

Training course
“NFE - opportunity for social inclusion”

Zadar, Croatia

7th – 15th May 2015



Erasmus+



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ORGANISER AND PARTNER ORGANISATIONS IN THE PROJECT:

1. Association for improvement of modern living skills "Realization", Croatia

Website: www.udruga-ostvarenje.hr

Short description: Association for improvement of modern living skills “Realization” aims at and works on:

- encouraging personal development,
- strengthening youth initiatives,
- promotion of non-formal education and lifelong learning of all layers of society,
- promotion of European awareness and European citizenship based on interculturality, democracy, knowledge and dialogue.

Association "Realization" organises regular workshops and trainings of mainly unemployed and youth on local level and on European level as a partner or coordinator. Till now, the Association was involved in different projects in the field of non-formal education, global education, volunteerism, social inclusion, intercultural learning and dialogue and (youth) unemployment and entrepreneurship.

Association “Realization” is a member of the formal European network "Youth for Exchange and Understanding" and of an informal European network on social volunteering as tool for inclusion.

2. Youth Association creACTIVE (KREAKTIV), FYR Macedonia

Website: www.kreaktiv.mk

Short description: Youth Association creACTIVE is an organization that has youth work in the focus of its work. Our mission is to support the development of creativity and active citizenship of young people by organizing activities in the areas of culture, non-formal education and leisure time activities of young people, as well as through recognition of youth work and promotion of volunteering in Macedonia.

The work of creACTIVE is based on the principles of non-formal education, learning-by-experience and intercultural learning. It tends to contribute to the development of civil society in Macedonia, with a special accent to young people's place in the social events and processes. We expect that the activities of creACTIVE will result in development of creative young people involved in the process of decision – making in their local communities.

creACTIVE is a youth association for support of creativity and active citizenship of young people. It's main aim is to assist the personal development of young people through engaging them in non-formal education activities. Formed in 2007.

creACTIVE has offices in Skopje and in Kavadarci. Currently we are running one Cultural Center in the capital Skopje and one Youth Center in city of Kavadarci. The youth center is open to all young people from the city and it works every day from 11 am until 9 pm. The center organizes the free time of young people through various non-formal educational and structured leisure time activities.

creACTIVE implements various youth projects, on both local and international level. Once a month, creACTIVE is publishing the Youth Magazine LIBERTAS, which is fully prepared by young people from around the world, and distributed worldwide. Read about LIBERTAS at www.magazinelibertas.com.

3. Fundacja Centrum Aktywności Tworczej (CAT), Poland

Website: www.fundacja-cat.pl

Short description: FUNDACJA CAT (Foundation Centre of Creative Activities) was created in 2008 in Leszno, Poland. Our goal is a society based on participation, solidarity and cooperation. Our main target group is children and youth, especially those with fewer opportunities. FUNDACJA CAT achieves its goals through the organization of workshops, youth exchanges, courses, conferences, various cultural events and festivals. We provide non-formal education activities and mobility opportunities for the young people of the province and region. Our main local partners are schools with whom we implement educational and mobility projects like: European lessons, actions for the benefit of the community, Leonardo internships, Comenius exchanges etc. Fundacja CAT has been involved in the EVS activities as a sending and host organization since 2009. We are a REGIONAL EURODESK point. We are also a partner organization of the 2 European networks: YEU and YINF and Anna Lindh EUROMED foundation.

4. Zavod NEFIKS Institut za promociju in beleženje neformalno pridobljenega znanja (NEFIKS), Slovenia

Website: www.talentiran.si

Short description: The purpose of Zavod Nefiks is to assist young people and youth organizations with recording, presentation and promotion of nonformally acquired skills and competences. The Institute is committed to the implementation of career guidance for young people through most of its activities.

In order to achieve its aims and objectives Zavod Nefiks carries out various promotional activities (to promote nonformally acquired knowledge) and organizes educational events (courses, seminars and workshops) in order to raise skills and promote entrepreneurship among young people.

Zavod Nefiks provides young people and youth organizations the appropriate technical support for logging and recording all non-formal learning and the impact of youth work, with the aim to make it recognised in the wider society.

5. ASSOCIAZIONE INFORMAGIOVANI (IG), Italy

Website: www.informa-giovani.org

Short description: Established in 2001 by a group of volunteers, InformaGiovani aims are: foster and promote human and civil rights, with focus on right to information and participation; defending social and collective rights; promote local and international volunteering as tools for social inclusion and change.

It is accredited as HSC organization for EVS, is member of the Anna Lindh foundation and of Libera, national antimafia network. Since 2009 is leading an informal European network on social volunteering, recognized by the EACEA of the European Commission.

IG runs activities of information, training and counseling, seminars on EU programmes, on social volunteering and international co-operation. The association focuses on activities of social inclusion and rehabilitation of young people who are or risk experiencing social exclusion. Since 2008 IG organizes youth exchanges and international workcamps, involving about 250 participants in local and international activities.

6. Ferfilo' Associazione Culturale (Ferfilo), Italy

Website: www.ferfilo.com

Short description: Ferfilo' works mainly in fields connected to the world of teenagers and young people: since 2009 Ferfilo' has been the only link between the local institutions and the young people of Cento, organising and managing cultural activities and events with their precious help.

Thanks to agreement with local institutions, Ferfilo' has managed to enter local schools and conduct a cycle of focus groups aimed to stimulate the students to propose and plan together activities and events that they find interesting.

Thanks to these focus groups, Ferfilo' has built really good network of relationships with young people and carried out many initiatives such as musical summer contest of new bands, various musical events with help of young people directly involved in the organization, art exhibitions and film festivals.

Ferfilo's activities also involve language classes, educational projects with themes such as citizen journalism and media-education and monitoring the social status of local's teenagers.

7. Youth for Exchange and Understanding (YEU Cyprus), Cyprus

Website: www.yeucyprus.org

Short description: YEU Cyprus stands for Youth for Exchange and Understanding Cyprus and it is a non-political, non-governmental organization (NGO) based in Cyprus. It was established in 1995 with the aim to foster closer co-operation and better understanding among the young people of the world through the exchange of information, experiences and ideas. YEU Cyprus is one of the biggest youth organizations in Cyprus numbering more than 1000 members. It is considered to be one of the most active organizations of the island realizing several activities both on international and local level.

YEU Cyprus is a full member of the Cyprus Youth Council and is represented in the CYC Board. It is also a member of the Advisory Body of the Cyprus Youth Board, the semi-governmental organization responsible for youth issues in Cyprus. YEU Cyprus is affiliated with the YEU International platform which is under the European Youth Forum umbrella.

8. MTÜ NOORTEVAHETUSE ARENGU ÜHING ESTYES (ESTYES), Estonia

Website: www.estyes.ee

Short description: Youth Association ESTYES is non-profit NGO established in 1991 with the purpose to develop youth and cultural exchanges and promote non-formal educational activities for better understanding between countries and people and just world. It is a pioneer organisation in Estonia in the field of international voluntary service ESTYES activities nowadays are to organize workcamps and trainings, youth exchanges.

ESTYES main target group is young people aged 14-30. Young people with special needs are the group of special consideration for ESTYES.

ESTYES is a member of the Alliance of the European Voluntary Service Organisations and Coordinating Committee of International Voluntary Service (CCIVS) by UNESCO.

9. Directia Generala de Asistentia Sociala si Protectia Copilului Harghita (DGASPC), Romania

Website: www.dgaspchr.ro

Short description: DGASPC HR is a public institution under the Harghita County Council that merges the Public Social Services and activities of Child Protection Department. The institution aims to enforce government policies and social strategies to prevent and combat social exclusion and poverty. It develops strategies and action programmes adjusted to the needs of citizens with fewer opportunities in the county and collaborates with organizations and associations with activities on the field of social work. The department is the authority to investigate reports and to intervene in child abuse cases, family violence and neglect. More than 1300 children and youngsters are beneficiaries of social services and residential care provided by the Foster Parents Network and Family Type Houses. The Centre for Emergency Services for Children at risk and the Centre for counselling for children with psycho-social problems provides residential care, juridical and psychological consultation, support for family members, victims of abuse and neglect.

The Department's Prevention of Domestic Violence Office provides specialized service for victims of violence and in collaboration with the Inter-sectorial Committee – Police Department, Department for Public Health, NGO's -, elaborates strategies for prevention and combat against domestic violence. Responsible for assuring the social rights of persons with disabilities, children at risk and adults with difficult socio-economic background, it runs a network of 2 Care Centres for adults, 2 for children with disabilities and one Recuperation Centre for Psychiatrically Disabled Persons, 3 special schools for children and young adults with disabilities, a Protected Homes Network to support the transfer of young adults from the institutionalized care to independent life.

10. AYUNTAMIENTO DE VILLA DEL RIO, Spain

Website: <http://www.villadelrio.org>

Short description: The Department of Youth of the City Hall of Villa del Rio is in charge of covering the whole youth demand, particularly in European youth programs, group initiatives, European Voluntary Service, among other activities. The Youth Office develops different activities to young people. Eurodesk point since October 2009, tried to help and support all the ideas, projects, associations and youth groups to see fulfilled their concerns.

11. Edirne Nature Sports Club Association, Turkey

Website: www.edosk.org

Short description: Edirne Doğa Sporları Kulübü (EDOSK), was founded in the centre of Edirne in 2005. Currently it has 107 active members and volunteer workers. The club is administrated by the board of directors. Our club is a leading organization in the region especially in the activity fields of mountaineering, trekking, hiking, camping, orienteering, canoeing, skiing, youth, nature activities, and its works towards developing eco-tourism in the Thrace Region, northwest of Turkey where the city is situated. Club has been quite successful in its attempts to promote wider use of bikes in the region as a sportive, ecology-friendly, healthy means of transportation. EDOSK has been locally active for now with more than one hundred bikers registered in City Youth and Sports Directorate. From the foundation of our club up to now, it has done various works to promote biking both as a sport and means of transportation.

12. YSPDB, Bulgaria

Website: www.yspdb.org

Short description: The Youth Society for Peace and Development of the Balkans (YSPDB) was created in 1998 as an informal alliance of NGO leaders. In the middle of 2001 it was officially registered as a non-governmental organization according to Bulgarian legislature. Its members are students, young people and citizens who work for:

- Strengthening the stability on the Balkans and South East Europe;
- Encouraging and promoting of the creative process in arts and sciences;
- Encouraging and promoting the Bulgaria Cultural Heritage;
- Creation of new practices of sustainable development;
- Establishing of new models in the area of secondary, higher and civil education;
- Improving the intercultural dialogue and overcoming of ethnic differences;
- Respecting the human rights;
- Improving the dialogue between NGOs and local and national authorities.

The organisation is a part of the National Youth Forum of Bulgaria and the European Bureau for Conscientious Objection /EBCO/

13. AEGEE-Sofia, Bulgaria

Website: www.aegEE-sofia.org

Short description: AEGEE-Sofia is established in 1991 as a non-governmental voluntary organization. Since 1992 it is part of the network of AEGEE-Europe of more than 200 organizations in more than 40 countries in Europe. AEGEE-members are mostly university students therefore our main activities are determined by their interests. AEGEE deals with a variety of issues important for youth, based on fields of actions as Cultural Exchange, Active Citizenship, Higher Education, Peace & Stability, European Citizenship, Global Challenges and Intercultural dialog, Non-Formal Education. Amongst priority topics of AEGEE-Sofia are ecology, non-formal education, and intercultural dialogue. Our main activities are European projects, European events, trainings, local events, conferences and network meetings. The local body of Sofia organizes also international exchanges, summer universities and different trainings. AEGEE-Sofia is organising concrete actions emphasizing the differences and similarities of people from geographically and culturally remote regions to foster mutual understanding and respect amongst our members. To establish a unique inter cultural dialogue between young people, being an example in cultural awareness and transferring the same awareness to others, particularly in respect to different cultures, languages and minorities.

14. Association Center for Intercultural Dialogue (CID), FYR Macedonia

Website: www.cid.mk

Short description: Center for Intercultural Dialogue (CID) is an NGO, non-profit youth organization that works on national level in Macedonia. CID is civil society organization working to promote intercultural acceptance and active citizenship through capacity building processes, education and youth work. CID is youth-led thus our work focuses on many aspects which are of interest for young people: from provision of services and information, to research and support for policy-making and networking. CID is a provider of quality Youth Work and as such is well recognized in Macedonia and Europe for its work. As such, CID is offering training and educational consultancy to various public and private institutions and organizations. CID has 3 working spaces in Kumanovo with 15 people employed on full time and part-time bases. Our pool of trainers has 7 members with various expertise and experience in working with different groups on different topics. CID is especially active in provision of training courses for leadership, organizational and project development, intercultural dialogue and acceptance, conflict resolution, youth policy, youth participation, European citizenship and social media.

Within our work in the past 8 years, CID has developed partnerships with youth organizations in every European country (EU and non-EU) as well as on global level. Within these networks we are especially focused on supporting exchange and cooperation between Macedonian civil society and similar organizations from other countries. CID is a member of Youth for Exchange and Understanding, and Service Civil International as well as a supporter of UNITED for intercultural action. CID is one of the most experienced mobility agencies with contact points across Macedonia, ensuring youth mobility through quality educational exchanges. CID is also involved in general mobility of teachers, school support staff, and people on the labour market. CID offers as well international volunteering opportunities through summer camps and long term volunteering in Europe and globally.



PROGRAMME OF THE TRAINING COURSE:

DAY 1 - 7th May 2014; Thursday	
AM	Arrival of participants
PM	16:30 – 19:30 Introduction (participants, team, organisations, programme); Group building
evening	21:00 - 23:00 Welcome evening
DAY 2 - 8th May 2014; Friday	
AM	Intro to Youthpass in YIA programme and its relevance to this training; Participants' expectations towards the TC and their potential contributions to it; Group agreements
PM	Exclusion vs Inclusion – basic concepts and values Exclusion / Inclusion realities
PM	Daily Evaluation and Reflection round
evening	Intercultural evening
DAY 3 - 9th May 2014, Saturday	
AM	EU and social inclusion policies – influence on our countries being members of EU or having (potential) candidate status to EU
PM	Understanding “disadvantage”
PM	Daily Evaluation and Reflection round
evening	Our youth work - movies from the projects
DAY 4 - 10th May 2014; Sunday	
AM	NFE basic concepts and values Learning styles and NFE
PM	Experiential learning Methods and methodologies in NFE
PM	Daily Evaluation and Reflection round
DAY 5 - 11th May 2014; Monday	
AM	Recommendations for using NFE and experiential learning for inclusion
PM	Our organisations and best practices' projects concerning youth work for inclusion
evening	Exploring the city
DAY 6 - 12th May 2014; Tuesday	
AM	Needs analysis of socially excluded groups
PM	Youth work for inclusion - Good practices sharing
PM	Daily Evaluation and Reflection round
DAY 7 - 13th May 2014; Wednesday	
AM	“Erasmus+ Youth in Action” programme - Objectives and priorities, institutions, participants, features, actions, deadlines and management of projects.
PM	Inclusion opportunities within the “Erasmus+” programme of the European Commission Initiating project ideas for inclusion
PM	Daily Evaluation and Reflection round
DAY 8 - 14th May 2014; Thursday	
AM	Development of new projects for inclusion within the “Erasmus+” Programme
PM	Consultations / Open space; Evaluation of the training course
DAY 9 - 15th May 2014; Friday	
AM	08:30-11:30 Youthpass reflection time and Youthpass certificates ceremony
AM	Departure of participants

METHODOLOGY AND METHODS OF THE TRAINING COURSE:

The training course was based on the pedagogical understanding of the Council of Europe and the European Commission Partnership Programme and our own experience and expertise in youth NFE work for inclusion. As the training materials we used SALTO booklets, T-kits, Compass, etc. The training course followed the non-formal education approach, principles and methods and was based on participants' experience and exchange. A combination of different creative, participatory and interactive methods were used and designed upon the profile of participants, some of them being: theoretical themes and lectures; individual/group activities; group games and exercises, simulations and role plays; work on examples in a small group; discussions; etc. The learning of new skills, the acquisition of knowledge and the exchange and challenge of each other's attitude and experience were very important for this training course. The training course programme and contents were organised to allow for the maximum participation of the group using active and participatory methods.



SESSIONS' CONTENT OUTCOMES:

Participants' expectations towards the training course and their potential contributions to it

EXPECTATIONS:

- improve language skills
- open the mind
- to find out situations in other countries build strong relationships, find new friends
- build strong relationships,
- exchange cultures
- find partners and share ideas, experience
- learn new methods about inclusion, NFE
- get motivated, grow motivation
- developing projects for social groups
- respect empathy towards different social groups
- learn more about feelings of excluded people
- tolerance towards other cultural traditions
- have fun
- to know the difference between inclusion and integration
- go to the beach, swim and drink cocktails
- gaining new skills
- explore the city

CONTRIBUTIONS:

- full participation → be active
- be creative → innovation
- different point of views /experiences/cultures
- motivation and positive energy
- support each other / motivate / encourage
- contribute to European integration
- good practices
- be the change you want to see in the world
- share empathy
- learn and have fun
- share everything / emotions / ideas
- idea how to fulfill our free time
- examples from different countries and realities

FEARS:

- this training will not change anything in the society
- the training course can be limited by the faculty of the participant's input
- being knocked for being "Believer" in social inclusion equality
- can't use the knowledge effectively that we learnt during training because of the cultural differences
- separation of the people
- produce unacceptable / unreasonable ideas
- To lose interest
- not been informed enough about the main topics in this training course
- can't explained well that what I've in my mind
- after this training my ideas will not be accepted by the organization where I work
- not starting a project



Exclusion vs Inclusion – basic concepts and values

Participants definition for terms in relation to exclusion/inclusion: Integration, Inclusion, Discrimination, Isolation, Handicap, Disability

Group 1:

- Handicap – physical impairment
- Integration – accepting the difference; finding connection to solve the problem
- Disability – medical disability; disable to do something; disadvantage that society creates
- Inclusion – bigger group including everybody
- Discrimination – doesn't give the same right to people; judging people; categorising group
- Isolation – not integrated; disconnecting

Group 2:

- Integration – included in the community but with respect towards one's culture/ free to be themselves
- Inclusion – blending in the community, accepting others customs or language
- Disability – is the consequence of empowerment that may be physical, cognitive, mental, sensory, emotional, or develop mental
- Handicap – a circumstance that makes progress and success difficult
- Isolation – the process of being isolated or separate yourself
- Discrimination – a treatment base on group's characteristics in which a person is, based on some stereotypes or opinions

Group 3:

- Inclusion – to have similarities with a group and to be accepted by the group
- Integration – to be part of something and accept something that is not common for you
- Disability – lack of ability to do something
- Handicap – mental or physical disadvantage
- Isolation – personal decision of not participating
- Discrimination – being excluded for something that you can't change

(Powerpoint presentation of the trainers had the following information.)

YOUTH WITH FEWER OPPORTUNITIES

From the Erasmus + Programme Guide: These persons have a disadvantage because of personal difficulties or obstacles that limit or prevent them from taking part in transnational projects.

- Disability (i.e. participants with special needs): people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities
- Educational difficulties: young people with learning difficulties; early school-leavers; lower qualified persons; young people with poor school performance
- Economic obstacles: people with a low standard of living, low income, dependence on social welfare system; young people in long-term unemployment or poverty; people who are homeless, people in debt or with financial problems
- Cultural differences: immigrants or refugees or descendants from immigrant or refugee families; people belonging to a national or ethnic minority; people with linguistic adaptation and cultural inclusion difficulties
- Health problems: people with chronic health problems, severe illnesses or psychiatric conditions
- Social obstacles: people facing discrimination because of gender, age, ethnicity, religion, sexual orientation, disability, etc.; people with limited social skills or anti-social or risky behaviours; people in a precarious situation; (ex-)offenders, (ex-)drug or alcohol abusers; young and/or single parents; orphans
- Geographical obstacles: people from remote or rural areas; people living in small islands or peripheral regions; people from urban problem zones; people from less serviced areas (limited public transport, poor facilities)

Reasons that might prevent young people from joining our activities:

- **Personal obstacles:**
 - lack of self esteem, self confidence
 - lack of encouragement
 - dislike of being patronised
 - unappealing image of youth work (“only for children and sissies”)
 - fear of being discriminated against
 - uninteresting activities
- **Practical obstacles:**
 - lack of information
 - lack of permission – group pressure against joining
 - lack of time or energy
 - lack of money
 - cultural or religious conflicts
 - mobility problems

Needs analyses

A session on talking about needs could be based on:

- wishes expressed by the young people at that moment
- wishes expressed by the young people in the past
- suggestions from family and friends or support staff
- suggestions from the supervisor
- outcomes from specific exercises like ‘In Ten Years’ and ‘My Web’

Exclusion / Inclusion realities

NOTES from participants’ presentations:

Estonia

Smokers are also minority but that is their choice. Other excluded it’s not their choice

Macedonia:

People with disability don’t have any opportunity. There are only few options for them. They are conservative and they live in isolated places. They don’t have educations because of lack of money. You need to have

experience to find a job and nobody wants to give u that experience. Rural area it's not good. Now they open dancing classes and 100 kids are going there. There is a need for that but nobody working that. Most of them don't know where to ask.

Turkey

Excluded- people with aids, Roma people, LGBT... for women in LGBT there is no law... u have judgment of people... We have a good law but don't have main understanding for main stuff... My mum can do anything even cheat my father but u have to respect older people (over 50 years)

Slovenia

Excluded- immigrants, unemployment people, Roma, youth, students, older people

Ex Yugoslavian people come to Slovenia and kids are in school with their language but mother doesn't work, father sometimes open bakery or something similar. We have centers to help them, to get higher education and I think it's free for them but most of the time they stay at home.

Children with special needs - we have just few centers but for older kids. If a kid is born and parent sees that their kid has some problem we don't have anybody to help them. They have problems with living. It's hard to find a proper house to live in with kid if he need some special needs... No part time jobs so mum could work a little bit and stay with their kid rest of the time.

We have Roma assistance... poor hygiene and poor employments

Cyprus

Racism-mainly immigrant workers, people don't except them and they believe that they are fault for crises in the country

People with disability-buildings are old and don't have access to public buildings,

Gender inequality-women are expected to get child and they are excluded from higher position in work. That is only for man

Bulgaria

excluded-mafia, corruption in civil sector, lack of information, EU citizens when they think about Bulgaria they think Roma people but it's not we are not only Roma people... they want to be equal and asking for help but they don't pay taxes and anything

Inclusion will works eventually... before was socialism now is democracy and people are not yet adjusted.

Poland

All groups have hard way to fit in society. You don't have a job, you can't travel. They find help only in church. Some organizations help us but it's not enough.

Unemployment people, mental, physical problems→ there is not school for them. It's problem for the parents because everything is expensive and government doesn't give enough money or help them. Lots of homeless people die in winter time of freezing themselves. Roma people steals and people are afraid of them. Roma people live really well but they are not accepted. Ukraine people are mostly ok. They are the biggest group but we have a lot of roman people...

I work in police and believe me they are not excepted because they are rubber and stealing. Dean said that all Roma people are stealer and because of that nobody likes them or except them.

Refuges are also problems-they use a lot of money we have to give them everything and they have a lot problems now and government help them but not enough

Italy

We have different opinion about Roma people than others on this training course. They are not a big problem for us.

For us the main problem is immigration. It's started 15 years ago with Yugoslavian war and we started to accept them but now we have problem with African immigrants because we have also economic problem. 40% unemployment people so we don't have enough money to help even Italian citizen.

Same rights for everybody. ☺

Spain

The main problem is economical problem; education level is also problem, low education. Young people have a problems→ alcohol and drug addiction is a big problem, and it's in increase.

Immigrations from Africa are a big problem. They don't have incomes and no job.

Lots of people lose their homes because big mortgage, lack of incomes and employment and lots of people are looking for the food. Lots of protest for work for food is very difficult situation. After elections hopefully it will be better but hardly.

Croatia

Example-Roma family bought the land but the neighbors make a big pressure on them so at the end they sold the land and left but nobody from police or government helped them.

Serbs after the war specially (boards on public buildings were pull down by Croats because they were written on Cyrillic)

LGBT organizations are more active lately but church has big influence so if LGBT organizations try to do something church immediately do something big also.

Rural areas youth – do not have possibility of school education because there are not many schools around and it is too expensive for parents to send their children to further towns.

Big percent of unemployed young people... Also ex-addicts and alcoholics have difficulties in finding a job.



EU and social inclusion policies

Europe 2020

http://ec.europa.eu/europe2020/index_en.htm

Europe 2020 is the EU's growth strategy for the coming decade.

In a changing world, we want the EU to become a smart, sustainable and inclusive economy. These three mutually reinforcing priorities should help the EU and the Member States deliver high levels of employment, productivity and social cohesion.

Concretely, the Union has set five ambitious objectives - on employment, innovation, education, social inclusion and climate/energy - to be reached by 2020. Each Member State has adopted its own national targets in each of these areas. Concrete actions at EU and national levels underpin the strategy.

EU Youth Strategy

http://ec.europa.eu/youth/policy/youth_strategy/index_en.htm

What is the EU's role?

While respecting Member States' overall responsibility for youth policy, the EU Youth Strategy, agreed by EU Ministers, sets out a framework for **cooperation** covering the years **2010-2018**. It has two main objectives:

- To **provide more and equal opportunities for young people** in education and the job market
- To **encourage young people to actively participate in society**.

How is this being done?

The objectives are achieved through a dual approach which includes:

- **Specific youth initiatives**, targeted at young people to encourage non-formal learning, participation, voluntary activities, youth work, mobility and information,
- **'Mainstreaming' cross-sector initiatives** that ensure youth issues are taken into account when formulating, implementing and evaluating policies and actions in other fields with a significant impact on young people, such as education, employment or health and well-being.

The EU Youth Strategy proposes initiatives in **eight areas**:

- [Education & training](#)
- [Employment & entrepreneurship](#)
- [Health & well-being](#)
- [Participation](#)
- [Voluntary activities](#)
- [Social inclusion](#)
- [Youth & the world](#)
- [Creativity & culture](#).

Inclusion and Diversity Strategy for Youth

<https://www.salto-youth.net/rc/inclusion/inclusionstrategy/>

What measures and actions does Erasmus+: Youth in Action (2014-2020) have to support inclusion and diversity projects? The [Inclusion & Diversity Strategy](#) lists the specific possibilities for youth work with young people with fewer opportunities.

It is a strategy for **inclusion AND diversity** – these are two sides of the same coin. On the one hand we need to do extra efforts to include young people with fewer opportunities, but on the other hand we also need to positively manage the diversity that different groups add to our lives.

Why is this ID Strategy needed?

- To achieve even **greater impact** in targeting young people with fewer opportunities
- To ensure that Erasmus+ **responds positively to inclusion & diversity** in the youth field.
- To create a transparent frame to make **inclusion & diversity projects easier**.

How can the ID Strategy help you?

- The Strategy helps you **to understand the current political context**.
- It gives you a clear idea **whom & what do we talk about**.
- It presents **possibilities and support features in Erasmus+ Youth in Action** for inclusion and diversity projects.
- The ID Strategy gives you **tips and practical guidance** on how to organise quality inclusion and diversity projects.
- It hopefully inspires you through a number **Inclusion & Diversity project examples**.

EU-CoE youth partnership policy sheet

<http://pjp-eu.coe.int/documents/1017981/1663182/Policy+Sheet+Youth+Information.pdf/3d4fca2c-ba4b-414f-8465-c3e3265ec45a>

Executive summary: Youth information is a form of youth work and provides young people with services of quality information, counselling and guidance. Youth information proves to be universal and an important channel in several different policy areas. It has been one of the priorities in youth policy for the past three decades. This document gives an overview of the concept and development of the field and its challenges, and presents policies on a European level.



Understanding “disadvantage”

Participants were divided into 3 groups with the task to answer following questions:

- Who are the excluded groups in Europe?
- What are the long-term personal consequences of belonging to certain minority or group?
- What are the methods that can you use in your organizations and in your youth work for inclusion?

Group 1:

- EXCLUDED YOUNG GROUPS: LGBT, people with disabilities, roma people, homeless people, poor people, immigrants, refugees
- CONSEQUENCES (long term): depression, anger, violence, failure, low self-esteem, suicide, losing trust, addiction, low level of education (early school leaving), illegal life style, not active participants, difficulty of adaptation, disappointment
- METHODS: tolerance, training, workshop, support, providing accessibility, make suitable environment, cooperation and communication

Group 2:

- *unemployed, immigrants and refugees, roma people, LGTB people, contagions diesis, young people with disabilities, women
- *depression, tend to break the low, suicide, lack of believe of promising future, low self-esteem, acceptance of your poor conditions, transform into someone which is told to “you are”, low tolerance for society, hatred
- *organize the seminars and create internet platforms (both the target groups and youth workers), pshicological support about possibilities of entrance to the work, informed rest of the people about target group’s conditions and the right ways to communicate with them, informed both disadvantaged and the rest of the people about hidden discrimination examples, workshop with mix groups, cooperate with the political groups to raise political representation of the target groups

Group 3 “LOVE TEAM”

- LGBT categories, low English level, refugees, people with disabilities, school dropouts, teenage parents
- Low self-esteem, unsafe, depression, without identity, aggression, anger, empowerment
- Sport activities, language courses, tradition’s courses, writing project, career courses, artistic courses, non formal education, volunteering groups, intercultural evenings, life skill courses, EVS projects.



NFE basic concepts and values

Formal education: the hierarchically structured, chronologically graded ‘education system’, running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training.

Informal education: the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment – from family and neighbours, from work and play, from the market place, the library and the mass media.

Non-formal education: any organised educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clienteles and learning objectives.



NON-FORMAL	FORMAL	IN-FORMAL
PLANNED	PLANNED	UNPLANNED
PROCESS ORIENTED	RESULT ORIENTED	
INTENTIONAL	INTENTIONAL	UNINTENTIONAL
CONCIOUS	CONCIOUS	UNCONCIOUS
LEARNER CENTERED	TEACHER CENTERED	LIFELONG
INTERACTIVE	FRONTAL	SOCIALISATION
ACTIVE PARTICIPATING	PASSIVE ACCEPTANCE	
TRAINER	PROFESSOR	MEDIA
PARTICIPANT	COMPULSORY	
VOLUNTARILY	OBLIGATORY	
SESSIONS-WORKSHOPS	LESSONS	
SESSION PLAN	CURRICULUM	
COMPETENCE BASED	KNOWLEDGE BASED	
TRAINING ROOM&COMMUNITY	CLASSROOM	
FLAT ORDER	HIERARCHICAL ORDER	
PARTLY RECOGNIZED	FORMAL RECOGNITION	
PERSONAL, SOCIAL AND PROFESSIONAL DEVELOPMENT	PROFESSIONAL DEVELOPMENT	PERSONAL DEVELOPMENT

(Input from the session.)

BASIC VALUES AND PRINCIPLES OF GROUP LEARNING

- Team work: more heads think better and nicer ☺!
- InterAction: learning in a group, with the group and from the group! Knowledge is not in one place.
- Holistic approach – learning as a whole person: on mental + emotional + social level
- Experiential learning-experience transform into new knowledge, attitude...
- Trust: feeling safe in a group, as precondition for exchange, interaction and learning
- Benefunction: being involved because it's your choice

Learning styles and NFE

(Taken from <http://www.tecweb.org/styles/gardner.html>)

Multiple Intelligences

Howard Gardner of Harvard has identified seven distinct intelligences. According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

Gardner says that these differences "challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning.

The learning styles are as follows:

Visual-Spatial - think in terms of physical space, as do architects and sailors. Very aware of their environments. They like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

Bodily-kinesthetic - use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects.

Musical - show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.

Interpersonal - understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.

Intrapersonal - understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.

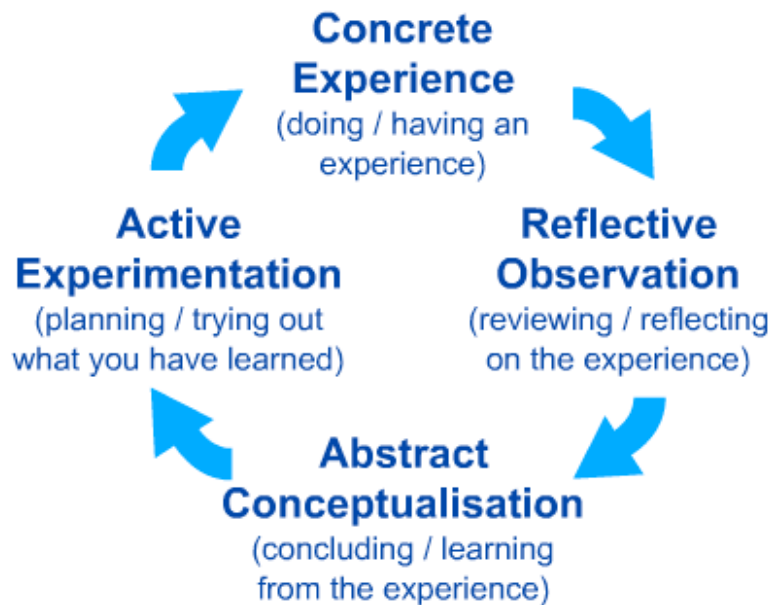
Linguistic - using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture.

Logical-Mathematical - reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, ask cosmic questions. They can be taught through logic games, investigations, mysteries. They need to learn and form concepts before they can deal with details.



Experiential learning

Experiential learning – Kolb’s learning cycle



Methods and methodologies in NFE

SHAPES OF A WORK IN A GROUP

- PLENARY SHARING AND DISCUSSION
- FISHBALL
- SMALL GROUP WORK
- WORKING IN PAIRS
- INDIVIDUAL WORK AND REFLECTIONS

TOOLS & TECHNIQUES

- VERBAL SHARING AND PRESENTATIONS
- BRAINSTORMING (VERBAL AND SILENT)
- FACILITATED IMAGINATION
- DEMONSTRATION
- ROLLE PLAY
- COMPLEX SIMULATION EXERCISES
- CASE STUDY
- CREATIV EXPRESSION
 - DRAWING
 - COLLAGE
 - MUSIC, SOUND AND SINGING
 - *FILM, VIDEO
 - THEATER, BODY EXPRESSION
 - GROUP SCULPTURING
- SMALL THEORETICAL INPUT
- STORY TELLING
- GAMES-ENERGIZERS, CONCENTRATION GAMES, NAME GAMES, GROUP DIVISION GAMES, TEAM BUILDING GAMES...
- ...



Recommendations for using NFE and experiential learning for inclusion

Who are excluded young people in our communities and how we can include them by using non-formal education?

- Unemployed – improve skills, simulations, courses for CV, motivation letter, mentors
- Disabled – volunteering, teaching, independence skills, social events about cooperation, training at companies, sensory rooms
- LGBT – raise awareness, psychical support
- Roma people – promote education, cultural events, activities to include at society, family planning, adaption
- Women – awareness among women and men lead to ask for their rights (workshop, trainings)
- Immigrants/refugees – language courses, low support with NFE
- Homeless – dinners, psychological courses, courses for CV, interview
- Divorced – consulting, dating, support
- Addicts - psychological support, art therapy, sports activities
- Religion – intercultural workshops, evenings, information about other religion, intercultural restaurants, coffee bar
- Single parents – dating, support group with women psychological support

Plakat: *What inclusion needs of excluded young people can be satisfied through NFE activities?*

Inclusion needs

Place where they can find some information, NGO can help them with some needs, for example with health issues, they can feel their empathy; improve some skills so they can gain some money

To be accepted, to be motivated, to be involved in society, raise self-esteem, to find a place in a society according to my possibilities.

- motivation to think outside of the box
- information's about my rights, primary services
- being accepted, belonging

- empathy – activities for facilitate emotional intelligent
- anger management skills
- language skills
- art skills
- intercultural activities or adaptation parties
- meeting people who can help them on voluntary basis
- financial issues, information
- improving their working skills
- counseling
- showing to the targets group ours satisfaction with cooperation
- facilitation activities for adaptation, re-integration (offering to the fail example ??)
- counseling about the rights

What are NFE tools and methods which can address the needs of excluded groups?

- VERBAL – workshops, debate, social events, counseling
- ACTIVITIES – trip, camp, art classes, dance classes, evenings (cinema, theatre, opera), brain games, developing competitive skills, outdoor games and activities (flash mode), open door day
- EXPERIENCE – exchange, volunteering, guiding (orientation), internships, partnerships
- PROMOTION – media activism, seminars, teaching in high school, congresses

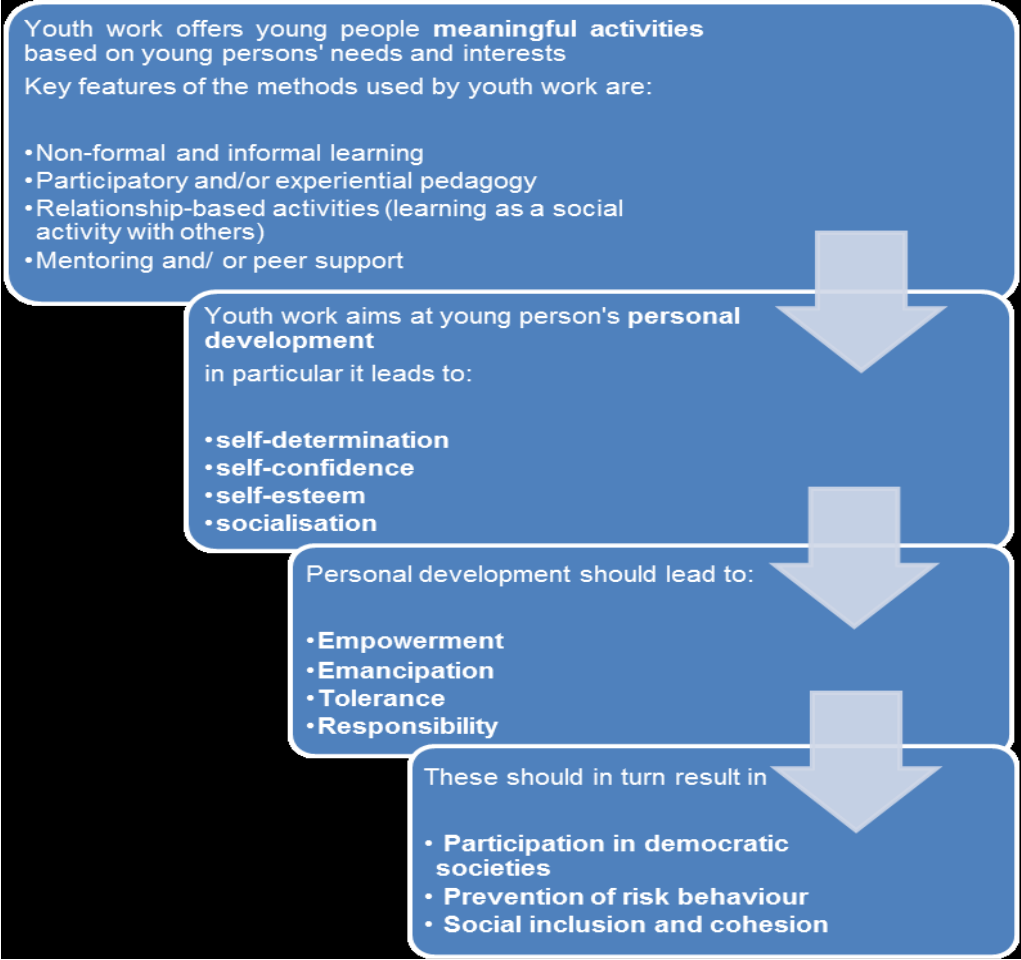
What are the NFE methods and tools that address inclusion issue (no matter the group). Give examples:

- invite - to volunteering
- common picnic/party schools
- go to youth organizations (universities), make presentations about volunteering,
- give a prepared questionnaire to the volunteer about projects, ideas, fears, prejudice, experience
- training for volunteers
- explore the working field, write a project with volunteers, run the project
- psychological support for volunteers and NGO stuff
- sharing experience
- role play
- mixing the group with disadvantaged people
- supervision
- reflecting team
- team-building games
- awareness campaigns- informing others about problems
- sport activities in groups
- brain games, simulation game

On all of them we can apply: initiate an NGO that uses NFE including all excluded groups



Youth work for inclusion



Needs analysis of socially excluded groups

Obstacles of youth with fewer opportunities:

ECONOMICAL OBSTACLES

- No money
- Expensive transport
- High rent
- Inflation
- No professional education for young people
- Different backgrounds
- Be homeless
- Climatic conditions
- Lack of information about their rights
- Lack of opportunities
- Low income
- False money
- No scholarships opportunities
- Climatic conditions
- Bad transport connections
- High taxes
- Expensive tuition for education
- Not enough support in the process of application for any kind of economic support
- Tax cheating
- No job
- Corruptions
- Low paycheck
- Be illegal
- No support from government
- Bad policy from “FMI”
- No places for activities
- Expensive basic needs/life (need for work)
- Economic crisis
- Unfair distribution
- No financial support

HEALTH PROBLEMS

- expensive medicines/ money problems
- low educated health workers
- low hygiene
- bad facilities
- unhealthy food
- uninformed patients/parents/society
- bad habits
- low/poor health insurance
- climate problems
- lack of absence of trust to the organization
- high level of expectations
- lack of proper transportation to get them to organization
- inefficient information
- chemical food, fast food
- stereotypes of the members of the community
- isolation
- prejudices against illness/patients
- depression
- support from relatives
- stress
- fear about contagion
- lack of cooperation with therapists
- too busy to eat healthy
- GMO food
- no health education
- life without physical activities

GEOGRAPHICAL OBSTACLES

- Rural areas
- Different priorities
- Money
- Different culture and food
- Lack of information
- Ghetto
- Service
- Bad streets
- National barriers
- Access
- Road
- Physical predisposition
- Safety
- Different climate
- Strong mind
- Different language from the majority
- Natural barrier
- Job opportunities migration
- Different rules/rights
- Prejudice against people in rural areas/urban areas
- Life style
- Too long travel time/no transport
- Cold /hot weather

SOCIAL OBSTACLES

- Physical appearance
- Gender
- Sexuality (sexual preference)
- Low self-esteem
- Drug addiction

- Society expectations
- No information
- Trust problems
- Home education
- Level of education
- No time because of work/studies..
- Way of thinking
- No moral values
- Ethnic groups
- No social inclusion
- Intolerance
- Marital status
- Religion parents fear
- No expression of feeling
- Lack of attention from society
- Close minded ideas
- Minority groups
- Categorizations
- Traditions
- Inclusion
- Discrimination
- Stereotypes
- Exclusion
- Isolation
- Feeling stuck in a lower social class
- Family
- No social inclusion

EDUCATIONAL DIFFICULTIES

- Early school leaving
- Adaptation to classes/lessons
- Difficulty in communicating (language barriers, lack of skills)
- Low self-esteem
- Afraid of being bullied/accused of
- Different family background (low level of parents education)
- Not diagnosed learning difficulties
- Culture not respected in school
- Analphabetism
- Costs of the education
- Closed minded educational authority (educational system)
- Poverty
- Fare school
- No capable teachers
- Difficulties with friendships
- Feeling worse from others
- Not believing in your abilities
- Hate speech in school/online
- Different educational system
- Lack of facilities
- Absence of childcare services at the workplace
- Lack of NFE experience

DISABILITY

- Physical obstacles
- Less information about the different needs
- Lack of money
- Too much attention-don't like it
- Attitude of others (showing "mercy", intolerance)
- Scarier about stereotypes
- Limited access
- Fear of failure
- Paralysis
- Financial
- Difficulties to communicate
- Lack of counseling
- Lack of awareness in society
- Not appropriate facilities
- Need assistance, cost of assistance
- Closed minded school system
- Low family ambitions
- Sensor disability
- Tolerance/respect
- Government responsibility
- Without governmental financial support
- Absence of hours to join to the activities because of the school regulations
- No coordination between the activities and disabilities

CULTURAL DIFFICULTIES

- stereotypes (language difficulties), religion & gender (some behavior is forbidden in the society)
- aggressively
- cultural expression- feeling awkward in other culture
- conservatism- analphabetism
- customs
- against
- certain cultural
- ideology
- lack of respect for culture
- tolerance
- no understanding of a different culture
- misinterpretation of some habits
- traditions
- mentality
- language
- different goal in a life



CULTURAL OBSTACLES

- Needs:
 - Food
 - Air
 - Movement
 - Acceptance
 - Love
 - Support
 - To see and be seen
 - To be understood
 - Compassion
 - Self-respect
 - Humor
 - Celebration life
 - Hope
 - Learning
 - Freedom
 - Space
 - money
- Youth worker solution:
 - some activities to inform the community about the Roma situation\conditions
 - activities to inform Roma people about possibility "way to escape"
 - place where they can get information and be listen
 - INVITE them to take part to work session, and invite them to give their cultural contribution

24 h in a life... + needs

19 YEARS BOY WITH A GRAVE FORM OF AUTISM WITHOUT PARENTS

- Like every day the same hour at 7:30 wake up
- Caretakers help him to dress
- At 8:00 he has breakfast
- At 8:30 the driver will drive him to the daily centre
- From 9 to 11 he will be engaged in the activities if he have a good mood
- From 11:00 till 11:30 snack break

- From 11:30 till 13:00 the activities continued
- At 13:00 lunch time but he will not eat because he becomes nervous cause a big sound disturb him
- 13:30 he goes alone in a room to relax and than caretakers bring him lunch
- 14:00 he will play with his favorites games
- 15:00 the residential driver came to pick up him
- 16:00 with personals and other users he go to take a walk in a shop centre
- 16:30 he stops for a coffee but something is making him nervous so the educators try to relax him
- 18:00 he and the whole group come back to the residential centre
- 19:00 dinner time
- 20:00 he will watch the TV with the others
- 21:00 like every night he changes his clothes and goes to sleep

NEEDS:

- Acceptance of their possibilities and their limits (offer accessible activities at the daily centre make accessibility activities at youth work)
- Be independent as much they can (with groups apartments and try to find some solutions how to find and manage an apartment)
- Stability lifestyle
- Need for more consciousness compassion about the syndrome (workshops and promotion about the syndrome)
- Intimacy (let their own space, don't give too much attention, when is possible let them to be independent)
- Understand and be understood
- Learning skills (make different skills activities without exclude none possibilities cooperation with daily centre and –working – sports – arts associations)
- Free time activities, more independents, how much is possible (volunteering and youth work can be really important to help the people with special needs to have different choice and selected what to do in free time)

EARLY SCHOOL LEAVER has a job, low salary, attends high school

- He needs to wake up early, at 5 o'clock and walk to work
- Breakfast on the way
- He works in a factory, low salary, many hours of work
- He prepare his lunch at home and caring it to the job because is cheaper than buying every day
- Hi finish his work in the afternoon and goes to school
- He finishes his homework in the bus on way home
- He likes more math's and physics classes
- When he finally get home he make some dinner
- He doesn't have time to watch his favorite series on TV
- He buy his needs on the way to home or to work
- His teachers appreciate his attend to finish school but this is not the same at work
- He is ineffective sometimes because of his tight schedule (egzosting)
- His mother is ill and she stays at home

NEEDS:

- Time
- Money (founding scholarship)
- Social life
- Encouragement/counseling support
- To take job (better job)
- Integrity
- Rest/sleep
- Respect from his coworkers and employer
- Love, hope
- Transportation (sharing car)

YOUTH WORKER SOLUTION:

- Scholarship/free education
- Arrange transportation (with other people)
- Organizing activities
- Organizing workshop (CV, time management)
- Organizing events, meetings for socialization (to find love)
- Provide counseling about support, encouragement
- Give information, suggest/recommend some book about how to solve some problems in life
- Learn how to save money, manage his finance

UNEMPLOYED YOUNGSTER

- 9 a.m. wake up, get dressed, prepare breakfast for grandmother
- 10 - 12 a.m. watch TV
- 12 a.m. meet with buddies' coffee/park/hang around
- 1 p.m. come home and have lunch
- 2. p.m. visit local factory for job (no job, of course)
- Hang around again
- 6 p.m. go for advice to the NGO in the town
- language course to take-three times per week for one hour
- 8 p.m. have dinner with grandma
- 9 p.m. meet with the girlfriend
- 10 p.m. play football with buddies (twice a week)/watch TV
- 12 p.m. take a shower/go to bed

NEEDS:

- To be motivated, self-respect
- Language course (for gaining skills)
- Counseling
- Security, support (being part of community)
- Order of life
- Job
- Life purpose



“Erasmus+ Youth in Action” programme

(Taken from Erasmus+ Programme Guide 2015)

The Erasmus+ Programme builds on the achievements of more than 25 years of European programmes in the fields of education, training and youth, covering both an intra-European as well as an international cooperation dimension. Erasmus+ is the result of the integration of the following European programmes implemented by the Commission during the period 2007-2013: The Lifelong Learning Programme; The

Youth in Action Programme; The Erasmus Mundus Programme; Tempus; Alfa; Edulink; Programmes of cooperation with industrialised countries in the field of higher education.

YOUTH (Non-formal and informal learning opportunities in the youth field)

The following sections "Key Action 1", "Key Action 2" and "Key Action 3" present *concrete Actions* that are designed to achieve the Programme objectives in the field of youth. Among these Actions, the ones mainly - but not exclusively - connected with the field of youth (non-formal and informal learning) are:

- Mobility projects for young people (Youth Exchanges and European Voluntary Service) and youth workers;
- Large-scale European Voluntary Service events;
- Strategic Partnerships;
- Capacity Building in the field of youth;
- Meetings between young people and decision-makers in the field of youth.

The specific objectives pursued by the Erasmus+ Programme in the field of youth are to:

- improve the level of key competences and skills of young people, including those with fewer opportunities, as well as to promote participation in democratic life in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and solidarity, in particular through increased learning mobility opportunities for young people, those active in youth work or youth organisations and youth leaders, and through strengthened links between the youth field and the labour market;
- foster quality improvements in youth work, in particular through enhanced cooperation between organisations in the youth field and/or other stakeholders;
- complement policy reforms at local, regional and national level and to support the development of knowledge and evidence-based youth policy as well as the recognition of non-formal and informal learning, in particular through enhanced policy cooperation, better use of EU transparency and recognition tools and the dissemination of good practices;
- enhance the international dimension of youth activities and the role of youth workers and organisations as support structures for young people in complementarity with the European Union's external action, in particular through the promotion of mobility and cooperation between stakeholders from Programme and Partner Countries and international organisations and through targeted capacity building in Partner Countries.

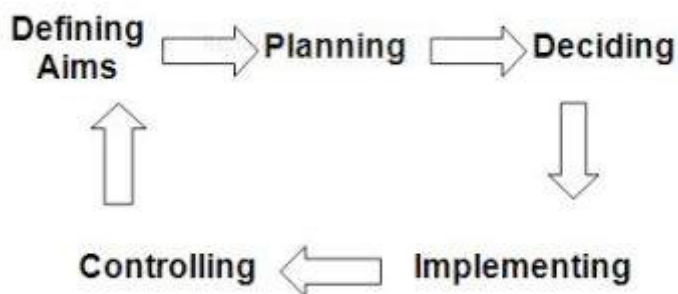
Within this framework, in line with the annual Work Programme adopted by the Commission, the following policy priorities will be pursued:

- promoting young people's social inclusion and well-being, notably through projects tackling the issue of youth unemployment (as well as projects aimed at stimulating unemployed young people's participation in the Programme);
- promoting healthy behaviours, in particular through the promotion of the practice of outdoor activities and grassroots sports, as means to promote healthy lifestyles as well as to foster social inclusion and the active participation of young people in society;
- raising awareness about EU Citizenship and the rights that go with it or stimulating the active participation of young people in EU policy-making; a particular focus will be put on projects aimed at encouraging participation in the 2014 European elections, thus enabling young people to behave as active, informed citizens;
- developing basic and transversal skills, such as entrepreneurship, digital skills and multilingualism in the field of youth, using innovative and learner-centred pedagogical approaches and developing appropriate assessment and certification methods based on learning outcomes;
- enhancing ICT (Information and Communication Technologies) uptake in youth work and non-formal learning, through the support of learning and access to open educational resources (OER) in the youth field, supporting ICT-based training and assessment practices and by promoting the transparency of rights and obligations of users and producers of digitised content;
- promoting stronger coherence between different EU and national transparency and recognition tools, so as to ensure that skills and qualifications can be easily recognised across borders.



Development of new projects for inclusion within the “Erasmus+” Programme

Effective Project Cycle Management:



DEFINING:

- Assessing problems and needs
- Setting the objectives
- Defining partners
- Putting project in the framework of the overall organization and our capacities

PLANNING:

- Time lines and methods
- Budgeting
- Setting evaluation and monitoring strategy
- Fundraising
- Planning for Public Relations
- Strategy for communication throughout the project
- Risk assessment
- Strategy for recognition of learning during the project

IMPLEMENTING:

- Teamwork
- Financial management
- Public Relations / Visibility
- Dealing with challenges, conflicts and crises
- Activities
- Effective communication and meetings
- Monitoring
- Volunteer and Human Resource Management

CLOSE-DOWN:

- Recommendations
- (Group) evaluation
- Achievements
- Report writing
- Follow-up agreement
- Certification (example – Youthpass)

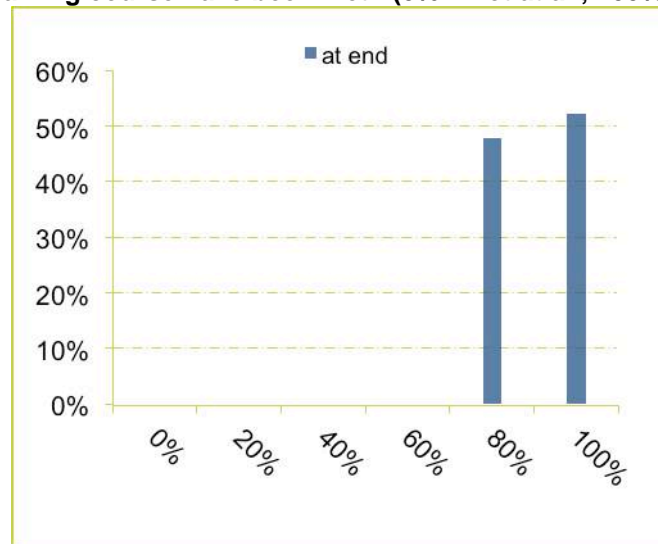


PARTICIPANTS' LEARNING OUTCOMES AND EVALUATION OF THE TRAINING COURSE



Summary analysis of evaluation forms of participants

1. How would you rate overall satisfaction level from the course in general? How far your expectations from the training course have been met? (0% = not at all; 100% = Fully)



Some comments:

- I had very nice time, but as well learned a lot about other countries. I have heard for some great ideas related to topic that I believe they are going to be realized. Now when I attended I Know how to write applications.
- Because I never had participated in an organization and the course is better than I thought.
- The course was even more “formal” than I thought.
- It motivated me to work more in my organization.
- It gave me knew ideas, more knowledge about the topic. I had great time (even forgot which day is ☺)
- For me this course was very useful and motivated. I got what I expected.
- It was very useful for me, I can use more methods in my work.
- The methods were very useful. The trainers are amazing, especially the way of their evaluation of our feedbacks, the things that they point out and their friendly approach. Nobody was excluded from team works thanks to the methodology. Even duration was too long for training; the methodology helped to be awake and focused.
- Most of my expectations have been met especially on the topic of social inclusion of excluded people in society.
- The training was really useful. I have received a lots of information that I can use for make my idea became a project.
- I learned a lot thanks to that training course.
- The objectives were satisfied but I would like to learn more about inclusive NFE methods.
- I was very skeptical about this because I almost didn't know anything about the topic. Now I gained a lot of skills that will help me a lot for sure to implement that in my environment.
- Most of the things that I was expecting were fulfilled.
- The expectations about the training course and trainers were met and even more than my expectations. It was educational and filled with new skills and knowledge.
- I hoped to work more with excluded groups (for example: people with disabilities, ethnic minorities) as participants.
- Probably the best TC that I have attended so far because of the energy of the trainers and the willingness to interact of the participants as well.
- It was very informative, the cooperation was excellent in groups, the used methods were very interesting and useful. The trainers are professionals.
- I learned a lot and it wider my understanding of inclusion and NFE.

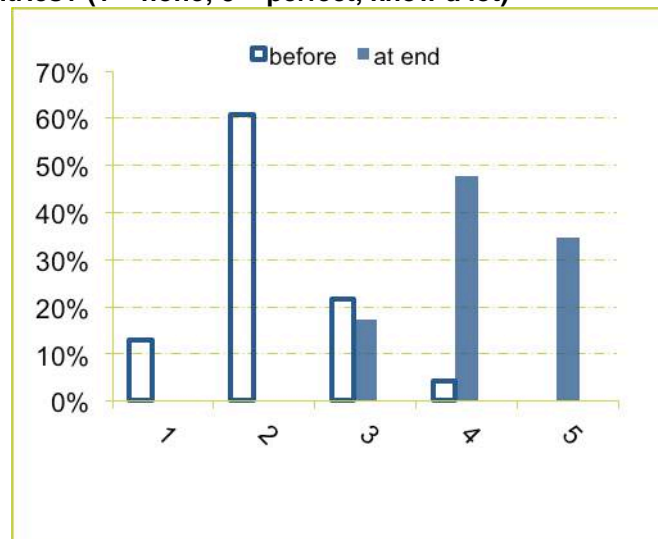
2. What are 5 most important things that you have learned during this training course? (*Some answers*)

- How to “cook” a project; Who are excluded groups in certain countries; How to write application for a project.
- The importance of putting myself in position of the others to understand better; Information about Erasmus+; The importance of learning while having fun
- Working in the group can be interesting and fun; Even though we are very different we all want to belong somewhere; About NFE, because I have never thought about this topic so much; I've met many great people that I can work in future with; Inclusion starts with I.
- How to analyze needs of different excluded groups; Different methods to do with excluded groups
- What is important when you are writing projects; What is situation in other countries; I get some ideas how to work with Roma kids
- Possible projects to breakdown the prejudice; Importance of including youth to our work field; Possible outcomes of poor/strong project; Importance of specify the method that you'll use in your project
- How important is to try and change your position in society; How to work in group; How to include excluded people in activities in youth work; Situation of exclusion in other countries; Express my opinion more
- Exclusion; Different realities; Role of NFE; Methods of inclusion; Opportunity
- Share opinion and listen to the others; Motivation and self consciousness about myself; More information about fewer opportunities; How to write in a clearly way; Improve my English
- About European policies and strategies on inclusion; The design of Erasmus+ program; The concept and realization of NFE activities; Information about inclusion in other European countries; Variety of NFE methods
- More about exclusion and how to successfully deal with it; Implement new skills which can help me to; Believe in myself and in people; Trusting; Communication
- Project management; Inclusion/exclusion; Methods of NFE; Formal, non-formal, informal education; New activities
- The context and preparations for the projects; writing the projects; learning about NFE; learning about the Erasmus+ program and needs analysis.
- Focusing on the needs of the excluded groups; Good planning leads to good results; Don't judge
- Tolerance; Integration; Inclusion; NFE; Informal education
- Difference between informal/NFE non formal education; Phases of project implementing; Condition in other countries; Erasmus+; Key actions and methods for social inclusion
- Group work, listen to each other; A lot of information about NFE, inclusion; The experience of other participants was very useful; How to express yourself clearly; Being active
- Tolerance; More about social activities; Work in a group like a team
- Tolerance; Improve language skills; Diplomacy skills; Exclusion/inclusion; Recommendations for using NFE; Project cycle management

Wordle made from all the answers of participants to this question:



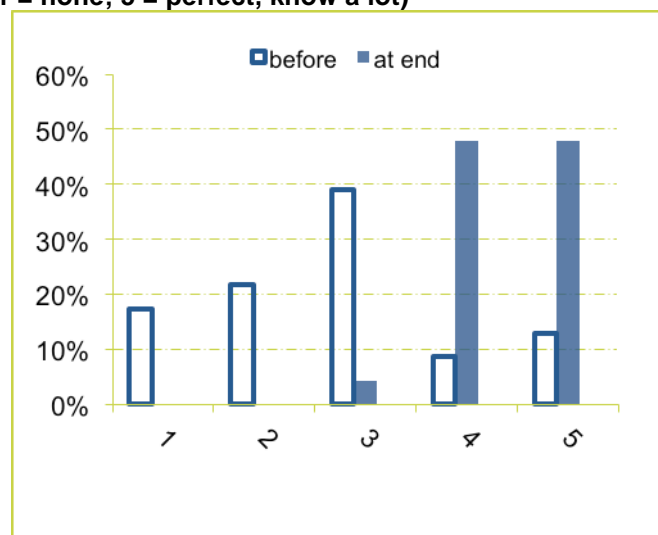
3. How would you rate your understanding of different realities regarding inclusion/exclusion in our different European countries? (1 = none; 5 = perfect, know a lot)



Some comments:

- Before I came I didn't know almost anything about inclusion/exclusion. After the course I know at least basics and know who I can ask about this.
- I have deeper understanding of inclusion/exclusion in most of European countries, but I want to know more about those who were not at this training course (example Austria...)
- I wasn't sure how the different realities are; I just imagined the situation. Now I am more aware about this topic not only for my country but also for many EU countries.
- After the training I can say that I feel more open about different groups and I'm more able to find some ideas to overcome the barriers.
- We learned about a small part of the reality so there is much more to learn.
- Before the course, I had some knowledge about inclusion/exclusion in other countries but during this TC was really rewarding to hear the problems from those which are coming from that specific country
- I learned a lot about Roma communities while peer learning sessions. Role play and the evaluation of it was an interesting experience for me and I will use it in youth work in my country.
- I have enriched my knowledge for all of other 10 countries throughout the presentations and collages we made during the sessions.
- I heard a lot of information from other participants regarding their situations in the countries and know the differences better.

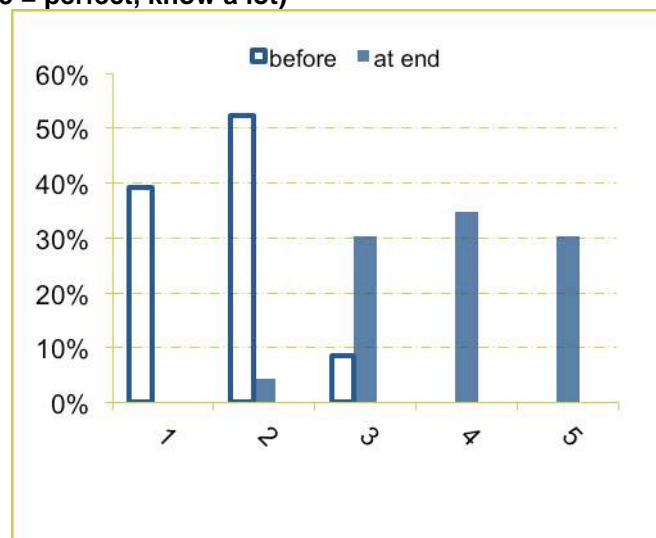
4. How would you rate your understanding of non-formal education and experiential learning in inclusive youth work? (1 = none; 5 = perfect, know a lot)



Some comments:

- I was not very involved in activism and now I have a lot of information.
- I understand now much better, but I still need to practice and be involved in non-formal education to learn more.
- The experiential learning part was very useful for me. I also learned a lot of new methods.
- I was already quite aware of NFE but it was good to review and observe the other participants difficulties of learning NFE.
- I was aware of this matter but now I know more about the methodology and how to apply inclusion in youth work.
- With some practical games and experience I would be able to apply the skills that I've learn at my work for improving the inclusion.
- I already participate in some training courses in Cyprus but here I understood better the concept.
- I have experience in this field but also I have learned new things and methods.
- I already knew a lot about NFE but this training course really expanded my knowledge and skills about NFE.
- I've already had experience with non-formal education but this training course helped me to structure my knowledge.
- I learned about the differences between NFE, FE and informal education and the tools which everyone uses.

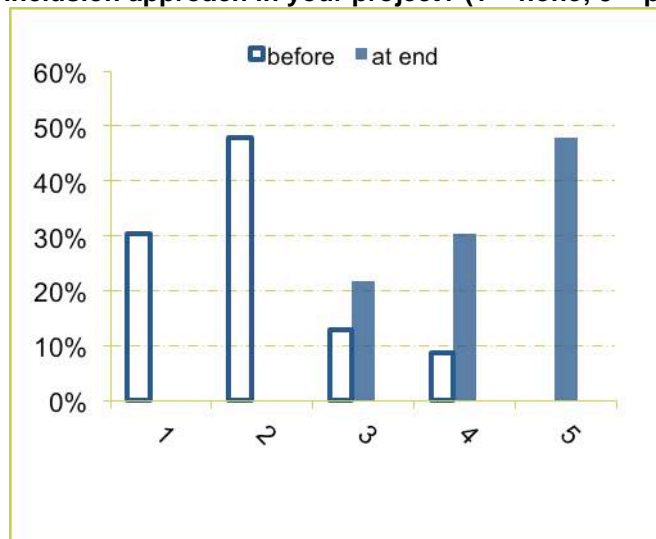
5. How would you rate your understanding how EU social inclusion policies influence inclusion in youth work? (1 = none; 5 = perfect, know a lot)



Some comments:

- Now I know that they are very influential and they are good way into getting young people interested in topics and subjects.
- Now I have information about the importance of youth work in Europe and the policies related to this topic.
- Now I know where I can check if I need this kind information. I realized that EU actually gives quite lot money for trainings.
- Now I attribute them more relevance (importance) than I did before.
- I think it will be clearer for me after when I'll read more about this.
- I didn't know about the EU policies on social inclusion. Now, after the session I am more informed.
- The information that I have receive help me a lot to understand EU social inclusion policies in youth work.
- This TC really helped me to realize what EU is doing for the socially excluded groups and how are they doing it.
- I already know some of the "information" that we received.
- Using the Europe 2020 as one of our assignments I've learnt how EU will increase the level of a social inclusion and the level of education.

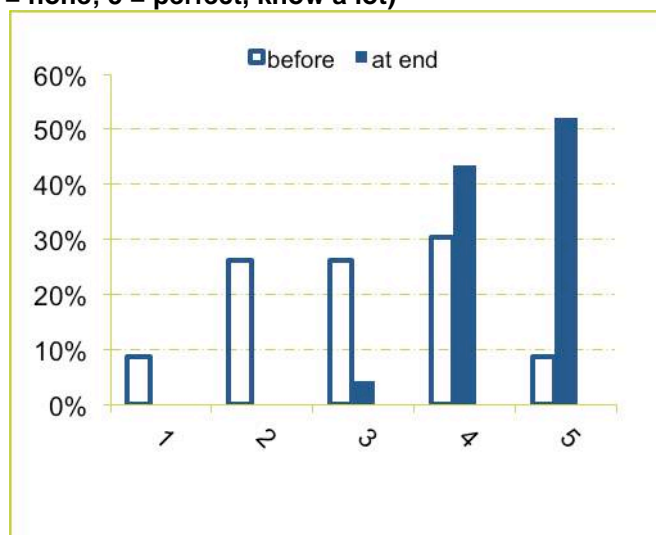
6. How would you rate your awareness about importance of analyzing the needs of socially excluded groups for more quality inclusion approach in your project? (1 = none; 5 = perfect, know a lot)



Some comments:

- I am now aware that before project we must analyze the needs of people we are going to work with. Because just assuming something isn't enough.
- It's the most important thing before you do anything.
- I think it is very important to identify the excluded groups' needs.
- I am now able to do this clearly how to define the needs of socially excluded groups after the exercises we had.
- Especially with the practical activities I've understand the importance of analyzing the need of socially excluded groups for more quality approach.
- I liked the simulation games. They helped me to make empathy in those situations.
- In order to solve and go to the core with the problem that socially included groups have, we have to communicate with them. Since sometimes what we think they need can be based on prejudice and stereotypes.
- I think a lot of us were not aware of a lot of problems and groups. Thanks to sharing experiences and getting knowledge we developed our awareness.

7. How would you rate your understanding of non-formal education as opportunity for learning of different individuals? (1 = none; 5 = perfect, know a lot)

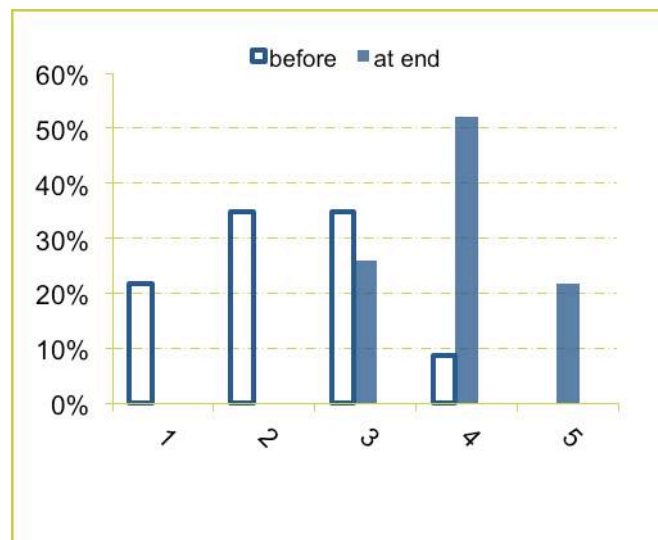


Some comments:

- This was good example of NFE, it was possible to see how some individuals relaxed in reading in English.

- Non-formal education is very good for inclusion and I am happy being there, so I could think about this.
- Now I know different methods/tools.
- This training exactly was example for the importance of NFE. There were some participants that I had some fears for them because of their English level. But at the end of the training they were very satisfied about the things they've learned.
- I was aware of it but now I would like to say that I didn't thought about excluded people in this learning process that much.
- With this training I've improve my skills about how to approach with different groups and individuals.
- I understand that sometimes NFE is more useful, since we are not obligated to do. It is something that every person is willing to do and freely participate, so they contribute more.
- I understand the importance of NFE more and it's appliance thanks to our activities. We discussed a wide range of possibilities to use NFE.

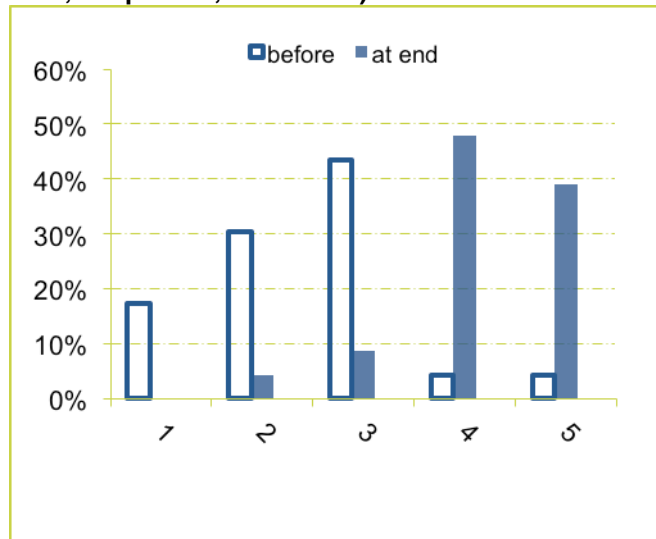
8. How would you rate your competences to develop non-formal education activities in local youth work? (1 = none; 5 = perfect, know a lot)



Some comments:

- I gained a lot of idea beginning from exercises, role playing, better using of internet, flip charts...
- Non- formal education has a lot of possibilities and I got many information in order to develop NFE activities.
- I think I know now more than when I came, so this is all that matters.
- I still need some experience in and support to do project in my organization/country.
- I think I will use this new competences in the summer camp what I'll organize for foster care youth kids.
- Especially after the last "project writing" session I've improved myself to develop activities in local youth work.
- After this training course I became more motivated and willing to be active in youth work.
- All the information that I've received I think they will help me a lot to trust in my ideas for improve inclusion and youth work.
- Now I know better how to adjust and develop activities according to the needs of a group.
- This TC really showed me how and what methods to use in order to develop NFE activities in the local communities.
- After this TC I have gained new knowledge in this field and my aim is to be more included in this kind of activities and projects.
- Thanks to learning a lot about NFE activities and practicing them we can now apply them in work with youth.

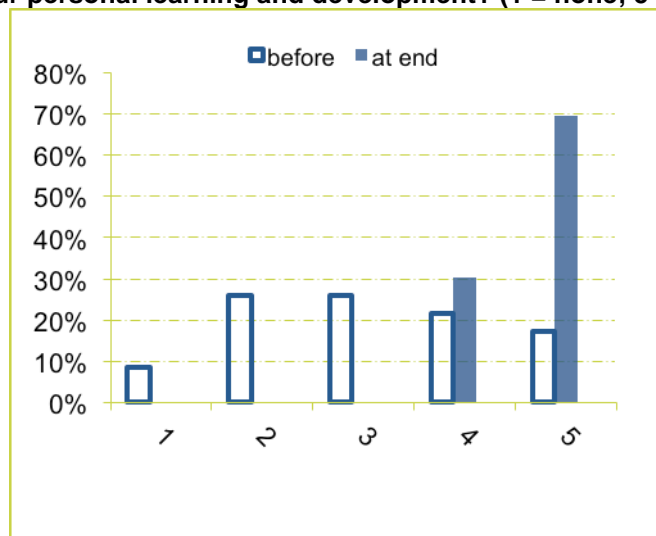
9. How would you rate your awareness of Erasmus Plus program as opportunity for developing inclusive projects? (1 = none; 5 = perfect, know a lot)



Some comments:

- Now I have more information and I need to study it.
- Now I'm conscious about possibilities.
- Before course I knew only Erasmus+, because of student exchanges. Now I discovered that we have more opportunities. And I'm happy to find out more about EVS
- I would like to apply more Erasmus+ program because I think it makes motivation and lot of new competences in my work.
- I had some knowledge about it before but I found a chance to improve it.
- I had some understanding before but after making examples I understand the program more but also need to clarify the difference of the 3 key actions.
- Erasmus + program is such a great opportunity for developing inclusive projects.
- Quite good program. Mix of different sector not just NGO's. A lot of opportunities for youth.
- Now I know who and for what projects can apply, the age limits, possible contacts and expenses...
- I learned about the diversity of Erasmus+ projects, what I didn't know before.

10. How would you rate the influence of intercultural exchange and learning happening on this training course onto your personal learning and development? (1 = none; 5 = perfect, know a lot)



Some comments:

- I am more aware of people in needs and more tolerant person.
- Because there are many opinions, all of them very important.
- I already was aware of this importance but now I'm more aware of it's possibilities.

