T-KIT 8
Social inclusion

The training kits series

Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of youth

COUNCIL OF EUROPE

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T-KIT 8
Social inclusion

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Welcome to the T-Kit series

You may have wondered: what does T-Kit mean? We can offer at least two answers. The first one is as simple as the full version in English: "training kit". The second one has more to do with the sound of the word which may easily remind one of "ticket", often needed while travelling. We would like to invite you to go on a trip, a journey to discover new ideas useful while working with young people.

More specifically, we would like to address youth workers and trainers and offer them theoretical and practical tools to work with and use when training young people. The T-Kit series is the result of a collective effort involving people from different cultural, professional and organisational backgrounds. Youth trainers, youth leaders in NGOs and professional writers have worked together in order to create high quality publications, which would address the needs of the target group while recognising the diversity of approaches across Europe to each subject.

The T-Kits are a product of the partnership between the European Commission and the Council of Europe in the field of youth. Besides the T-Kits, the partnership has resulted in other areas of co-operation, such as training courses, the magazine *Coyote*, research and youth policy activities and an internet-based European Knowledge Centre for Youth Policy and the Youth Knowledge book series.
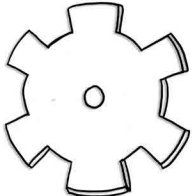
To find out more about developments in the EU-Council of Europe youth partnership (new publications, training course and seminar announcements, etc.) or to download the electronic version of the T-Kits, visit our website: http://youth-partnership-eu.coe.int.

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THE DRAWINGS IN THIS MANUAL

The drawings were designed specifically for this manual by Matia Losego with the support of its authors. Apart from the graphs and the titles the illustrator organised his work under two main topics: keywords and item for formatting. As an aid to the readers we present here the index of the drawings used.

Keywords	
	Access
	Access to social rights
	Accreditation
	Action
	Activity: Step-by-step description
	Advancement
	Awareness

	Educational activities
	Inclusion
	Integration
	Inter-sectionality
	Migration
	Participation
	Partnership
	Projects

	Social cohesion
	Social rights
	Social rights
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Preface

Welcome to this 2nd edition of the T-Kit on social inclusion! Since the first edition was published in 2003, promoting social inclusion of young people has been stepped up in the European youth sector agenda. In a broad sense, "social inclusion" refers to the barriers young people might face in their pursuit of self-realisation and full participation in society. There is more research today on the realities of young people in contemporary Europe, more youth policy and cross-sectoral policy approaches that address social inclusion, and more programmes and services for young people with fewer opportunities. More young people are involved in youth work. This revised T-Kit brings up all these changes in the conceptual part, equipping youth workers with a better understanding of real experiences of social exclusion and how the related challenges are taken up in youth policy. The practical part includes examples of educational activities and inspiring projects on social inclusion.

YOUNG PEOPLE, YOUTH WORK AND THE WELFARE STATE IN EUROPE

The concept of social Europe – a Europe of welfare states ensuring everyone a good quality of life – has emerged in post-Second World War western Europe, when most states assumed responsibility for building cohesive societies. These ideas have been developed by philosophers for centuries and the historic situation of a war-torn Europe favoured building state social protection systems based on the principles of cohesive societies, which aimed at accompanying every individual with the right financial support and services (housing, education, employment, etc.) from cradle to grave, that is, throughout their lifetime. Every state has developed its own model from universalistic (based on universal coverage) to more contributory insurance-based systems. However, the place of youth and young people's autonomy were never clearly thought out in these systems: that became more apparent when big welfare state reforms were introduced.

Welfare state reform came into focus in the 1990s, when the costs and pressure on public welfare systems grew and states liberalised service provision, outsourcing responsibility to the civil society and private sector. Regulation and monitoring remained with the public authorities. The combination of too high demand and the imperfections of the welfare systems in Europe became even more apparent with the economic downturn and the ensuing crises.

Youth is an age of transitions from education to work, from dependence to autonomy and this is where the limitations of the welfare state have been exposed. Often, measures focused on young people are either simply missing or their needs are inadequately addressed by any state support schemes. Furthermore, years of austerity policies and the increasing privatisation of public services (education, housing, health care, etc.) have also increased the context of insecurity young people face in their lives. In his presentation on inequalities at the 2016 Symposium "(Un)Equal Europe? Responses from the youth sector", Professor Richard Wilkinson highlighted that strong experiences of inequality have a big impact on a person's life chances. These experiences leave lifelong scarring effects and increase social polarisation in our communities. Turning around this situation remains a crucial policy challenge today.

At the height of the financial crisis, countries with strong state social protection systems fared better economically and had fewer numbers of people fall under the poverty line. Young people were covered through family benefits and support to their parents or working adults in their households. Few countries offered benefits directly to young people. Despite all challenges, investment in good social protection systems remains key to combating poverty and reducing the number of people experiencing social exclusion.

Young people with fewer opportunities are often missing crucial support, such as adequate minimum income schemes and services/guidance, in many areas of their life where they are discriminated against or are feeling excluded from (participation in education and extra-curricular activities, health care, transport, housing or employment).

Finally, the austerity context has put more direct pressure on youth work to take up a bigger role. Youth work is expected, in addition to creating active participation and learning environments for young people, to support young people with fewer opportunities in developing resilience and in finding immediate solutions to difficult contexts as well as building good long-term plans.

In this new reality, youth workers often need to reach out to practitioners in other fields such as justice, education, health care, housing, police, financial services and similar. This T-Kit includes tips for building those bridges and using other sectors' strengths for promoting the social inclusion of young people.

EUROPEAN UNION AND COUNCIL OF EUROPE INITIATIVES ON SOCIAL INCLUSION

Youth workers need to understand well the policy context in which they operate, and to use the opportunities it provides to support young people in overcoming barriers to social inclusion. In this sense, both the European Union and the Council of Europe have adopted several political documents that frame the national and local work on social inclusion and are a real support to youth workers. The most notable initiatives of the European Union are the Europe 2020 strategy and the accompanying Platform against Poverty and Social Exclusion, Youth Employment Initiative, the EU Youth Guarantee, and the EU Youth Strategy 2010-2018 with the accompanying Work Plan for Youth 2016-2018. The Erasmus+ programme offers a supportive framework and financial support aimed to reach out to and involve socially excluded youth in European activities. Research on the link between mobility actions and social inclusion shows a positive causality. The EU-Council of Europe youth partnership will publish a book on this topic in 2017. The EU Youth Report includes a specific chapter on social inclusion of young people and the one published in 2015 highlighted that socially excluded groups of young people are very diverse and outreach requires better planned policies and interventions. The European Commission, with the support of the SALTO-YOUTH Inclusion Resource Centre, developed and launched in 2014 the Erasmus+ Inclusion and Diversity Strategy in the field of Youth. This strategy applies in the youth part of Erasmus+ and encourages youth organisations and other structures to use international mobility projects for the young people with fewer opportunities they are working with. Other initiatives such as the Paris Declaration by EU member states, reinforcing political attention and allocation of resources to counter violent radicalisation of young people, entitled "Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education"[1] are the latest initiatives with a strong focus on groups of young people with fewer opportunities. At the programme level, The Erasmus+ national agencies and SALTO Inclusion are organising inclusion courses and networking seminars each year to support youth workers in carrying out projects with young people with fewer opportunities.

The Council of Europe's activities in the field of youth have been guided by the action plan "Building cohesive societies" and the Agenda 2020, driving the Council of Europe youth policy agenda. The Youth Department held training, capacity-building and awareness-raising activities on social inclusion. These processes led to the adoption of a series of recommendations by the Committee of Ministers, such as Recommendation CM/Rec(2015)3 on the access of young people from disadvantaged neighbourhoods to social rights (elaborated in the framework of the ENTER! Project), Recommendation CM/Rec(2016)7 on young people's access to rights and a forthcoming recommendation on youth

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1. For the main points of the declaration see this document: https://ec.europa.eu/epale/en/resource-centre/content/declaration-promoting-citizenship-and-common-values-freedom-tolerance-and.

work. Representatives of youth groups experiencing exclusion (such as Roma, LGBTIQ,[2] young people experiencing homelessness, young refugees and others) have organised study sessions with the support of the Education and Training Division in the European youth centres in Strasbourg or Budapest for many years and, through that, have strengthened advocacy actions for these groups of young people with fewer opportunities. The European Youth Foundation supports many projects on social inclusion of young people across the signatory states of the European Cultural Convention. Campaigns such as "All different – All equal" and the No Hate Speech Movement are convincing hearts and minds to stand up against racism, intolerance, xenophobia, exclusion, bullying, hate speech and discrimination and for building a more inclusive, participative and respectful European society.

Finally, social inclusion of young people has been among the three thematic priorities of the EU-Council of Europe youth partnership's work for several years. The partnership has been carrying out research in support of the work of the partner institutions and for the youth sector actors. The work on social inclusion began with a mapping exercise that culminated in the report "Finding a place in modern Europe". This report was launched at a meeting of youth sector stakeholders and young people experiencing social exclusion themselves. A series of thematic youth knowledge books and almost all research initiatives supported by the EU-Council of Europe youth partnership tackle social inclusion of young people from the perspective of youth work, evidence-based youth policies and developing better knowledge and understanding of young people (see latest analytical papers and reports from annual symposia and regional seminars on the topic). This research is presented to practitioners and policy makers, gets picked up in many local, national and transnational initiatives and informs public debate on youth policy and social inclusion in Europe.

Research by the EU-Council of Europe youth partnership aims to bring effective cross-sectoral approaches in youth policy and youth work to the foreground, showcasing ways to enable young people with fewer opportunities to overcome barriers in their lives. This engagement with other sectors remains the common thread for social inclusion initiatives across the youth sector and the EU-Council of Europe youth partnership brings together the three pillars of policy, research and practice to develop common understandings and proposals for social inclusion of young people. As an example, the EU-Council of Europe youth partnership supports the European Platform on Learning Mobility, which focused in its 2015 and 2016 activities on inclusion and quality in youth mobility.

STRUCTURE AND NEW ELEMENTS IN THE T-KIT

Since the last edition, there is an increasing need to offer youth workers and practitioners more hands-on advice and long-term approaches for supporting young people in overcoming barriers to social inclusion. The revised T-Kit draws on the knowledge developed over recent years, which has confirmed that youth work alone cannot tackle all the barriers to social exclusion, that more cross-sector approaches are needed and that fundamental conditions such as adequately functioning social protection systems covering young people are a pre-condition for successfully overcoming social inclusion. Today, there seems to be a more comprehensive and more nuanced understanding of what social exclusion is, which groups of young people are affected by it, what its long-term life impact is and how complex policies can address it. Compared to 2003, there is an expressed political will to reach out and support young people with fewer opportunities. Whether it is part of legislation, of youth programmes or of strategies, social inclusion has been mainstreamed in the political agendas and is a fundamental aspect of youth policies today. Finally, as we live in the age of crises, youth work is not only a bridge-builder with other sectors, but it is often the frontline service offered to young people experiencing social exclusion. In this sense, youth work has also diversified its approaches with young people and youth workers are required to know the fundamentals of social work as well as to keep the fun aspects of non-formal learning in their work with these groups of young people. This link between the two disciplines has proved strong since evidence from many countries across Europe shows youth work emerging from social work practice. These changes are reflected in the conceptual and in the practical parts of the revised T-Kit.

The conceptual part, including seven chapters, is more interactive and offers an overview of concepts, a series of self-assessment and planning guides, helping youth workers and practitioners prepare for social inclusion actions. It explores aspects which should be clear to youth workers, such as motivation

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2. Lesbian, gay, bisexual, transgender/transexual, intersex or queer/questioning.

for working on social inclusion, focus on young people, how to balance what youth work can offer and the whole range of needs/barriers young people may have in their daily lives. It also looks at the diversity of youth work approaches, strategies and tools that are used for social inclusion work and the link between formal and non-formal learning.

The T-Kit's practical part includes examples of strategies that go beyond educational activities and help youth workers walk the longer journey to social inclusion with young people. Educational approaches, which have usually formed the practice part of the T-Kit series, cover well the awareness and understanding of what social exclusion is, how it is experienced by young people and what barriers are keeping them from actively participating in the community. This is why the practical part is structured as five As: Awareness of the realities of social exclusion; Access – empowering and inclusive activities and actions; Action – support mechanisms for inclusion; Accreditation – recognition of experience, progress and achievements; and Advancement – supportive stepping stones towards inclusion. Examples of educational activities and projects are included under each of these categories.

We hope this new (revised) T-Kit gives a refreshing overview of the concepts related to social inclusion work with young people, offers more tools for youth workers and includes approaches with a long-term impact.

So, take inspiration, good luck and have fun in all your inclusion endeavours!

Tanya Basarab

EU-Council of Europe youth partnership

PART I –
SOCIAL INCLUSION
IN EUROPE

Introduction

THE FUTURE OF EUROPE: YOUNG PEOPLE, INCLUSION AND PARTICIPATION

This chapter aims to look at the challenges Europe is facing in terms of economic, political and social changes that have a direct impact on young Europeans. Special attention is dedicated to the challenges that socially excluded groups – young Roma, young refugees and young migrants – are facing. The second part of the chapter looks at the role of youth workers and youth organisations in supporting young people in going through these changes and in stimulating their active participation.

"From a youth perspective social inclusion is the process of individual's self-realisation within a society, acceptance and recognition of one's potential by social institutions, integration (through study, employment, volunteer work or other forms of participation) in the web of social relations in a community. In present-day European societies the concept is relevant to all young people as youth is the life stage when young people make the transition from family dependence to autonomy within the larger society under rapidly evolving circumstances. It has a particular meaning to those young people who come from disadvantaged backgrounds and live in precarious conditions. For them social inclusion involves breaking various barriers before acquiring their social rights as full members of society."

– European Knowledge Centre on Youth Policy – page on Social Inclusion by Siyka Kovacheva, PEYR member, see http://pjp-eu.coe.int/en/web/youth-partnership/social-inclusion, accessed 27 October 2016.

Europe has been going through different challenges. The Great Recession of 2008-09 had a strong impact on the economic and social situation of European citizens, generating high rates of unemployment as well as contributing to social movements in different parts of Europe. The most affected groups in this situation continued to be those with limited access to opportunities due to social, economic, cultural or religious barriers. Minority groups were exposed to even more discrimination and intolerant attitudes from majority groups, as evident in the rise of incidents of hate speech, extremism and violence. Also, in 2015, more than a million migrants and refugees crossed into Europe, sparking a crisis as countries struggled to cope with the influx while trying to find the most efficient mechanisms to deal with their resettlement.

The continent has been challenged by new phenomena that have exacerbated the crisis of ethics and human rights issues that refugees and migrants are facing. Migration is changing the political, social and economic landscape of Europe. Young people are certainly vulnerable and over-represented among migrants. In order to provide opportunities for these young migrants, policy makers need to make sure that there is a strong link between integration and migration policies, and the outcomes of these policies in the long term. This would in turn have a strong impact on the social and economic development of host communities (Eurostat 2015).
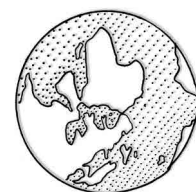
Thousands of young refugees are currently looking for a better and more secure life in Europe. Back home, most were exposed to war, situations of conflict, poverty and social insecurity, and thus left their countries looking for better life conditions in Europe. But in most cases, the new host community offers them a totally different social, cultural or economic framework. To be able to deal with the new context, they need special support. Poor and uncertain living conditions, the lack of access to education as well as discriminatory attitudes and the stigma they are exposed to are imposing barriers to the social inclusion of young refugees.

Yet all these challenges represent an immense wealth of opportunities for Europe and its people. We have the opportunity to build together a Europe of peace, based on the respect and defence of human rights and with new forms of democracy that can truly engage Europe's institutions with Europe's citizens.

The Council of Europe's Strategy for Social Cohesion defines social cohesion as "the capacity of a society to ensure the welfare of all its members, minimising disparities". Consequently, social cohesion should be at the core of ensuring access to rights for all, respect for the dignity of others, the right of all individuals to personal development and participation in the democratic process.[3] The rise of youth participation on the political agenda reflects significant developments in the thinking and the emphasis given to youth policy and youth work in Europe. Both the Council of Europe and the European Union (EU) have invested significant resources in developing programmes and policies aimed at ensuring that youth have opportunities for personal and professional development. The Europe 2020 strategy for smart, sustainable and inclusive growth set a target of lifting 20 million people out of the risk of poverty by 2020. Special attention is given to improving the situation of young people, with policy documents setting as top priorities for European youth policy themes such as employment, education, social inclusion, youth and the world, volunteering, health and sport, participation, creativity and entrepreneurship. Consequently, creating more opportunities for youth in education and employment as well as ensuring access and the full participation of young people are also in line with the Renewed Social Agenda and its priorities (Potočnik 2015).

But certain groups of young people (including women, young people with disabilities and youth from migrant backgrounds) are still particularly exposed to the risks of unemployment, long-term unemployment, early school leaving or inactivity. In total, 7.5 million 15 to 24-year-olds are not in employment, education or training (NEETs) and the situation requires immediate action. The European Commission has tried to respond by taking direct action to provide support for youth employment activation measures via, in particular, the European Social Fund and the Youth Employment Initiative (YEI).[4]

The rise of political extremism coupled with the challenges arising from the influx of refugees and the crisis of human rights also requires an emphasis on Roma youth participation, more than at any other time. Anchored in Roma traditions and cultural heritage, this group of young people faces the same challenges as other young Europeans: unemployment, social and economic exclusion, the difficult transition to adulthood and an uncertain future. Their poor educational attainment translates into a lack of the skills required for employment, and their access to other social rights such as housing and health care are restricted. Without employment, Roma youth run the risk of being permanently excluded from mainstream society and falling into the underclass.[5] To make sure that Roma youth are meaningfully represented, European institutions have developed policy measures and mechanisms aimed at ensuring their empowerment and participation. The Roma Youth Action Plan (2013) is the response of the Council of Europe to challenges faced by the Roma population in Europe. The plan pays attention to the need to ensure participation in policy decision-making processes and structures at European level, and the multiple realities of discrimination. In a time of political radicalisation and extremism, the plan gives priority to human rights and intercultural dialogue as responses to discrimination and anti-Gypsyism.[6]

Social, political and economic changes have had a major impact on young Europeans, who face a widespread trend of a delayed transition to adulthood (Eurostat 2015). Moreover, this most dynamic

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3. Available at www.coe.int/t/dg3/socialpolicies/socialcohesiondev/source/GUIDE_en.pdf, accessed 20 October 2016.
4. European Commission (2014), "Youth Employment Initiative and the European Social Fund", European Social Fund thematic paper, available at http://ec.europa.eu/esf/BlobServlet?docId=450&langId=en, accessed 27 October 2016.
5. See https://wcd.coe.int/ViewDoc.jsp?p=&id=2177949&Site=COE&direct=true, accessed 20 October 2016.
6. See https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168046d028, accessed 20 October 2016.

group within society is at times invested with measures that are not adapted to the requirements of the digital era. The EU Youth Strategy states that "Europe's future depends on its youth. Yet, life chances of many young people are blighted".[7] But if Europe's future depends on its youth, measures taken should respond to the challenges that youth are currently facing: reduced access to health services; sluggish access to the labour market; difficulties in continuing their studies; and reduced access to housing which often means postponing the moment of moving out from the parental household. Policy answers are, at times, not able to invest in youth for the future, but to invest in the youth of today, especially those groups that are more exposed to social exclusion and discrimination.

Young people are thus firmly and rightly on the political map of Europe, and their role and importance are highlighted. But what exactly has all this got to do with social inclusion in youth work? Also, are youth workers ready to respond to the dynamism of the challenges that youth face?

If Europe's youth is the greatest resource for its development, for its present and future, then young people should be visible in the public arena, should be listened to by adults and should definitely be involved in shaping local, national and European youth policies. This link becomes clearer when the idea of youth participation is examined more closely.

The notion of the participation of young people in society, particularly in the civil and political organisation of society, is developing. Participation in this context means more than mere consultation with young people about changes and initiatives that will affect their lives and shape their futures. We are talking about the participation of young people who are really representing, and representative of, a cross-section of European youth. It is this last point that brings us to the crux of the matter. But youth participation mechanisms and structures have also evolved. The World Forum for Democracy, which took place in November 2014 in Strasbourg, the Council of Europe No Hate Speech Movement and the results of the study "Youth participation in democratic life" (2013) show that entering digitalised work requires also reflections on youth participation and the future of democracies in the digital era. For this purpose, the Symposium on Youth Participation in a Digitalised World (September 2015) that gathered together policy makers, youth workers, educators and young people showed that the use of the internet and social media is constantly changing democratic participation, and that e-participation is definitely a core part of new youth participation tools and mechanisms.

For society to really benefit from the engagement of young people, all young people must be given the means and the opportunities to take up their right to participate. It is essential that young people with fewer opportunities, indeed with the fewest opportunities, can get involved and make their contribution felt, not least because it is their fundamental right as much as any other young person. But it is not only a matter of the intrinsic ethical value of preventing exclusion or of recognising the richness of diversity. The participation of young people with fewer opportunities is a barometer of the underlying health of our democracies and societies. It is imperative that the voice of the most vulnerable and marginalised young people is heard because their contribution, their perspective and their knowledge is invaluable and unique in the effort to forge a better society for tomorrow, for everyone. Young people who have the most difficult lives and the most uncertain futures can really teach us about the meaning of, and the path towards, a Europe of equality, justice and peace. But these young people must first have the possibility to participate.

Even though the insight and knowledge of people who experience social exclusion directly can help us understand the roots of exclusion, these are complex and difficult experiences to understand. Yet young people in the most difficult situations do tell us that they need opportunities to meet others in an atmosphere of friendship, mutual support and security. They also tell us about the importance of having the possibility to join in with others in the normal pursuits and projects open to young people in society, such as sport, volunteering and cultural activities. It is very much as a result of such an inclusion that young people can go on to discuss and share their views on the issues that concern them. This is true for all young people but especially true for those young people at risk of social exclusion.

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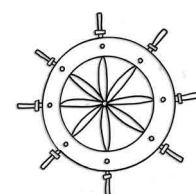
7. EU (2009), "An EU Strategy for Youth. Investing and empowering. A renewed open method of co-ordination to address youth challenges and opportunities", COM(2009) 200 final, available at http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A52009DC0200, accessed 27 October 2016.
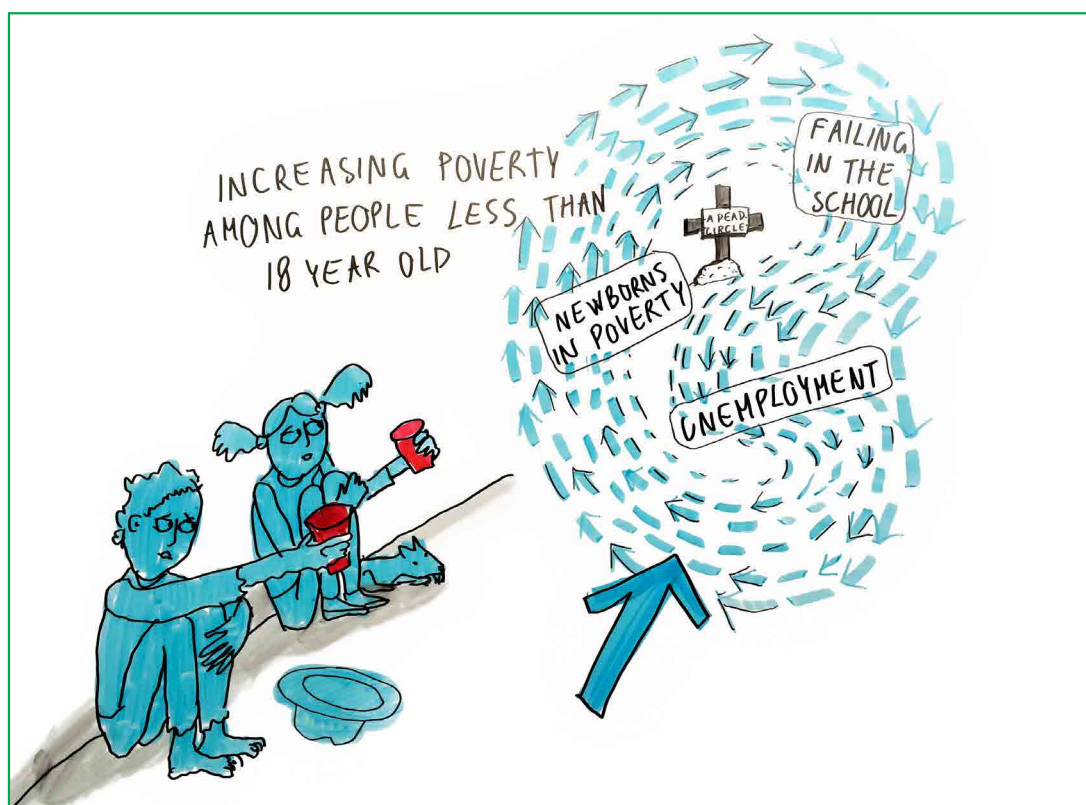
Youth work plays an essential role in reaching and bringing together young people who face exclusion on a daily basis. It is true that there are many other factors in society that can contribute to the social inclusion of young people, not least the abilities and strengths of young people themselves, but for young people with the fewest opportunities, youth work and youth organisations can be a principal means of such inclusion.

If youth workers and youth organisations cannot reach out to and include young people with the fewest opportunities in their activities, where else will they benefit from the non-formal learning experiences these activities provide? How else will the most marginalised young people be able to join other young people and adults in the projects that are open to them in our societies? And outside of the formal structures that do not always serve them the best, where will the most vulnerable young people find the encouragement and support to develop their self-esteem and confidence? Without such broader inclusion, where will the most isolated young people develop the necessary skills and self-belief to take up the challenge of representing others? And what possible future will Europe be missing out on without such inclusion?

How then do youth workers and youth organisations go about being inclusive? This T-Kit aims to provide both conceptual and practical tools and resources from which to begin to explore and approach this question.

THE VALUE AND CHALLENGE OF WORKING INCLUSIVELY

Excluded young people are hard to reach and the more excluded they are the harder it is. Making contact with young people is not enough; we need to engage and work with them. The problem is compounded by the fact that many marginalised young people express suspicion, even hostility, towards the involvement of professionals in their lives.

This is why youth work is so important. Its often voluntary and community-based nature means that youth workers and youth organisations have a better chance than most to make contact and build trusting relationships with young people on the margins of society.

So what are the benefits to be gained when we as youth workers build on this vocational advantage and work as inclusively as we can?

"Youth workers and youth nongovernmental organisations provide alternative non-formal education activities and leisure-time activities, counter discrimination and exclusion, and promote participation and citizenship to young people". (Ohana 2011)

Youth workers do play an essential role in working with young people with fewer opportunities. Working with a very dynamic group, in contexts and situations that are permanently changing, the work done requires a permanent change in methodologies and approaches as well as constant innovation. The 2nd European Youth Work Convention that took place in April 2015 in Brussels was also focused on analysing the social situation of young people in Europe. Practitioners, policy makers and researchers concluded that:

> In many different ways, young people from all backgrounds live in precarious circumstances. Some face pronounced, extended and multiple challenges. All need some level of support, and support in strengthening their autonomy. While enjoying new opportunities enabled through new technologies and digital media, the expansion of educational opportunities, access to information and more, they also face risk and uncertainty.[8]
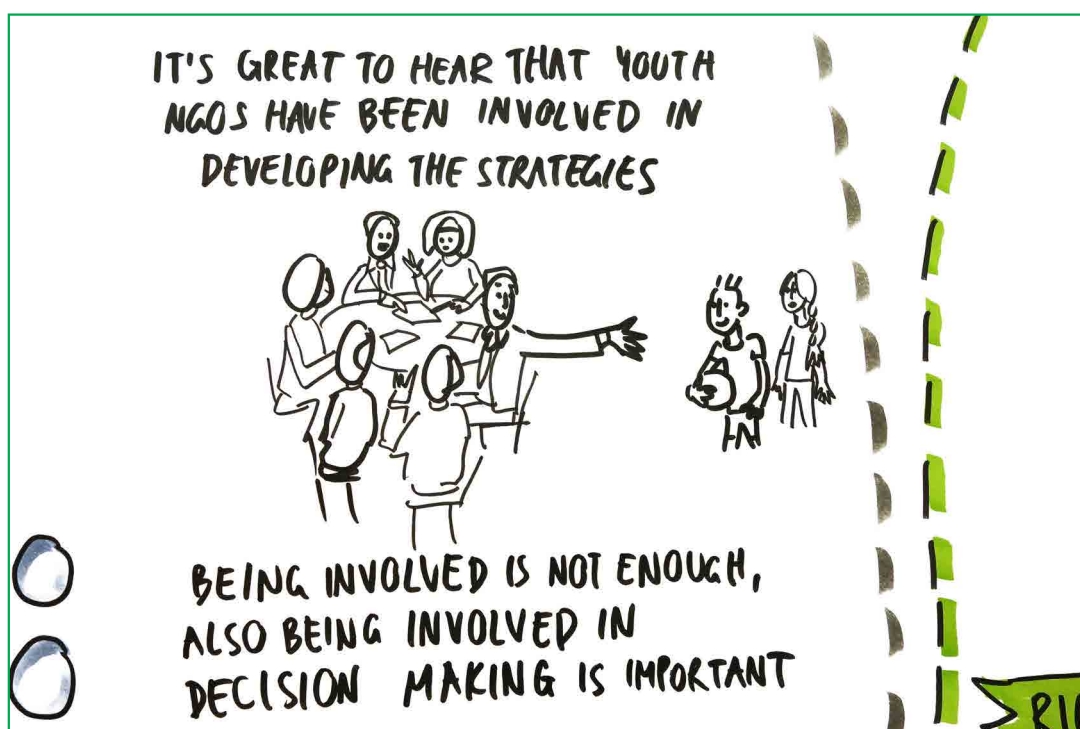
The programmes and policies that are to respond to youth needs are ideally developed within a partnership structure that involves the policy makers, the youth researchers and the youth workers working directly with the representatives of youth. Consequently, the youth workers should be permanently working with the other actors in working with and for young people with fewer opportunities. Cross-sectoral co-operation is essential to having consistent and efficient measures to support the inclusion of young people with fewer opportunities.

When designing projects for youth with fewer opportunities:

▶ the first thing we need to recognise is the tremendous knowledge and insight that young people who face exclusion on a daily and long-term basis can bring to youth work. Their contribution will enrich any youth initiative or project;

▶ young people facing persistent exclusion will benefit from new opportunities that could have been previously out of reach. Through being able to know and encounter other young people they will, together, all be challenged and their prejudices, stereotypes and assumptions questioned. Their horizons will become broader, their contacts more diverse. They will have the opportunity together to see patterns of injustice and explore their concerns and questions. Despite the differences in their backgrounds and experiences they will discover their similarities as young people with hopes and aspirations for the future;

▶ youth projects and initiatives will benefit too. If locally based, they will be more relevant to their communities. By listening and learning from disadvantaged young people, youth work and those involved in it will gain a deeper and broader understanding of what is really important. By reaching

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8. "2nd European Youth Work Convention. Similarities in a world of difference", Final report, Brussels, 27 to 30 April 2015, available at: http://pjp-eu.coe.int/en/web/youth-partnership/eywc-website-final-report.

and engaging excluded young people, future initiatives will have a better chance to include them as well; events or projects can be tailored to meet the young people's actual needs and interests, not what adults imagine them to be;

▶ in terms of its content, the project, and all the people in it and affected by it, gain too. Racism, sexism, poverty, inequality and other forms of discrimination and injustice can be raised not as abstract "-isms" but as real forces affecting real people. Young people can understand the realities of other people's lives better when there is an emotional connection between them. This principle is well understood as an element of global youth work, but it applies just as keenly when the gap between or within communities is across a city, not a continent;

▶ in this way, and especially if what we learn through working inclusively can be shared outside the world of youth work, society, as a whole, will benefit too;

▶ especially for young people facing multiple discrimination (discrimination against one person on the basis of more than one ground), the activities that the youth workers and youth organisations can structure will have a strong impact on making this group visible. It will also fundamentally and meaningfully contribute to promoting participation and citizenship as well as to empowerment and social inclusion;

▶ youth workers should relate the above to youth needs in their working community.

However, bringing all this about is far from easy. Working in an inclusive way demands change – organisational and individual. By definition, the status quo has failed some young people. To change that, people and organisations have to do things in different ways. They must identify the barriers they have, perhaps unwittingly, erected. Projects must examine their organisational culture, their values and practices, to see where and how they are reaching and engaging some young people but not others.

In all this it is vital that youth workers know their limitations. Some of the barriers to young people's inclusion are deep-rooted, long lasting and structural. Youth projects obviously cannot single-handedly eradicate poverty, unemployment, drug use, racism and xenophobia, educational underachievement, homelessness, abuse and neglect, youth crime or any of the other problems linked with young people's social exclusion. But they can work with young people in informal settings, broadening their opportunities, providing new experiences and challenges, showing their faith in young people and bringing out of them what is best. For young people facing daily discrimination and exclusion, and trying to cope with the humiliation and the injustice that it brings, sensitive and inclusive youth work based on respect and dignity can be an immense source of strength and personal encouragement.

The practical part of this paper aims at equipping youth workers with good practices in terms of methodologies and activities. It is designed to support youth workers in developing activities for young people with fewer opportunities, and has been tested. Next, we will tackle one of the biggest stumbling blocks – that of trying to grasp what inclusion actually is and who those young people with fewer opportunities are.

Chapter 2
Definitions

T his chapter aims to define the main terms used in working on social inclusion projects. After setting the main working terminology, the second part of the chapter is dedicated to identifying the main barriers that young people are facing in accessing their rights as well to defining the groups included by the concept "young people with fewer opportunities".

DIFFICULTIES WITH WORDS

As youth workers trying to work inclusively we encounter many challenges. One of these is how to find the right words to refer to those young people whose inclusion we want to build our projects around.

There are three main concepts that will be operationalised in the T-Kit.

EXCLUSION   SEGREGATION

INTEGRATION   INCLUSION
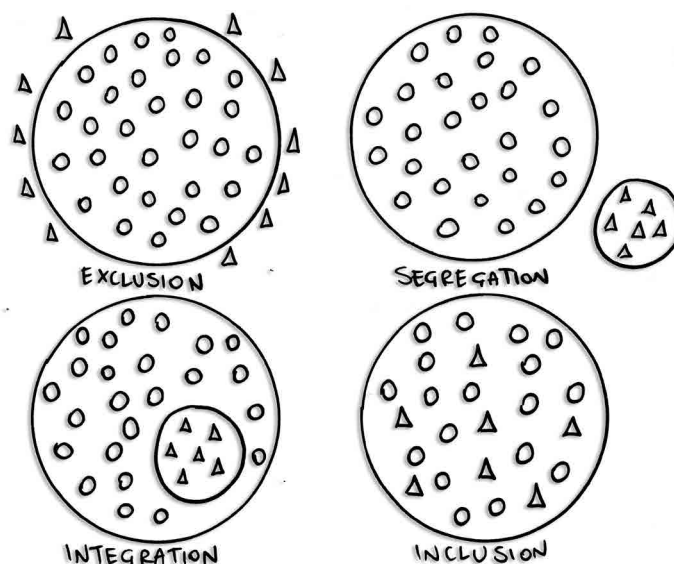
Inclusion

Inclusion is a term used widely in social and educational policy making to express the idea that all people living in a given society (should) have access and participation rights on equal terms. This means, on the one hand, that institutions, structures and measures should be designed positively to accommodate diversity of circumstances, identities and ways of life. On the other hand, it means that opportunities and resources should be distributed so as to minimise disadvantage and marginalisation. In the sphere of European youth work and non-formal education, inclusion is considered an all-embracing strategy and practice of ensuring that people with fewer opportunities have access to the structures and programmes offered.

Integration
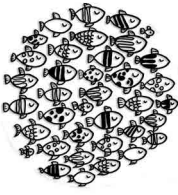
Integration reconciles difference(s) in the sense of a synthesis that creates a coherent entirety – "wholeness". Well-achieved, integration is pleasing in that it constructs a genuine harmony – an equilibrium – between disparate elements. In everyday use, the term nowadays frequently connotes the social integration of foreigners or of persons living with disabilities on equal terms with the mainstream or majority. Currently, European socio-political discourses on integration are focusing above all on linguistic and religious issues arising from immigration from third countries, especially (but by no means only) from world regions beyond Europe. But what is the reference point for integration? How is it possible to ensure that everyone can make an equally valued contribution to the integrative synthesis? Will or should the synthesis be a "melting pot" or a "mixed salad"? Typically, those who do not "fit" the mainstream or the majority have to assimilate, at least in part. This means they have to take on (some of) the values and practices of the mainstream or majority in order to be socially accepted. Depending on the circumstances, integration could become another word for assimilation. But integration is necessarily (at least) a two-way process, so minorities and majorities (whose composition shifts according to what is in the foreground) have to negotiate multiple reconciliations in order to create together a mutually pleasing synthesis. It would be difficult to argue that European societies are currently doing particularly well on this count, although most of them are making some sort of progress and some can reasonably claim to be well-established multi-ethnic and cosmopolitan polities.

Social cohesion

As understood by the Council of Europe, social cohesion is the capacity of a society to ensure the welfare of all its members, minimising disparities and avoiding polarisation. A cohesive society is a mutually supportive community of free individuals pursuing these common goals by democratic means.[9]

Whatever terms we use, we should acknowledge that:

▶ words are powerful and complex and are quite capable of giving offence, even when the thinking behind them is well intentioned and no harm or disrespect is meant by the speaker;

▶ words shape the way that we think and respond. Descriptive terms, such as "young offender" or "victim of abuse", for example, often have associations that are not proven or justified but can be hard to shake off, once used;

▶ although words are important, we need not become too obsessed with them. If we spend too much time worrying about words we might not get anything useful done.

Given that there is no ideal language category for describing socially excluded young people, it makes sense to proceed with care to avoid developing views that are too fixed. It would also be wise to follow some broad principles:

▶ we should be as accurate as possible, without letting our vocabulary become technical or too difficult to understand;

▶ we should always be aware of the dignity of people we are describing. A simple test is whether we would ourselves like to be referred to in this way, or if we would we be happy if this description was applied to someone close to us;

▶ we should be clear that a description refers to young people's current situation, not to young people themselves. So if we do call someone "at risk" or "disadvantaged" we refer to their present or recent circumstances that affect their opportunities. It is not a label they will carry forever.

Social rights

Fundamental social rights mean rights to which the individual citizen is entitled, which he can exercise only in his relationship with other human beings as a member of a group and which can be made effective only if the State acts to safeguard the individual's environment. Social rights are a necessary complement to civil rights and liberties, since the latter cannot be enjoyed without a minimum of social security.

– Hans-Jürgen Wipfelder[10]

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9. See www.coe.int/t/dg3/socialpolicies/socialcohesiondev/source/RevisedStrategy_en.pdf, accessed 27 October 2016.
10. Wipfelder H. -J. (1986), "Die verfassungsrechtliche Kodifizierung sozialer Grundrechte", *Zeitschrift für Rechtspolitik*, p. 140.

Access to social rights

By "access" to social rights we mean the ability of individuals to enjoy a right fully. Access to social rights depends on:[11]

▶ how a right is formulated, so it can be claimed;

▶ procedures, information and how the right is implemented and how resources are being made available for the realisation of that right;

▶ the situation of, including the capacities and resources available to, the potential claimants of the right(s).

WHO ARE THE YOUNG PEOPLE WITH FEWER OPPORTUNITIES?

Double jeopardy

In much academic or policy work there is a tendency to focus on identifying and describing vulnerable groups. This categorising can be useful. It is a necessary tool for quantitative research and for statistically evaluating the impact of policies and programmes. The trouble is that overly used, such an approach can place a rather distorting lens on young people and their situations.

The thing about grouping young people is that they can fall into more than one group at the same time. They may even only identify themselves as belonging to some of those groups or even to none at all. However, the realisation that someone can belong to more than one vulnerable group at the same time can lead us to a deeper understanding of exclusion itself. What, for example, does it mean if you belong not only to an ethnic minority but are also living in long-term poverty? Or if you are a young single mother, on a very low income and rurally isolated? If all these groups are at risk of exclusion in our society are you doubly or triply at risk? This idea of "double jeopardy" or "multiple insecurity" is the basis for a more holistic understanding of exclusion and its causes and consequences.

Inclusion of young people with fewer opportunities

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 mentioned in the non-exhaustive list below. In certain contexts, these situations or obstacles prevent young people from having effective access to formal and non-formal education, transnational mobility and participation, active citizenship, empowerment and inclusion in society at large. When we speak of exclusion, we would normally refer to reduced access to:

▶ housing;

▶ economy/work;

▶ health;

▶ culture;

▶ education.

Consequently, young people with fewer opportunities are the ones facing social, economic or geographic obstacles, dealing with educational difficulties or cultural differences, having health problems or disabilities and having limited access to social rights.

No youth policy can ignore the situation of young people, particularly those at greater risk of exclusion, poverty and marginalisation. Consequently, the Council of Europe, through the Enter! project (initiated in 2009 and aiming at the development of youth policy and youth work situations of exclusion, discrimination and violence affecting young people, particularly in multicultural disadvantaged neighbourhoods), aimed at promoting young people's access to social rights as a means for their inclusion and participation in society. Young people living in disadvantaged neighbourhoods, due to precarious conditions, lack faith in a promising future, are far from institutions and are outside of

(Salto Resource Centre)

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→enter!
Access to Social Rights for Young People

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11. Daly M. (2002), *Access to social rights in Europe*, Council of Europe Publishing, Strasbourg.

the mainstream. Without intervention, they will always stay trapped in a cycle of poverty. Moreover, social exclusion will also lead to discrimination and intolerant attitudes, especially when it comes to minority and migrant groups living on the outskirts of the big cities. But youth workers and youth non-governmental organisations (NGOs) can fundamentally contribute to ensuring the access to social rights of young people.[12]

As in every community, the situation is different: who are young people with fewer opportunities in your community?

Exercise:

Most of the time, these social rights are interdependent and not accessing one right has effects on access to other rights. The following invites you to reflect on the basic human rights young people need to have a good life, as well as to identifying those youth groups that have limited access to those rights.

What basic human rights do youth need to have a good life?

Which are the groups experiencing limits with respect to basic human rights?

After identifying the basic human rights that would ensure access to social rights and the groups that are facing limitations to accessing these rights, we invite you to reflect on the profile of the youth groups you work with. Here follows a non-exhaustive list of obstacles to inclusion included in this T-Kit:

▶ social obstacles;
▶ economic obstacles;
▶ disability;
▶ educational difficulties;
▶ cultural differences;
▶ health problems;
▶ geographic obstacles.

When assessing the obstacles that young people are facing, youth workers should also have in mind the "intersectionality" concept: understanding that young people's identities have different aspects, and discrimination may affect them on several grounds. For example, social exclusion and discrimination may have a higher influence on the lives of young people in relation to aspects such as social status, gender, sexual orientation, ethnicity, disability, etc. Intersectionality refers to the situation when young people are at risk of exclusion and discrimination on several grounds.

Questions:
▶ What are the predominant obstacles to inclusion that young people face in your community?
▶ Do these obstacles vary across time and space?

A HUMAN RIGHTS APPROACH

Three important aspects of people's situations are to be underlined:
▶ multiple insecurities: the most vulnerable young people are often facing a number of different insecurities in their lives at the same time, for example: unemployment, discrimination and isolation, or inadequate housing, health problems and inconsistent education and training;

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12. ENTER! brochure, available at https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?docum entId=0900001680462f84, accessed 22 October 2016.

▶ persistence: if such multiple insecurities endure over the long term they can build up and compound one another, for example: inadequate housing can lead to poor health; discrimination can lead to unemployment or problems at school; family break up to isolation;

▶ erosion of rights and responsibilities: eventually people's basic social, economic, cultural, civil and political rights and responsibilities are undermined or under threat wholesale. It is difficult to succeed at school if you face discrimination on a daily basis. Without a basic education how will you find a decent job? Without a decent job how will you afford adequate housing? When your confidence is shattered and people do not understand your situation it is very difficult to join in cultural or civil activities. All these pressures can put intolerable strain on family life. This sort of vicious circle can go round and round, in the end affecting every part of a person's life.

In these kinds of circumstances life becomes a daily struggle to meet responsibilities and enjoy fundamental rights that most of us take for granted and this means exclusion from society and its projects.

The main determinants of social exclusion are usually rooted in social inequalities (namely obstacles to accessing quality education and training, and securing adequate employment), discriminatory practices and attitudes, or being subject to exclusionary processes based on residence and/or citizenship. As social rights are an integral part of human rights, ensuring the access of young people to basic rights is at the core of youth work activities and practices. Consequently youth workers, by offering young people support tailored to their needs and learning opportunities – especially access to non-formal learning settings, information on health and well-being, and opportunities for positive integration into the local community – are essentially contributing to reducing the risk of social exclusion. Moreover, youth workers are pioneers of inclusion processes as they reach those young people who are the most disconnected from support services, due to their immigrant and often illegal status, or stateless or homeless condition. Youth workers can develop support networks for these groups.[13]

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13. EU-Council of Europe youth partnership, EKCYP webpage with glossary on youth: http://pjp-eu.coe.int/en/web/youth-partnership/glossary.

Chapter 3

Forms of exclusion

ZERO STATUS YOUNG PEOPLE? SOCIAL EXCLUSION V. SOCIAL INCLUSION

This chapter explores the main dimensions in conceptually approaching social exclusion as well as identifying the main determinants of youth social exclusion. The last part of the chapter is dedicated to stating the role that youth workers have in combating youth social exclusion.

"In order to function as an active citizen today, you need to be part of the community, and to be included in today's community, you need a job which also allows you the economic resources, time and energy to participate in these other roles. Identity – who you are in today's society – is often reflected by what occupation you have. To be unemployed has a low social status and often creates low self-esteem. In today's increasingly individualized world, it is young people themselves who tend to be blamed for unsuccessful transitions to the labour market. The need for reasonable and sustainable employment is clear, so why not simply focus now on employability?"[12]

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14. Williamson H. (2007), "Social exclusion and young people: some introductory remarks", in Colley H. (2007), *Social inclusion for young people: breaking down the barriers*, Council of Europe Publishing, Strasbourg.

In general terms, social exclusion refers to the process that prevents individuals, groups or communities from accessing the rights, opportunities and resources that are normally available to members of society and which are key to social integration.[15] Even if normally associated with poverty and lack of financial resources, social exclusion is also determined by a multiplicity of factors: gender, disability, status, sexual orientation, ethnicity, religion, etc.

MacDonald and Marsh (2005) list six components shaping social exclusion:

▶ social exclusion is more than just income poverty: beyond economic marginality, there are political and cultural dimensions;

▶ social exclusion is manifested through a combination of linked problems, and is the accumulation of interrelated difficulties that typify the condition and experience of certain groups;

▶ social exclusion is not characterised by random distribution across individuals or households but is concentrated spatially. It is a product of increased social polarisation between neighbourhoods;

▶ social exclusion is a consequence of a political economy by which some groups secure privilege and power at the expense of others;

▶ social exclusion is a dynamic process that takes place over time;

▶ social exclusion risks producing intergenerational effects as cumulative disadvantage is passed on from one generation to the next.

For young people, poor education and unemployment seem to be the main determinants of social exclusion. A summary report on social inclusion conducted by the youth partnership highlights several major predictors of social exclusion for youth (Pantea 2014):

– The socioeconomic situation of parents (work status, financial resources, education, single parenthood, including the absence of family support)…

– The ethnic-cultural background, often in combination with religion (especially given the backdrop of rising discrimination, racism, xenophobia and antigypsyism)

– Young people's own educational attainment

– Disability, chronic illness and substance misuse, early pregnancy/ motherhood and sexual orientation.

Social exclusion of young people leads to deep and long-term damage to their social and economic participation, to their physical and mental health, as well as their general living conditions. In communities seriously affected by economic and social problems, social exclusion can mean the younger generation is trapped in a cycle of poverty wherein they suffer from insecure living conditions, unhealthy lifestyles they are compelled to adopt, and social and political isolation.

Youth work can have a great impact on preventing the transmission of poverty and remedying the vicious circle. Youth workers can offer:

▶ targeted support;

▶ opportunities for non-formal learning, and information on health and well-being;

▶ opportunities for positive integration into the local community.

15. Pantea M. -C. (2014), "Summary report on the 2013/14 social inclusion country templates", Youth Partnership, available at http://pjp-eu.coe.int/documents/1017981/7110690/Summary+Report_Social+Inclusion_2014.pdf/11362dce-b78b-4ddb-9528-e90c487dd3fc, accessed 27 October 2016.

Chapter 4
How to reach all

This chapter aims at identifying the main personal and structural obstacles to youth social inclusion. It also offers a set of instruments for youth workers to identify the main risks and barriers to social inclusion of young people in their community. The second part of the chapter explores the motivation of young people to participate, offering a set of good practices that could inspire youth workers to develop attractive activities for their target group.

OBSTACLES

The youth partnership study on barriers to social inclusion, "Finding a place in modern Europe",[16] refers to five areas of possible inclusion or exclusion: education, labour market, living, health and participation. These five areas present a basis for social inclusion and can be referred to as "safety nets" since they provide basic resources and prerequisites for the fulfilment of everyday needs. But the exclusion of young people can also be determined by personal and practical obstacles.

PERSONAL OBSTACLES	PRACTICAL OBSTACLES
▸ lack of self-esteem, self-confidence; ▸ lack of encouragement; ▸ dislike of being patronised; ▸ unappealing image of youth work; ▸ fear of being discriminated against; ▸ uninteresting activities, etc.	▸ lack of information; ▸ lack of permission to join activities, or group pressure against joining; ▸ lack of time or energy; ▸ lack of money; ▸ cultural or religious conflicts; ▸ mobility problems, etc.

Exercise:

Can you identify the personal and practical obstacles to social inclusion that young people face in your community?

PERSONAL OBSTACLES	PRACTICAL OBSTACLES

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16. Markovic J., Garcia Lopez M.A. and Dzigurski S. (2015), "Finding a place in modern Europe", EU-Council of Europe Youth Partnership, available at http://pjp-eu.coe.int/documents/1017981/1668217/Finding.pdf/d5685c53-257e-4678-89f6-fcbf17469cff, accessed 27 October 2016.

Exercise:

Based on the areas of possible inclusion or exclusion – education, labour market, living, health and participation – the table below lists the personal and structural barriers that could restrict the full participation of young people. The list is also an essential exercise in identifying recurrent obstacles and risks to social inclusion and, once completed, it will provide a clear image of the needs that young people have in your community.

RISK FACTORS & BARRIERS	YES/ NO	COMMENTS
education		
Enrolment and attendance barriers to education		
STRUCTURAL BARRIERS		
Teacher competencies and motivation		
Achievement and progress		
Learning environment		
Stigmatisation and discrimination		
PERSONAL BARRIERS		
Need to work to support the family		
Social and economic background		
Poor results at school		
Family not giving importance to education		
Gender inequalities		
labour market		
STRUCTURAL BARRIERS		
Getting a job		
Being young!		
Low qualifications		
Overqualified		
Mismatch between the training offered at school and the labour market's needs		
Working conditions		
Low quality, poorly paid jobs		
Temporary contracts		
Gender-based discrimination		
PERSONAL BARRIERS		
Single parenthood and teenage pregnancy		
Health problems and mental illness		

RISK FACTORS & BARRIERS	YES/NO	COMMENTS
Special educational needs and learning disabilities		
Family situation		
housing		
STRUCTURAL BARRIERS		
Accessibility (not being the first choice of landlords)		
Affordability		
Inadequacy and discrimination		
PERSONAL BARRIERS		
Family systems and social situation		
Intergenerational relationships and family systems (weak v. strong families)		
Particular needs of specific groups (i.e. young parents)		
Homelessness		
health		
STRUCTURAL BARRIERS		
Access to health services and opportunities for practising a healthy lifestyle		
Age and/or status-dependent access		
Economic barriers		
Barriers grounded in legal status (immigrants, refugees, homeless, internally displaced persons)		
Institutional policies and practices		
Quality and coverage of health services		
Measures and policies that are misinterpreted and implemented		
Lack of openness of institutions and unequal treatment		
Exposure to particular information and attitudes		
Lack of health education and relevant information		
Prejudices and discrimination towards particular groups and health problems		
Discrimination among peers		

RISK FACTORS & BARRIERS	YES/ NO	COMMENTS
Exposure to particular values and practices		
Social constructs of roles and power relations		
Power structures		
Heteronormative practices and gender-based discrimination		
PERSONAL BARRIERS		
Lack of awareness and information		
Lack of knowledge		
Preference for a certain lifestyle and behaviours		
Not finding time to go to the doctor		
community		
STRUCTURAL BARRIERS		
Gap between young people and structures for engagement		
Growing feeling of young people that institutions and organisations are far removed from their realities		
Restricted access to power structures for young people		
Lack of adequate methodologies		
Lack of quantifiable evidence and indicators to measure the impact of lasting engagement on social exclusion		
Inadequate mechanisms to enable youth participation		
Barriers related to access		
Lack of bridging structures		
Money, geographic constraints and time as the main obstacles for the lasting engagement of young people		
Geographic disparities in the provision of services		
Institutional structures and practices		
Formal politics and different engagement structures as closed systems that are less accessible for particular groups		

RISK FACTORS & BARRIERS	YES/ NO	COMMENTS
A low level of efficiency and effectiveness of institutions and organisations		
Lack of inter-sector co-operation		
Lack of citizenship education in school curricula		
Civil society policies and practices		
In civil society organisations, an organisational culture and capacity that is not democratic or supportive of young people's involvement		
Contested representation within youth organisations		
Lack of recognition of youth work practices		
Limiting engagement practices		
Insufficient coverage and outreach		
Youth engagement that is limited by predefined domains of interest		
Institutional approaches and methods that often limit access to citizenship rights		
SOCIAL CONTEXTS AND CHANGES		
Rapid demographic change		
Different histories and social change processes (transitions)		
Social perceptions and presentations		
Media promoting a negative image of young people		
Social perceptions of young people		
Attitudes, awareness and understanding		
The way identity is constructed		
Young people feeling discriminated		
A narrowed understanding of democracy and citizenship across Europe		
Tensions between youth activism and formal institutional politics		
Gender issues, with women less involved		

RISK FACTORS & BARRIERS	YES/ NO	COMMENTS
PERSONAL BARRIERS		
Lack of information		
Lack of awareness (related to rights)		
Not willing to engage with each other		
Lack of competencies		
Preoccupation with day-to-day survival		
Self-perception and motivation		
Lack of trust in institutions and organisations		
Youth seeing themselves as autonomous		

Questions
▶ What are the predominant risks to social inclusion young people face in your community?
▶ Do these risks and barriers vary across time?

Based on the risks and barriers listed above, the socially excluded groups are:
▶ young people with migrant backgrounds;
▶ young people with disabilities;
▶ young people with low educational levels;
▶ young people living in remote areas;
▶ young people with low household income;
▶ young offenders;
▶ young people abusing drugs;
▶ early school leavers;
▶ young people leaving care;
▶ homeless youth;
▶ LGBTQI (Lesbian, Gay, Bisexual, Trans, Queer/Questioning and Intersex) groups;
▶ women;
▶ young people with parents at risk of unemployment, low education or divorced;
▶ other groups (which ones in your community?).

This list is not complete and (hopefully) not all reasons are applicable to your specific target group. Young people could belong, at the same time, to several of these groups. The list aims to give you some idea as to why certain groups might not be inclined to join your activities, but such activities must be contextualised according to each national/regional/local context.

Young people do not avoid youth worker activities for no reason. One way to find out why is to ask young people themselves. But if you want to get to know your target group really well, you can find out more about them in the neighbourhood they live. What follows is a systematic approach to creating better links to young people and their environment.

Figure 1: Creating better links with young people and their environment

	Step four: Formulating project plan and making decisions	Do: be flexible Don't: rush, keep clear objectives
	Step three: Registration, interpretation and analysis	Do: gather as much info as possible Don't: speculate
	Step two: Making contact and mapping the territory	Do: show interest Don't: preach
Step one: Getting to know the environment		Do: take people seriously Don't: promise things you cannot deliver

Figure 1 is elaborated as follows:

▶ Step one: go out to the places where you can contact the young persons you are targeting. Get to know their environment and life situation. Talk informally to them about their needs and wishes, and do not forget to gather information as well about the "invisible" young people (those you do not meet on the streets). Listen actively but do not promise things you cannot deliver. Avoid being patronising.

▶ Step two: it is important to build trust between the young people and yourself. It is important not to be judgmental or to preach to people when they tell you about past experiences. Show interest in what they are doing, have done and plan to do. Here you can sow the seeds for future participation of young people in your activities.

▶ Step three: analyse the information you gather from your contacts with the target group. Check what challenges they face in daily life, what obstacles they are facing in joining in youth activities, what they like and dislike, and so on. This information should give you an idea what types of activities or projects the young people would like, and which would not be appropriate.

▶ Step four: when you then decide to set up projects geared towards the target group, use all the information you gathered and involve the young persons in it from the start, throughout the project or in all activities. Although improvisation skills and flexibility are vital to a project, it is important – especially when dealing with vulnerable young people – to have a plan. This helps to keep your aims and objectives clear and gives you guidelines for your work with young people. Be transparent in what you are trying to reach, and make sure there is something in it for the young people. More information on setting up a project can be found in the T-Kit on Project Management and the T-Kit on Funding and Financial Management.[17]

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17. *T-Kit No. 9 – Funding and financial management*, EU-Council of Europe youth partnership, available at: http://pjp-eu.coe. int/documents/1017981/1667927/tkit9.pdf/8ce14ff0-586b-46d6-9567-f99495a2ed49, last accessed: November 8, 2016.

WHY YOUNG PEOPLE PARTICIPATE

When trying to reach young people with fewer opportunities it is important to tailor your project to their needs. We need to find the right balance between the young people's interests, their skills and their limits. And secondly, it is important to involve the young people throughout the process in order to give them a sense of ownership.

Another principle in successful youth work with young people with fewer opportunities is to involve young people from the first moment. The approach should not be to do a project for the young people, but rather with the young people or even better by the young people. The young people you are work-ing with are most likely to be able to tell you what they like and what not, why their friends or family would frown upon an activity and when not. So it is paramount that the activity revolves around the young people, giving them a sense of ownership and responsibility. They should be an equal partner in the planning, implementation and evaluation of the project.

When starting an activity or project with young people with fewer opportunities (and probably with any young people), the following checklist could help you assess if your activity is really accessible to all. Again, this list is not complete and might not be applicable to all, but it can be used as a starting point and adapted and amplified along the way.

Checklist before the activity

✓ Get to know your target group, their needs and interests, their cultural backgrounds, their visions of the future, their home situations.

✓ Use different ways and different settings to make your activity known and adapted to the target group (word of mouth; posters in schools, community centres, supermarkets, snack-bars and on streets; local media).

✓ Have a look at who was present at similar activities in the past (age group, gender, culture, or a mix) and analyse why others (friends, brothers/sisters, young people in their neighbourhood) were not.

✓ Tackle all practical barriers (appropriate timing, reduce financial obstacles, accessibility of meeting place, etc.).

✓ Make sure the activity appeals to the target group (or in the worst case, make it look appealing). A few, small extra things (a free drink, free access to the sports hall, a cap or a t-shirt) might win them over to join.

✓ Adapt the youth workers to the target group and subject of the activity taking into account cultural, age, gender or religious considerations.

✓ Make sure other stakeholders (parents, teachers and neighbourhood) are aware of the activity and approve and support it.

✓ Present the activity in a form or method fitting the group and the theme of the activity (peer education, video, research, discussion, etc.).

✓ Make sure the activity is challenging enough but not too challenging.

✓ Adapt the activity to the skills of the young people.

✓ Connect the activity to the interests of the young people.

✓ Involve the young people in the development and implementation of the entire activity.

✓ Make sure it is clear for the young people what they can expect, what they will have to do and in which way they will have to do it.

Megafonen, Stockholm, Sweden[16]

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

Motivation

Getting young people motivated can be a difficult and sometimes frustrating task. But with a bit of preparation and the right attitude it is possible to get young people on board your project. Youth workers can offer different things in their projects to address these needs:

▶ Social benefits: young people are looking for fun, social status, recognition, belonging to a group;

▶ Pragmatic benefits: young people want to see the sense of the things they are doing whether this is access to a sports hall during the project, new skills to put on their CV or going abroad as part of the project;

▶ Psychological benefits: young people are constantly looking for themselves and need to find their own way in life. Wanting to distinguish themselves, they need self-esteem (see section in Chapter 7: "Exploring self-esteem");

▶ Material benefits: young people are sometimes very interested in small material benefits, like a t-shirt, a free drink or a small present. This should not be seen as a bribe, but it could be a way to get them on board initially and, once actively participating in the project, they hopefully will see other benefits.

18. See Council of Europe (2015), *Taking it seriously. Guide to Recommendation CM/Rec(2015)3 of the Committee of Ministers of the Council of Europe to member States on the access of young people from disadvantaged neighbourhoods to social rights*, and http://megafonen.com, accessed 24 October 2016.

Questions:
- ▶ Why do young people participate in your activities?
- ▶ How do you know what motivates them?
- ▶ What are the benefits of the projects you are running for young people?

The youth worker's task is to offer a framework, motivate, support and advise if necessary, and stand back when the young people targeted are capable of handling themselves independently. Success often depends on this feeling of responsibility and ownership.

Konexe, Czech Republic

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

Konexe does not just go to a situation and then leave; they spend time with the threatened group or community providing psychological and social support to the affected Roma people… Konexe also supports the communities with advice and assistance in organising and preparing for future demonstrations. This work includes providing training on non-violent action and how to safely and peacefully deal with potentially violent situations… Beyond emergency interventions, the activists develop long-term activities such as Roma Holocaust remembrance, advocacy for the victims of discrimination, support for the victims of forced evictions and the development of advocacy methods. In the future, the organisation intends to build a professional emergency support team."

Another role that Konexe has adopted is to inform international organisations about the situation of Roma in the Czech Republic. It contributes at the European level to the drafting of measures and strategies against the growth of hatred and racism (Roma Youth Participation in Action, *Roma youth participation: good practices, from the local to the European level*).[17]

In order to turn active involvement into a positive experience, a number of conditions should be met:
- ▶ young people should be taken seriously. They should be motivated to participate and share their opinions. They should receive clear feedback on their opinions and ideas, to avoid false expectations;
- ▶ both parties should share responsibility. Young people should be given a fair share of the responsibility. This will give them a sense of ownership for the project. But youth workers should not leave young people to their own devices. They are still responsible for the young people they are working with, for the process and product of the project. This implies that they should foresee appropriate training and coaching for the people involved in the project;
- ▶ there should be enough diversity. The youth worker should make sure there is a possibility for all to get involved (see section in Chapter 4: "Obstacles"). There should be opportunities adapted to all young people, no matter what background, interests or skills they have. Young people should be stimulated and supported to find the activity matching their interests and capacities;
- ▶ enough time and money should be dedicated. Young people with fewer opportunities will not automatically knock on your door to join in your activities. It takes time and effort (which mostly has a price tag attached to it) to actively involve them. The work, staff and finances should be planned accordingly;
- ▶ experiences should be evaluated and the results effectively used. Each activity and all those involved should be evaluated. This includes participants, youth workers and other partners linked to the project (parents, teachers, football coaches, etc.). Suggestions for improvement should be taken into consideration and used for future projects;

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19. Available at www.coe.int/en/web/youth-roma/konexe-czech-republic.

▶ activities should not be isolated events. One youth project will not change the world. Even if young people have a powerful experience in the project, it is important not to lose momentum. A project is only one step on a long road and the youth worker's role is to continue progress on this pathway towards whatever horizon fits the young person (see Chapter 6: "Different working contexts");

▶ youth work is not an island. A youth activity is rarely just a project for young people. It should have a link to the community as well. Projects with local community involvement tend to bridge the gap between young people and society and often diminish the distrust and suspicion between the two groups. Theatre, for example, can involve parents or teachers to help with costumes, lighting, texts, and so on, and the result can be performed for the community at large.

Attractive activities

Cultureghem, Belgium

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

If you want to have young people with fewer opportunities in your youth work activities, one thing is clear and simple: you have to offer them something they find attractive. It is up to the youth worker to build in non-formal educational experiences within an activity that is, seemingly, pure fun. This hidden agenda does not even have to be explicit to the participants.

When setting up educational experiences, youth workers want to expand the worlds and skills of young people. However, activities should take youth out of their usual habits into trying or learning something new.

Figure 2: Taking youth out of their comfort zone
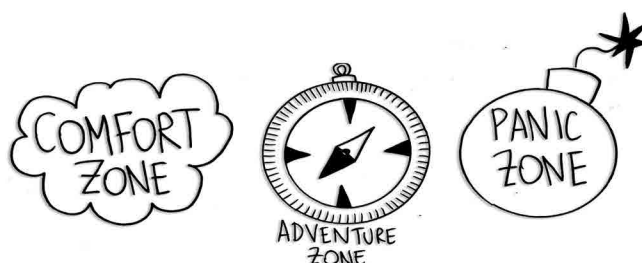
The task of the youth worker is to provide an activity that has this element of adventure (in the sense of pushing the boundaries of what the young people are used to), but they should of course also safeguard the limits of everyone, so that no one gets pushed over a limit they do not want to cross. A good example of this is the so-called survival camps, where people learn to co-operate, achieve and apply new skills, and have to trust each other in order to fulfil all tasks. Closer to home, these limits can be extended with appealing activities such as music, sports, street art, theatre and multimedia, or a combination of the above.

Chapter 5

Young people and their context

T his chapter explores the role of the four main dimensions that have an essential impact on youth social inclusion: home, neighbourhood, school/work and leisure time, as well as the importance of youth workers' interactions with the stakeholders of these four dimensions in developing projects aiming at reducing the social exclusion of young people. The second part of the chapter is dedicated to defining the broad principles that could lead to setting up partnerships between youth organisations and the other actors in the community to develop and implement projects aiming to ensure youth social inclusion.

YOUNG PEOPLE IN THEIR COMMUNITIES

Young people do not live on an island. They are embedded in a social structure composed of different people (parents, teachers, trainers, employers, etc.) who all have different expectations and interactions with the young people in question. Though the first priority of youth workers is with the young people, it would be impossible to ignore the influence of the people in their surroundings.

Paulides and ten Thije (1997) divide the world of young people into four parts:[20]

Figure 3: The four parts of young people's lives
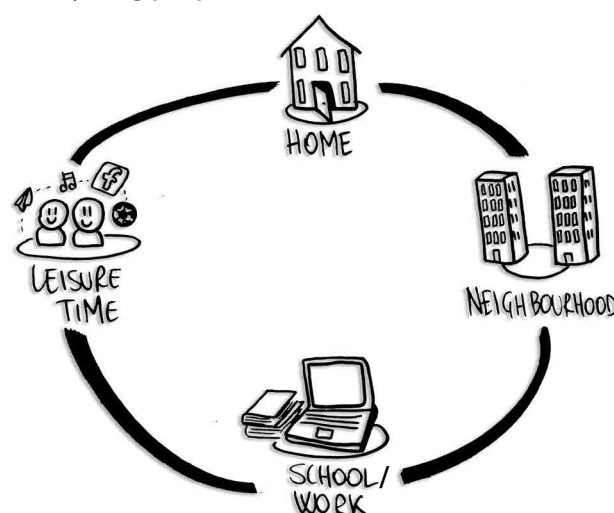
In all four parts, young people are in contact with other people: friends, parents, colleagues, fellow students, neighbours, shopkeepers, policemen, teachers, coaches, etc. All these people have contacts with them and influence their behaviour. Therefore, it is important as a youth worker to obtain the support of these actors when developing projects with the young people. They are also a valuable source of information for getting to know youth and their world better. It is important to stop and reflect for a while on how best to get these people on your side.

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20. Paulides H. and ten Thije N. (1997), *Bemoei je ermee !*, De tijdstroom, Utrecht.

It is not easy for youth workers to position themselves in this spider web of relationships. Youth workers should remain very clear and honest with the young people about the positions they take and will not or cannot take. When talking or co-operating with people around these young people, they should be transparent about what they are doing. This will help enormously in building up a relationship of trust with the young people as well as the other actors in their environment. This element of mutual trust must be the foundation for all other work.

The four different environments of young people, as defined by Paulides, can be approached in different ways and for different reasons. Below you find an overview.

Figure 4: The four environments of young people

1. HOME
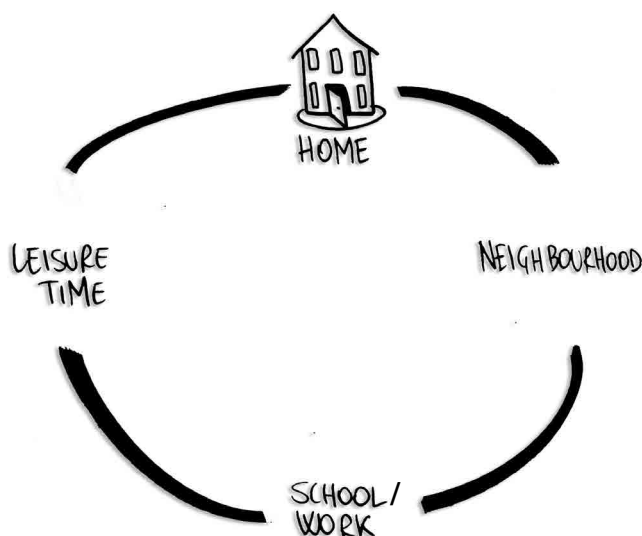
The first environment is formed of the people directly surrounding young people: their family. It is important to have a good connection with this group as the participation of a young person in your activities can depend on the family's approval of your work. A way to reach the parents might be by organising open door days, home visits or consultancy hours. Take into account that it sometimes takes some perseverance, as the parents might face barriers in interacting with you, such as lack of time, language difficulties, disrupted home situations or distrust towards official institutions that might tell them what to do. One way around this is to meet the family in other places such as community centres, to talk to people on the street, and to be available. It is important for the parents to know you and to understand what it is you are doing in order to build a relationship based on trust.

Figure 5: NEIGHBOURHOOD
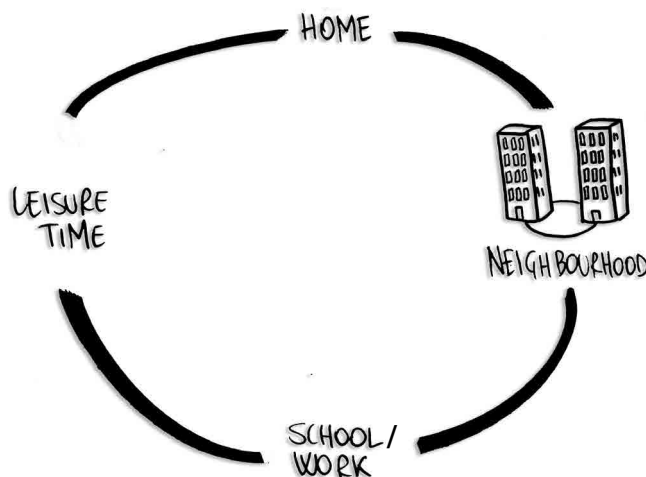
Networking with the people in the neighbourhood is also important for the success of your youth work. When this relationship is good, they will be more willing to participate when their help is needed, and will also come to you when there are problems. A way to work on your public relations is to involve local radio, television and newspapers. The more everyone – not just the young people – know about your activities and feel involved in your work, the better it is for the final result.

Roma Youth Information Club (RYIC), Sumnal Association, "the former Yugoslav Republic of Macedonia"

Sumnal was established in 2004 and is based in Topaana, Skopje. Its work with young Roma people is one of its priorities. More generally, Sumnal's work encompasses the fields of education, advocacy, access to health education and services, prevention of domestic violence, and promoting children's rights. The organisation is one of the founding members of the National Youth Council, the project implemented by the Association for Roma Community Development SUMNAL. This project was conducted between 2010 and 2011 in Skopje and was initiated and co-ordinated by Elez Bislim, who took part in the first edition of the ENTER! long-term training courses of the Council of Europe.[19] The RYIC targeted Roma young people aged between 13 and 18 with the aim to improve their competences to gain access to rights and to develop their capacity to access social resources. This was achieved through providing advice and information, counselling, peer education, guidance about employment and health services, and opportunities for personal and social development. The project also provided access to leisure activities. There were practical workshops addressing the needs of the local young Roma. These included continuing education, finding employment, and accessing social/ human rights. Experts were involved in the delivery of workshops, while others provided consultations relating to their personal and organisational experience. To implement the activities, Sumnal established a wide range of partnerships, consultations and co-operative relationships with a variety of institutions and organisations at both local and national levels. These included the Ministry of Labour and Social Policy, the Centre for Social Work, the Ministry of Education and Science, and the Employment Agency. Around 300 Roma young people took part in the project. As evidence of the increased competences of this group, many were seen to have achieved better access to services and social rights. They were also engaged in learning about their rights, and the work and responsibilities of the state institutions. In the summer of 2013, a camp was organised for young Roma, focusing on human rights education. Based on this experience and the outcomes from the original RYIC, Sumnal lobbied the Ministry of Labour and Social Policy for support and, as a result, premises for a Roma Youth Information Club were opened in the Topaana settlement. The club provides information about public services and social and economic opportunities available that are intended to foster the integration of Roma into mainstream society.

Another group in the direct surroundings of your target group are peers – their friends and acquaintances. Peers are important since their judgment of your work can determine the view that their friends have of the activities you are doing. When you manage to convey the message to young people that your activities are fun and they can learn something interesting at the same time, the chances of them joining your project increase rapidly. Again, local media can play an important role in the image building of your activities, so make use of them as well.

Figure 6: SCHOOL/WORK
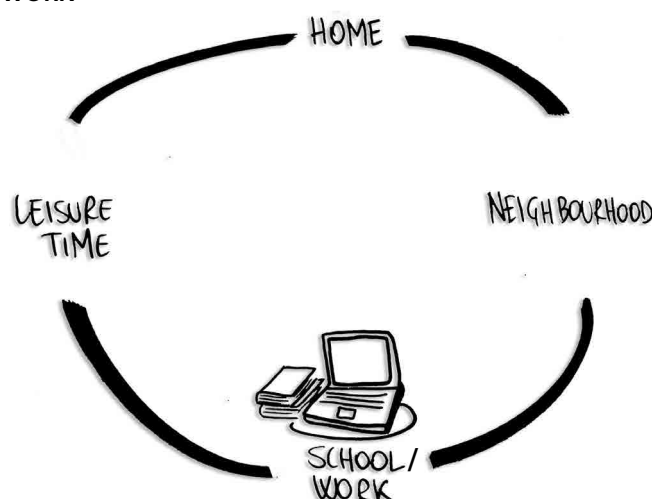
21. Available at http://enter.coe.int, accessed 24 October 2016.

Schools can supply a youth worker with basic information about the neighbourhood, from the number of young persons at the school to the cultural structure, the number of school leavers and the level of education. But you might also consider co-operating with teachers or even employers when setting up non-formal education programmes. An additional advantage of this is that it could be possible to use equipment and space available in the school. A disadvantage, however, might be that the young people are already averse to school and unwilling to spend more time there, so careful preparation and deliberation is necessary.

More and more young people are leaving education and training before achieving upper secondary qualifications. In the long term, the lack of qualifications can determine risks and barriers, both structural and personal, and affect the chances of young people getting a job or accessing personal and professional development schemes. "Second chance" education programmes might be a solution to invest in the motivation and confidence of young people to continue and successfully complete education or training, as they include training and learning activities tailored to the needs and interests of young people.

Matosinhos second chance school, Portugal

AE2O (Associação para a Educação de Segunda Oportunidade) is a non-profit association that aims to promote "second chance" education, particularly for young people with fewer opportunities and low levels of school and professional qualifications who are at risk of social exclusion. The main activity of the organisation is to run in Matosinhos, Portugal, a second chance school, within the scope of the European Association of Cities for Second Chance Schools (E2C). Escola de Segunda Oportunidade ("Second Chance Schools") offer to young people a chance to access quality training suited to their needs. They develop a set of learning activities, exchange of practices and sharing of ideas. Second chance education offers youngsters an alternative learning experience, based on a strongly motivating environment supporting development of various competences (both social and vocational), tailored to individual needs, desires and capabilities. AE2O develops training programmes that combine the acquisition of necessary skills with practical training in the context of work and society. This is where young people are accompanied in discovering their interests and building their life projects. The project is based on shared social responsibility among local authorities, institutions, associations and businesses within a broader policy context of urban regeneration and social reintegration. Second chance education is not only aimed at young school dropouts; it is, rather, a versatile project, able to perform various functions and address different audiences. It functions in conjunction with the systems of formal education and training, and is a new measure of public policy at the service of education and training, as well as a new way to tackle the problems of qualifications and social integration of young people.[20]

More about good practices in second chance education, their success factors, and their transferability to initial education and training are available in "Preventing early school leaving in Europe – Lessons learned from second chance education", www.youthreach.ie/wp-content/uploads/Finalreport.pdf

Figure 7: LEISURE TIME
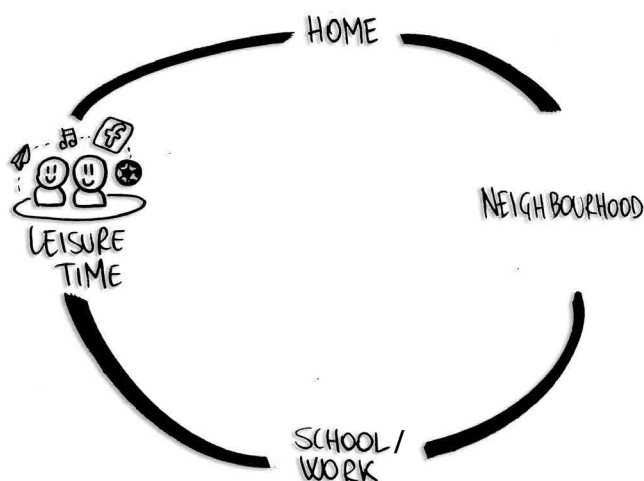
22. See http://vision.citilab.eu/visionwiki/index.php/Association_for_the_second_chance_education.html and www.segundaoportunidade.com, accessed 24 October 2016.

The fourth sector in which young people move is that of leisure. Youth work can also be situated in this sphere. Creating links with other people organising leisure-time activities can be very useful, allowing the exchange of ideas, experiences and resources pertaining to work with young people with fewer opportunities. We will discuss this further in the following section.

Foyer, Brussels, Belgium

Foyer is a non-profit organisation founded in 1969 as a youth centre. Situated in Molenbeek, it is active at local, regional and international levels, focusing on social cohesion and on the empowerment and integration of people of immigrant background. Foyer wants to contribute to an inclusive society, in which all people, regardless of their personal background, can participate.

Important to keep in mind is the fact that it is not possible to build a good relationship in one meeting with these different environments surrounding young people: it requires a long-term investment of time, effort and resources. All opportunities should be used to build up this network of trust to move together towards common or similar aims. This is the basis for future co-operation.

SETTING UP PARTNERSHIPS

Working on improving the situation of young people with fewer opportunities does require consistent and co-ordinated cross-sectoral co-operation. EU policy documents have also laid down the need to set up partnerships and cross-sector initiatives. The EU Youth Strategy states the need for mainstreaming cross-sector initiatives that ensure youth issues are taken into account in youth policy development, impacting thus the development of opportunities for young people to access education, employment and health services so as to improve their well-being. Working together with others will not only multiply efforts and resources directed towards similar aims, but will also generate a more holistic and strengthened approach to work with the target group. It is important to share views and experiences with other professionals dealing with similar issues, not least to boost one's motivation to continue putting efforts into a common cause.
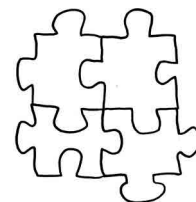
Questions:
- With whom would you team up to develop youth initiatives?
- Who are your partners in developing projects with and for young people?
- Whom do you ask for advice and information to learn more about the young people you work with?

Youth workers may have their own professional contacts or may get to know others (e.g. street workers, teachers, social workers and the police) who work with the same young people. These people are working with the same target group (e.g. young people with fewer opportunities) in different fields of their lives and at different moments. Often, meetings or seminars around societal topics related to youth are a good place to meet different actors working on these topics (inclusion, drugs prevention, AIDS education, etc.). You may find the right contacts for co-operation opportunities when setting up activities, but these synergies may also turn into longer-term partnerships between organisations.

Especially when working with young people with fewer opportunities, it is important to create part-nerships between organisations that reach the target group in different fields of their lives, because the impact of youth work might be continued in the classroom or in other projects.

There are some requirements to consider before you set up working partnerships:
- the partners should share common aims in their work or they should at least be compatible with each other;
- the target group (young persons with fewer opportunities) should be at the centre of the inter-ventions. The objective could be, for example, to empower the young people or to coach them through further steps along their pathways in life or towards social inclusion;
- partners should be willing to join in such a partnership, and time and resources should be freed to work on co-operation;

- ▶ the different actors should share common educational principles, or their differences should be reconcilable;
- ▶ the working spirit or organisational culture should be compatible or there should be strong motivation to open up and adapt to each other's working cultures;
- ▶ last but not least, there should be efficient communication channels and time set aside to discuss, plan, implement and evaluate the partnership.

Developing Detached Youth Work Practice, Erasmus+ (September 2014 – September 2016)

This project is funded through the EU's Erasmus+ Programme and is a partnership involving Aġenzija Żgħażagħ in Malta, the Centre for Sustainable Community Development in Romania, Stichting JONG Rotterdam in the Netherlands, and YMCA George Williams College in the UK. For 24 months, partners representing governmental bodies, NGOs and educational institutions are working in a cross-sectoral partnership aiming at developing innovative youth working methodologies tailored to existing youth needs in deprived neighbourhoods in Romania and Malta. The project aims to develop and strengthen detached youth work services in the partner countries through the exchange of good practice and peer learning and support. The project evaluates existing services as well as newly established services and will develop quality assurance tools that can be used in a detached youth work setting, working with youth at risk of social exclusion. It draws on the experience achieved by the Dutch and UK partners to enable the Maltese and Romanian partner organisations to develop their practice in a manner consistent with best practice. Expected outcomes include an increased capacity of the partners to implement detached youth work projects and to monitor their effectiveness as well as offer the required support to youth workers involved in service provision.[21]

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23. See www.agenzijazghazagh.gov.mt/Categories/910/Developing_Detached_Youth_Work_Practice__Erasmus_/916, accessed 24 October 2016.

Chapter 6

Different working contexts

This chapter looks at the diversity of roles that youth workers can take in social inclusion projects. Taking into account the challenges, risks and factors, the chapter offers a description of youth work contexts in the short term and the long term.

Youth workers can take on a great diversity of roles. People working with young people with fewer opportunities may also be operating within a range of different working contexts. Such contexts can range from long-term commitments to short-term involvement. At either end there are advantages and disadvantages, but they can complement one another. As youth workers trying to work inclusively we need to be aware of where we are situated and what the consequences of the style of work we choose will be.

Short-term interventions	Long-term commitments
Often aimed at specific young people whose problems or situations have come to the notice of the relevant authorities	Often community based and locally run and staffed (youth clubs, long-running community initiatives or schemes, local volunteers or professionals who have lived and worked in the area for many years, etc.)
Undertaken by social sector professionals (social workers, school councillors or mentors, probation officers, etc.)	Usually non-professional or voluntary in nature
Commonly the result of a crisis in a young person's life	Open to all young people but sometimes targeting young people with fewer opportunities
When the crisis is resolved support may end abruptly	Non-compulsory, freedom of choice for young people involved
A young person may have little choice over the intervention	Strong likelihood of being "owned" by the young people who participate
Although often necessary and important, interventions and those associated with them can cause young people to be hostile or suspicious	Offers opportunities and support to young people over the long term
	Are often built on strong relationships based on mutual trust and respect between staff and young people

Building successful working relationships at the grassroots level is never easy and care must always be taken to ensure that such co-operation is mutually beneficial for all parties and has the interests of the young people concerned at heart (see previous sections in Chapter 5: "Young people and their context").

Youth work and social inclusion

This chapter aims to explore the role of non-formal education in social inclusion projects as well as present the main inclusive youth work practices. The chapter also presents the characteristics of the main educational approaches used by youth workers and youth organisations.

In Europe, most people have gone through some form of schooling in their lives. This formal school education is commonly based on a "vertical" relationship between the teacher and the pupil/student, that is the holder of the knowledge (the teacher) and the receiver (the learner). The teacher mostly delivers knowledge to the student in the form of courses and curricula. At the end of the learning pathway a written document certifies the knowledge acquired by the learner according to official criteria. These certificates and diplomas are often necessary as keys to open doors into the labour market and society. Academic diplomas mostly refer to theoretical knowledge.

Non-formal education, on the other hand, can be summarised as "learning by doing". The learning methodology lies in the interaction between the learners and the concrete situations they are experiencing. There are usually no teachers or lecturers providing the knowledge ex-cathedra, but the learners and facilitators construct the knowledge and skills together, in a horizontal relationship. The educator or facilitator may be more or less active in the setting up of learning experiences for the benefit of the learner. This is what happens in youth work. It is possible to maximise non-formal education benefits for young people through the use of different method-ologies such as peer education, project work, mobility projects, and more. The learners are at the centre of their own learning process and the youth workers support them in it. Unfortunately, at present there is not much certification of the competencies acquired by non-formal learners.

Sometimes there is confusion between non-formal and informal learning. We consider informal learning to be spontaneous, as it happens in everyday life; non-formal learning is planned and thought through by a facilitator, trainer or youth worker who also provides support during the entire learning process.

	Formal learning	**Non-formal learning**
Learning methods implemented	Courses where the main vertical relationship takes place between the holder of knowledge and learners, with clear educational objectives.	Interactive relationship between the learners and their environment: "learning by doing". Peer education and mentoring are often used and the educational objectives are well defined.
Contents	Mainly general, and defined by educational authorities.	Chosen by the learner, no definition except concrete experience acquisition.
Certification	Usually provided at the end of the course and conditional upon success in an evaluation of knowledge. Set up according to criteria defined by educational authorities.	Not necessary and not standardised. For the Youthpass certificate for Erasmus+ Mobility of Youth Workers participants, see www.youthpass.eu/en/youthpass
Length	Usually: ▶ from six to 18 years old: primary and secondary education; ▶ above 18 years old: up to 10 years of studies (university).	Lifelong learning
Strong points	Obligatory for all (usually up to 16 years old) in order to provide a base of knowledge. Often almost free in the public sector. Certification through official academic diplomas.	Accessible to all at any moment of life. "Second chance" for young people with fewer opportunities.
Things to be improved	Academic diplomas may remain general and further specific studies or training need to take place. Not adapted to all. No Europe-wide recognition (difficulties with transferring the value of the diplomas abroad).	Better recognition for the learning experiences acquired through activities based on non-formal education methodologies.

YOUTH WORK WITH YOUNG PEOPLE WITH FEWER OPPORTUNITIES

MY Future, social enterprise for young people in youth work, UK (Alex Collop, ENTER! participant)

The aim of the project was to promote awareness of and access to social rights for young people in Muirhouse and the surrounding areas of Edinburgh. The project worked alongside young people involved in the MY Future (training and development) and MY Adventure (social enterprise) projects in various activities and actions designed to develop better understanding of and access to social rights especially relating to education, employment and access to sport, outdoor and leisure activities. The project was implemented for the Muirhouse area, where approximately 37% of the entire population is income deprived. Young people in the area are three times as likely to be unemployed as the city average and are much more likely to be among the lowest performing 20% of pupils. The project offered to 17 young people who dropped out from school and to 35 young offenders and migrants the opportunity to achieve a better awareness of social rights. Many of the participants of the MY Future project are now employed or volunteer with MYDG or MY Adventure and are working directly to increase awareness and access to social rights for other young people. The ENTER! project has helped in making social rights more visible and explicit within MYDG's organisational structure.[22]

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24. Available at www.coe.int/en/web/enter/lttc1-project27, accessed 24 October 2016.

Even though formal education institutions in Europe have made efforts to improve the balance between theory and practice at school since the second half of the 20th century, the differences outlined above remain largely intact. Some initiatives have been taken to tailor methods of teaching to learners' needs and expectations, like Philippe Meirieu's concept of "differentiated learning approaches", but they remain limited. Hence, many young people leave the formal education system without having finished their studies or having acquired a qualification.

Young people who have left school early or who are in precarious situations in society could benefit from non-formal education as a second chance that could have a strong impact on their lives. This educational approach needs to be thought through, prepared and implemented with the active participation of the young people themselves. Moreover, its use must be coherent within the young people's lives; their prior history has to be taken into account, and afterwards the results should lead to a further step towards social inclusion.[25]

INCLUSIVE YOUTH WORK IN PRACTICE

Ethos

When working with young people with fewer opportunities the youth worker consciously or unconsciously adheres to certain moral guidelines, a so-called ethos. It is important to be conscious about your ethos in youth work and its consequences. This section does not intend to tell youth workers which moral guidelines are better or worse, as there are probably as many concepts of ethos as there are organisations working in the educational field. However, it is important as a youth worker to have a similar ethos to that of one's colleagues, partners or employers. If there is a discrepancy between the moral guidelines for youth work among different actors in the same field, this could make working together properly impossible.

Ethos linked to work with young people with fewer opportunities

Youth workers should be conscious of the ethos on which their educational actions are based, as they may have important roles such as providing support and mentoring to the young persons they work with:

▶ this support should be regular but should avoid creating dependency-based relationships, as these lead to obstacles to young people's empowerment and personal autonomy instead of enhancing them;

▶ youth workers should aim to become superfluous once they have coached the young persons to achieve independence;

▶ youth workers can provide young people with different opportunities that hopefully inspire and boost their empowerment and active participation in society.

SOME QUESTIONS TO ASK YOURSELF…

▶ My values: what are my conceptions of society? Is youth work coherent with my values?

▶ My motivations for working with the target group: do I want to integrate youth into society or do I want to create spaces to enable them to participate in public discussion?

▶ My role as a youth worker: do my motivations and actions match my employer's policy and the needs of young persons? Do I have influence on young people that goes beyond my remit? How can I manage this?

▶ How to avoid creating dependency-based relationships with the target group: am I able to limit my involvement with the young people? Am I too emotionally committed? Do I network sufficiently?

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25. *T-Kit No. 6 Training essentials*, EU-Council of Europe youth partnership, available at http://pjp-eu.coe.int/documents/1017981/1667921/tkit6.pdf/459e262b-11f9-4af8-834f-c10c4cf4d30a, accessed 24 October 2016, can help youth workers structure educational activities based on non-formal education methodologies.

Step-by-step approach

In order to develop the intervention models to work with young people with fewer opportunities, youth workers should get acquainted with the stories of their target group as well as identify the causes that have led to the current situation of exclusion. Getting to know their stories, working on a trust-based relationship, and involving them in the choice of their future are essential before you can start steering young people towards better horizons. It is paramount to adapt your approach and activities to their pathways, providing tailor-made programmes that take into account their expectations and possibilities. You can start with little challenges and build on that, reaching, step-by-step, where you want to go.

How to build a step-by-step approach?

Different essential ingredients are needed to work efficiently with the target group in the context of youth work. As a principle, any work with young people with fewer opportunities should be built on trust and not be forced upon them. Youth work should be based on young people's expectations and needs. If they do not have any specific wishes or do not know what they want, the youth worker can help them find out where they want to go in life. The youth worker can do this by proposing a variety of activities that the young people may feel attracted to and thus help them identify their areas of interest (See section in Chapter 4: "Attractive activities")

International projects could be an opportunity for certain young people to change their lives. It goes without saying that people who are not used to such international experiences need a fair amount of preparation, continued support throughout the entire project and, of course, active involvement (see more on this in the T-Kit on International Voluntary Service).[26]

Building trust

Young people who have been emotionally or physically abused in the past – particularly when that abuse has been at the hands of those whom the young person had every reason to believe they could trust – may find it easier and safer not to trust anybody again. Some may take personal responsibility for what has happened to them. They may come to believe themselves somehow unworthy and undeserving of anyone's attention, care and love. The consequent self-hatred and lack of self-esteem can blight lives and future relationships forever. Similarly, young people who have been belittled or criticised in a hostile manner by a teacher or another authority figure may find it difficult to believe that their experiences in a similar situation might be more positive.

Just as the teacher and the social worker need to build a trusting relationship with young people, so too does the youth worker. All of them, in their different ways, may need to recognise and try to tackle deep-rooted problems that may take years to resolve, if indeed they ever can be resolved. At the same time, anyone working in this sensitive territory should be alert to the potential consequences once the floodgates of emotion and trust are opened, since people who have experienced such damaging events may have nursed for years a longing to unburden themselves. Once they start to trust someone, there is always the possibility that they may, at least initially, become dependent on the object of their trust and confidence. This is why specialist help and ways to access it should always be considered.

So what are the qualities needed to start to build trust? There are four key areas where, often through your own behaviour, you can demonstrate to the young person that the world is not necessarily permanently chaotic, and that trust, when invested in the right people, can offer safety and comfort:

▶ mean what you say: "Hear the words, but watch the actions." If you say you are available according to an agreed timetable, be available. If you promise not to pass on a confidence entrusted to you by a young person, respect that promise;

▶ take responsibility: people who can be trusted take responsibility for their actions. Show that you recognise that everyone makes mistakes: admit to your own shortcomings, and avoid offloading the blame onto someone else. Part of taking responsibility, just as with self-esteem, involves learning

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26. Available at http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-5-international-voluntary-service, accessed 24 October 2016.

to take account of other people's interests. Working on trust will often involve presenting young people with the experience of both trusting someone else and having someone trust them, then exploring the different emotions – vulnerability, fear, discomfort, empowerment, confidence, for example – they may have felt;

▶ show understanding: when you believe that another person to a greater or lesser extent understands your situation and why you feel as you do, it is easier to trust them. Empathy and compassion, shown sincerely, un-patronisingly and consistently, can help to persuade a young person that you are trying to see the world through their eyes;

▶ create a safe space: we tend to trust those with whom we feel safe. For some young people, particularly for those with fewer opportunities, the lack of security is a crucial factor in their unwillingness to trust. When life lets you down and time and again your hopes are betrayed, and it is not surprising if every encounter is greeted with suspicion. Through empathy and non-judgmental exchanges, the youth worker can help create an environment that feels safe, and where the young person can start to relax and let down their guard to some extent.

The youth worker working with young people with fewer opportunities can try to provide an open setting where even for a few hours a feeling of safety and security can be experienced. In an uncertain world, they can also try to ensure that they themselves behave as someone worthy of another's trust.

Exploring self-esteem

Increasing self-esteem is probably one of the most talked about outcomes of youth work. Its value is rarely questioned and helping to "raise self-esteem" is a familiar goal of much of the activity undertaken by youth workers. Nowhere is this truer than when working with young people with fewer opportunities. Low self-esteem is often perceived to have a causal link with a wide range of social ills. Yet the evidence to support these causal links is divided and we should recognise the complexity of this issue.

Branden (1994) describes self-esteem as "the disposition to experience one's self as competent to cope with the challenges of life and as deserving of happiness."[27] Other definitions refer to having the ability to be accountable for one's own actions and behave responsibly towards others. Achieving this richer level of self-esteem rests upon a sense of personal efficacy (self-efficacy) and a sense of personal worth (self-respect). This better explains why a young person largely excluded from society might struggle to have a sense of worth and efficacy in a world that so consistently undermines confidence, creates obstacles to achievement and is largely hostile.

Self-esteem comes from within, but a key element in its development is the personal construction of self-worth resulting from interactions with others and with the environment. Young people with fewer opportunities have, by definition, fewer opportunities to experience those interactions that engender confidence, generate positive feedback and provide a sense of personal worth. This is not to suggest of course that low self-esteem is restricted to a certain type of person – poverty of experience, of achievement, of affection is common across all society – but our concern in this T-Kit is young people with fewer opportunities.

Youth workers often refer to the satisfaction they feel when watching a young person grow in self-confidence and in so doing increasing their self-esteem. However, we should be cautious about leaping to conclusions. The transformation that they witness will be the result of a wide range of experiences for the young person and, not least, the qualities of the individual young person. This is not to devalue the worth of a session or project in a safe and non-threatening environment that enables a young person – perhaps for the first time – to experience a real sense of achievement and justifiable pride in what they have done. It is rather to acknowledge the reality of a life that within seconds – perhaps just by stepping outside – can revert to the familiar daily struggles and frustrations. What is important is that the youth worker recognises

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27. Branden, N. (1994), *Six pillars of self-esteem*, Bantam Books, New York.

their contribution to the complex jigsaw puzzle that makes up an individual's self-esteem. We must also trust the evidence of our own eyes.[28]

Youth work, particularly with young people with fewer opportunities, can encourage confidence to develop and is integrally bound up with the creation and building of trust.

Elements of self-esteem:
- ▶ unconditional self-acceptance;
- ▶ sense of capability;
- ▶ sense of purpose;
- ▶ appropriate assertiveness;
- ▶ experience of fulfilment;
- ▶ sense of responsibility and accountability;
- ▶ sense of safety and security;
- ▶ sense of belonging;
- ▶ sense of integrity.

28. There are different views in research about how exactly self-esteem and the effects thereof should be interpreted in youth work. For a recent, critical look at this issue see P.J. White in the magazine *Young People Now* (issue 162, October 2002), published by the National Youth Agency in the UK, available at www.nya.org.uk, accessed 24 October 2016.

Chapter 8
Practice

T he most adequate practical responses to the concrete situations of social exclusion of young people at local, regional, national or European level is in each case to be found by the actors on the ground through participatory processes.

The purpose of this chapter is simply to inspire and support those initiatives with an overview of some particularly relevant forms of youth work: some approaches, activities and projects.

We invite readers and practitioners to go through them reflecting on how to adapt them according to their needs or simply to use them as a reference in the always-needed exercise of designing the most adequate route to inclusion of youth in their specific contexts.

We hope that each of the following educational activities and projects can inspire a certain step towards the social inclusion of young people. We invite the readers to use them directly if they are applicable in their context, or to adapt them.

INSPIRING FORMS OF YOUTH WORK

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

Open youth work

The purpose of open youth work is to offer young people, on the basis of their voluntary involvement, developmental and educational experiences that will equip them to play an active part in democratic society as well as meet their own developmental needs. Open youth work takes place in youth clubs, youth projects, youth centres, youth houses as well as on the street (through detached youth work).[29]

The European Confederation of Youth Clubs (ECYC) believes that open youth work offers young people several kinds of opportunities, detailed in the sections to follow.

Educative

Open youth work operates:

▶ by enabling young people to develop the skills, knowledge and attitudes needed to identify, advocate and pursue their rights and responsibilities as individuals and as members of groups and communities locally, nationally and internationally;

▶ by promoting equality of opportunity through the challenging of prejudices such as racism and sexism and all that which springs from differences of culture, race, language, sexual identity, gender, disability, age, religion and class, and through the celebration of the diversity and strength that arise from those differences.

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29. See European Confederation of Youth Clubs, available at www.ecyc.org/about-us/open-youth-work, accessed 24 October 2016.

Participatory

Open youth work operates:

▶ through a voluntary relationship with young people in which young people are partners in the learning process and decision-making structures that affect their own and other young people's lives, and their environment.

Empowering

Open youth work helps:

▶ support young people to understand and act on the personal, social and political issues that affect their lives, the lives of others and the communities of which they are a part.

Core values of open youth work

According to the ECYC, the core values of open youth work recognise that:

▶ young people have the right to identify options/choices and choose the most appropriate one for them in any given situation;

▶ each young person should be given the support to achieve their full potential in a manner that has regard for the dignity and autonomy of the individual;

▶ young people should be supported to develop their own values and attitudes and develop the capacity to analyse critically the world around them and to take action in response.

Characteristics of open youth work

An examination of the above purpose and values of open youth work identifies a number of characteristics that distinguish it from other forms of youth provision, as it:

▶ is a planned systematic educational experience implemented outside of the formal school curriculum, usually by voluntary groups and organisations;

▶ promotes an experiential learning model where young people are involved in learning by doing in real-life situations and reflecting in a structured manner on the experiences encountered;

▶ recognises that inequalities of opportunities exist in society and seeks to raise the level of awareness of young people about society and how to act upon it;

▶ involves young people on a voluntary basis and begins with the issues and areas that are of interest and concern to them;

▶ is a mutually beneficial, enjoyable and fun experience for youth workers and young people. Open youth work is a partnership between youth workers and young people involving adults working with young people, in a manner that prioritises the active participation of young people as partners in the process;

▶ provides structures whereby young people participate in decision making including planning, organising and evaluating;

▶ enables communities to contribute to meeting their own needs;

▶ is accessible to all young people irrespective of their race, culture, religion or belief, gender, sexual orientation, socio-economic status or disability.

Outreach youth work and detached youth work[30]

Detached youth work

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

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30. See "Detached and outreach youth work. Method and resource handbook for youth work practitioners in Wales", available at www.cwvys.org.uk/wp-content/uploads/2014/06/HB-Detached-and-Outreach-Youth-Work.pdf, accessed 24 October 2016.

Some examples of detached youth work activities are:[31]

► making tie-dye clothing at a summer play scheme;
► sweet-making and chatting about Nelson Mandela;
► decorating gardening boxes outside a community flat.

Outreach youth work

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

Similarities and differences

The fundamental similarity of each is that they start with young people where they meet, whether that is on the street, in a park, on the beach or anywhere else. However, while the purpose of detached work is to find out the needs of young people as they experience them and attempt to deal with whatever they present, outreach is seen as an extension of building or activity-based work. Youth workers who are either personally involved in those buildings/activities or supporting others who are, go into the streets, usually with the purpose of encouraging young people to make use of existing provisions by attending the activities offered or visiting youth work organisations.

	Location	Aims	Characteristics
Detached youth work	Takes place in a setting that is not centre-based, which may include: parks, beaches, bus stops, pubs, cafes, shopping centres, streets or any other place where young people choose to informally gather.	To provide young people with access to informal learning, opportunities, information and resources "on their own turf". To stimulate, challenge and empower young people.	Reconnaissance: Identify areas where young people are. Engagement: Engage with young people and identify their values, issues, needs, ambitions, etc. Delivery: Design and implement appropriate interventions with young people. Evaluation: Evaluate the work at the point of contact.
Outreach youth work	Takes place in a setting that is not centre-based, which may include all of the above locations, as well as occasionally reaching out to young people within buildings such as schools, faith-based centres, sports centres or community centres.	To provide young people with initial access to informal learning, opportunities and resources on their own turf. To inform young people about existing or proposed services and to encourage them to access these. To stimulate, challenge and empower young people.	Reconnaissance: Identify areas where young people are. Engagement: Engage with young people and invite them to centres or activity areas from where youth work or other opportunities are delivered. Delivery: Carried out from where the activity takes place or a youth service building. Evaluation: Carried out at the building or where the activity takes place.

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31. These and other examples can be found at https://voice-of-youth.org/category/detached-youth-work, accessed 24 October 2016.

Other terms used

There are various other terms used to describe youth work that engages with young people outside of designated buildings or activities:

▶ "street-based youth work" is commonly used as an umbrella term to describe both detached and outreach youth work. This is sometimes unhelpful as it does not give the youth worker the clarity of purpose that using these two words in the correct way offers. This can lead to confusion either for themselves or the young people with whom they work;

▶ mobile youth work refers to youth work that is delivered from a mobile youth centre such as a bus or caravan. However, in nearly all respects this follows the methodology of centre-based youth work since, after the youth workers go out to talk to young people, it relies on those young people coming to where youth work takes place.

Online youth work

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

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

One of the challenges of online youth work is the constantly changing online culture among young people. Online youth work is growing and quickly developing. In Finland, we can find some inspiring examples:[32]

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

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

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

"INTERNATIONAL YOUTH WORK": LEARNING MOBILITY ACTIVITIES FOR YOUNG PEOPLE WITH FEWER OPPORTUNITIES

By learning mobility, we mean transnational mobility undertaken for a period of time, consciously organised for educational purposes or to acquire new competences or knowledge. It covers a wide variety of projects and activities and can be implemented in formal or non-formal settings.

For young people, some factors that create obstacles to benefiting from international learning mobility activities could be: time pressure to finish their studies or training; lack of jobs; lack of funding; lack of language skills and intercultural knowledge; or a general reluctance to leave "home".[33]

Starting with the EU's Youth in Action, the inclusion of young people with fewer opportunities in international learning mobility activities was set as a priority. For young people facing social and

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32. Further details on these examples can be found in "Digital media in Finnish youth work. National report of the Screenagers International Research Project", available at www.youth.ie/sites/youth.ie/files/National%20report_Finland_2016.pdf, accessed 24 October 2016.

33. See EU (2009), "Green Paper – Promoting the learning mobility of young people", COM(2009) 329 final, available at http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52009DC0329, accessed 28 October 2016.

economic obstacles, educational difficulties, cultural or geographic obstacles, or disabilities and health problems, transnational mobility activities could be an excellent opportunity to get to interact with other young people. Such projects have clear learning objectives:

▶ contributing to developing participants' attitudes, especially those related to intercultural learning and intercultural dialogue;

▶ developing skills and competencies that would help the insertion of young people into the labour market;

▶ offering young people the opportunity to explore international learning settings. (Kristensen 2013).

Youth workers and youth organisations are using international learning mobility activities as a social inclusion tool, at the end of the learning experience, by providing youth with the opportunity to acquire new competencies and skills as well as to develop their attitudes.

An example of good practice is the work developed by the Phiren Amenca,[34] an organisation that supports young Roma people in engaging in voluntary service activities. Through these activities, participants develop their competencies and become empowered to play an active role in society at local and at European level.

European Platform on Learning Mobility (EPLM)[33]

The EPLM aims to engage in the improvement, knowledge, visibility and recognition of learning mobility in the youth field. The platform creates an open space for exchange and co-operation among practitioners, researchers and policy makers and focuses on the learning mobility of young people and of practitioners in the youth field, and particularly in various forms of youth work. Learning mobility in this framework aims to increase participation, active citizenship, intercultural learning and dialogue, individual competency development and employability of young people. Mobility is also to be understood as a possible source of genuine and diverse learning experiences, and it therefore becomes important to critically investigate links between learning mobility (settings and contexts) and identity building. The EPLM is an open network and is conducted in a participatory way, with a Steering Group that consists of young people's representatives and youth NGOs; policy makers from European institutions, national youth ministries and regional, local entities; researchers from universities and institutes; national agencies of the Erasmus+ programme; the trainers community; youth work practitioners and youth workers; youth information services; social work and employment/vocational education; and training sectors.

ExchangeAbility – Erasmus Student Network (ESN)[34]

Going to study abroad is a challenging time for young people, as they face an unfamiliar environment, and often a new language and culture, to name but a few things. In addition, it can be even more difficult for students with disabilities, who may face inaccessible environments or disability-related stereotypes. In recognition of such challenges, the ESN developed the ExchangeAbility project to make the network accessible to students with disabilities, help remove obstacles to participation in exchanges, and promote the opportunities available. The project aimed to:

▶ make the ESN a more accessible association for disabled students at all levels of its activities. This means that the ESN wants to provide the conditions and opportunities for disabled students to actively be involved in working with international students and therefore to benefit from the exchange programmes at their home universities;

▶ increase the number of students with disabilities going on exchange. The long-term vision of the project is to promote the opportunities and support offered for students with disabilities to study abroad. Also, ExchangeAbility works with ESN sections, higher education institutions and organisations that are experts in the field to create the best conditions possible for disabled students during their stay abroad.

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34. See www.phirenamenca.eu, accessed 24 October 2016.
35. See http://pjp-eu.coe.int/en/web/youth-partnership/european-platform-on-learning-mobility, accessed 24 October 2016.
36. See http://exchangeability.eu, accessed 24 October 2016.

EDUCATIONAL APPROACHES

Before describing concrete activities and projects we would like to go through some educational approaches that are particularly appropriate for overcoming social exclusion. These approaches, taken as a whole, shape the participatory nature of education aiming to overcome social exclusion and enable young people with fewer opportunities to take full control of their lives. They inspire the concrete educational activities and projects of the next section of this T-Kit and can inspire many other educational activities to fit specific needs in different contexts.

Human rights education as the basis

Social inclusion is about social, economic and cultural rights, that is human rights. Social rights are those rights that are necessary for full participation in the life of society. They include, at least, the right to education and the right to found and maintain a family but also many of the rights often regarded as "civil" rights: for example, the rights to leisure time, health care, privacy and freedom from discrimination.

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

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

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

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

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

Peer education

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

In a way, this exchange of information about sexual education – whether apocryphal or not in this form – between the boy and his schoolmates, is peer education. Kirstie Lilley (2001) distinguishes three kinds of peer education:[37]

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

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

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37. Lilley K. (2001), *Words to the wise: successful peer education with young people*, Youth Work Press, Somerset.

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

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

Peer education – Why does it work?

▶ young people are more likely to accept information from other young people than from adults. In particular, young people who grew up with a disadvantaged background have often been disappointed by adults from their surroundings and could be suspicious of adults in general;

▶ young people are more likely to tell each other honestly what they feel or think than an older person, since they are afraid of being judged for what they say;

▶ often, it is easier to ask questions and discuss subjects with peers;

▶ young people identify more with people their own age and information from peers may come across as more reliable;

▶ peer educators know what language to use to address their peers;

▶ peer educators can choose their own mode of discussing topics and decide on what will increase their sense of ownership.

Most of the time, it does not work to walk into a group of young people and ask them something like, "Hey, you wanna be a peer educator?" It could, however, very well be the follow-up to an activity a group of young persons has been involved in. During the evaluation, a useful question to ask is what they would do differently themselves if they were to lead the workshop, project or activity. During the activity, the youth worker could already encourage the young people to think of solutions and take the initiative, provided it remains within their reach.

Mentoring the process of peer education

The mentoring of young people with fewer opportunities who would like to become peer educators should be done carefully so as not to destroy the trust that has been built up (see section in Chapter 7: "Building trust"). Some of these young people may have more difficulty in planning and be more inclined to give up when things don't work out. So, more than with young people who are bursting with self-confidence and self-esteem, you will need to stimulate and motivate those with fewer opportunities time and time again. This also means setting aside time yourself, planning meetings with the young people, and keeping to the schedule. Unpredictability on the part of the youth worker will, as Ascher (1988) remarks, "serve to destroy relationships and to harden mistrust".[38] Apart from providing support, you will have to invest extra time in adapting the methodology in order to make it manageable for the young people. Even though they will be the ones primarily working on the contents of what they are going to teach to their peers, the information should first be made understandable for them as well. If this involves too much reading, studying or school-like tasks, it is bound to make them feel uncomfortable and lead them to quit, thereby ruining your carefully built-up relationship. Also, if the information is not clear to the peer educators, it might be passed on incompletely or incorrectly, which will of course get you in trouble again.

It is of paramount importance that the young people devise, develop and deliver the programme themselves. However, a clear structure should be provided by the youth worker, which can be filled in by the peer educators. It can help to design the meetings, both those for preparation as well as the workshops, as rounded-off chunks. Each part should cover one subject that is matched with the young people's capacities, with aims not set too high, but which is at the same time challenging enough not to become boring. When organising the preparation meetings and the peer education workshops, also keep in mind the barriers the young persons might be facing (see section in Chapter 4: "Obstacles").

With the right preparation and support, peer education can definitely yield results beyond the reach of standard youth work. Also, exchanging information on peer education and the support of peer educators with other youth workers can be very useful. In this case young peer educators from different organisations and backgrounds can meet and tell each other about their experiences, helping educate each other.

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38. Ascher C. (1988), *The mentoring of disadvantaged youth*, ERIC Clearinghouse on Urban Education, New York.

The Care 2 Share (C2S, Brighton, UK) peer education programme offers a range of learning outcomes for young people aged 16 to 25 of mixed abilities. It brings together tutors – most of whom are interested in going into youth work or teaching – with "tutees" – young people who have become disengaged from formal education for various reasons.

Peer tutors take part in a peer education training programme, including a residential component. They support one or more tutees in working towards agreed learning goals in the areas of basic literacy, numeracy and key skills. The project encourages all young people to identify their own progression and supports them in moving on to more formal learning or employment. In the academic year 2002/3 the project aims to support half of its learners to achieve accreditation. Paid staff monitor the portfolio development of both tutors and tutees.

Both tutors and tutees run a snack bar at the youth centre where C2S is based, learning project management, budgetary and money-handling skills, shopping, and customer service and catering skills. The young people take a high level of responsibility for the project – they designed the snack bar refurbishment and the centre's information and communication technology suite, are responsible for their own budgeting and accounting, and hold regular team meetings to assess the project's development.

Conflict management

"Difficulties are meant to rouse, not discourage. The human spirit is to grow strong by conflict." – William Ellery Channing

"Conflict: a battle, contest of opposing forces, discord, antagonism existing between primitive desires and instincts and moral, religious, or ethical ideals." – Webster's Dictionary

The characters that make up the word "conflict" in Chinese mean "danger" and "opportunity". If conflict is an inescapable part of life, then young people, whatever their background, need to be given the chance to discover and develop ways to find the opportunity as well as the dangers in the conflicts in their lives. In any conflict, there is the potential for growth and positive change. Yet for many people, the experience or understanding of conflict is only negative, associated with violence and destruction.

Conflict is not necessarily destructive if handled properly. It can be a valuable tool in building up skills and personal strengths: when acknowledged and explored in a safe environment, it can provide powerful coping and management techniques, building on the premise that everyone – and how they feel – deserves respect. Viewed in this light, the management of conflict can be seen as inextricably bound up with the topics covered earlier: self-esteem and trust.

Unfairness, injustice and lack of basic resources tend to provoke violence, particularly where bitter experience has suggested no alternative. But violence creates legacies of hurt, bitterness, vengefulness and destruction – it diminishes the violent as well as the victim.

Conflict occurs when two or more people oppose one another because their needs, wants, goals or values are different. Conflict is almost always accompanied by feelings of anger, frustration, hurt, anxiety or fear. It is caused by a wide range of factors: a clash of values, ideologies or goals; an inability to appreciate another's perspective; a struggle over limited resources; in retaliation for another's action. Glasser (1984) identifies as common to all human beings the physiological need to survive, along with four psychological needs: for belonging, for power, for freedom and for fun.[39] It is the way in which we seek to fulfil those needs that can lead to conflict, especially where one party believes its psychological (and in extreme cases, its physiological) needs are being threatened by another. Of course, much of our behaviour is a consequence of the reinforcement of earlier experiences: we see what works. If the person who shouts loudly and pushes to the front of the queue instantly gets attention, why bother with a more tempered approach?

Conflict can be managed by developing and using skills such as effective communicating, problem solving, and negotiating with a focus on interests. When we negotiate with a focus on our interests – the things needed or desired by all individuals involved in the dispute – rather than our positions,

39. Glasser W. (1984), *Control theory*, Harper & Row, New York.

where we focus on blame, fault and liability for what happened in the past, we have a better chance of working with, rather than against, each other to discuss and resolve issues.

The aim of exploring how to manage conflict is to understand the sources of conflict and allow powerful emotions to flourish into a sense of empowerment, more positive human relationships and an enhanced sense of personal worth. Once the fear of personal danger and the unknown is removed, people can start to see that, appropriately handled, conflict can be constructive. As a volunteer on a conflict management course observed: "I've realised something about conflict I never thought of before… I'd hate to live in a world with no conflict. Nothing would ever happen! I like conflict. It means people are alive. I used to hate it and be scared of it, but now I'm not. It's a funny thing to realise you don't want to live in a perfect world."

The youth workers' role in this journey of discovery is to be open, non-judgmental, accepting and positive, and careful trustees of young people's growing vulnerability and openness. They should help the participants to recognise that confronting conflict is daring, exciting and challenging. It takes great courage to be a mediator: conflicts release overwhelming personal energies and it takes guts to step in when the situation is inflamed.

What skilful youth workers can offer those with whom they work is the opportunity to rehearse, mainly through the exploration of communication and co-operation, alternative approaches to provocative situations. It is hard to attack someone for whom you have respect and with whom you have been through many experiences where mutual co-operation and trust have been the keys to success. As was discussed in the earlier sections, learning to value yourself is also about valuing others.

What must also be remembered is that the youth worker not only explores conflict management as a tool for young people, but also as a learning opportunity to ensure their own personal safety. They, like the young people with whom they work, need to understand when flight is more appropriate than fight – that is, when a situation is about to escalate, despite their best endeavours, into a conflagration. Youth workers should:

▶ create boundaries for the work by setting time limits. It is not wrong for participants to leave a session with unresolved feelings. But it is important to respect how they feel and allow them the time to reflect on what has occurred within a structured environment. Time for winding-down is important. Creating boundaries is about developing a sense and environment of safety, where everyone understands and agrees to the rules or guidelines;

▶ expect the unexpected and be aware that there will be a range of responses to any work you undertake;

▶ use active listening (listening for content, meaning and feelings to aid understanding of the problem). Then summarise or paraphrase what you believe you heard, for example, "What I think I heard you say was… is that right?", reframing the issue by reinterpreting a statement or comment into a problem-solving frame. Do not blame yourself if a participant becomes angry or upset. The way in which each participant engages with the activity is certainly your responsibility as facilitator, but it is also the responsibility of the young person;

▶ do not take things personally. Verbal abuse or dismissal can be an expression of how the young person is feeling about themselves and the work, not necessarily about you. Bear in mind that this may be the first time that the young person has been allowed to express anger in such a way, without sanctions or censure. Where possible, try to get participants to focus on problems, not people;

▶ do not offer solutions, but offer the space for participants to reach their own;

▶ finally, know your limits. Never put yourself and those you work with in personal danger. If things start to get out of hand, take a break or even stop the session. If necessary, seek help.

The T-Kit on conflict transformation explores these issues in depth, describing activities on understanding conflict, mapping conflict, communication, co-operation and negotiation, and covering violence, resources, power, culture, values and peace.[40] Many of the activities can be easily adapted to social inclusion purposes and to the needs of your group.

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40. Available at http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-12-youth-transforming-conflict; see also http://pjp-eu.coe.int/documents/1017981/7110680/5-Activities.pdf/96f59a19-516a-4c40-bc7d-8184c06e717e, both accessed 25 October 2016.

Coaching

> Coaching is defined as a process in which people and teams are helped to make the best of themselves and facilitate the way of working effectively as part of a team.
>
> Coaching Guide – Youth Initiative and Participation

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

> In 2014/2015, the Spanish and Turkish Erasmus+: Youth in Action National Agencies in co-operation with SALTO-YOUTH Participation organised a long-term training course on coaching for young people's development with the support of the Erasmus+: Youth in Action programme. The training course aimed to assist youth workers in developing a coaching approach to improve the quality development of youth work with the support of Erasmus+: Youth in Action. The course included two residential components and a period in between of online exchanges. During the first course, hosted by the Spanish NA, participants were introduced to the basics of coaching as a method that they could apply in their daily work to improve the quality of the guidance that they offer to young people in their personal and professional development. The second residential training course gave participants the opportunity to reflect on their coaching experiences and their own development. Between the two seminars, an internet platform was set up to record, document and share participants' experiences related to coaching.[39]

The coaching processes in youth work include:

▶ consulting;
▶ helping;
▶ supporting;
▶ advising.

They are used both for coaching youth groups or individuals.

Coaching was used initially in sports, but is now interchangeably used in youth work with tutoring, counselling and mentoring. Crucial to coaching in youth work is the role that the youth worker plays in supporting youth development and growth.

The youth worker is essentially helping young people build up a vision for change, following their development. The coaching process builds on dialogue and activities aiming at realising the potential within the groups and individuals. Consequently, the youth worker is using a variety of methods to create opportunities for young people. More than this, the youth worker is the main supporter in enhancing their participation both at a personal level and in community life.

Group coaching meetings start with setting up goals to be achieved for the group and for individuals, the youth worker being responsible for facilitating the discussions within the group as well as making sure that each member of the group has responsibilities for the group process. The youth worker will also summarise the outcomes of the meeting.

A certain set of attitudes is needed for the youth worker to be able to conduct coaching processes. A non-exhaustive list is available in the Coaching Guide produced by SALTO-YOUTH, and reproduced below.[42]

Patience	I have learned to wait until others make up their own experience! I am able to watch group processes and to wait for the result they will achieve!
Humour	I am able to laugh with others and sometimes also about myself! In difficult situations, e.g. if the motivation in the group is in danger of disappearing, some sense of humour at the right time can help a lot.
Empathy	I can respond to the emotions of others, like anger, fear, worry or shame without being frightened! I always try to understand the point of view of the person facing me.

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41. The report of the training course is available at www.salto-youth.net/downloads/4-17-3297/COACHING%2B%20 FiNAL%20REPORT%5B1%5D.pdf, accessed 25 October 2016.
42. Available at www.salto-youth.net/downloads/4-17-938/coaching_guide_www.pdf, accessed 25 October 2016.

Capability of self-reflection	I know my personal strengths and weaknesses! I know my personal limits and I'm able to refer to them!
Personal standing	I have both feet on the ground! I have surroundings in which I feel comfortable and I feel well supported by my friends and family! Because of this I have people I can talk to if I need to reflect on the coaching situation.
Conflict and relationship attitude	I'm able to solve conflicts and critical situations with others in a positive and constructive way!
Experience in project development and management	I have already developed my own projects and initiated them! Because of this I am able to offer the group some methods and tools on "how" to develop their project.
Knowledge about processes	I gather experiences and observations of how groups interact and which processes they use regularly! This helps me to understand the emotions and reactions of the participants in each step of the process.
Communication techniques	I know one or more techniques of communication e.g. "person centred individual consultation"! This helps me to moderate the group communication in difficult situations.
Methods for coaching	I know some creative methods to visualise or moderate situations and processes! Those can be helpful to structure ideas and opinions within the group and support the decision-making process.
Self-experience with coaching	I have had a consultation during a project development or other situation! This helps me to see the advantage of it. It was important that someone from "outside" who wasn't personally involved supported me to structure my ideas and opinions in a different way.
Coaching experience	I have experience in coaching groups or individuals! Out of this experience I know about different reactions of participants in different situations.
Expert knowledge	I have expert knowledge in different areas, such as …………………….., which I can offer to others!
Personal contacts with other advisers	I have an existing network of contacts with other experts concerning consultation, youth work or supervision!
Psychological and pedagogical skills	I have experience in psychological or pedagogical support activities!
etc.	…………………………………………………………………………...……………………

In Austria, youth coaching has been developed by the Ministry of Labour, Social Affairs and Consumer Protection in co-operation with the Ministry of Education to keep, or reintegrate, young people in the education and training system. The target group includes pupils who are at risk of not attaining any qualification at lower or upper secondary level; and young people below the age of 19 who are currently not in education, employment or training (NEET) as well as young people up to the age of 25 who require special educational support. Youth coaching aims to advise, support and assist young people and ensure their sustained integration into the (upper secondary) education and training system. Where this is not yet possible, young people should reach alternative objectives or sub-objectives. Youth coaching providers closely co-operate with schools (for identification of at-risk pupils) and with different institutions (such as the Public Employment Service Austria, training workshops, projects for young people with mental health impairments) that are suitable for the young people during or after their coaching period.[41]

More information at: www.bmukk.gv.at/jugendcoaching

43. From European Commission (2013), *Reducing early school leaving: key messages and policy support. Final report of the Thematic Working Group on Early School Leaving*, available at http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/doc/esl-group-report_en.pdf, accessed 25 October 2016.

Arts and creativity

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

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

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

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

There have been many experiences and projects of inclusion of young people with fewer opportunities through the arts in the fields of theatre, drama, literature, music, photography, multimedia, dance, visual arts, craft, films, and so on. Some of those experiences are spontaneous, with no centralised organisation, and others are more articulated educational and transformative processes. Specific examples include forum theatre against early school leaving, drama festivals in prisons, psycho-dramatic group games with therapeutic objectives,[44] creative writing with refugees, musical bridges to autism, and collaborative photography workshops. The variety of techniques and methods used in these activities is enormous. Some of the best known are the Theatre of the Oppressed, photo-voice, improvisation, creative writing, fairy tales, cartoons, ideogram design, and so on.

In terms of facilitation, using arts with young people with fewer opportunities requires an honest exchange and a safe space so that they can challenge ideas, experiment, speak their minds and be respected. Arts and creativity can be used at the core of inclusion projects, or for specific parts of it such as needs analysis, reflection and dissemination. Apart from their educational value, the social and political value of arts activities is very important. Their outcomes are shared in public squares, exhibitions, festivals, schools and cultural centres, bringing young people with fewer opportunities, along with their concerns and aspirations, into the public sphere.

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44. See http://artescommunity.eu/social-skills-training-psychodramatic-group-games, accessed 25 October 2016.

PART II – EDUCATIONAL ACTIVITIES AND PROJECTS

Introduction

E ach of the previously explored forms of youth work and educational approaches proposes, in one way or another, a combination of activities for overcoming social inclusion. All those processes that allow youth to complete the difficult route to social inclusion have two elements in common: they are long-term processes and they combine different steps and strategies.
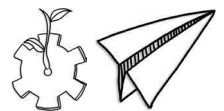
After analysing many inspiring practices, we have chosen to organise the following educational activities and projects according to the 5As strategy proposed by Howard Williamson in "Finding a place in modern Europe – Mapping of barriers to social inclusion of young people in vulnerable situations" (Markovic et al 2015).

	▸ **awareness: the realities of social exclusion;**
	▸ **access: empowering and inclusive activities;**
	▸ **action: support mechanisms for inclusion;**
	▸ **accreditation: recognition of experience, progress and achievements;**
	▸ **advancement: supportive stepping stones towards inclusion.**

Based on the analysis of many experiences at European level, the combination of these five elements allows one to escape the vicious circle of social exclusion and advance towards the virtuous one of social inclusion. As few opportunities in a certain dimension of the life of young people (e.g. education) lead to fewer opportunities in other ones (e.g. work, housing), awareness about a certain situation of exclusion (e.g. segregation of an ethnic minority) can be the first step in setting up the necessary support mechanisms for effectively enjoying a certain right (e.g. education, non-discrimination).

There is no linear or normative intention in this proposed strategy; the different elements or steps do not have to follow the 5A strategy exactly, nor do they have to take place in that order. Other very valuable strategies and cycles for the promotion of social inclusion can also be used.

For each "A", in the following section, there are some educational activities and relevant projects. The activities as well as the projects have a strong educational dimension. Non-formal education as a whole can indeed very effectively contribute to the inclusion of young people with fewer opportunities.

At the same time, non-formal education, if it is not complemented with policies and structural measures, is clearly insufficient for overcoming the big challenge of social exclusion of young people. It is necessary to include the promotion of policies and programmes that allow youth to go through the long-term processes towards inclusion. The projects tackle, even in a modest way, those policies and structural measures as an example of many others that should be promoted.

Activities

1. AWARENESS: THE REALITIES OF SOCIAL EXCLUSION

1.1. OUTSIDERS

Aim

An interactive exercise exploring the effects of exclusive grouping on an individual while exploring how we react to experiences of rejection and what it feels like to belong to a group.

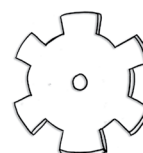| Time needed	Resources needed	Group size
10 minutes	None	Minimum of 12 people

Step-by-step description

1. Ask someone to volunteer to leave the room. The remainder of the group should divide themselves into groups according to some agreed criterion – for example, hairstyle, eye colour, type of clothing, height or accent. (three minutes)

2. The outsider is called in and guesses which group they belong to. They must state why they believe that group is their group. If the reason is wrong they may not join, even when they have picked the correct group. (four minutes)

3. Continue with a new volunteer, giving as many participants as possible an opportunity to go outside, subject to time.

Reflection and evaluation

How do we behave when we belong to a group? Is it easy to reject outsiders? Is it enjoyable? Do we empathise with the outsider or do we enjoy our power? (three minutes)

Some further tips

This exercise focuses on the feelings and experience of being rejected rather than on communication. It can be used to focus a discussion on prejudice and how we react to belonging or not belonging. It could be developed into a study of personal experiences.
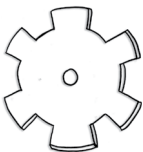
1.2. DISABILITIES RACE[45]

Aim

To make people realise what it is like to have certain limitations.

Time needed
Two hours

Resources needed
Paper
Pens
Felt-tip pens
Paint
Blindfold
Rope
Pendulum
Earplugs
Balloons
Birthday candles

Group size
Five to 40 people

Step-by-step description

1. If necessary, divide the group into smaller groups of about five to eight persons.

2. Explain to the group that they should accomplish several tasks in one hour. Some tasks are group tasks and should be done by the whole group, none excluded. Others are permanent tasks, like a balloon that may never touch the ground but should all the time be kept in motion, or a pendulum that should remain swinging. Examples of group tasks may be:

▶ paint a group portrait;

▶ keep the pendulum swinging;

▶ pass through an obstacle run (climbing through a hoop, over a chair, under a table, etc.);

▶ make a song about the training;

▶ pass a stick every 10 seconds;

▶ by the end, everyone should have a clown's face (grease paint or masks);

▶ fold paper boats;

▶ keep a birthday candle burning (one has to be lit with the other);

▶ keep a balloon afloat.

3. In addition, some people in the group are rendered "disabled". They are blindfolded, have to wear earplugs, are tied to another person, are only allowed to speak in a language other than the common language, are not allowed to say yes or no, are not allowed to speak at all, cannot use their right arm, etc. Explain again that all tasks should be performed in one hour, and that you are not allowed to obstruct other groups.

4. Despite all these disabilities, the group should still perform all tasks. There should be an observer with every group to see if all rules are obeyed and all tasks are performed by the whole group.

5. After one hour the groups present the results of their work and discuss how hard or easy it was to accomplish.

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45. Adaptation from "Underdog", Intercultureel Spelenboek, Centrum van Informatieve spelen, Leuven, Belgium, who adapted it from the original: "Het recht van de sterkste", Soort zoekt andere Soort, Katholieke Jeugdraad, Chirojeugd Vlaanderen, 1992.

Reflection and evaluation

▸ How did it feel to be without any disabilities?

▸ What was it like to have certain disabilities?

▸ Did you function as a group?

▸ Did the group support the individuals with certain disabilities?

▸ Did being disabled mean that these people also did not take the initiative?

▸ In what other ways can you experience disabilities?

1.3. PRECONCEPTIONS OF YOUNG PEOPLE WITH FEWER OPPORTUNITIES

Aim

A humorous exercise for a group of trainees, it generates much laughter and relaxation at the end of the first day, for example. The purpose is to give a glimpse of different conceptions of youth social exclusion through play-acting. Moreover, it gives trainees a taste of each other's language through theatre methods. This exercise will surely be followed by informal discussions, especially if implemented as an evening game after dinner.

Time needed
Approximately two hours
(one hour for preparation/
one hour in plenary)

NB: This exercise should be realised
in a relaxing context, at the end of
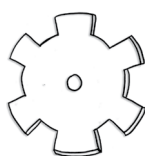a day for example, or after dinner.

Resources needed
A big room arranged
with props

Papers and pens

Group size
10 to 40 people

Step-by-step description

1. First, the facilitator explains that the exercise will deal with light theatre methods. People who do not feel comfortable being actors will contribute without acting. National groups should be formed (up to four participants per country), which will be allowed one hour to prepare short sketches on youth social exclusion according to their cultures and using their languages. Humour is of course welcomed. In the second part of the exercise, the sketches will be presented to the remaining groups (arrange a place with some kind of stage).

2. The facilitator should clearly explain the following rules:

   ► if there are people not comfortable with theatre methods, they may participate in setting up the sketches and later on act as narrators/translators when the sketches are presented by the actors;

   ► each national group will act its sketch in its own language. It is very important that the actors clearly write out their dialogue (one paper per actor stating what they will say);

   ► the sketches should be short (no more than one minute using simple dialogue). No props or materials should be used;

   ► each group should use one or two people not acting to narrate the dialogues using the training working language.

3. The groups prepare their sketches separately for one hour. During this time the facilitator can arrange a stage where the performances will take place.

4. Once all the groups are ready, the facilitator explains the following rules: the sketches will be acted out one after the other; they will be presented by the actors with a translation; when each actor has finished a phrase, the narrator-translator will translate it immediately using the training working language in order to ensure that the participants understand the sketch; short sentences should be used to facilitate the translation task.

5. When the sketch is finished, the facilitator may allow a moment for the actors to explain their performance if needed. This should not take too long.

6. The actors remain on stage and the facilitator asks for volunteers from the audience, one of whom will stand behind each actor as a shadow.

7. The sketch is performed once more with the shadows. The actors should articulate when speaking and show the written phrases to their shadows when saying their phrases. The sketch is translated one more time.

8. The sketch is performed a third time, the shadows becoming the actors and vice versa. The new shadow should help the new actor with pronunciation when performing the sketch (without being too formal). The sketch is not translated.

9. The sketch may be performed a fourth time without any shadow.

10. All the sketches should be performed.

Reflection and evaluation

There is no need for formal evaluation. This is a relaxing game intended to give participants a taste for the words of each other's languages.

1.4. HUMAN NEEDS JIGSAW

Aim

This exercise will help people realise that what they see as important might be different for others, and also have them reflect on the fact that we all share the same fundamental human rights.
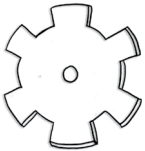
Time needed 1 hour	**Resources needed** One big sheet of paper for every participant Markers Scissors	**Group size** Various

Step-by-step description

1. Give all participants a piece of paper and let them draw an outline of themselves. (If the paper is big enough, they might also lie down on the paper and let someone else draw them). Cut out all drawings. Let the participants then divide their drawings with a marker into a jigsaw of six parts.

2. Make a list, with all participants, of the things that might be important to them, for instance, food, friends, shelter, love, education, a stable income, good health, a good environment, religion, a nice family, ideals, freedom of speech, the possibility of travel, peace, not being discriminated against, etc., until you have a list of at least 25 to 30 items.

3. Ask all participants to pick out six rights from this list that they consider important for themselves at this moment. They can write each one on the jigsaw pieces they have made from their drawing.

4. When everyone has written down a right on each of their jigsaw pieces, they can cut up the drawings.

5. Ask a volunteer to present his/her jigsaw to the group, explaining why they have chosen these six rights. Let the volunteer name the selected rights one by one. When a right is named that others in the group have selected as well, they should take out the corresponding piece from their drawing and place it in front of them.

6. After the volunteer is finished, ask the rest of the group if anyone had selected the same rights, or if anyone had any rights in common. Take care that you do not start a discussion about whether the choice of rights was sensible or not; the choice is purely individual and should not be discussed at this stage.

7. Ask some other volunteers to share their selection of important things with the group (preferably someone who had nothing or only one or two things in common with the first volunteer) and repeat step 6.

8. Discuss with the group how it is that people can perceive their needs differently. Ask them if they perceive that any needs/rights (newly offered or from the list already made) are absolutely fundamental for every human being. Make a list of these and compare them with the simplified version of the Universal Declaration of Human Rights.

Reflection and evaluation

- ▸ Did many of your needs overlap with those of other persons?
- ▸ Did you understand why others chose other things as more important for them?
- ▸ How did you choose your needs?
- ▸ Do you think your list has changed from the list you would have made five years ago, or will change from a future list?
- ▸ Are there needs/rights that must be respected for everyone without exception? Why is this if we can perceive our needs differently?

Some further tips

You can also vary this exercise by giving people role cards; a 90-year-old grandmother, a refugee seeking asylum, a boy in a wheelchair, a businessman, a student on a low income, a homeless girl, a professional football player, a child growing up in an Indian orphanage, a farmer from Venezuela, etc. Then ask the participant to empathise with the person on their role card and guess which rights are important to them.

1.5. JIGSAW OF HUMAN RIGHTS

"Human rights are like a jigsaw; if one piece is missing, the jigsaw is incomplete. This is the same for people living in poverty; take one of our rights away and you threaten them all. You can't give people their rights bit by bit and expect them to improve things for themselves bit by bit too" – Young member of ATD Fourth World

Aim

This group activity can act as an energiser but its main role is to increase awareness of the scope and indivisibility of human rights.

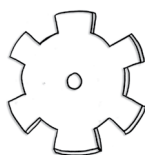|		
Time needed Approximately 30 minutes	**Resources needed** Card/cardboard (or plywood), about 1 to 1.5 metres long Paint Markers Cutter (or fretsaw)	**Group size** Up to 30 people

Step-by-step description

Preparation:

1. Paint a side of the cardboard (or wood) in a different colour than the other.

2. Make a drawing or painting of a person or a group of people on one side. Draw jigsaw pieces (five or six) over the painting and cut up the painting.

3. Turn all pieces around and write an article (simplified if necessary) of the Universal Declaration of Human Rights on each piece.

Exercise:

4. When the participants enter the room, give each of them a piece of the puzzle. Some might receive two or more, depending on the group size. Explain that all of them have received one (or more) human right, but that you need all of them to be a complete person.

5. Ask the participants one by one to read out what is on their piece and explain (or ask someone to explain).

6. When all pieces are read, invite the participants to make a whole person out of these articles by turning the pieces around and putting them together to complete the jigsaw.

7. When the jigsaw is finished, discuss why human rights are important, and what they mean in practice.

Reflection and evaluation

▸ Did you understand the human right on your piece?

▸ What do you think it means to you in practice?

▸ Do you think human rights are important? Why or why not?

Have you ever had the feeling your rights were being violated? If one right is violated or is inaccessible for an individual, what would be the effect on the individual's other rights? Over the long term, what would be the consequences of living without one or some of your human rights? What is the relationship between our human rights and our human dignity?

Some further tips

When using this exercise to start a training course, you might also give one piece to each of the participants at the end of the day so that, on the next day of the course, everyone can start putting the jigsaw together again. People will remember what they were working on and, additionally, you can see if everyone is present.

At the end of the activity you could give each participant a copy of the Universal Declaration of Human Rights (to keep if possible) and ask them to take a few minutes to read the preamble, or alternatively, ask someone who is willing to read out the preamble to the group and the first three articles that together establish the link between human rights and human dignity.

1.6. PROJECTS

Walking tours by young people on their realities: in Germany, a creative approach to engage young people was developed. Across Berlin, young people (aged 14 to 18) from minority backgrounds have designed and delivered walking tours of their neighbourhoods aimed at visitors. This is a partnership project between local schools and neighbourhood management teams. The tours reflect the young people's own perspective of the neighbourhood. For example, Route 65 is delivered by two Pakistani brothers who focus on their primary interests of "rap and religion". Route 66 covers the district of Wedding, where everyone is different. Route 68 in Neukölln provides an insight into the lives of young Turkish women.
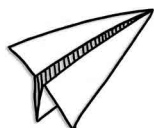
The Route Guides model acknowledges the value of the local knowledge held by these young people. Through their involvement they acquire a wide variety of skills and aptitudes (planning, dealing with the public, communications, teamwork, etc.) that are helpful in the labour market – but are also strong skills for life.[46]

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46. SALTO-YOUTH (2012), "Urban solutions", available at www.salto-youth.net/downloads/4-17-2683/UrbanSolutions.pdf, accessed 25 October 2016.

2. ACCESS: EMPOWERING AND INCLUSIVE ACTIVITIES AND ACTIONS
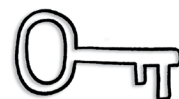
2.1. DON'T LAUGH AT ME!

This activity can be used in a group setting, but works best in a one-on-one situation where young people have more time to think through the issues raised.

Aim

To reflect on how it feels to be laughed at and to build empathy for other young people who may be in that situation. It also encourages young people to consider strategies for coping with bullying and to identify who could offer them support.

Time needed One hour	**Resources needed** A copy of the DON'T LAUGH AT ME! sheet for each young person Pens	**Group size** Any, but ideally one-on-one

Step-by-step description

1. Introduce the idea that laughter can be used to make people feel uncomfortable and stupid as well as a way of expressing how happy we are. Explain that this is the difference between laughing at someone and with them.

2. Hand out the worksheet and ask the young person to consider how they feel if someone laughs at them. This could be a gang at school, or a parent or sibling. Encourage them to share the experience and write down on the sheet how it made them feel.

3. Discuss what the young person could do if this happened again: for example, walk away and tell a trusted adult or friend. Spend time doing this and then ask the young person to use the storyboard on the sheet to show what they could do in each situation.
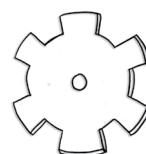
Reflection and evaluation

Review what they have drawn. Is this a solution that is going to resolve the issue or cause more trouble? Ask them to consider what they would do if the person being laughed at were someone they did not like. Would their response be different? Agree on safe people to approach for support if this should happen to them.

DON'T LAUGH AT ME! WORKSHEET

How does it feel when people laugh at you? ....
....
....

If I was being laughed at I could…

If someone else was being laughed at I could…

2.2. SELF-ESTEEM – THE IMPORTANCE OF FEELING VALUED

Aim

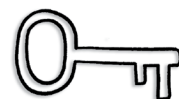It is important for young people's self-esteem to feel valued by the people they care about, and by themselves. A lack of this can lead to frustration and aggressive behaviour. This workshop is devised as an introduction to building self-esteem.

Time needed
Minimum one hour

Resources needed
Copies of the worksheet
FEELING VALUED
Pens

Group size
Variable

Step-by-step description

1. Start by introducing the idea of self-esteem and feeling good about yourself. Hand out the worksheet and some pens. If you know that the young person finds reading and writing difficult, read the sheet out and use pictures or write their answers down yourself.

2. Support the young people as they think about the issues raised on the sheet. If they say they cannot think of anything to write, suggest they think about the last time that someone made them feel happy or loved. You can then ask prompt questions to try and expand and reflect on this.
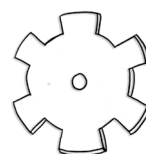
Reflection and evaluation

Once they have completed the sheet, review what has been written with the young person. In particular, ask them to reflect on what they have written in the final section. For example, the young person may write that they feel valued when their mother praises them and a way to achieve this could be "to walk away when my brother starts a fight rather than hitting him, which upsets my mother". Devise an action plan together to achieve some of these goals. Review agreements made regularly to celebrate achievements and set new goals.

FEELING VALUED   WORKSHEET

THIS IS ME

Last time I felt valued was when

……………………………………………………

It made me feel

……………………………………………………

People who make me feel good about myself are ………………………………………………

because …………………………………………………………………………………………………...……
……

I show them I am happy by …………………………………………...……………………………………
……

Things that make me feel good about myself are

1. …………………………………………………………………………………………
    …………………………………………………………………………………………
2. …………………………………………………………………………………………
    …………………………………………………………………………………………
3. …………………………………………………………………………………………
    …………………………………………………………………………………………

Things I can do to help achieve this are

1. …………………………………………………………………………………………
    …………………………………………………………………………………………
2. …………………………………………………………………………………………
    …………………………………………………………………………………………
3. …………………………………………………………………………………………
    …………………………………………………………………………………………

2.3. EVERYBODY HAS SKILLS – MEASURING PERSONALITIES
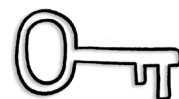
Aim

An exercise to be used twice as part of a longer training course, once at the beginning, once at the end. The aim of the exercise is to make people aware of their own skills, and also of what they are not able to do (yet).
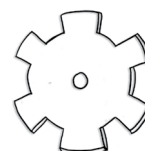
Time needed	**Resources needed**	**Group size**
Two times 20 minutes plus evaluation time (especially after the second run)	Long strip of paper (five to 10 metres) with a scale on it from one to 10	Six to 30 people

Step-by-step description

1. Explain to the participants that the scale is to mark your personal abilities on and that all participants are supposed to judge honestly for themselves if they do not have these abilities almost at all (1) or if they think they already have them perfectly in order (10). Explain that the exercise will be repeated at the end of the training to see if there are any changes, either because people have acquired skills or discovered they had skills they did not know about yet. Also make clear no one will be judged on where they are going to stand, because the exercise is mainly for themselves.

2. Put a statement to the group and ask people to take places; if they agree completely with it, they should go to 10, if they feel that it does not apply to them at all, to 1. Or they can find a place in between.

3. Ask a few people in the group to explain their positions, but do not force anyone to say something if they do not feel like it.

4. Repeat the exercise with several other statements.

5. At the end of the training, repeat the method and ask people if anything has changed for them since the first time.

Examples of statements
▶ I am very good at co-operating;
▶ I am a natural leader;
▶ I am good at giving feedback;
▶ I am good at receiving feedback;
▶ I am good at helping people;
▶ I am innovative and am always coming up with new ideas;
▶ I have lots of patience;
▶ I am good at talking in front of a group;
▶ I am good at planning;
▶ I have a good sense of humour.

Reflection and evaluation

- ▶ Were there many changes in your positions the second time in comparison to the first time?
- ▶ Did you gain certain qualities/skills?
- ▶ Were there areas in which you underestimated yourself?
- ▶ Were there areas in which you overestimated yourself?
- ▶ Did you learn more about yourself or others?
- ▶ Was it difficult for you to step down a bit (if you had to)?

2.4. IMAGE THEATRE

(see notes on Boal on page 91)
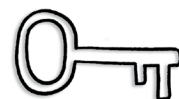
Aim

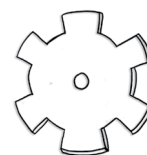In image theatre, small groups create still photographs or tableaux of real situations (in this case of social exclusion) that a member or members of the group have experienced. It allows the exploration of feelings and empowering possible resolutions in a safe environment.

Time needed Variable	**Resources needed** None	**Group size** Any

Step-by-step description

1. Explain the background to Boal's work and how his form of theatre allows everyone a "voice" – which does not necessarily mean they have to speak.

2. Ask the group to think about an issue – for example, bullying, isolation, discrimination – that they feel strongly about and that they could illustrate with a specific example. Then ask someone to volunteer to use their experience to be the "sculptor", indicating how many people they would need to represent this. Ask for volunteers to become a living sculpture.

3. The sculptor moulds each person into a character in their scene. They can do this by demonstrating a pose and asking the person to copy it. If participants are comfortable, the sculptor can adjust facial expressions and physically move limbs into the desired position. Ensure no one is likely to be injured!

4. When the picture is complete the sculptor asks the frozen characters to come to life one at a time and each one to speak their thoughts out loud. These are called "thought tracks".

5. You can follow each discussion of the image by asking members of the group to sculpt a possible solution to the situation.

6. Let each person in the group have a turn at being the sculptor if they wish and if time permits.

Reflection and evaluation

Ask each tableau member how it felt to be moulded into a character or into portraying a specific emotion. Ask the observers what they felt about the representation. Was it realistic? If solutions were followed up, were they realistic? Finally, ask the original volunteer whose issue was explored what they had gained or learned from creating the tableau. Work of this nature, depending on the subject matter, can arouse strong emotions and so must be treated with great sensitivity. Always ensure the session allows sufficient time for a wind-down activity to restore equilibrium.

2.5. CHANGING THE OUTCOME

Aim

Tableau work in small groups focusing on changing the position of the powerless in a given situation, aiming to explore the experience of feeling powerless, to express it visually and to try out alternatives and see their effect. This approach is based loosely on the work of Augusto Boal (see notes on Boal on page 91).
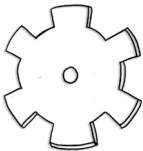
Time needed	Resources needed	Group size
50 minutes	None	Variable, in groups of three people

Step-by-step description

1. Ask participants to think individually of an incident in which they felt powerless and unable to do anything. It could be a situation that they tried but failed to change, or one in which they would have liked to achieve a different outcome. (five minutes)

2. In groups of three, each person in turn silently sculpts the rest of the group into three tableaux that depict the beginning, the middle and the end of the situation. It is necessary to tell people who they are only if they are confused about what they are representing in the tableau. (10 minutes)

3. When all the groups have produced the set of tableaux for each of their members, they choose one of the stories to work on. Run the sequence of tableaux again for the chosen story, this time incorporating one spoken thought for each of the characters – that is, one thought in each tableau. The thoughts should be spoken in a predetermined order.

4. Working on the same story, extend the tableaux and thoughts into three short scenes – no more than a minute for each. Each person turns his or her thought into a sentence, combining it with some appropriate physical action. (five minutes)

5. Come back to the whole group and see the work from each subgroup. Choose one of the subgroups to use in a demonstration. Take a tableau that has an easily identifiable oppressor, and an oppressed person with whom we can feel sympathy. Ask the rest of the participants to suggest how the powerless person might act to alter the situation. Try out these suggestions, with the participant who has the new idea going into the piece and playing the person whose actions they want to change. Continue this process with each of the stories, either as one group or with two of the groups joining together and serving as an audience for each other. (15 minutes)

Reflection and evaluation

What is the effect of different actions on the outcome? How does the exercise relate to the lives of participants? What can they take away from this work? (five minutes)

Some further tips

It is important that the group works on creative alternatives to the powerless response, rather than merely criticising it. A group will often be able to see solutions that the individual does not see.

Some notes on Augusto Boal and the Theatre of the Oppressed

"While some people make theatre, we all are theatre."

Brazilian theatre director Augusto Boal developed the Theatre of the Oppressed (TO) during the 1960s. He wanted to transform the monologue of traditional performance into a dialogue between audience and stage. Boal experimented with many kinds of interactive theatre, believing that dialogue is the common, healthy dynamic between all humans, that all human beings desire and are capable of dialogue, and that when a dialogue becomes a monologue, oppression ensues.

Inevitably, when someone shows us an image or tells us a story about their experiences, we invest that story and those characters with the colours of our own experiences. Image theatre uses the human body as a tool of representing feelings, ideas and relationships. Through sculpting others or using your own body to demonstrate a body position, you can create anything from one-person to large-group image sculptures that reflect the sculptor's impression of a situation or oppression. You can use image theatre with groups that are familiar and confident with dramatic techniques and those with little or no experience. No one has to learn lines or perform, but the technique often helps people explore their own feelings and experiences in a non-threatening environment. It can also be a lot of fun!

For example, with a group of young people you might start to explore the theme of social exclusion. Two volunteers are invited to create a frozen picture or tableau, each holding a position in relation to one another – for example, one could be a confident member of society, the other a person who perceives themselves or is perceived by the others as an outsider. Other group members can contribute additional images to add to the picture – for example, bystanders, passers-by, or friends of either person in the picture – by inserting themselves into the tableau. The group leader taps each person in the tableau one by one on the shoulder and asks them to speak one or more of their thoughts aloud. It can be very illuminating to release members of the tableau individually for a short while and allow them to examine the picture created before they take up their place again.

This exercise can be developed in a number of ways. The original tableau could be held in front of the rest of the group, who are asked to decide on a location for the encounter, and who each person could be – name, age, occupation/role and so on. They are asked to think of other situations that may have led up to this particular encounter. When they have thought of enough different situations, they are divided into groups, each with the task of creating a tableau for one of the scenes, in order, leading up to the final tableau.

Following this, the whole group returns to the original tableau. Those not involved in the tableau are asked to move the situation towards some kind of resolution. They do this by replacing any character: by tapping that person on the shoulder, taking their place and assuming a new position, and perhaps speaking a new thought or spoken line.

These exercises generate a great deal of discussion, which will need to be sensitively handled by the leader.

Another feature of Boal's work is Forum Theatre. In essence, this is a form of dramatic exploration that, in a subversive way, provokes understanding and learning, devising possible coping strategies to assist a group or individual in investigating possible solutions to particular oppressions or challenges. In the Forum Theatre people explore other persons, other ways which give them more power in a certain situation. It is about learning another kind of behaviour if it helps to prevent oppression. Forum does not compel, it does not say this is what you must do, but it does say maybe you could try this or that – it is up to you to decide in the end.

Forum scenes are usually presented as short scenes, which may well involve bringing to life the frozen images or tableaux already explored. Initially, the audience watches the whole scene, facilitated by a "joker". The joker then tells the audience that the sketch will be performed again, except this time if anyone in the audience wants to suggest a different action or change to the script to bring about a better solution they must shout "STOP!" The audience member can then exchange places with the actor and try out their idea themselves or tell them how they want the scene to change. If the audience is reluctant to halt the action, the joker may do so and then invite the audience to suggest possible solutions.

Forum theatre not only empowers audiences and makes them part of the action, it also illustrates that there are always alternatives and choices to make, which can change outcomes.

Further reading:

Boal A. (1979), *The theatre of the oppressed*, Urizen Books, New York.

Boal A. (1992), *Games for actors and non-actors*, Routledge Press, New York.

Boal A. (1995), *The rainbow of desire. Selected articles by Augusto Boal*, Routledge Press, New York.
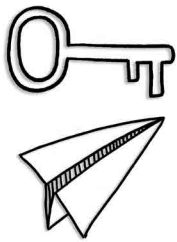
2.6. PROJECTS

Exchange education for living

This is the title of a project in the disadvantaged neighbourhood of Duisburg-Marxloh, Germany. Free housing is offered to youngsters, artists, students and volunteers in exchange for supporting kids from the neighbourhood.[47]

After receiving some training, each youngster becomes a coach and cares for up to eight children from six to 12 years. The coach helps with homework, supports children in their learning and does free-time activities with them. The local infrastructure, such as mosques, churches, sports courts, schools and youth centres, remain open and free of charge for the project.

This exchange of education for living creates a "win-win" situation:
- ▶ children with fewer opportunities receive intensive support;
- ▶ local and religious institutions receive the support of the youngsters who become coaches;
- ▶ the coaches get free housing;
- ▶ the disadvantaged districts become dynamic and active neighbourhoods and avoid "ghettoisation".

Youth guidance for completing their chosen education

In Denmark, 52 municipal youth guidance centres help young people to continue or to complete their chosen education programme. The main target groups are pupils in primary and lower secondary school and young people under the age of 25 who are not involved in education, training or employment. The youth guidance centres support young people during their studies and in their transition to the labour market. In compulsory education, each pupil is required to prepare an education plan in partnership with a youth guidance counsellor. The pupil is expected to participate in a series of consultations in order to develop these plans and is encouraged to start thinking ahead to employment and further education opportunities after compulsory education. If the pupil is unable to decide, he/she may be offered a 10-day "bridging course" as an introduction to various educational pathways and job fields. Furthermore, after compulsory education, Danish municipalities are legally obliged to monitor all young people between 15 and 17 years of age and help those who are not in employment or education.

To improve the position of young people excluded from the education system and/or at risk of dropping out from the education system it is important to provide early intervention measures and to involve the parents of such children as much as possible in the education process and school life.[48]

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47. See www.tbfw-marxloh.org, accessed 26 October 2016.
48. From European Commission (2013), *Reducing early school leaving: key messages and policy support. Final report of the Thematic Working Group on Early School Leaving*, available at http://ec.europa.eu/dgs/education_culture/repository/ education/policy/strategic-framework/doc/esl-group-report_en.pdf, accessed 25 October 2016.

# 3. ACTION: SUPPORT MECHANISMS FOR INCLUSION

3.1. SNAKES AND LADDERS

Aim

A game to explore obstacles and catalysts one might encounter when starting a project, for example, on peer education, but also useful for an exchange or other activities. This exercise could also be used as a follow-up exercise after the group has had a discussion or more theoretical workshop on starting a project, or as an evaluation exercise.

Time needed
Creating the game:
two to three hours

Playing the game: one hour

Resources needed
Pens
Felt-tip pens
A big sheet of paper
Paper
Coloured cardboard
Dice
Glue

Group size
Four to 30 people
to create the game
Since it will be hard to hold discussions with the whole group if you are 30 people, you might break up into smaller groups and create several games, or split the game up into different parts.
Eight to 30 people
to play the game

Step-by-step description

1. Prepare a snakes-and-ladders board and several snakes and ladders.

2. Explain that the aim of this exercise is to create a board game in which it is clear what the stages of a project are, and what problems or stimulants you might encounter.

3. First, set a starting point and a final goal in the first and last square. Most people will not have any problems defining this, but do not forget that the actual activity is only half of the project and that the evaluation part should also be added somehow.

4. Discuss the different stages of the project from start to end, including preparation, activity and evaluation. Split the group into smaller groups if necessary. What are the things you should think about during all these stages? What obstacles do you expect? What events might be a catalyst for the whole project? And to what extent? Or, if the exercise is used as an evaluation, how did you experience the different stages and what did you encounter? List all the subjects you should think about and put them in chronological order, then arrange the obstacles and catalysts in order of importance. Take a look at the list and see if everyone agrees and understands all the points mentioned.

5. Select several of the events, catalysts and obstacles (you probably will not be able to use all, since the game would get too large and boring to play) and place them on the board. The events fill the squares in chronological order, the catalysts become ladders (the more positive influence it might have on the project, the longer the ladder gets, but do not make the jumps too illogical), and the barriers become snakes, dragging you down one or more squares.

6. Add conditions for using the snakes and ladders, so people first need to answer a question or perform a task connected to the place in the project cycle they are at that moment. In case of a ladder, this must be answered or performed satisfactorily or creatively (the group can be judge) to use it. In case of a snake, an unsatisfactory answer forces a person down it.
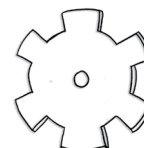
7. Before starting the game, everyone makes a pawn out of their piece of coloured cardboard to represent themselves. The game is played according to the normal rules; the number of points you throw with the dice is the number of squares you may move; ladders take you up, snakes down. The aim is to reach the last square first. You might add new rules like adding task squares that oblige the player to perform a task concerning his or her project before being allowed to move on, and giving points for the performance of these tasks. You may add rules about more than one person on a square (group tasks?) or invent other rules with the group.

Reflection and evaluation

▶ How does the game reflect reality?

▶ Was the final goal for you the activity itself or the evaluation?

▶ Did you manage to think of barriers and catalysts? Was it hard to think of creative solutions for the tasks?

▶ Did you manage to reach a consensus on which events, catalysts and obstacles needed to be included in the game?

▶ Did everyone participate in the discussions?

▶ Did you feel like people were listening to what you were saying?

Some further tips

This game was played at a multilateral summer meeting as part of a national presentation. The theme of the meeting had been integrated into a national version of the game. The whole game was chalked onto the playground, and the people were life-size pawns. The game was extended while it was being played as people from other countries started to add things; we soon turned it into a rule that people who had finished the game could add another obstacle or catalyst to the board.

3.2. PUT YOURSELF IN OUR HANDS

Aim

This works well with small groups of young people whom you have worked with before. It is a good way to start a session that will look at positive relationships, friendships and building trust. The aim is to allow members of the group to experience being trusted as well as trusting someone else. It encourages them to consider how their own actions affect others and how that feels in reverse.

Time needed
Variable, depending on the number of participants

Resources needed
Good knowledge of the area so you can identify a space that provides a kind of obstacle course for the young people to navigate
A scarf to use as a blindfold

Group size
Up to 12 people

Step-by-step description

1. Ask the young people to nominate a volunteer: it might be good to lead this part if you feel that someone may be pressured into doing it. Explain to them that the point of this activity is to encourage them to trust each other and to take responsibility for their own actions and the safety of others. Tell them that if they feel really uncomfortable at any point in the exercise they should say so, and the group will stop.

2. Ask the volunteer to step forward to be blindfolded. Make sure that they cannot see and ask them to describe how that feels.

3. Lead the young person, with their eyes still covered, to the area that you have identified for the session. Choose another member of the group to lead the volunteer. Explain that the role of the rest of the group is to support the young person who has the blindfold on. Facilitate as the young people negotiate the course that you have chosen. Ask them to reflect on their feelings, particularly if the young person leading loses concentration or is careless in their directions. Then reverse the process.

4. Alternatively, you could ask the group to work in pairs and go through the exercise, taking it in turns to lead and be led.
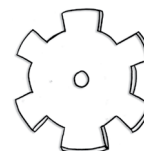
Reflection and evaluation

Ask the group for feedback when everyone has had a turn. How did it feel to be dependent on someone? Was it better to be led or the leader? Did it make a difference if you could choose your partner? How did it feel if they gave you bad information? This can take as long as you want depending on the area that you choose for navigation.

3.3. POSTCARDS

A practical exercise in small groups to explore issues of social injustice and action.

Aim

This exercise aims to explore, through visual imagery, specific examples of social injustice and to explore possible and appropriate action.
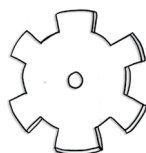
Time needed
40 minutes

Resources needed
Postcards, from the examples that follow or of your own devising

Group size
Small groups of three to five people

Step-by-step description

1. Give each group member a postcard. You can copy and cut out the examples below, or you can devise your own. Ask each group to come up with a series of tableaux representing the card's message. With each image a sound effect should be created that the group feels sums up its core emotion or feeling. (15 minutes)

2. The groups share their tableaux. The audience for each tableau gives accounts of what they think might be written on the card. Only then does the demonstrating group read out its card. (15 minutes)

3. Some groups might feel that they did not quite capture the essence of their card, or that their tableau was misinterpreted. These groups could go back and, taking on board suggestions from the audience, try to improve or change their work. (Extra time needs to be allocated for this.)

Reflection and evaluation

How do the groups feel about the issues raised by the cards? What action would they take if they were in similar circumstances? Are there similar things happening today? If so, what action are people taking? If participants were to sum up each card in one sentence, what would it be? (10 minutes)

Some further tips

It is important for the facilitator to choose cards that cover a subject matter appropriate to the group. The group could develop this work and produce its own postcards or posters.

Postcards: three examples

POSTCARD

When I give food to the poor, they call me a saint. ……………………………………………

When I ask why the poor have no food, they call me a communist. ……………………………

………………………………………………

– Dom Hélder Câmara, Brazil

POSTCARD

We are guilty of many errors and many faults, but ……………………………………………

our worst crime is abandoning the children,

neglecting the fountain of life.   ………………………………………………

Many of the things we need can wait. The

children cannot. Right now is the time their ………………………………………………………

bones are being formed, their blood is being made

and their senses are being developed. To them we

cannot answer "Tomorrow". Their name is

"Today".

– Gabriela Mistral, Nobel Prize-winning poet from Chile

POSTCARD

First they came for the Jews and I did not speak ....

out – because I was not a Jew. Then they came

for the communists and I did not speak out – ....

because I was not a communist. Then they came

for the trade unionists and I did not speak out – ....

because I was not a trade unionist. Then they

came for me – and there was no one left to speak

out for me.

– Martin Niemöller, victim of the Nazis
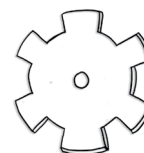
3.4. PEER EDUCATION – SCHOOL OF FREEDOM

Aim

This is an exercise for a group of people who have been involved in workshops before and are therefore more or less experienced participants. The purpose of the exercise is to turn consumers of workshops into active facilitators of workshops, and to give them the self-confidence needed for facilitation.

Time needed

Approximately three hours

This workshop is a starting point for many workshops, run by the participants themselves, and so it could lead to one or more working days.

Resources needed

Two sheets of paper per person, one with the heading "What I've got to offer", and one with "What I'd like to learn"
Pens
Felt-tip pens

Group size

10 to 40 people

Step-by-step description

1. First, the facilitator explains that this workshop is the start of a whole range of new workshops, to be conducted by the participants themselves. He or she will explain that, in order to run a good workshop, it is not enough to have a good topic, but it should also be presented and run in an involving and interesting way. Also, he or she stresses that everyone has certain qualities, hobbies or talents people might not know about, and that there might be more people interested in this than they might first think.

2. Then, the participants are given a crash course in workshop facilitating. This should be a very brief explanation, mainly mentioning the build-up of a workshop using lively presentation, different methods (theoretical and practical), graphic aids (pictures, cartoons) and actively involving the participants through discussion, role-play or theatre. If possible, plan an ideal workshop before the "School of freedom" exercise and let participants take notes on the structure, methods used and presentation techniques.

3. Hand out the sheets and explain their purpose. On the one saying "What I've got to offer", participants can fill in what talents, hobbies or skills they have. Point out that this can be anything, from street dance to writing song texts, from civil disobedience to making postcards, and from basic Chinese to Reiki. On the second paper, "What I'd like to learn", participants can mention what they would like to know more about. These too can range from learning to bake bread to learning more about religions, and from playing football to writing slogans for banners. All participants are given 15 minutes to write down one to three subjects on both papers. In the meantime, the facilitator also fills in the forms and prepares two signs, "Supply" and "Demand", and sticks these on the wall. When people are finished filling in the sheets, they can stick them on the wall under the respective signs.

4. Everyone is given 15 minutes to take a closer look at what the others have to offer and what is being asked for. On the supply side, people can put a cross or a dot with a felt-tip pen if they would like to be part of that workshop. On the demand side, people who feel they could give a requested workshop can write their name next to it. Those who are also interested in that subject can simply put a cross or a dot next to it again.

5. The group then takes a look at which subjects are most popular and elects a number of them, depending on the time available. In general, most workshops will take two to three hours, but this can be adapted. Ideally, everyone in the group should have a workshop to prepare, though sometimes this will be practically impossible.

6. The group is then divided into smaller preparation groups of four to seven people. This can be done at random; being part of the preparation group does not mean you have to facilitate or even attend the workshop. However, there should be at least one person whose subject was elected present in every group. It should be clear to the groups how many people, approximately, the workshop will be given to, and how much time is available.

7. The preparation groups take a closer look at the elected subjects in their group. What could be good ways to present the subject? What energisers, role playing, discussion techniques could be used? How much time should be used for theory and how much for the practical part? How can all people attending the workshop be involved? Within the group, they create structure and content for the workshop(s) selected. The facilitator regularly looks in on the groups and advises and helps out.

8. All groups reunite again and present the structure and content for the workshops they have developed.

9. With a small group of volunteers, the workshops are programmed into the larger schedule. Different workshops can be given simultaneously.

Reflection and evaluation

Individual part

▸ Was it hard to think of subjects you know something about or wanted to know something about?

▸ Were you surprised by the reactions of others, both their offers and demands and their reactions to yours?

Preparation groups

▸ Was it hard to make up the structure for the workshops in the preparation groups?

▸ Did everyone participate? If not, why?

▸ Were there conflicts over how the workshop should be run?

Plenary

▸ What did you think of the presentation of the structure of the workshops by the other groups?

▸ How do you rate your group presentation?

▸ Do you feel confident enough with this structure to run a workshop?

Some further tips

This exercise has been used at international summer camps to serve a double purpose; on the one hand, to make the camp more attractive to everyone by democratically deciding what workshops will be offered, and on the other hand, to involve everyone in the organisation of the camp by giving them responsibility for a workshop. Also, the workshop is a good method to discover what knowledge is present within the group and realise that sometimes it is not necessary to hire professionals to do the job for you.

This method can be used as practice for peer education on more serious topics. Once young people have learned that it can be fun to stand in front of a group and think of different ways to pass on knowledge of one's favourite topics, trivial as it may seem, they will gain self-confidence from it.

In the summer camp setting, it was possible to prepare and run three-hour workshops, with two or more workshops run simultaneously, giving people a chance to choose which they would like to go to. When there is less time available, these could also be adapted to half-hour or one-hour workshops, possibly even facilitated by two or three people who are interested in or have knowledge about the same topic. This might be a good alternative for those who feel uncomfortable about the idea of leading a workshop on their own.

More information: loesje@loesje.org

3.5. ENTER DIGNITYLAND!

Enter Dignityland! is a game for young people to learn about social rights within the framework of human rights education. It is a card game in which players, as members of parliament in an imaginary country called Dignityland, are asked to decide on the social policies concerning social rights within a development plan for the next five years. Through argumentation and decision-making processes, players learn more about social rights and their links to social policies, and discuss actions to be taken.

Enter Dignityland! was produced within the framework of the ENTER! project on access to social rights for young people from disadvantaged neighbourhoods, and within the context of celebrations for the 50th anniversary of the European Social Charter.[49]

49. See www.coe.int/en/web/enter/enter-dignityland-, accessed 26 October 2016.

3.6 PROJECTS

Rückenwind: towards future employment

Rebuilding a century-old fishing boat in a Cornish fishing village provided a new sense of achievement and confidence for three young men from Austria who had difficult employment histories and disadvantaged backgrounds. In 2011, they spent up to a year living in the community in Cawsand, Cornwall (UK) with support from a youth worker and local people, including a traditional fisherman and boat builder. As well as learning technical skills in woodwork and improving their command of English, they also acquired a sense of teamwork by working together in an environment that at first they did not know. The project was run by the Rückenwind strategy, which specialises in strengthening the competences of young people with difficulties in the job market. It works with young people who have been unemployed for lengthy periods, or who have educational or health difficulties.

Rückenwind projects always have strong links to the local community, and have a local project co-ordinator as an intermediary to social workers, unemployment offices and other advisory organisations.

An initial interview process explores each young person's interests and skills in relation to possible fields of employment, and young people are then assigned to a local project (mostly non-profit making) to develop their strengths through concrete work experience. Participation in a youth exchange or a European Voluntary Service programme extends the experience to another country. The process helps develop the long-term motivation of participants, who frequently find work after their involvement, go back to school or participate in other projects. The project was hosted by Point Europa, a UK training and education charity, in collaboration with Cubic (Cultur and Bildung im Context) from Austria, which aims to help young people integrate into society and the world of work through international projects.[50]

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50. From http://eacea.ec.europa.eu/youth/tools/documents/youth_employment_brochure_2012.pdf, pp. 8-9, accessed 26 October 2016.

4. ACCREDITATION: RECOGNITION OF EXPERIENCE, PROGRESS AND ACHIEVEMENTS

4.1. LEARNING JOURNAL/BLOG – A PERSONAL JOURNAL TO RECORD LEARNING

Aim

A learning journal can have different formats and can be used in a variety of ways. The main idea is to give learners a tool to describe their learning and how they have learned. The greatest value in writing a journal is the fact that you sit down, think about what you have experienced and give words to it. It helps you become aware of what you have learned.

Another benefit of keeping track of your learning is that you can refer back to previous experiences and thoughts. It is a good way of remembering your learning. A learning journal can be daily, weekly or related to different events. But it definitely helps to have a rhythm.

The learning journal can be a nice-looking notebook that you give to participants at the beginning of the project. People can carry their journals with them during the activities, make notes and use those notes when talking to their peers.

It is also possible to invite learners to write their journal online, as a personal blog. A blog can be kept strictly personal, or learners can invite a selected group of readers, or they can share their learning with the whole world (public blog).

Time needed	**Resources needed**	**Group size**
Varies	A paper diary for each participant or notebook for the electronic blog variation	Any

Step-by-step description

Give participants/learners time and space in the project to write in their learning journal. You could, for example, set aside half an hour at the end of each training day to write down learning thoughts. It is important to emphasise the importance of this individual reflection.
Provide tips and questions to start the reflection and paste them into the first page of each journal.

Give participants/learners the time and material to personalise their journals (e.g. different colours, types, decorations). That way, it becomes their own tool and you avoid mix-ups.
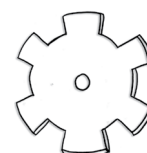
Reflection and evaluation

You can use peer reflection, where two or more participants/learners reflect on their learning in pairs or in small groups. The journal can be an excellent tool for exchanging ideas and supporting each other's learning reflections.

Some further tips

The activity can be adapted or used in almost any context. It can also be translated into different languages or turned into an online application or blog.

Young people with visual impairments can use electronic tools to write down and read back their learning reflections.

People with limited linguistic skills or educational difficulties can express themselves by means of other media such as drawings, collages, pictures, etc.[51]

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51. See www.salto-youth.net/downloads/4-17-2636/YP+Unfolded+complete.pdf, accessed 26 October 2016.
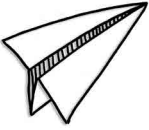
4.2. PROJECTS

The Fourth World People's Universities and the merging of knowledge

Starting up a political process

The founders of ATD Fourth World, Joseph Wresinski and the families of the "homeless camp" in Noisy-le-Grand near Paris, started out in 1957 with a political objective: a better life not just for them, but also for their children, and for no one ever to have to suffer from poverty as they did. Their entire life experience had taught them that they had no chance of achieving that aim alone – others had to stand full square with them, and it would take political action. Since then, thousands of extremely poor people from all continents have joined together with people from all walks of life to take up that challenge and be part of a global aspiration for justice.

Knowledge overlooked

While in many countries commitments to tackle poverty are relatively strong, most initiatives focus on the same hurdle: institutions, politicians, academic researchers and professional providers, even with the best of intentions, devise solutions based on how they see the causes of poverty. Too often, the women and men who are experiencing extreme poverty are seen only in terms of their problems and of what they do not have and need. Because their understanding is overlooked, they become the object of other people's action, excluded from helping to develop our common future, outside the realm of democracy. They have to work with solutions that others have devised for them, solutions that, developed with a disregard for their experience and vision, too often never work out in the long term.

The Fourth World People's Universities

Believing that action can be effective only if it includes what those living in extreme poverty know, ATD Fourth World founded the Fourth World People's Universities in 1972.[52] The belief that people experiencing the severest poverty have knowledge derived from experience about themselves and their condition, of the world around them that makes them experience these situations of poverty, on how things need to be to halt the exclusion of the most vulnerable,[53] was not enough. The means to enable that knowledge to emerge and become communicable had to be put in place. The Fourth World People's Universities are run in multiple stages: reaching out to the most vulnerable people in the places where they live, seeking their opinion, drawing out their experience. There is a gradual realisation of the fact that they contribute, that they have things to say that are of interest to others. This awakening is vital for those who have always been ignored to dare to participate in local meetings. These meetings are the second, equally important, stage in which, in a climate of trust, everyone attempts to give voice to what they think and feel, has the experience of not feeling judged and are taken seriously however clumsily they may express themselves. They find that others are in the same boat. That prompts further self-reflection, overcoming shame and guilt to venture new thoughts. This is done by sharing news about their daily life, and working on a very wide range of specific topics. A monthly regional meeting brings together participants from different local groups, people from other walks of life who have made preparations together or individually, and often one or more invited "guests" relevant to the topic discussed. Local groups give feedback and a dialogue is created with participants. These topics are chosen out of local groups' discussions or with reference to topical events. Fourth World People's Universities or very similar processes are currently run in a number of European countries. They are held every two years in a European Fourth World University where members of European institutions are invited, as well as NGOs.

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52. Ferrand F. (1996), *Et vous, que pensez-vous ? L'Université populaire Quart Monde*, Editions Quart Monde, Paris.
53. Wresinski J. (2007), "La pensée des plus pauvres dans une connaissance qui conduise au combat", in Wresinski J. (2007), *Refuser la misère, une pensée née de l'action*, Editions Le Cerf/Editions Quart Monde, Paris.

Merging knowledge and practices

The Fourth World People's Universities gave rise to experimental programmes on merging knowledge and practices, where people experiencing extreme poverty, ATD Fourth World activists, academic researchers and training professionals compared their questions, worked out propositions, shared their knowledge, combined their insights and finally produced a body of jointly written work on issues critical to the fight against extreme poverty. Merging knowledge is not "giving a voice" to those experiencing poverty first-hand. Everyone is a co-protagonist and co-researcher in the process from start to finish. Everyone has input into the final output. Merging knowledge and practices is played out in training, research and action. Dozens of co-training sessions have been held since 2003, bringing together up to 15 professionals, a number of people who have experienced extreme poverty and exclusion, and a training team of at least two people – one with a professional background, the other with a background of poverty – responsible for putting in place the preconditions for merging. A co-training session involves work on communication, perceptions, time for getting to know one another's realities, writing and analysing accounts of experiences from different angles. It highlights and puts into practice the essential conditions for participation and partnership.[54]

The work is interactive and assumes personal involvement by all. As noted by participants who have experienced poverty: "The professionals' priorities are geared to housing, food, heating, health … Our priorities are more general: our children's future, for them to have a good education, the ability to choose what is most important to us … They need us to discuss this with them because we don't see things the same way. They talk about will, control, vital needs; we talk about struggle, freedom, privacy, rights". Professionals made the following remarks on the process: "We became aware that the conditions of the meeting were different: in an office, those living in extreme poverty demand and expect to get something. In a co-training situation, we have come together to develop through listening to one another. The members of the ATD Fourth World group are training up to speak on behalf of other people experiencing extreme poverty".

What outputs does this merging have?[55]

This original way of bringing actors together in an encounter gives rise to epiphanies. The joint work helps all those involved develop communication skills and the ability to understand environments alien to them, to forge partnerships. The merging of knowledge deconstructs preconceptions and half-baked, not to say wrong, thinking, to develop a more accurate understanding of the reality, and thereby to change professional, institutional, social and political practices to ensure universal access to rights for all. For people experiencing extreme poverty to become co-researchers and co-protagonists dramatically changes everyone's roles. Merging knowledge looks ahead to a society where everyone has a place.

Testimony – A personal experience of participation

Marie Jahrling-Apparicio has been a Fourth World activist for decades. She has taken part in the Fourth World People's Universities and the Merging of Knowledge and Practices programmes on "People in poverty and academics thinking together" and "People in poverty and professionals training together" and is a member of the International Joseph Wresinski Centre's Ethics Committee. This testimony is from the preface to the book "Merging of knowledge":[56]

> "I remember the Noisy-le-Grand shanty town. The mud and the living conditions meant that we never went unnoticed. We were the outsiders – outside the norms, outside society. We very often used to come

54. See the charter on merging knowledge and practice with people experiencing poverty (in French) on www.croise-mentdessavoirs.org, accessed 26 October 2016.
55. The practical application of merging knowledge and practices and its transformative effects are presented in detail in Ferrand C. (ed.) (2008), *Le croisement des pouvoirs. Croiser les savoirs en formation, recherche, action*, Editions de l'Atelier/ Editions Quart Monde, Paris.
56. *Breaking barriers – Driving change*, pp. 81-6, available at www.eapn.eu/images/stories/docs/eapn-books/2012-partici-pation-book-en.pdf, accessed 26 October 2016.

upon my mother weeping, however much of a brave face she tried to put on things in front of others. Her tears and her ill health are still inside me in the rage I feel against the injustice that is exclusion caused by poverty. I never used to tack the word 'exclusion' onto what my life was, because I felt being poor was my fault. When I left the shanty town, my one concern was not to be noticed. Some hope. The fact is that when I went back, it was like breathing, getting back to my people, a world where everyone is the same – bowed down, but all equal. I took up the fight when I became aware of the injustice that we were experiencing – no longer to blame, but a victim, and then a fighter. Fighting against the exclusion that is poverty. Joseph Wresinski asked everyone to shoulder their responsibilities in the fight, to become aware of their personal value to better appreciate themselves and by getting involved with others, to form a force for attacking poverty. We trained in the Fourth World People's Universities, people from different towns and cities in different countries. We came to recognise ourselves as a people experiencing the injustice of extreme poverty. We learned to understand ourselves as thinking beings capable of reflective thought, to be empowered, to stand up for our ideas, to communicate with others. Then to work with academics and professionals. To have carried out research with them, merged our knowledge, written things together – madness! It started out as beyond imagining, but we actually did it – it isn't a dream! With the academics, it was about encountering knowledge that we didn't have – sociological and historical knowledge; with the professionals, it was about overcoming our fears, prejudices and preconceptions, dispelling the set-backs suffered in our lives with teachers, doctors, judges, social workers, etc. We did it for our people, for a brighter future. Other activists from the poor community are standing up and moving forward. We are still at the beginnings of getting the voices of the poorest heard. A voice to understand which direction we need to take so that everyone has the best chance. We have the experience of what cannot go on. The days of saying that extreme poverty is inevitable are done. It is not inevitable. I have faith in the work we are doing with academics and the different institutions. If we find the resources to train one another together, we can change practices that have largely failed to deliver against extreme poverty."

5. ADVANCEMENT: SUPPORTIVE STEPPING STONES TOWARDS INCLUSION

5.1. WHO IS THERE?

Aim

An exercise in generating the dynamics of self-organisation for a group. The purpose is to empower the participants to picture the diversity of people working with youth in general and young people with fewer opportunities in a precise area. Thanks to the general picture gathered by the end, the participants should be able to detect opportunities for joint work or partnerships. This exercise introduces the concept of setting up partnerships. It may be used as an introduction for further work on how to set up partnerships and the reasons for doing it.

Time needed
Approximately five hours
(one hour the first day/four hours the following day)
This exercise should be implemented in a city (if the place where the training takes place is not located inside or near a city then factor in additional time for transport)

Resources needed
Be in or next to a city
Paper and pens or, alternatively, a tape recorder
City maps and phone cards or access to phones

Group size
10 to 40 people

Step-by-step description

1. First, the facilitator explains that the workshop is the starting point for understanding the diversity of people working within the range of youth in an urban area. Active enquiries will be done and need to be prepared in small groups. A special focus should be put on persons working with young people with fewer opportunities.

2. Set up small groups of five to eight people. Provide maps of the city and assign each small group a geographical area.

3. Allow one hour on the first day to prepare the investigation on young people with fewer opportunities in a precise area to take place on the following day. Ensure the participants have access to phones.

4. The next day allow three hours for completing the investigation on young people with fewer opportunities in a precise area and preparing the feedback in plenary (participants should not focus too much on the feedback support but rather on how they present the results of their enquiries quickly and efficiently).

5. Allow one hour for the feedback in plenary. Make the group affirm the concrete added value that the different persons/structures involved in youth work in the city may bring to a further partnership for fighting against the exclusion of young people.
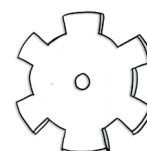
Reflection and evaluation

Group preparation

- ▶ How did we cope with self-organisation?
- ▶ Did we achieve our goal?

Plenary

- ▶ Were the young people you interviewed aware of what other youngsters are doing? What kind of relationships do they have?
- ▶ Are there any co-ordination structures, platforms, networks?
- ▶ Do you think that you could as youth workers or youth organisations make such surveys for a city hall?
- ▶ How would you go about setting up other partnerships?

Some further tips

If a role-playing game is used, the facilitators are the mayor and the city hall team in charge of social affairs, education and youth:

- ▶ launching the exercise: inform the participants that they have been mandated, as youth workers, by the city hall to realise a survey on who is working in the field of youth in general and especially with young people with fewer opportunities. This is aimed at obtaining an overview of the possible partnerships to set up a policy for contributing to the social inclusion of youth;
- ▶ feedback in plenary: the role-playing game continues. The mayor and the city hall team receive the different groups together. Each small group presents alternatively the results to the local authorities. The representative of the mayor and the assessors may sometimes play politicians insisting on targeted political objectives or asking about how a small group would raise money for the purposes of establishing a policy for contributing to the social inclusion of youth.

When using this role game it is important to stress afterwards the dangers of not having clear objectives and an ethos when being asked to be part of a partnership (the survey for the city hall) and the risks when dealing with politicians. This may lead to a discussion on what a partnership is and how to build it.

5.2. PROJECTS

Involving unemployed persons in campaigning and service delivery[57]

Introduction

Justine is 36 and unemployed. In the past she has had many jobs in factories, pubs, shops and with cleaning agencies. Justine has two children, one at college and working part-time and one at school with a paper round. She has always participated in voluntary work in schools and in community organisations. Leaving school at 14 when her parents split up and starting work in a factory when she was 15, she has no formal qualifications. The jobs she has had have not been very rewarding with little personal or career development. Even poor quality jobs are scarce in the area where she lives. Justine becomes very upset when people look down on those who are unemployed and dismiss lightly the problems that they face. She believes people who have never had to deal with the employment services and their outsourced offshoots do not understand what they have to go through. Justine spends a lot of time looking and applying for jobs. She became involved in her local Unemployed Workers' Centre as a volunteer. In attempting to become an advice worker her role involves training courses and other opportunities. Justine says "just because you are unemployed it does not mean you are a lazy scrounger as portrayed in the media".

Description of the approach

The Unemployed Workers' Centre (UWC) is actively involved in the UK Anti-Poverty Network and has built a fine reputation for its campaigning work on issues around unemployment and benefits. The organisation does not see its service users as "clients" but as people with whom there is a common cause. The advisers in the UWCs, even those who are paid, were all once unemployed and volunteers. The UWCs have always integrated and involved the people who come to them for help, in the campaigns with which they engage. The Management Committee is largely made up of people who are out of work or claiming benefits, seconding others to ensure the necessary expertise and wide community involvement.

Participation of those who are unemployed or benefit claimants ensures that the organisation does not become removed from its purpose, aims and objectives. The organisation tries to put into practice the slogan "nothing about us without us." This standpoint is taken to the network meetings and is a shared philosophy across member organisations. The Get Heard initiative of anti-poverty organisations in the UK embodies this approach with organisations trying to bring the perspective of people experiencing poverty to the attention of policy makers. The toolkit produced gave comprehensive guidelines on the development of inclusive meetings, both in terms of accessibility and participation. The UWCs have been applying these guidelines in their everyday work and decision making. About 30 unemployed volunteers are active at the UWCs.

The services provided by the UWCs include:
- benefit checks;
- completion of claim forms;
- liaising with inland revenue/local authorities;
- representation at benefit tribunal;
- take up campaigns;
- on-site redundancy advice.

Challenges that job-seekers face

Participation in the field of unemployment has always been very difficult. Being out of work is an isolating experience. People are denied the social context of the workplace with its shared concerns and experiences. The government, ably assisted by the media, tries to individualise the problem of unemployment, placing the responsibility firmly with those who are out of work. The problems that unemployment causes to the person are a huge barrier to participation in civil society. The pressure to do nothing other than look for work plus the psychological effects of being labelled inadequate for being unemployed add to the difficulties. Financial issues mean that long-term planning becomes impossible

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57. *Breaking barriers – Driving change*, pp. 77-79, available at www.eapn.eu/images/stories/docs/eapn-books/2012-participation-book-en.pdf, accessed 26 October 2016.
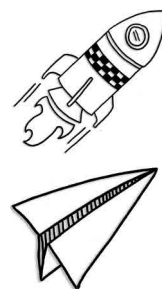
with immediate basic needs the priority. Choices are limited and the wider picture of shared concerns with others becomes ever narrower. The problems that the individual faces seem insurmountable, so how can an unemployed person concern themselves with the issues of others?

The role of organisations providing participation opportunities for unemployed people

It is in this context that we all must assess the participation of unemployed people within our organisations. These difficulties must not be an excuse for inaction but they provide a constant reminder of how we need to organise ourselves to include people out of work. Expenses need to be met, a social aspect to the involvement experience should be prioritised and personal development encouraged.

Justine took all the training opportunities made available to her in the role of volunteer adviser. She takes an interest in the issues that come out of the work itself. The UWCs do not see advice work as an end in itself as it is often just used as a "sticking plaster" to cover up the problems caused by economic circumstances and punitive policies. The advisers at the UWCs are always trained to look out for the wider issues emanating from the cases that people bring through their doors.

The EAPN has network helped organise meetings with people experiencing poverty that Justine attended. As a result of this work she was encouraged to take part in a campaign on adequate minimum income. A number of people sent a letter to the UK Chancellor calling on him to raise the level of minimum incomes. The correspondents likened their pressing budget problems and weekly deficit to the much publicised national debt crisis. As a result, Justine made her first appearance on local radio talking about her difficulties and the motivation behind the campaign. Justine's involvement led her to take part in the EAPN Conference on Minimum Income held in Brussels, representing the UK Network. She was interested and enthused through meeting and listening to the experiences of others, particularly those in Eastern Europe. Justine read on the subject and pledged to maintain her involvement. The UK Network had for some time been interested in taking up an idea that evolved from the Employment Working Group at EAPN. The plan was for unemployed workers to keep a diary of their journey in looking for work in a recession. The diary would cover both the interaction with the organisations and bureaucracies involved in benefits claims and job search as well as the emotional and practical difficulties of living on a low income. Justine was keen to get involved and began her blog, which can be found at www.justine-diaryofajobseeker. blogspot.com (accessed 28 October 2015).

Justine's story is one that highlights how the obstacles to participation of unemployed people in the networks can be overcome. It links involvement with active campaigning and builds in personal development. The obstacles and barriers must not be underestimated but should not be used to deny participation.

Nothing about us without us!
Colin Hampton, colin.hampton@hotmail.co.uk,
Derbyshire Unemployed Workers' Centres, www.duwc.org.uk

<u>Testimony – A personal experience of participation</u>

I used the service of the Derbyshire Unemployed Workers' Centre myself when I had to transfer from income support due to a change in law, which involved tax credits, and child benefit numbers, etc. The confusion left me with no income for a short while. Not knowing where to turn I saw the sign for DUWC.

Also a close family member of mine had been ill and went for a medical check to determine what support she could get, which I attended with her. When she failed the medical, I thought there was a mix up as the things in the submission papers were contradictory, especially as I had been there to witness the whole situation.

Eventually after living on a reduction in her income for almost a year I went to tribunal with her and a rep, and the decision was overturned in her favour. The whole process made her worse than ever. But this was another thing which made me become interested in helping others who face these difficulties daily. It seems there is very little real support, other than the agencies such as the DUWC.

I wanted to train in an area which I felt would be of use to the community and to my family. I am passionate about people and found out a lot about the issues affecting people already in poverty.

I like to challenge people's opinions to aid equality and I also want a job. Being a volunteer at the UWC has helped me gain new skills and be involved in my community. I have started an online diary project on my experience of job-hunting. I hope this project will help those who work in the unemployment services to understand the difficulties a job seeker faces. You can read my diary blog at the following address: http://justine-diaryofajobseeker.blogspot.com.

Justine Bark
Volunteer Welfare Rights Adviser and Campaigner

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Today, there is an ample and nuanced understanding of what social exclusion is, the groups of young people affected by it, its long-term impact on young people's lives and how comprehensive policies can address it. In contrast to when the first edition of this T-Kit was published, in 2003, there is now a common understanding that youth policies and research should provide a strong base for youth work to reach out and support young people with fewer opportunities.

This revised T-Kit aims to equip youth work practitioners with broad knowledge of the concepts of social exclusion and inclusion, as well as things to consider when engaging in youth work with young people with fewer opportunities. The practical part of the T-Kit includes a range of projects, approaches and activities to inspire youth workers, covering the five "A"s: 1. Awareness of the realities of social exclusion, 2. Access to empowering and inclusive activities, 3. Action and support mechanisms for inclusion, 4. Accreditation and recognition of experience, progress and achievement and 5. Advancement, laying down supportive stepping stones towards inclusion.

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