is still a long path ahead of us to achieve it. That is why inclusion has been one of the main priorities of MOVIT, the Slovenian National Agency of the Erasmus+: Youth in Action programme since 2012, and has led to the development of an inclusion strategy consisting of a series of events and actions implemented under the "brand name" Key to Inclusion, which highlights the importance of social inclusion in all aspects of youth work. This booklet draws on the conclusions of two main international events that took place in this framework in 2015 and 2017.

Firstly, it started with encouraging Roma organizations to join and make use of the programme, and later on it continued with the involvement of organisations and institutions specifically dealing with young people with fewer opportunities. A series of events were organised, aimed at tackling social inclusion, and exchanging experiences and good practices at the national level, which were then upgraded with the international forum ME TOO – Conversations on social inclusion in Ljubljana in 2015. In 2016, a national survey was conducted, to which 57 organizations active in the field of youth work responded. Based on an analysis of their responses, their needs with respect to the topic of social inclusion were identified and two further events were designed – first a consultation of the youth sector on the topic of social inclusion and later a cross-sectoral consultation on social inclusion, prepared together with CMEPIUS, the Erasmus+ National Agency in the fields of education and sport. The conclusions of both consultations had a significant impact on subsequent activities, such as the international event Cross-sectoral cooperation as a key to inclusion, which was organised in Ljubljana in April 2017, again in cooperation with the Erasmus+ National Agency in the field of education. With the activities in the framework of Key to Inclusion, organisations received continuous support and capacity building in the field of social inclusion.

The initiative has so far reached over 120 different organizations that took part in various activities during this time and increased the number of inclusive projects in the Erasmus+: Youth in Action programme, particularly those involving young people with fewer opportunities. The numbers speak for themselves – in 2014, there were 955 participants with fewer opportunities or 23% of all, and in 2016, the figure was more than double, and a total of 2071 young people with fewer opportunities took part in programme activities, which is 45% of all participants.

What we have discovered is that projects related to social inclusion are in fact the greatest challenge, as they need to be tailor-made specifically for the target groups. Sometimes the effects are not visible immediately, but in the long run investing in such projects still pays off. The results you can

read about are exceptional. It is never easy, but it is definitely worth it. Because the programme is all about changing lives and opening minds, and with inclusion projects this actually happens. Because everyone involved needs to go out of their comfort zone, which is often the first and most important step towards change.

The **Guidebook for Firefighters and Daredevils** is based mostly on two events: the international forum ME TOO – Conversations on social inclusion, which took place in Ljubljana in November 2015, and the international seminar Cross-sectoral cooperation as a key to inclusion, which took place in April 2017, also in Ljubljana. With the latter, we tried to make a step further, providing the space for networking and for representatives of different sectors and different realities to get to know each other. One of the conclusions was that cross-sectoral cooperation is not easy requires a lot of hard work. However, it does result in fruitful projects. With this guidebook, we would like to make your first steps towards cross-sectoral cooperation in the field of social inclusion a little easier for you. It provides you with theory and examples of good practice, and walks you through the process step-by-step, explaining the mistakes other have done, so that you do not have to :). A word of advice, however: You should start with small projects and then slowly develop them further. Trust the process and be the one who holds the key – to inclusion.

Maja Drobne,
Project manager of the event Cross sectoral
cooperation as Key to inclusion

WANT TO KNOW WHAT A

KEY

TO INCLUSION IS?

to inclusion

ME TOO! LET'S FIND OUT TOGETHER ...

CONTENT

iNTRO

DUCTION

THE CONTEXT

Since the beginning of the EU programmes in the field of youth, there has been a special emphasis on the inclusion of young people with fewer opportunities. In 2007, the first Youth in Action Inclusion Strategy was launched. Between 2007 and 2013, the EU 'Youth in Action Programme' reached successful results in regards to social inclusion. However, recent research findings suggest that the Programme could further improve its outreach to different disadvantaged groups of young people.

In 2014, a new revised Strategy for Inclusion and Diversity was launched. This was designed to create a greater impact in targeting young people with fewer opportunities and to ensure that Erasmus+ responds positively to diversity in the field of youth. However, the financial support and other support measures that the Programme provides for the inclusion of disadvantaged groups, often make it difficult to overcome the obstacles that organisations working in this area face when engaging in international (and sometimes also local) activities with disadvantaged young people.

Youth organisations which are well connected with local specialised institutions dealing with disadvantaged young people, be it public or private sector, are more successful in dealing with these challenges. They are including young people with fewer opportunities in their projects in an efficient and meaningful way. As a result of this MOVIT-SI National Agency of Erasmus+ Youth in Action programme and their partners have organised two

events and provided space for the exploration of what makes for good inclusion and what makes for good cross-sectorial inclusion projects.

The first event, the International forum 'ME TOO! Conversations on social inclusion'[1], was held in November 2015. One of the final messages of forum was; "Give more emphasis to systemic solutions; encourage cross-sectoral cooperation and connect non-formal and formal education."

The second event focused on cross-sectoral cooperation, it was an international seminar titled, 'KEY TO INCLUSION'[2] and was held in April 2017. Both events gathered experts and practitioners who have experience in inclusion projects and were willing to share their practice and explore inclusion issues.

The wisdom in this guidebook came from discussions that the participants of these events had around the theory, practice and research on social inclusion and cross-sectoral cooperation. The second framework that influenced the content of this guidebook is Erasmus+ itself. There are many different frameworks on social inclusion and cross-sectoral cooperation. However, these events were organised within Erasmus+ and were exploring how Erasmus+ can support social inclusion and cross-sectorial inclusion projects, the main definitions and views are taken from the frameworks as defined within the Erasmus+ programme.

THE PURPOSE

Now that the context is clear, you might be wondering why the organisers have made an extra effort to create these pages.

There is great value in all that was said and done within these two events and it would be a shame not to share it with the world for at least three reasons:

1. Sometimes there is just not enough of recognition for the actual work that people in the field of inclusion do. Their efforts, accomplishments, thoughts, ideas and solutions do not get sufficient and deserved acknowledgment. It is crucial that society recognises their work expertise and give them credit they deserve.
2. Sharing knowledge, insights and good practice within and across sectors is crucial for learning, reaching greater impact and creating synergies.
3. Recognition of non-formal education and youth work is important part of Erasmus+ and current youth policies so we all should make an extra effort in making the conclusions of this kind of events visible and usable. maby something happen in transfering...

It is intended that these pages will contribute to all of the above reasons.
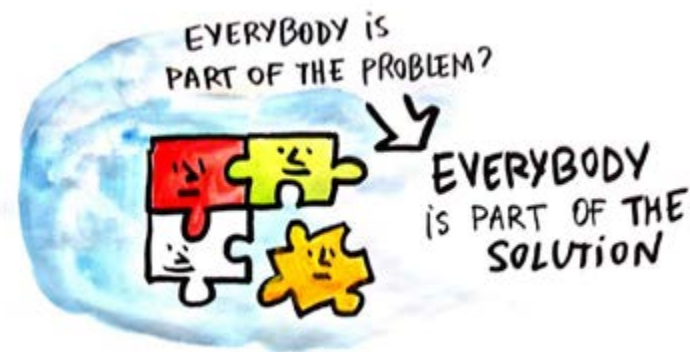
THE FORMAT

It is hopefully clear now what this publication is about and why it is being produced. This is not a theoretical booklet, it is not a workbook with different methods and it is not a notebook with writing space for the readers insights.

It is a publication based on insights from two similar but different events at which inclusion workers exchanged their experiences, advice and information with each other. Their thoughts can be seen as pointers that can help with navigation in the world of inclusion projects. As a result of these thoughts, it was decided to produce the format of a guidebook.

The choice of a title for the guide was something that came at the end of the process. In one of the activities, participants were noting different forms of support they needed in order to be able to start a cross-sectoral inclusion project. Among other things that were written were the expressions 'fire starters' and 'dare devils'. Passion was seen as something crucial for people who support and believe in the young people they work with. The stronger these two aspects the more successful the inclusion of young people. The people who work with young people that are excluded or at risk of exclusion can be seen as fire starters. They start a fire with young people's souls and they get society all fired up to make changes. The cross-sectoral approach is important in inclusion work though it is very challenging. Some say that only a real dare devil would get into cross-sectoral cooperation. Combining both of these concepts it made sense to give the guide this name, a 'Guidebook for Fire Starters and Dare Devils'.

It is important not to forget that a guidebook is just a guide and not a clearly defined map with exhaustive directions. It is up to the reader to choose what makes sense within their own reality. As a 'fire starter' and a 'dare devil' do not forget that you have what it takes to navigate even when the road gets bumpy and when the map is not clear.

EVERYBODY is PART OF THE PROBLEM?

EVERYBODY is PART OF THE SOLUTION

HOW TO ...

... NAVIGATE THROUGH THIS GUIDEBOOK

GIVE EVERYBODY CHANCES.

It could be that you took this guidebook because you have an interesting inclusion idea and wanted to check how to transfer your idea into a quality inclusion project. Or it might be that you are not sure what steps to take in order to go into the direction of cross-sectoral cooperation.

Whatever your reason, the best way to navigate through this guide-book is to keep your idea in your mind, go through each chapter and see how it corresponds with your idea. Hopefully, step by step, your idea will grow and by the end you will have a well rounded idea that is ready to be formulated within a project framework.

Each chapter presents the thoughts of the participants from the two activities in the format of flip-chart transcriptions, quotes, video testimonials, sketches, photographs, and graphic recordings.

In general it is short and comprehensive, however, for those who want to explore some of the issues in more depth we inserted links to different inclusion publications.

YOUNG PEOPLE with FEWER OPPORTUNITIES

"IF YOU ARE SUFFERING FROM PHYSICAL DISABILITY, THIS CAN INFLUENCE THE QUALITY OF YOUR SOCIAL NETWORK. IT IS MORE DIFFICULT FOR OTHERS TO BECOME PART OF YOUR WORLD."

There are quite a few definitions of social inclusion and different terms that refer to young people[1] that are socially excluded or at risk of exclusion. The terminologies used in the fields of formal education, non-formal education, social work, social pedagogy, youth work, youth policy, and other fields often differs. All sectors struggle with finding the most appropriate wording that will not stigmatise young people and that will explain the highly complex situations that they live in. Even in the Erasmus + guide there is different working, for example; less advantaged target groups, participants with special needs, people with disabilities, and youth with fewer opportunities. Within this guidebook the term used is 'young people with fewer opportunities'.

HAVING THE **SAME WORDS** IS **NOT ENOUGH.**

NON- FORMAL

"UNDERSTAND THE EXCLUSION. UNDERSTAND WHERE YOUNG PEOPLE COME FROM AND WHY THEY ACT THAT WAY. KNOW THAT IT TAKES TIME FOR PEOPLE TO OPEN UP AND TRUST YOU."

"These are young people who are at a disadvantage compared to their peers because they face one or more of the exclusion factors and obstacles below.

The following situations often prevent young people from taking part in employment, formal and non-formal education, trans-national mobilities, democratic processes, and society at large:

- Disability
- Health problems
- Educational difficulties
- Cultural differences
- Economic obstacles
- Social obstacles
- Geographical obstacles

This definition deliberately focuses on the situation young people are in, so as to avoid stigmatisation and blame.

The causes of disadvantage can be manifold, and the solutions similarly so. The 'comparative disadvantage' is important, because being in one of the situations referred to above does not automatically lead to fewer opportunities compared to peers (not all people from minorities are discriminated, a person with a disability is not necessarily disadvantaged if the environment is adapted, etc.). The risk of exclusion because of specific factors and obstacles varies according to country and context.

Besides these context-dependent factors, there are also a number of 'absolute exclusion factors'. When people's fundamental rights are violated, they are always disadvantaged no matter how common this situation is in any particular context (for instance all homeless people or everyone who lives in poverty). Special attention should be given to groups for whom absolute exclusion factors apply."

NO ENTRY

SELECTIVE SCHOOL is NEGATIVE FOR SOCIAL MOBILITY AND FOR LEARNING.

We should avoid school segregation and limit free school choice.

Young people are often really vulnerable in front of negative thoughts.

....I DO NOT UNDERSTAND WHY THEY ACT THAT WAY. IT'S THEIR OWN FAULT ....

At first it can be difficult to understand a young person with fewer opportunities, their behaviour may be puzzling. But it is essential that we look beyond the problems that manifest on the surface (for example; problems in behaviour, early school leaver, depression, being late to work/class, addiction, poor social connections, etc.). If time is taken and a real connection is made with a young person it is often clear that they have been facing many different persistent insecurities.

It is not just that young people face insecurities or barriers in different areas of their lives (for example; school, job, private life...) but also that these barriers are most often intertwined and interconnected. If a young persons trust is gained it is possible to discover just how hard they try to hide their vulnerability and that often they and their families are not getting the proper professional support they need.

If you want to expand your knowledge on diverse barriers young people are facing today in Europe read a publication "Finding a place in modern Europe: Mapping of Barriers to Social Inclusion of Young People in Vulnerable Situations" written by Jelena Marković, Miguel Angel Garcia Lopez, Sever Dzigurski. The mapping report is based on desk research and the analysis of more than 160 document containing relevant available data, research materials, reports and policy papers. The writer team identified that many barriers occur when youths try to find their place in education, in the labour market and when they try to find a place to live, place to healthy life or their place in community.

... THE MAIN PROBLEM IS THAT YOUTH IS NOT MOTIVATED TO TAKE ON THE OPPORTUNITY WE GAVE THEM ...

At first glance it might seem that young people are not motivated but it is essential not to simply dismiss young people, this issue requires much more thought. It might be that there is something preventing the young people from joining in that we are not aware of. It might be that we are offering something that seems as a good idea only to us. It might be that we did not engage them in exploring their needs and creating solutions with them. Or it might be that it is either not what they need or seems a bit childish to them or brings some kind of stigmatisation to them.

We should not forget that the young people may have experienced a lot of issues in their lives which have led them to having a low sense of self-esteem, a disbelief in adults, anxiety, lack of motivation, even shame, etc. Any combination of these things can mean it is hard to reach these young people and as well it might be hard for them to take the opportunities youth work is offering. It is not enough to put the barrier aside, it takes much more effort to empower the young people and build back their inner strength.

If you want to read more about practical and personals reasons that might prevent young people joining your inclusion project, read the T- KIT publication on Social inclusion published by the European Union and Council of Europe. You will find some thoughts on participation, motivation and how to make your activities attractive. The T-Kit has information on inclusive youth work in practice and some particular approaches and descriptions on a few practical exercises you can use in your work.

Inclusion through Employability - approaches to youth employment

This publication explores the key findings from research on youth employment and social exclusion. The publication presents success criteria for employment projects for young people with fewer opportunities.

... I TRIED TO HELP BUT THEIR PROBLEMS ARE BEYOND ME AND MY POSSIBILITIES ...

Facing all these barriers can eventually result in the erosion of rights and responsibilities and an increase in social exclusion. As exclusion is a process, social inclusion is also a process, it takes time and should be directed towards many areas of the lives of the young people. Just giving someone a job is not a solution, not if they have no decent place to live, have no money for public transport to get to that job, have no proper clothing, or are treated badly due to their sexual orientation, religion, tattoos...
To make a real sustainable impact, education (formal and non-formal), employment, welfare, health, civil, and other sectors need to work together.

In the study, we focused on STRUCTURAL barriers as well as INDIVIDUAL situations.

MIGUEL ANGEL GARCIA LOPEZ

Alina Rollin

"IT IS ESSENTIAL TO OPEN UP
AND SHARE ABOUT OURSELVES
WHILE WE WORK. THAT MAKES US
VULNERABLE TOO."

Working with young people can make us vulnerable to, it is essential that we become aware of ourselves (thoughts, emotions, physical reactions, values, past experiences...) and that we learn how to cope and how to protect our mental and emotional health.

DON'T LOOSE YOURSELF

CHALLENGE YOURSELF.
are you ready to open yourself?

One example of how our past experiences can influence us is presented in this comic on privilege, titled: On a plate

SOCIAL EXCLUSION

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

There are many specific publications that can give us insight into how to support inclusion of diverse youth groups. Here are some of them:

If you are interested in children that live in alternative care (alternative to their families) have a look at brochure "Looked after and learning: Improving the learning journey of looked after children" published by CELCIS. Much of the data presented in booklet is applicable for any children that face many adversities in their childhood.

SALTO inclusion Resource Center has published many interesting booklets on inclusion, you can find them at Inclusion publications.

The following are two recommended examples:
On Track- Different youth work approaches for different NEEt situations
This research publication can help anyone working with young people to better understand the NEET issue and how you can effectively respond to the needs of young people in different NEET situations.

Urban Solutions - tapping the talents of urban youth
Discover the key findings from a research on social challenges faced by young people in (sub)urban areas. This publication gives an overview of the issues at stake in cities and analysed a variety of urban interventions to extract criteria for success.

SOCIAL INCLUSION

"Social inclusion is an on-going process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in the economic, social and cultural life and enjoy a standard of living and well-being that is considered normal in the society in which they live. It ensures that they have greater participation in the decision-making which affects their lives and that they have access to their fundamental rights.

In practice, this 'process' is made up of a wide variety of experiences and opportunities that can give an individual a sense of belonging, a sense of citizenship, and a sense of identity. Elements like having a good education, having a job, and having a decent standard of living are important aspects of social inclusion, particularly for young people, but perhaps even more important is the breaking down of barriers to social opportunities caused by factors like low income, discrimination, fear of the unknown and a lack of access to relevant learning experiences."

INCLUSION is a PROCESS that EMPOWERS young people.

The WAY is not as long for everybody. SOME PEOPLE NEED MORE ATTENTION.

EQUITY rather than EQUALITY.

iNCLU

siON

PROJECTS

"WE SHOULD BE YOUTH FOCUSED. IT IS ESSENTIAL TO HAVE THE NEEDS AND WANTS OF YOUNG PEOPLE AT THE CENTRE OF OUR INTENTION. YOUNG PEOPLE CAN THINK OF UNIQUE PROJECTS THAT WILL INSPIRE YOU."

"Inclusion and diversity projects in the context of Erasmus+ in the field of Youth are projects that:
either actively involve young people with fewer opportunities (providing tailor- made preparation, support and follow-up for them);
and/or address issues of inclusion and diversity that ultimately benefit young people with fewer opportunities (even when they are not directly involved in the project)."

Inclusion and Diversity Strategy for the Erasmus+: Youth in Action Programme - 2014-2020

Through inclusion projects we are trying to influence young people, the people who work with the young people, policy / decision makers, and the whole environment.

Think about one young person that you know of who is excluded or is at risk of social exclusion! Let's imagine that you really want to support that unique young person on their pathway from exclusion to- wards inclusion. There are many starting points and approaches that can be taken, sometimes we will have to take all of them:

MOBILITY is a TOOL for INCLUSION.

PROGRAMMES HAVE PROVED TO BE SUCCESSFUL.

"DO NOT FOCUS ONLY ON THE PROJECT BUT ON THE PEOPLE'S NEED AND PAINS TOO. BE CREATIVE IN THE PROCESS OF IMPLEMENTATION AND DO NOT JUST FOCUS ON THE PRODUCT."

You can focus on empowering that young person and on building their self-confidence, developing their social or life skills, building up their employability, etc... Erasmus+ has many activities that can be helpful, for example in Key Action 1: 'Learning Mobility of Individuals', here you can include a young person in a youth exchange (especially to develop / improve social and language skills or to create life plan for the period after leaving care). A young person can be supported to join a short or long term European Voluntary Service (especially to develop responsibility, to improve employability, to support independence). If young people want to continue with school they can go abroad as part of their schooling (to experience pizza or pasta making in Italy, to study French, etc.)

"I THINK WE NEED TO INCLUDE OURSELVES IN THE PROCESS OF INCLUSION, NOT JUST AS ORGANISATIONS, BUT ALSO AS INDIVIDUALS."

You and others you work with (youth workers, teachers, pedagogues...) might want to learn more about how to support young people that face social exclusion. Many possibilities exist for jointly developing inclusive projects. Erasmus+ can help with this. By using activities under Key Action 1: 'Learning Mobility of Individuals', you as someone who works with young people, can apply to take part in training courses, seminars, or study visits. You also have the possibility to take part in a job shadowing experience with an organisation / institution that knows how to develop and maintain an inclusive environment. By using Key Action 2: 'Cooperation for Innovation and the Exchange of Good Practices' you can work together with other partners (from diverse sectors). Examples of work could include; exchange of good practices or starting to develop an innovative approach or a developing a tool or an educational programme or a working on a protocol that would support excluded young people.

"SOCIAL PROMOTION OF WHAT WE DO IS ESSENTIAL. IN THIS WAY OTHER STAKEHOLDERS WILL CARE ABOUT OUR TARGET GROUP AND ADVOCATE FOR THEM. TAKE THE GROUP WITH YOU TO A MEETING WITH THE MAYOR."

You might think that a policy change is necessary in order to remove obstacles on the highest level. By removing such obstacles or by creating opportunities your inclusion work might become easier and the young people might get the same opportunities as others. It might be that the young people do not believe that they will be taken seriously by adults or that they can actually influence policy. Erasmus+ Key Action 3: 'Support for Policy Reform', provides opportunities to involve young people in dialogue with policy makers and to directly influence policy change.

"Create inclusion with simple mindfullness that others may have a different reality than your own."

Inclusion is not only about empowering the excluded, but also about including their reality.

TINKARA BIZJAK ZUPANC
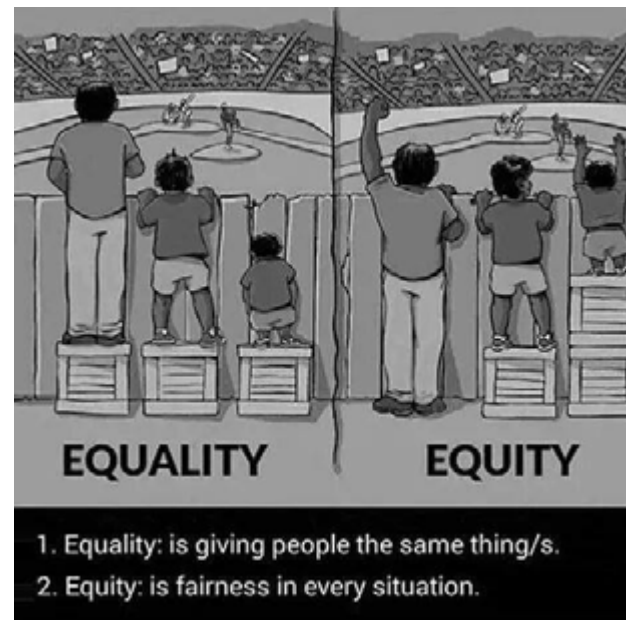
EQUITY AND EQUALITY

Sometimes people that work with young people struggle when they give a lot of support to some young people. They are afraid that they might be accused of not treating everyone equally. However, equality is not the only thing we need in order to reach inclusion. Firstly, we often need equity, for example: education should be free of charge for all but without free books or free public transport some young people would not be able to access the free education. For some young people even this level of support will not be enough. Some might need counselling, social skills workshops or even some financial support for their family. Only then would they be able to use this free opportunity and finish school.

Equity means that we are providing each young person with exactly the right amount of support they need. Without it young people would not be able to reach their full potential and their goals (finish education, find a job, start a family, vote, participate freely in extracurricular activities and develop talents...).

Erasmus+ provides extra support to projects when young people with fewer opportunities are involved. You can read more about these special features and success factors in the following: 'Erasmus+ Inclusion and Diversity Strategy – In the field of youth'.

 "Erasmus+ Inclusion and diversity strategy-in the field of youth".

EQUALITY   **EQUITY**

1. Equality: is giving people the same thing/s.
2. Equity: is fairness in every situation.

This internet meme is often used to describe difference between equality and equity. If you are interested in how it was developed and how author sees its development have a look at text: The birth, weird life, and afterlife of an internet meme. An additional critical look at this and other memes is described by Paul Kuttner in "The problem with that equity vs. equality graphic you're using".

... INCLUSION PROJECTS

Youth sector is facing a new reality. 'Competences, employability, radicalism, migrants...' are the words we hear now.

The youth sector must accept these challenges and maintain its principles.

PETER DEBELJAK

Aline Rollin

"European research shows that participants in international mobility projects report a clear positive impact from their participation on their competences, their behaviour, and their values. International projects have a significantly higher effect on young people with fewer opportunities. Compared to 'well-off' young people with most opportunities, those with fewer opportunities systematically rate the effects of an international youth project more positively. Data from the RAY research project indicated that the Youth in Action Programme (now Erasmus+ Youth in Action programme) was a good tool to reach its 'equity and inclusion' aims. If you are interested in exploring these results you can find further information in 'International Youth Projects Benefit most those with Fewer Opportunities'."

If you are interested in exploring these results read document called "International youth projects benefit most those with fewer opportunities".

WHAT WORKS

iN SOCiAL iNCLUSiON PROJECTS?

Through sharing each others successful project stories, participants of "ME TOO" identified some crucial success factors. In their opinion, successful social inclusion is connected with the following:

- the way we **THINK** (visionary, understanding the needs, motivation, diverse aspect from which we look at ...),
- the way we **INCLUDE & CONNECT** (promote ownership, raise awareness, network, recognition, quality partnership, social promotion...)
- the way we **DO** (adaptability, balance, empathy, patience, active approach, passion, personal approach, safe and comfortable atmosphere...).

Using drama is creating safe space, where participants are free from negative comments.

"PEOPLE WILL NOT BUY WHAT YOU DO BUT WHY YOU DO IT!"

BENEFITS, IMPACT & OUTCOMES

When listing the **BENEFITS and IMPACT** of inclusion projects with/for young people with fewer opportunities, participants highlighted:

- joy, happiness, acceptance, help, respect and care;
- Young people get a chance to OWN THE EXPERIENCE through visiting countries, exploring cultures, participating in activities (that they usually cannot afford), and practicing inclusion;
- They get a sense of belonging and form relevant RELATIONSHIPS;
- The experience gives them a chance to EXPLORE, DEVELOP AND EMPOWER THEMSELVES. Young people discover, improve and or develop self-confidence, talents, competences, and learn how to work in multinational environment. They experience an opportunity to exchange their ideas and thoughts, and to eliminate prejudices and stereotypes.
- All this OPENS NEW DOORS and new opportunities for the young people.

Some of them eventually become peer-educators.

" YOUNG PEOPLE GET IDEAS/VISION OF OWN FUTURE. "

OF INETRNATIONAL PROJECTS

ADDED VALUE

Participants stated that inclusion projects that have an international dimension bring ADDED VALUE to the young people, youth workers, organisations, and society. It was also stated that they help with developing a collective spirit.

Within international projects YOUNG PEOPLE get more support and acceptance and through this they become even more empowered. Young people get a chance to feel, see, and experience that young people in other countries are different (due to cultural, economic and historical differences) but that they face many of the same challenges. This international experience gives them a chance to have some distance from the negative aspects of their own environment.

Young people have opportunity for reflecting on their own identity, developing new skills, working on their self-confidence, and getting to know themselves better. ORGANISATIONS involved in international projects get diversity (of people, ideas, projects, interests), new ideas and experiences that they can integrate into their own work.

YOUTH WORKERS improve their own communication skills, and get new ideas and perspectives of life. They experience diversity in the sense of people, ideas, projects, interests and all that contribute to the development of a wider look at their own practice. As youth work is not an island, through international inclusion projects, SOCIETY changes too. It becomes more open for everyone especially when common European values are shared which in turn promotes a spirit of collectiveness.

"THE ONLY WAY TO BE AWARE IS TO EXPERIENCE.

LIFE CANNOT BE SUMMARISED IN A TEXTBOX."

SUCCESS FACTORS

"WHAT MAKES SOCIAL INCLUSION PROJECTS WORK SO WELL THAT THEY DON'T STAY AS PROJECTS BUT TURN INTO LIFE!"

Participants recognized quite a few general, overall SUCCESS FACTORS that should be taken into consideration for good inclusion projects: belief in the project idea and people; having an open mind and heart; being prepared for the unexpected; focussing on abilities; investing time in the development of personal attachments and honest relationships; use of a non-judgmental approach and treating young people as equals; implementing equity; taking an individual approach; and being flexible. Do not forget to empower the young people but also the communities they live in by using innovative, participatory and creative methods (peer to peer, peer to families, hip-hop...)

The ways we PREPARE, ORGANISE & IMPLEMENT a project have many concrete elements that can be seen as support for success: time for communication (with partners, participants, team), cooperation, adaptability, different perspectives, recognition, authenticity and trust, clear goal and visionary approach, and identifying barriers. Getting support from the environment, getting close to people and putting effort into recognition are all important factors in all segments of project management.

"DO NOT FOCUS ONLY ON THE PROJECT BUT ALSO ON THE PEOPLE'S NEEDS AND PAINS TOO.
BE CREATIVE IN THE PROCESS OF IMPLEMENTATION AND DO NOT PRODUCT."
JUST FOCUS ON THE PRODUCT."

The participants emphasized that **YOUTH WORKERS** themselves are an important link.

- courage,
- love,
- motivation,
- competence,
- respect,
- trust,
- patience,
- persistence,
- empathy,
- ambition,
- passion
- faith.

Self-knowledge, awareness on how our fears influence our work and being ready to cope with vulnerability is essential. Also it is important to do what we are good at and that we let others do that they are good at. Knowing our own limits and trusting others is important for the success factor.

"GIVE YOURSELF TIME. THINGS TAKE TIME. YOU NEED TIME."

PARTICIPATION AND OWNERSHIP are seen as essential for success and as factors that should be present in different stages and segments of any project: exploring needs, creating, planning, implementation, decision making, and evaluation. Empowerment and an active approach is important. Young people should get equal responsibility in the making of decisions, planning and evaluating because in inclusion projects participants are more than just beneficiaries. Ownership really matters.

... AND HOW TO OVERCOME THEM

OBSTACLES ...

These are some general OBSTA-CLES that practitioners encounter in their inclusion work like the lack of concrete solutions to be applied or a gap between young people and participation struc-tures. It can help to change your focus from the 'target group' to the 'situation' and to be aware that obstacle could be anything from adults to language (even our own youth work language). Posi-tive discrimination can be helpful but it is essential to approach it with care so that it does not cre-ate more discrimination.

Specific obstacles could occur within:
- the PLANNING AND IMPLEMENTATION , therefore it is crucial to have a clear aim. It is important to pay close attention to any stigmatization and discrimination, be clear when dividing responsibilities and be creative when it comes to money issues. It is essential that we have sufficient levels of knowledge on the topic and that we plan what is possible to reach.
- COMMUNICATION WITH OTHERS can be a cause of many obstacles, so it is essential to check if we understand the same words differently and that we know how to deal with differences in a constructive way. Information sharing, social pro-motion and new creative ways for promoting Erasmus+ Youth in Action programme should be considered.
- the MOTIVATION of young people, FUNDING and PARTNERSHIPS can become ob-stacles if we do not handle them with care. It is essential to make sure that all the stakeholders share the same vision and that their responsibilities are clear.

People can get used to the worst situations. More than animals.

First they think it is unacceptable.

Then they fit into it.

"NOTHING CAN STOP THE PASSION! "

MOTIVATION OF YOUTH

WORKERS FOR (MORE) INCLUSION WORK AND AND HOW TO KEEP IT

Participants agreed that giving up is not an option for them and that is something that keeps them MOTIVATED for youth work. The source of motivation is often the REACTION OF YOUNG PEOPLE, THE CHANGE AND THE IMPACT that they notice while working with and for the young people (smiles, change, success, a will to support others, impact of young peoples satisfaction and growth of self-esteem...). The way youth workers VIEW AND UNDERSTAND THE WORLD (belief in human/children's rights, equality, belief that society does change) and their INNER STRENGTH AND DESIRE (love for the job, love for humanity, real wish for change) are also a source of their motivation.

"IT'S LIKE AIR TO THEM.

WITHOUT IT THEY CANNOT EXIST.

IT IS A WAY TO BREATHE LIFE INTO PEOPLE I WORK WITH"

"Nothing can stop passion."

"Giving up is not an option."

CLOSING OF 'ME TOO' FORUM

CROSS - SECTORAL PARTNERSHIPS

Young people face exclusion in many different areas of their lives (job, education, private life...) with barriers often spread through several sectors. Therefore, it makes sense to cooperate and jointly approach some obstacles and situations. If we are cooperating with partners from diverse sectors then we are forming cross-sectorial inclusion projects. For example, if we want to really support employment of young homeless people we might need to cooperate with all these stakeholders:

- non-governmental organisation to ensure that participatory approach is taken and that voices of young people are heard and/ or they can provide workshops on how to look for a job
- state employment offices for making employment measures accessible for young homeless people
- city housing department for providing young people with a free or subsidised apartment
- welfare office that provides financial support and or public kitchen service even beyond the first salary
- Red cross to get appropriate clothing
- employer who has developed a mentorship programme
- mental health services
- sport, culture, youth organisation to provide the young people with free time activities and opportunities to socialise
- and some more .....

"LET OTHERS DO WHAT THEY ARE GOOD AT AND YOU DO WHAT YOU ARE GOOD AT."

"Cross-sectoral cooperation: a complimentary cooperation which includes representatives with different specialisations from one of the sectors (public, business, non - governmental yet form different agencies / institutions."

Let's cooperate for youth- a practical guide on cross-sectoral cooperation

OF CROSS-SECTORAL INCLUSION PROJECTS

ADDED VALUE

Participants of KEY TO INCLUSION thought that many areas / issues of a young persons life could be improved if there is cooperation with organisations from different sectors. This is especially so when it comes to social inclusion and the creation of an INCLUSIVE ENVIRONMENT that cherishes diversity and provides opportunities for all. Cross-sectoral projects could contribute to making policy decisions that could ease direct inclusion work. YOUNG PEOPLE could also benefit directly or indirectly (especially from innovations that are developed within cross-sectoral projects) from created choices and chances to explore their own identity, interests, motivation and vision of their future. Exploring their own ideas and bringing their ideas about life into reality can be of great value for young people. Young people could also gain knowledge and develop diverse skills and values (practical, social skills, self-esteem, communication...).

This is not the only reason why we should consider a cross-sectoral approach. By bringing together many limited resources, bigger things can be reached. At the same time, this approach could reduce the sense of being overwhelmed as well as the sense of loneliness and despair that inclusion workers sometimes feel due to the complex problems that are out of our reach.

INCLUSION

We can not do it alone.

THIS IS NOT AN ADDED VALUE: IT IS A SINE QUA NON.

FISH BOWL *ready to swim ?*

"IT GIVES THE PEOPLE INVOLVED MORE CHANCE TO CHANGE IN AN UNEXPECTED WAY - INCLUSION IS SOMETHING THAT REQUIRES FROM EVERYONE TO CHANGE!"

Participants of KEY TO INCLUSION identified that they themselves had benefited from participating in cross-sectoral projects because they could develop RELATIONSHIPS with (interesting, positive, inspiring) people that can become their long-term partners or even friends. Diversity in these projects emphasises that LEARNING about different working philosophies, cultures, and realities gives them a possibility to make a CHANGE IN AN APPROACH they are taking (change in mindset, different points of view on the same matter, do new stuff or do old stuff in a new way).

PROFESSIONAL / PERSONAL GROWTH (negotiating different viewpoints, getting out of comfort zone, challenges, reflecting on personal / work life, recognising own problems, dealing with diverse views) is one of the added values of cross-sectoral projects. One attractive, motivating and powerful thing is that cross-sectoral projects work on a MUTUAL GOAL (building bridges, fighting walls, better present / future for young people, big impact, inclusivity, and accessible world). And not to forget that working on this kind of project can also be FUN.

AND WHO DO WE NEED

The first step would be to explore from different perspectives an exclusion issue that needs to be tackled. When we gain a deeper understanding of the issue it is also necessary to identify the barriers that are creating exclusion and to choose which barriers to target with the project (for example; lack of competences in individuals; working hours and approach of the organisation; policy level – discriminatory employment regulations...).

Think about who else could be involved. Who is part of the problem and can they be a part of the solution? Who are stakeholders who would benefit from elimination of that barrier? For example, having low floor trams that are accessible for young people in wheelchairs would also benefit parents with baby strollers and or elderly people... might these groups be interested to join your cause?

Participants on KEY TO INCLUSION identified many local and international potential stakeholders that could become crucial partners. Here are some examples to provoke thinking in diverse directions.

SAME GOALS?

OTHER

- individuals
- local interest groups

EDUCATION

- Schools for children with special needs
- primary schools,
- secondary schools (including vocational schools, gymnasium...)
- faculties
- attendance office
- mentoring programmes
- special education schools

BUSINESS

- Human Resources organisations
- employers
- labour organisations

STATE OR LOCAL INSTITUTIONS

- social work/ welfare centre and institutions
- retirement homes
- state government and their agencies, offices...

LOCAL AND REGIONAL GOVERNMENT

- local council
- local government
- municipality

ORGANISATIONS THAT WORK IN INTERNATIONAL LEVEL:

- International enterprises
- European Youth Forum
- European Union bodies
- UN
- International NGO organisations
- Council of Europe – European Youth Centres and the European Youth Foundation
- International educational institutions
- Red cross
- World Health Organisation
- UNICEF
- UNESCO
- Religion institutions (exp. church, mosque..)
- Networks
- Political parties
- Sport club federations
- Scouts
- Banks
- Agencies

CIVIL SOCIETY ORGANISATIONS

- sport clubs
- cultural centres
- foundations
- cultural centres and organisations - cinemas, theatre, social entertainment groups
- youth centres
- scouts
- youth houses
- religion based youth groups / organisations
- non-governmental organisations
- organisations working with special needs people
- libraries
- social housing projects
- student clubs
- health care organisations

HOW TO APPROACH

POTENTIAL PARTNER?

When you have identified all the potential stakeholders, it is time to approach them to understand how they see the issue you are interested in tackling and would they we willing to cooperate with you.

- You can approach them at different events (seminars, meetings, education fairs, job shadowing, training courses, conferences...),
- you can search for them in an on-line database or topic related groups on social media.
- You can make and send announcements that you are searching for partners (via database / platform, Facebook, e-mails...),
- you can reach out to networks you, your colleagues or other partners belong to, if you already know them ask for a Skype or face to face meeting.

HAVE A DRINK WITH COOL PEOPLE DURING SEMINARS AND TRAINING COURSES!"

"HOW TO APPROACH POTENTIAL PARTNERS?

FIND THE RIGHT BALANCE BETWEEN BEING TOO NICE AND TOO PUSHY

"SOCIAL PROMOTION OF WHAT WE DO IS ESSENTIAL. IN THAT WAY OTHER STAKEHOLDERS WILL CARE ABOUT OUR TARGET GROUP AND ADVOCATE FOR THEM. TAKE THE GROUP WITH YOU TO A MEETING WITH A MAYOR."

When you have a few interested stakeholders you can meet together and talk about how each stakeholder sees:

- the barriers that you will tackle with the inclusion project and the impact that it is having on young people
- the solution that would reduce or diminish the barrier
- each stakeholders interests in reducing this barrier
- each stakeholders involvement in the potential project

Participants of KEY TO INCLUSION listed the following things to have in mind while approaching potential partners:

- approach should be tailor made
- practice honesty and curiosity
- be nice, give space and make friends
- build community
- listen to them and be interested in their needs and solutions
- see their strengths
- ask about their motivation
- start with informal contacts and see if you want to make formal contact
- make your aim and your motivation to cooperate clear
- share your ideas and explain their purpose
- represent positive things
- seek synergy and try to put very different visions and goals together
- show them the fruits
- inspire
- let people learn

CREATE A **SPACE** FOR DIALOGUE

"WE ARE FROM DIFFERENT SECTORS, BUT WE`RE ALL BRINGING IN SOME COMMUNITY SPIRIT."

Some stakeholders will become your partners, some will become your associates and some will become participants in some of the project activities. Organisations that just give money for the project but do not have any other impact or responsibility are your donors (do not confuse them with partners). Partners are those who are fully involved, they will build the project with you, they will carry out some of the activities and will share the responsibility for the success of the project.

If you are interested in how to create a project, take a look at some training offers on SALTO web page. "Project Lab" is an activity that appears from time to time that provides an opportunity for learning about project development in two days.

The European Training Calendar: Everything at a glance: training within the Erasmus+: Youth in Action Programme and beyond

eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe.

CONTRIBUTIONS

FROM PARTNERS

Sometimes stakeholders will want to help but they will not know how. It is up to you to tell them how you see their contribution. This will help them to come up with their own ideas about their possible contribution. Participants of KEY TO INCLUSION identified diverse contributions (wisdom and treasures) that they and other stakeholders could give to the project.

WHAT CAN YOUTH WORK BRING TO THE TABLE?

Although the majority of stakeholders will bring many positive things to the table they can also make things harder. For example, participants shared that some stakeholders can bring self-interests or confusion. It is good to plan how will you handle any potential problems in order to contain such influences on the project.

KNOWLEDGE & SKILLS
- skills for working with children
- organisational skills
- different learning environment and teaching skills
- cross-sectoral communication
- personal guidance -person centred
- participation - bring in own opinion
- project management skills
- how to make a good team

EXPERIENCE
- practical education together with employers
- international projects
- experience in project planing
- previous experience in implementation of social inclusion projects
- direct hands on work with young people
- experience of working with teachers
- organising of large scale public events

CONTACTS
- young people who want to cooperate
- good connections with other organisations/ institutions on local/ regional/ international and national level
- network organisations

OTHER RESOURCES
- open mind
- positive climate
- respect
- methods
- cross-sectoral networks
- people with a vision / ideas regarding social inclusion

COOLNESS!

WHAT COULD PARTNERS

BRING TO THE TABLE?

FORMAL EDUCATION

- guiding and coaching skills
- organisational skills
- carrer guidance and orientation
- theories behind the topic
- feedback lessons
- "buddy" lessons
- preparation for labour market
- acces to children and youth
- infrastructure
- traineeship
- living labs
- social aspect
- guidance and help
- future perspective
- festivals
- time

BUSINESS COMPANIES

- employment
- part-time jobs
- opportunities for real life/business experiences and skill development (internships, field work, traineeship)
- feedback from the field
- mentors to be a role model for young people and / or mentorship programmes
- experience, knowledge and skills (project management, marketing, PR, entertainment, social responsible employment, "new" organisation models, their perception about "skills", social economy a new concept for social inclusion)
- visibility
- open doors for young people visits (share experiences with young people, inspire)
- entrepreneurial approach
- financial support

CIVIL AND PUBLIC SECTOR

- human capacity (can be mentors, tutors)
- combination of different mindsets
- concrete, new, fresh ideas of what is needed for inclusion
- mix of experiences that can actually bring change
- different methods
- instruments of non-formal learning
- facilities, tools, equipment
- special knowledge
- cooperation between different groups and different ways to be together
- motivation
- work placement
- feedback
- financial support

WHAT COULD PARTNERS

BRING TO THE TABLE?

LOCAL AND REGIONAL GOVERNMENT

- support to sustainability (information about future government plans, financial support, legal framework, strategic plans, dissemination of project results...)
- voluntary work, mentoring
- bring different parties / sectors together and facilitate cooperation
- support in contacts with EU institutions
- infrastructure
- promotion and involving community
- time
- knowledge of specific topics and about projects in general
- public support
- visibility and sustainability of results

YOUTH WORK

- expertise in youth work, methodology for human connection, non-formal education, youth participation methods, peer learning...
- insights into young peoples reality and their needs
- reality of youth work practice
- unique and new ideas, perspectives and approaches that are needed to make a creative plan
- understanding the importance of a high level of motivation
- relationship with young people and the ability to involve young people as participants
- safe place for youth work
- openness for other organisations / professionals
- tutoring / mentoring
- reflection

MEDIA

- knowledge that they can use, share and teach others (communication, promotion
- dissemination of results
- visibility of good practices and positive news / messages (video, articles, tv contribution)
- promotion of activities and making them more attractive
- awareness raising on inclusion issues
- promotion of concept and positive representation of marginalised groups
- stars / famous people as role models

INGREDIENTS FOR GOOD

CROSS-SECTORAL PARTNERSHIP

Everyone would like to have reliable, committed partners that compliment each other but that takes time and effort and realistic self-reflection. Set up meetings with your partners at which you can discuss what kind of partnership you want.

Participants from the ME TOO forum shared basic outlines for good cross-sectoral partnerships. The participants from KEY TO INCLUSION added to that frame with more specific details on the main ingredients of cross-sectoral cooperation. This information is useful for preparing cross-sectoral partnerships. It can support the creation of ideas on what to put on the agenda for the first meetings and what crucial elements need working on.

"VALUE EVEN THE SMALLEST CONTRIBUTION."

"HAVE IN MIND THAT TRANSPARENCY BETWEEN PARTNERS IS ALWAYS IMPORTANT."

The first thing that the participants identified as an essential starting point for every good partnership is the identification of the different realities and needs of the partners / sectors. It is also important to be able to find **COMMON** ground where the **NEEDS** of each partner, target group and **AIMS** of the project are concerned. It is important to dedicate enough time for defining common goals, interests, and ideas that lead to a good strategy. Ensure there is clear task division. It helps a lot if everyone involved plays with open cards, this openness should start with oneself.

❯ Some **GENERAL INGREDIENTS** that make good cross-sectoral partnership are good preparation, the involvement of all stakeholders (young people themselves, their parents or guardians, their community, teachers, social workers in the field of education or children with special needs...), and understanding and accepting diversity.

❯ Getting to know partners, benchmarking, and the identification of strengths can help to get partner teams rolling.

❯ Having a positive vibe, trust, respect, passion, being optimistic and enthusiastic, having fun and smiling, being kind, available understanding and practicing common sense can make the partnership process easier and can help with overcoming problems.

❯ Being curious, having courage and the guts to do something new are essential if you are aiming for innovation.

❯ Having the support of your own organisation and colleagues, and a willingness to share knowledge and skills are important too.

WHAT IS YOUR PARTNER'S AIM?

DOES IT FIT YOUR IDENTITY?

Never forget the "Why"

"WHEN PROBLEM OCCURS, INCLUDE EVERYONE IN GETTING SOLUTIONS."

PROBLEM SOLVING AND COMMUNICATION is seen as part of the process of development of a good partnership. It is important to be transparent and to deal with problems immediately. It is easier if partners speak the same language and that they have a mutual understanding of the terms they are using. It is essential to be open for constructive criticism and to dedicate enough time to find solutions that would satisfy all.

Having reliable, committed partners that compliment each other takes time and effort. The participants of KEY TO INCLUSION identified several pointers for reaching good cooperation. Remember things that are implied or assumed, and therefore unsaid, are usually great grounds for misunderstandings. In an intercultural and cross-sectoral context things that seem 'normal' to us are not necessarily the usual way of doing things for others.

The following list can help you with setting the agenda for a meeting with your partners on the kind of cooperation you want in the partnership.

POINTERS FOR GOOD COOPERATION

- Plan from A-Z. Make a financial agreement before project starts. Be clear about the aims of the project. Disseminate the action plan and inform your partners about any changes during project and project planning.
- Set clear expectations! Be sure to break down the wording of an agreement so both parties understand the agreement, create clear task divisions.
- Be sure to keep your partner in the loop. Be transparent, everybody should know what is going on. Have at least monthly contact moments.
- Create a tailor made communication process.
- Ask questions, don't wait for questions.
- Don't assume, always ask.
- Prioritise a communication. Be responsive to e-mails. Define a 'time-frame' for answering mails.
- Use Skype and social media to communicate.
- Don't forget about the power of face to face contact. Create an open atmosphere for discussions and constructive feedback.

- Take on board intercultural differences. Be aware of cultural differences in communication.
- Be respectful of deadlines and agreed programmes. When a deadline is not met inform everyone.
- Be responsible for your part / role. Be engaged in the whole process.
- Inform and involve your own organisation and colleagues in the project.
- Be supportive! Help each other with your different tasks (even if the task is not yours).
- Be honest if your priorities change (e.g. you don't have the same amount of time as before).
- Respect and trust each other. Trust that your partners are capable of doing their tasks.
- Put yourself in your partners place.
- Have regular progress and monitoring meetings and evaluate your working process (not just the project).
- When the going gets tough, don't forget to have fun!

STEP INTO YOUR PARTNER'S SHOES

LISTEN and UNDERSTAND

"NEVER FORGET WHY."

Within cross-sectoral partnerships it is important to share the wisdom of the different sectors. To use an analogy of computing can be used to show the importance of a cross-sectoral approach:

- A plain network has to exist in the sense of compatible materials, resources, capacities. (We need partners that share our goals, values and are compatible to us.)
- All devices have to have a common language (Computers use '0' and '1' and we use for example, English and German languages. We use education, youth-work, and social work vocabulary. It is not as easy as 0 or 1 but it is up to us to make it as simple as that. Do not get lost in translations.)
- All devices are in constant communication and are sending messages "I'm alive" to each other. (In the partnership, it is crucial that we do not leave the grid. Partners might get worried or be in a panic if we just disappear.)
- Stability speed is important. A connection will not work if some devices send messages "I'm alive" to often or not often enough. There is some deviation that is considered as acceptable but everything above or below that point causes problems. (If one partner is too fast or demands a lot and others are very slow the stability of the partnership will be in jeopardy.)
- If one device is too slow or fast or does not respond at all or sends some other message, devices have alternative routes to reach that device. (If one person from a partner organisation is not answering via mail, we can try to call, or to send regular mail or we can contact some other person from the same organisation. Life moves in unpredictable ways and a back-up communication route is needed.)
- All devices have solutions for a diverse number of potential errors. (While planning we should think of all things that could create problems for us or that could slow us down and plan solutions if something occurs.
- A transparent network enables users of a particular application to access remote resources in the same manner in which they would access their own local resources. (Having all information in one place and shared among all partners can save time and make things easier.)

CROSS-SECTORAL PROJECTS

K2 STRATEGIC

It might happen that you and your partners have identified that in order to resolve some barrier to inclusion you need an innovation or you might have identified a need for an exchange of good practice. If this is the case, consider applying for funds from the Erasmus+ KA2 programme.

Within Key Action 2 'Cooperation for innovation and the exchange of good practices', depending on the objectives and the composition of the Strategic Partnership, you might develop 2 types of projects:

- *In the context of Erasmus+ cross-sectoral cooperation would mean that you have to cooperate with an organisation from at least one other sector. Within Erasmus+ sectors that can be cooperated with are: Higher education, Vocational education and training, School education, Adult education, Youth and Other socio-economic sectors (business, local/ regional government, state institutions...)*

- STRATEGIC PARTNERSHIPS SUPPORTING INNOVATION

Projects are expected to develop innovative outputs, and / or engage in intensive dissemination and exploitation activities of existing or newly produced products or innovative ideas. Applicants have the possibility to request a dedicated budget for 'Intellectual Outputs' and 'Multiplier Events' in order to directly answer to the innovation aspect of the action. These types of projects are open to all fields of education, training and youth.

- STRATEGIC PARTNERSHIPS SUPPORTING THE EXCHANGE OF GOOD PRACTICES

The primary goal is to allow organisations to develop and reinforce their networks, to increase their capacity to operate at transnational level, and to share and confront ideas, practices, and methods. Selected projects may also produce tangible outputs and are expected to disseminate the results of their activities in a way that is proportional to the aim and scope of the project. These results and activities are co-financed through the standard budget for project management and implementation. Strategic Partnerships relevant to the field of higher education will not support these types of projects.

"WE REALISED THAT MAYBE SOMETIMES IT'S BETTER TO START WITH KA1 TO GET TO THE SAME LEVEL OF UNDERSTANDING WITH PARTNERS, AND NOT JUMP DIRECTLY INTO A KA2 PROJECT WITH THEM."

"DON'T FORGET TO THINK OUT OF THE BOX WHEN LOOKING FOR PARTNERS AND DON'T BE SO AFRAID OF APPLYING FOR AN EU PROJECT! YOUR NATIONAL AGENCY CAN HELP YOU"!

Different kinds of activities are applicable within each type of project and it is up to you to make a coherent set of activities that all contribute to the main goal of your project. To get more information about KA2 projects or to get advice on the creation of a KA2 project visit the Erasmus+ guide page 120-139.

As some National Agencies might put an emphasis on one or another type of programme, visit their web pages and carefully read the call for projects. If you need more specific information or even consultation, contact them and ask them for their support. They might be able to help you identify if your project idea fits within the KA2 concept or even read some parts of your project and give suggestions on how to make it more viable.

K2 PROJECT EXAMPLE

The 'RIDE' project is a two year Erasmus+ project, co-funded by the European Commission. RIDE stands for 'Resources for Inclusion, Diversity and Equality'. The primary objectives are to produce a network of partners and through that a community of practice across the partners involved in the project. This is in order to develop knowledge and skills related to developing quality youth work practice. The project will in fact collect and develop a comprehensive Toolbox with a set of fresh, innovative resources and practical tools supporting inclusive, diverse and equality based youth work practice. The primary target for the RIDE outputs are university staff and students in youth work, youth work training organisations and learners, and youth work practitioners.

MAIN ACTIVITIES:
• Partner meetings in all partner countries.
• Needs analysis interviews and focus groups with youth workers, young people and managers. These will be focused on the exploration of youth work concepts that exist in their respective countries and their understanding of the concepts of inclusion, diversity and equality.
• Desk analysis of legislation and practice on national levels that tackle principles of inclusion, diversity and equality.
• Interviews and case study exploration in order to identify existing good practice examples.
• Desk research about existing resources for youth workers and detecting the areas in which deficiency of resources exists.
• Collecting feedback on education and training modules and tailoring them to specific national needs and circumstances.
• Creation of intellectual outputs that will be part of the RIDE toolbox.
• Tracing of partners learning journeys through reflection reports which reflect the learning that has occurred throughout the project.

INTELLECTUAL OUTPUTS:
RIDE TOOLBOX: http://rideproject.eu/ride-toolbox/
• **Needs Analysis Report:** identifies the needs and gaps of inclusive youth work in the partner countries
• **RIDE Principles and Approaches Report:** research results on the principles and approaches that guide youth work practice in the EU and in their respective countries
• **RIDE Good Practice Directory:** a collection of case studies of good practice in inclusion, diversity and equality, drawn from each partner country
• **RIDE Practice Resource:** a collection of inclusion, diversity and equality resources to support youth workers in their current practice
• **RIDE Education and Training Resource:** module content appropriate for delivery in a higher education setting and a training course for delivery to youth workers who are already in practice

"FIND PARTNERS. FEEL WITH THEM. FEEL WITH YOUTH. START THE PROJECT."

To see more examples of cross-sectorial KA2 inclusion projects have a look at a these publications:

Growing Inclusion & Participation: An inspirational guide to setting up inclusive & participative Strategic Partnerships in the youth field

STRATEGIC PARTNERSHIPS - Funding for education, training and youth projects

Let's cooperate for you(th): Practical guide on cross-sectorial cooperation

Erasmus+ project results platform

HOW EXCLUSIVE

iNCLUSiVE PROJECTS BECOME

"IF YOU`RE THINKING ABOUT DEVELOPING SYSTEMIC SOLUTIONS, HAVE IN MIND TO INCLUDE THE 'END USER' IN THIS PROCESS. WE HAVE BROCHURES THAT END-UP NOT BENEFITING THE PEOPLE THAT ARE THEIR TARGET GROUP."

When you start to think about the project idea do not forget that young people are one of the stakeholders. They know best what barriers they are facing. They also usually have great ideas on how to resolve them. If you do not get their input you risk developing a solution which young people will see as useless and you will have a hard time to get them motivated to engage in your solution.

You can find out something about young people's needs by talking to adults that are in close contact with them, for example, parents, teachers, psychologists, pedagogues, youth-workers... But do not exclude the young people themselves from any needs assessment process. Excluding the young people will mean you will not get enough information or a complete picture of the young people's needs. It is often argued that young people are not willing or able to participate and state their own opinion but this has more to do with who is asking, how they are asking and how much time they are willing to dedicate to that process.

ACTIVE PARTICIPATION

- *"Young people should have the opportunity to actively shape the society around them and be involved in decisions that concern them.*
- *One type of participation is democratic participation. Young people need to realise the importance of elections and of influencing policy makers at different levels. Youth workers can support young people in making their voices heard.*
- *Participation can also take an educational approach. You can empower young people to take an active role in the projects you organise with them. Through their involvement, they can gain skills and the appetite to set up future projects themselves."*

Growing inclusion a participation - An inspirational guide to setting up inclusive & participative Strategic

The zero point in that everybody should start with the same possibility to do something.

The next point is to share the power with persons with disabilities.

MARKO, PEJOVIĆ

MAJORITY and INCLUSION is a matter of POWER.

There are many ways to get to know young people's views, opinions, needs and suggestions. Here are some that the participants of KEY TO INCLUSION identified:
- conversations with young people (educational lesson, during free-time activities, summer camps)
- observe, notice and listen to what is going on, interact with young people
- follow the social media they use and observe what they post
- make questionnaires, surveys, focus groups, interviews
- create with them a space for participation, a space in which they can be heard
- invite young people to take part in dialogue and meetings
- invite them to share their opinions, dreams, and stories via letter, story, drawing, videos, testimonials…
- peer to peer research

And do not forget if we want young people to genuinely share it is crucial to create a positive atmosphere and to really listen, understand, trust and be open minded.
Getting young people's input is just the minimum of participation, for example, they can be involved in working groups as experts since they are the greatest experts about their own lives. We are only trying to step into their shoes, they are walking in them every day.

Here are some ideas of young people's involvement:
- Carry out participatory research (young people will probably tell each other more than they would tell to an adult)
- Test some of your solutions and get them to give you feedback
- Get them to carry out some of the project activities
- Build and lead youth activities…

"WHEN YOUNG PEOPLE HAVE AN ACTIVE ROLE, THEY WILL HAVE GREATER MOTIVATION."

"NOTHING FOR US, WITHOUT US!"

Do not underestimate the knowledge and power of young people. It will take some additional time to prepare them for active participation but their views are crucial and irreplaceable. By including young people in projects we are giving them a chance to see in practice that their opinion is important and that they can influence different processes that impact their lives. This process, if handled well, can be empowering for them and for other young people in their community.

If we do not put in extra effort to involve all young people in inclusion projects such projects become exclusive projects. They become exclusive just for adults (teachers, youth workers...) or just for those young people that speak a foreign language, or who have good grades, or whose parents can afford pocket money, or for those who have good verbal skills and can express themselves, or for those who will say appropriate things, or just for those who are proactive...

THE CHALLENGE: **TARGET** OTHER GROUPS THAN WHITE MIDDLE-CLASS STUDENTS.

Being really inclusive means putting a lot of effort into preparing young people for participation and being open for overcoming difficulties in order to give a real chance for young people with fewer opportunities to be a part of inclusion projects.

MESSAGES

FROM THE EVENTS

"STEP-BY-STEP... JUST DO IT! IT WILL NOT BE EASY, BUT IT WILL BE WORTH IT. IT MEANS A BETTER FUTURE FOR ALL OF US IF WE CONTINUE CONNECTING PEOPLE. YES YOU CAN!"

- Keep empowering young people with fewer opportunities by working with them and not only for them; remain sensitive and listen to understand their needs; involve them in the decision making processes.
- Keep an eye on the reality and the changing needs and stay responsive in the changing context; continue your own professional development to meet the changing needs.
- Share and better promote Erasmus+ opportunities for young people in a more accessible, impactful way and youth-friendly way.
- Keep your passion and stay positive in your work; don't forget WHY you do it and let other people know it.
- Give more emphasis to systemic solutions; encourage cross-sectoral cooperation and connect non-formal and formal education.
- Demand better recognition of youth work, share your results and advocate for more funds for inclusion projects.
- Continue forums and conversations on social inclusion at all levels.
- We want to create an open environment in Europe. So, let's sustain and support each other. In order to do that it is important to make an effort and listen. Make sure you have a common understanding of what are the needs, what you want to reach and how you want to reach it.
- Erasmus+, please make your programme structure inclusive too

FOR THOSE WHO WANT TO KNOW

MORE

National Agencies - information on Erasmus+, publications, links to database for partner search

Youth partnership - information on research, regional cooperation, youth work in different countries
Council of Europe - information on trainings, seminars, conferences, publications and other educational materials..

Youth Work Portfolio- online tool that helps individuals, teams and organisations doing youth work around Europe to understand their competence and to develop it more effectively.

Eurodesk -Eurodesk makes youth information on learning mobility comprehensive and accessible to those who work with young people

Mladiinfo - information on scholarships, jobs, grants, contests, volunteering

SALTO Resource centres – variety of tools that can help create and implement inclusion projects:
Toolbox for training
Good practices for better projects
OTLAS partner finding
TOY-Trainers online for youth
Inclusion Quality Charter for organising training courses
European training calendar
Publications about inclusion

European platform against poverty and social exclusion - proposes measures to reduce the number of people living in poverty or otherwise socially marginalised in the EU by at least 20 million by 2020

European Knowledge Centre for Youth Policy - provides reliable information about the living conditions of young people.

Youth monitor - Active normal content. The EU Youth Monitor is based on the EU Youth Dashboard, composed of 41 indicators covering all eight fields of action of the EU Youth Strategy. It is updated regularly, on the basis of data provided by Eurostat or Eurobarometer surveys. The Monitor provides information from 2010 onwards, where available.

European Platform for Learning Mobility in the youth field - EPLM is an open network and is conducted in a participatory way. Thematic working groups may be formed and supported with means available and depending on the needs and developments related to learning mobility in the youth field. It focuses on the learning mobility of young people and of practitioners in the youth field, and particularly in various forms of youth work.

Knowledge Books of the partnership - The youth knowledge books are the outcome of research seminars and expert workshops on priority topics of the EU-CoE youth partnership.

Erasmus+ programme - Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-20201. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the Europe 2020 strategy for growth, jobs, social equity and inclusion.

Key Action 1: Learning Mobility of Individuals
- Mobility project for higher education students and staff
- Mobility project for VET learners and staff
- Mobility project for school education staff
- Mobility project for adult education staff
- Mobility project for young people and youth workers Large-scale European Voluntary Service events Erasmus Mundus Joint Master Degrees Erasmus+ Master Degree Loans

Key Action 2: Cooperation for innovation and the exchange of good practices
- Strategic Partnerships in the field of education, training and youth
- Knowledge Alliances
- Sector Skills Alliances
- Capacity Building in the field of higher education
- Capacity Building in the field of youth

Key Action 3: Support for policy reform
- Meetings between young people and decision-makers in the field of youth
- Jean Monnet Activities
- Sport

EU Programme for Employment and Social Innovation (EaSI)
The Employment and Social Innovation (EaSI) programme is a financing instrument at EU level to promote a high level of quality and sustainable employment, guaranteeing adequate and decent social protection, combating social exclusion and poverty and improving working conditions. EaSI is managed directly by the European Commission. It brings together three EU programmes managed separately between 2007 and 2013: PROGRESS, EURES and Progress Microfinance. As of January 2014, these programmes form the three axes of EaSI. They support:
- the modernisation of employment and social policies with the PROGRESS axis (61% of the total budget);
- job mobility with the EURES axis (18% of the total budget);
- access to micro-finance and social entrepreneurship with the Microfinance and Social Entrepreneurship axis (21% of the total budget).

ESF - European Social Fund - The ESF is Europe's main tool for promoting employment and social inclusion – helping people get a job (or a better job), integrating disadvantaged people into society and ensuring fairer life opportunities for all.

IPA II -Instrument for Pre-accession Assistance
The Instrument for Pre-accession Assistance (IPA) is the means by which the EU supports reforms in the 'enlargement countries' with financial and technical help. The IPA funds build up the capacities of the countries throughout the accession process, resulting in progressive, positive developments in the region. Current beneficiaries are: Albania, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Kosovo*, Montenegro, Serbia, and Turkey.

EU Health Programme
The programme has 4 overarching objectives:
• Promote health, prevent diseases and foster supportive environments for healthy lifestyles taking into account the 'health in all policies' principle
• Protect Union citizens from serious cross-border health threats
• Contribute to innovative, efficient and sustainable health systems
• Facilitate access to better and safer healthcare for Union citizens

Rights, Equality and Programme 2014-2020
This programme shall contribute to the further development of an area where equality and the rights of persons, as enshrined in the Treaty, the Charter and international human rights conventions, are promoted and protected. Its nine specific objectives are to:
• Promote non–discrimination
• Combat racism, xenophobia, homophobia and other forms of intolerance
• Promote rights of persons with disabilities
• Promote equality between women and men and gender mainstreaming
• Prevent violence against children, young people, women and other groups at risk (Daphne)
• Promote the rights of the child
• Ensure the highest level of data protection
• Promote the rights deriving from Union citizenship
• Enforce consumer rights
• Types of actions funded
• Training activities (staff exchanges, workshops, development of training modules)
• Mutual learning, cooperation activities, exchange of good practices, peer reviews, development of ICT tools...
• Awareness-raising activities, dissemination, conferences,...
• Support for main actors (key European NGOs and networks, Member States' authorities implementing Union law,...)
• Analytical activities (studies, data collection, development of common methodologies, indicators, surveys, preparation of guides...)

European youth foundation

EYF supported projects cover all the Council of Europe country members, as well as the Cultural Convention Signatories: Belarus, Kazakhstan and the Holy See.The three strategic priorities for the 2016-2017 biennium will be to focus on:

supporting young people and member States in increasing the participation of young people in democratic processes;

supporting member States and youth NGOs in the implementation of Committee of Ministers' Recommendation CM/Rec(2015)3 on the access of young people from disadvantaged neighbourhoods to social rights (ENTER recommendation);

supporting the promotion of inclusive and peaceful societies, especially through the extended No Hate Speech Movement and the Roma Youth Action Plan.

Crowdfunding platforms

There are 4 different types of crowdfunding platforms. Differences between them are in incentives that owners of the project offer for donation and expectations of those that finance your project. There are platforms based on:

- Donations (GoFundMe, Crowdrise, GivenGain),
- Awards (Kickstarter, Indiegogo, Rockethub),
- Loan (Kiva, Zopa)
- Ownership shares (Crowdcube, Crowdfunder, Sellaband)

You can create your own platform for campaign by using these:

http://ignitiondeck.com/id/

http://www.selfstarter.us

Yes, we have to OPEN THE DOORS.

Some doors are closing due to safety reasons but there are still more and more places where you can act.

LIST OF PEOPLE INVOLVED

FORUM ME TOO

THIS GUIDEBOOK CONSISTS OF INPUTS FROM THE PARTICIPANTS, ORGANISERS, AND TRAINERS/ FACILITATORS INVOLVED IN FORUM 'ME TOO' AND THE SEMINAR 'KEY TO INCLUSION'. ALL MATERIALS WERE GATHERED AND EDITED BY SUNČANA KUSTURIN WHO WAS ONE OF THE TRAINER/ FACILITATORS AT BOTH EVENTS.

PARTICIPANTS

Bernard Moreau
Vincent Steffler
Marko Žunić
Ivona Šeparović
Yann Ribet
Dorottya Glatz
Karen Larusdottir
Steinn Hlíðar Jónsson
Ásta Sóley Haraldsdóttir
Guðrún Erla Hilmarsdóttir
Eddie Fitzpatrick
Don O' Leary
Kelly Kierans
Maria Jolanda Dezi
Elena Baldassari
Maja Petrushevska
Aleksandra Ristova
Andrea Maculani
Pawel Jaskulski
Dominik Kwiatkowski
Roxana Tampu
Corina-Nicoleta Mageanu

Alexandra Bogdan
Aurora Soto
Cristofer Correia
Jonas van Laere
Akello Okello Sisilia
Gudrun Willems
Kastriot Faci
Liridona Ismaili
Valon Kurhasani
Marko Miljkovic
Nevena Bradic
Ksenija Joksimovic
Dejan Nikolasevic
Melvisa Miskic
Jelena   Mrdak
Dragana Kosić Petrović
Mojca   Ferlič
Henk Persyn
David Dosenovic
Mihaela Kovačič
Penelope Frantzi
Rossana Basile
Ivana Čanak

GUEST SPEAKERS:

Marko Pejović
Boštjan Kotnik
Miguel Angel Garcia Lopez

GRAPHIC RECORDING

Aline Rollin

TEAM

Gisele Evrard
Darko Marković
Sunčana Kusturin
Špela Adam
Ana Vučković
Tinkara Bizjak Zupanc
Roberta Čotar
Sonja Mitter
Tony Geudens

SEMINAR KEY TO INCLUSION

THIS GUIDEBOOK CONSISTS OF INPUTS FROM THE PARTICIPANTS, ORGANISERS, AND TRAINERS/ FACILITATORS INVOLVED IN FORUM 'ME TOO' AND THE SEMINAR 'KEY TO INCLUSION'. ALL MATERIALS WERE GATHERED AND EDITED BY SUNČANA KUSTURIN WHO WAS ONE OF THE TRAINER/ FACILITATORS AT BOTH EVENTS.

PARTICIPANTS
Szilvia Simons
Margreet Frouws
Marloes van de Camp
Harry Pieter de Graaf
Sonja Jovchevska
Dijana Apostolova
Andrijana Pavlova
Ana-Iulia Beches
Monika Matuszczak
Alina Konsek
Artur Polak
Joanna Rajtar-Pilarska
Karmen Drljić
Nevenka Mandelj
Eva Jus
Aleš Kocjančič
Maria Jolanta Karnas
Muneeza Rosendahl
Pernilla Engqvist WidegreN
Raimonds Arājs
Jerica Lorenci
Maja Mojškerc

Friederike von Voigts-Rhetz
Riikka Jalonen
Cedric Raffier
Mariana Dragoș
Urban Krevl
Tončka Pal
Štefan Simončič
Sente Marie-Jeeanne
Macavei Sorin Leontin
Miguel Berthelot

TEAM
Alenka Oblak
Sunčana Kusturin
Maja Drobne
Neža Pajnić
Iztok Zver

DESPITE THE CRISIS, WE ARE MORE AND MORE, AND IT IS STILL GROWING.

yiPPEEEE!