

GOING INTERNATIONAL

OPPORTUNITIES FOR ALL!

A booklet with practical inclusion methods and advice for preparing, implementing and following-up on international projects with young people with fewer opportunities.

Download this and other SALTO Inclusion booklets for free at:

www.SALTO-YOUTH.net/Inclusion/

SALTO-YOUTH
INCLUSION
RESOURCE CENTRE



**GOING
INTERNATIONAL**
OPPORTUNITIES FOR ALL!

SALTO-YOUTH STANDS FOR...

...‘Support for Advanced Learning and Training Opportunities within the YOUTH programme’. The European Commission has created a network of eight SALTO-YOUTH Resource Centres to enhance the implementation of the European YOUTH programme which provides young people with valuable non-formal learning experiences.

SALTO’s aim is to **support European YOUTH projects** dealing with important issues such as Social Inclusion or Cultural Diversity, with actions such as Youth Initiatives, with regions such as EuroMed, South-East Europe or Eastern Europe & Caucasus, with training and co-operation activities and with information tools for the National Agencies of the YOUTH programme.

In these European priority areas, SALTO-YOUTH provides **resources, information and training** for National Agencies and European youth workers. Several resources in the above areas are offered via **www.SALTO-YOUTH.net**. Find online the European Training Calendar, the Toolbox for Training and Youth Work, Trainers Online for Youth, links to online resources and much more...

SALTO-YOUTH actively co-operates with other actors in European youth work such as the National Agencies of the YOUTH programme, the Council of Europe, European youth workers and trainers and training organisers.

THE SALTO-YOUTH INCLUSION RESOURCE CENTRE **WWW.SALTO-YOUTH.NET/INCLUSION/**

The SALTO Inclusion Resource Centre (in Belgium-Flanders) works together with the European Commission to **include young people with fewer opportunities** in the YOUTH programme. SALTO-Inclusion supports National Agencies and youth workers in their inclusion work by providing the following resources:

- training courses on Inclusion topics and for specific target groups exposed to social exclusion
- training and youth work methods and tools to support inclusion projects
- practical and inspirational publications for international inclusion projects
- up-to-date information about inclusion issues and opportunities via the Inclusion Newsletter
- handy commented links to inclusion resources on line
- an overview of trainers and resource persons in the field of inclusion and youth

All these resources are relevant to a wide variety of socially excluded target groups and can be found on the Inclusion pages of the SALTO-YOUTH website:

 **www.SALTO-YOUTH.net/Inclusion/**

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Inclusion workers, National Agencies and SALTO-Inclusion identified the **need for a practical publication**, with concrete ready-to-use methods, for inclusion workers involved in an international project with young people with fewer opportunities.

INTRO FRAMING THE

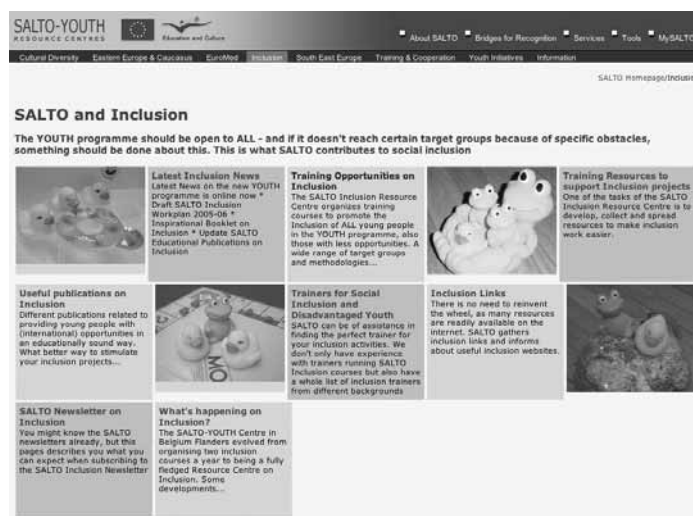
WHAT'S THIS BOOKLET ALL ABOUT?



BOOKLET

This booklet does not set out to engage the reader in a theoretical debate about youth work practice in an international setting, neither does it attempt to identify and address all the probable challenges of involving young people with fewer opportunities in international experiences - for that we need a crystal ball, a magic wand, “Extra Sensory Perception” or maybe even a handful of “Hobbits”!

Our mission is to produce a **practical booklet for inclusion workers engaging young people with fewer opportunities in international projects**. Based on the experiences of the authors, the overall aim is to document examples of good practice and concrete working methods that will enable the reader to increase the participation of young people with fewer opportunities in, and reduce their exclusion from, international individual or group experiences. Complimentary the T-Kit on Social Inclusion in the sense that it is more ‘ready to use’ and the Commission’s Inspirational Booklet on Inclusion, which aims to give examples and motivation, this Booklet will focus more on concrete situations that can occur during the three critical stages, **PLAN, DO, REVIEW**, of an international activity – for this we have a Scot, a Romanian, a Spaniard, a Belgian and a whole series of SALTO Inclusion Resources.



And last, but certainly not least, the authors express thanks to the young people and youth workers from across Europe who offered their thoughts and opinions on the content and context of this publication – you know who you are!

BASIC CONCEPTS AND DEFINITIONS MIND YOUR LANGUAGE!

Language is one of our most powerful forms of social communication. Whether in verbal, written or signing form we all

use it on a daily basis to communicate our feelings, thoughts and opinions to others. The problem with language is the ease with which it can lead to **misinterpretations**.

👉 For more information about cultural differences see www.SALTO-YOUTH.net/Diversity/ and the T-Kit on Intercultural Learning

Throughout this booklet we use **key phrases and words** that could be open to lots of discussion and misinterpretation, so for the avoidance of any doubt, or theoretical debate, the (arbitrary) definitions we use in this booklet are outlined below:

WHAT'S IN A WORD: INCLUSION

A CONCEPT...

Inclusion, as a term, or concept, encompasses a broad range of experiences and opportunities that help create, **for young people**, a sense of belonging, a sense of citizenship, a sense of identity. About more than having access to employment, education and a decent (economic) standard of living it is about breaking down the barriers to **social opportunities** constructed by low income, discrimination, fear of the unknown and a lack of access to relevant learning experiences.

...PUT IN PRACTICE

Inclusion, in practice, is an on-going **participative process** (*a process that recognises that young people are the experts on their own lives, that empowers individuals to control the process and set the agenda according to their current circumstances*) that equips **young people**, irrespective of age, gender, sexual preference, ethnicity, belief, socio economic status or ability, with the skills, knowledge and opportunities necessary to **actively participate** (*having the power and the opportunity to contribute, and having that contribution recognised and respected*) as equal citizens at all levels of society, even in ways that they might never think of as relating to inclusion: meeting up with friends, visits to the cinema, bars and clubs, as it is often these very experiences and opportunities that give quality to our lives.

👉 You can find more on the concept and practice of 'social inclusion projects' in the other SALTO Inclusion booklets and in the T-Kit on Social Inclusion

THE FOCUS OF THIS BOOKLET

Inclusion, for the purposes of this book, is about the **process** of increasing the participation of **young people with fewer opportunities** in, and reducing their exclusion from, international individual or group experiences within the framework of the YOUTH Programme.

SOME QUOTES

The following obstacles hinder young people from having access to formal education, transnational mobility, and non-formal education activities developed within the YOUTH programme and from participation, active citizenship, empowerment and inclusion in society at large:

Educational: young people with learning difficulties, early school-leavers and school dropouts.

Social: (ex-) offenders, (ex-) drug addicts, young and/or single parents, orphans, youngsters in a precarious or unsatisfactory and frustrating private/educational/professional situation, young people who are discriminated for certain reasons, etc.

Economic: low standard of living, low income, dependence on social welfare system, long-term unemployed, etc.

Mental: mentally disabled young people.

Physical: physically disabled young people or with a chronic health problem/illness.

Cultural: young immigrants or refugees or descendants from immigrant or refugee families, youngsters belonging to a national or ethnic minority, young people with linguistic adaptation problems, etc.

Geographical: young people from remote rural/hilly areas, small islands, and urban problem zones.

- The European Commission, Strategy for Inclusion, CJ/04/2003-EN

“(Social) inclusion is the process by which efforts are made to ensure that everyone, regardless of their experiences and circumstances, can achieve their potential in life”.

- Edinburgh Youth Social Inclusion Partnership

“Inclusion does not mean we are all the same. Inclusion does not mean we all agree. Rather, inclusion celebrates our diversity and differences with respect and gratitude. The greater our diversity, the richer our capacity is to create new visions. Inclusion is about welcoming differences, and recognising them as capacities rather than deficiencies”.

- www.inclusion.com

YOUNG PEOPLE WITH FEWER OPPORTUNITIES

“**Young people with fewer opportunities**” is the term used to define the target group of the social inclusion efforts of the YOUTH Programme.

 **Read more about it in the inspirational booklet: “Including all with the YOUTH Programme”**

This term is used to protect young people from the stigmatisation of labels such as “at risk” “disadvantaged”, “disabled”. In the context of this booklet we define **young people with fewer opportunities** as being young people who, **for single or multiple social and/or economic reasons**, are unable to actively participate on an equal basis in international individual or group experiences within the framework of the YOUTH Programme.

“When people don’t go out from where they live, when they never leave their block or their estate, a wall develops. They don’t see anything outside their estate or their country. That’s dangerous. Getting out and about means seeing other people. It gives you the impression of changing the world. The wall which stops us going out and seeing other people must be blown up”

European White Paper on Youth Policy: A Contribution from the Poorest Young People, International Movement ATD Fourth World, 2001

PARTICIPATION

By **Participation** we mean a supportive environment that empowers young people to set the agenda and take control of the process. An environment, which creates opportunities for young people to initiate and direct international experiences. An environment where decision-making is shared between young people and workers, where the workers’ role is that of motivator and mentor. An environment that empowers young people while at the same time enables them to access and learn from the life experiences and expertise of workers.

- 👉 For more information on participation have a look at *Hart. R. A., Children’s Participation: The Theory And Practice Of Involving Young Citizens In Community Development And Environmental Care (UNICEF 1997)* and section “AFTER” of this booklet (p. 60).

PATHWAYS

By **Pathways** we mean the steps that young people take and the action plans they make towards their inclusion in society and access to a better life.

- 👉 For more information see the “Use your hands to move ahead” booklet in the same SALTO Inclusion series

HOW TO USE THE BOOKLET IN PRACTICE?

This booklet is set out in three sections. Each section aims to identify and address specific situations that can occur during the three, equally important, critical stages, **PLAN, DO, REVIEW** of an action within an international activity involving young people with fewer opportunities.

☞ **PLAN, DO, REVIEW** is adapted from Kolb's Learning Cycle, if you want to learn more read *Kolb, D.A. (1984) Experiential Learning: Experience as the Source of Learning and Development, Prentice-Hall Inc., New Jersey*

Section 1 looks at the **“Before”** – the planning stage of an activity

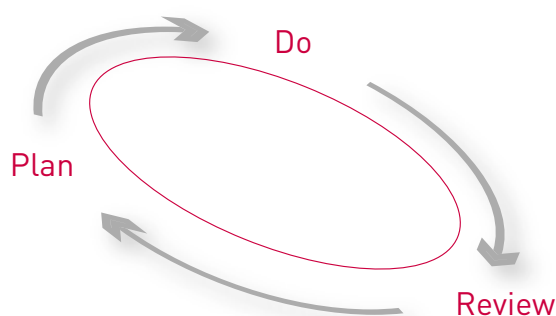
By **“Before”** we mean actions that lead to an international event.

Section 2 looks at the **“During”** – the doing stage of an activity

By **“During”** we mean activities that occur during the event.

Section 3 looks at the **“After”** – the reviewing stage of an activity

By **“After”** we mean reviewing the actions of **“Before”**, **“During”**, **“After”** and the **“After The After”** (longer term outcomes - how the experience has impacted on the future pathways of participants).



Think of the three sections, like the three critical stages outlined above, as interdependent inclusive milestones on your pathway to increasing the participation of **young people with fewer opportunities** in, and reducing their exclusion from, international individual or group experiences within the framework of the YOUTH Programme.

To assist you on your journey you will find ☞ **links** (to further reading) and ★ **tips** (how to adapt the tools and methods to suit your specific needs).

Bon Voyage!

Did you hear the story about the masked superhero that, after watching all the other superheroes in action, thought that all he had to do was make sure that he was wearing clean underwear **before** getting into action every night? No you probably didn't, because in the world of superheroes preparation is about a lot more than checking out your underwear!

BEFORE GETTING



STARTED

Well you're probably not a masked superhero, but maybe people expect you to be one, so it is a good model to follow! The superhero approach means planning and preparing for every step you take so that you know what you are doing and why you are doing it: from the beginning to the end...

- **Before** means to be prepared for those expected and unexpected outcomes, feelings, activities and facts that are involved in an international event, involving young people that, perhaps, are not used to go beyond the other side of the street
- **Before** means to be ready to react to all those unexpected questions, situations or behaviours that you could find during the development of those kinds of youth activities
- **Before** means that both youth workers as well as young people are deeply involved and committed in the preparation, execution and evaluation of those activities
- **Before** means that the motivation is not coming only from Heaven but from all those involved: youth workers, young people, relatives, trainers, and friends
- **Before** means that all of us know the importance of being ready for anything and everything
- **Before** is the recipe book which lists for you the vital ingredients to make your international inclusion project look and taste just like the best pie you ever cooked!

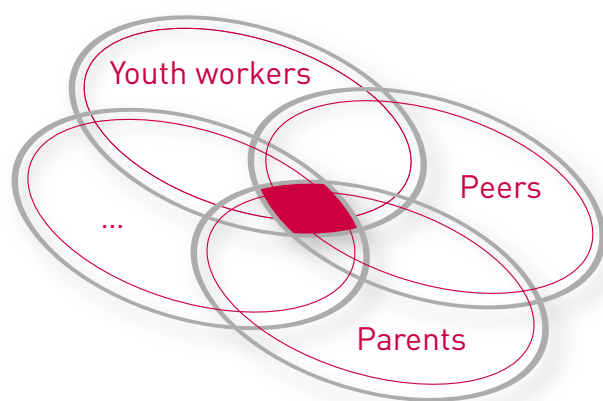
So, in this part of the booklet we look at the importance of **expectations** (both youth workers and young people, as well as the related social framework), **motivation** (including monitoring and ongoing evaluation), **teambuilding** (as the cornerstone of the work group), **intercultural awareness** (in a wide sense, not just linked to race and stereotypes), **risk assessment** (not to be confused with human conflict resolution which we look at in the **During** section), the unavoidable **money** issues, and the **practical planning** process.

So, let's go for a walk by the **Before**...

EXPECTATIONS

When preparing an international activity where young people are actively involved in its planning (defining aims and objectives, activities, timetable, resources, etc), execution and evaluation, it is essential to focus your work around the **needs and expectations** of not only the young people but also of all the other actors involved: youth workers, peers, parents and so on, as any

development that takes place will impact not only on the young people but also on members of their social network. The added value of **social network** inclusion is the opportunity to promote the potential of the project to a wider audience and to create a sense of “ownership” amongst the wider community.



One way of doing this is to establish a **visualisation** of the common expectations of all the actors, conceptualised as an intersection or crossroads. This intersection or crossroads could be the foundation to base the project on and help to keep all the actors on board.

YOUNG PEOPLE'S EXPECTATIONS

Preparing the luggage

One way to deal with the young people expectations is to discuss what essentials they think they need to pack in their luggage.

Materials: paper sheets, colour pencils or pencils, some free space (a wall or a blackboard)

Prepare some paper sheets with the following picture:



Instruct the group as follows:

“You are going to travel to a foreign country. Write or draw at least ten issues (material things, expectations: things that would like to happen, attitudes) that you believe are necessary for this travel”

Give the young people five or ten minutes to come up with their lists then ask them to put the “luggage” on the wall or blackboard. As a large group review the contents, and try to make “blocks” of luggage: attitudes, material issues, expectations, etc. Try to identify as clearly as possible what the young people would like to happen, and what they would not, and sketch from your point of view what is realistic and what is not.

With your feet on the Earth, try to get the young people to reach realistic and achievable goals and outcomes: remember that you are working on inclusion, and a high percentage of the work is about positive behaviour and tolerant attitudes towards life and diversity.

- ★ **Tip: Make it easy.** Use single words and easy to follow instructions when you explain the activity. You may need to adapt the tool to suit the specific needs of your group, inclusion means to include all, so if you are working with young people who have difficulty with reading and writing, just take an old suitcase from your wardrobe, and ask the young people to put inside what they think they need to travel: a written paper, a picture from a magazine.... You are a superhero so use your imagination!
- ★ **Tip: Evaluating your activities is crucial;** the clearer the activities' achievements are the clearer the added value is. Don't just "do" an activity. It's essential to follow through with debriefing and evaluation to enable young people to reflect on what happened, to evaluate their experience and to go on to decide what to do next. Spend time at the end of each activity talking over what young people learnt and how they see it relating to their own lives. Your past cannot be changed but you can change tomorrow by your actions today - a mind that is stretched by a new experience will never goes back to its old dimension!
- 👉 **For more information on evaluation tools and techniques see the "After" and "After The After" sections of this booklet (p. 60 - p. 82).**

SOCIAL NETWORK EXPECTATIONS

So how do you identify the expectations of all the other actors? It's easy. We live in a new society, the New Technologies of the Communication and Information Superhighway: the Internet, sms, e- mails, and the more traditional media like television, telephones, radio, or even just talking! Become a journalist for a day:

Hot news!

Ask the young people to collect the views and opinions of their parents, their peers, their neighbours, or other relatives, about the international activity they are involved in.

The information can be collected in a variety of ways: recorders (if it is possible), SMS, written notes or pictures.

When all the information has been gathered together get the young people to analyse the data by identifying common themes and filtering out what they consider to be irrelevant or unimportant information.

★ **Tip:** This activity could also be used to target funding providers, or public administrations with an interest in the project.

BRINGING EXPECTATIONS TOGETHER

It might be the case that **different actors** identify **different expectations**; what the young people hope to experience or learn may be completely different from what their parents or funding organisations expect them to learn. There are a number of ways you can address this situation and turn it into a positive learning experience for young people.

For the young people it is of paramount importance to be completely transparent, in order to show them that you are not working under pressure or following an administrative directive, and that you, and they, are able to adapt to develop the project. Explain the “red tape” of international work; application procedures, aims and objectives, funding and funders (Municipality, Regional or State Government, European Commission) and highlight how it is possible to achieve a commonality of expectations by working together to address the issues.

For funders and members of their social networks keep them informed about all the decisions you take and changes you make in order to avoid misunderstandings. Respect the principle of inclusion by involving them, directly, in the processes of decision making and change by taking into account their opinion and expectations, and accommodating needs and wishes wherever possible or practical.

The following activities are provided to help you with this process:

When I grow up I want to be...

The aim of this activity is to link the young people’s expectations with the project’s formal objectives.

The first step is to create a general and conceptual understanding of what “objectives” are. Start by showing the young people the following table:

My name is...

I live in...

I expect from life...

When I will be older, I would like to be...

Next ask the young people what is their concept of objective in terms of something they want to achieve in the short, medium or long term (have a motorbike, get a job, have a birthday party), and ask them what they think they would have to do to achieve it. It is important that they realise it as a process structured step by step.

The next stage of the exercise is to write (or to project, if you are rich, with a laptop and a projector) the formal objectives, to discuss and prioritise them and to decide what steps need to be taken to reach them.

End the activity by checking out that the young people have fully understood the process and link the process back to the initial expectations conflict that you are working to address, a checklist is a good way of doing this. An even better way to check this out, and to give the process an official stamp of approval is to “make the passports”!

My first Passport

When the young people have established their personal expectations ask them to prepare a personal passport with a list of their objectives and expectations for the project. (It doesn't need to be printed on fashionable coloured paper but it would be nice if you could afford it!)

Ask them to share their lists with you and the other participants (but only what they want to share) and agree a common method which will be used to evaluate achievement: a fingerprint over the objective or expectation, a signature, a X, a smiley face.

The form is a rounded rectangle with a light gray border. Inside, there is a smaller rounded rectangle on the left labeled 'PHOTO'. To the right of the photo, there are three horizontal dotted lines, each preceded by a label: 'Name', 'Objectives', and 'Expectations'. The word 'passport' is written in a large, light gray, lowercase font across the middle of the form.

The added value of this tool is that it can be used at any stage of your project.

MOTIVATION

BOARDING CARDS FOR EVERYONE

Having established common objectives and expectations your next step is to **keep everyone motivated** and committed to the “cause”. This step can be a bit like a double edge sword; on the one hand you have a set of clearly defined goals to work to on the other hand you have a group of eager (hopefully!) people to keep interested and onboard!

GETTING AND KEEPING THE YOUNG PEOPLE ON BOARD

The most difficult task, when working in inclusion with young people, can be to keep them interested and motivated in an international activity that seems to be light years away from the reality of daily life. So, it is important to **confirm, confirm and confirm** again your confidence, and the confidence of others, in their individual and collective ability to meet their objectives and expectations.

How young people make use of their personal time is an important factor in this stage of the project. If what you offer is considered **boring or unattractive** by the young people then they would probably prefer to spend their leisure time on other things.

You need to create a comfortable “space” which the young people can identify with and focus activities on themes or issues **relevant and interesting** to them. And most important of all you need to create an inclusive learning environment that is both **empowering**; encouraging the

young people to “take action”, to actively participate, and **supportive**; It’s OK to ask for help, even superheroes need help at sometime in their lives!

“3 C’S”

The difference between a mainstream project and an inclusion project is the **support**. Inclusion is about equality of opportunity. Each young person and each group is different, so it is important to adapt the project to the target group. To maximise participants feelings of achievement consider the following “3 Cs” guide:

- The aims should be **challenging** in order to stimulate a sense of achievement (the “we did it” feeling afterwards); however, aims that are too ambitious might scare them (a set of sequential smaller aims are more “digestible”)
- The project should be adapted to the young people’s **capacity** (small consecutive successes boost self-confidence and increase skills)
- The themes should be **connected** to the young people’s world (relevant and funny; the motor for motivation and commitment is the feeling of ownership: “our project”)

Keeping young people on board or on the road to discovery means walking with them step by step from the beginning to the end, without leaving anyone at the crossroads or the border control.

So, how are you going to do it? Step by step of course!

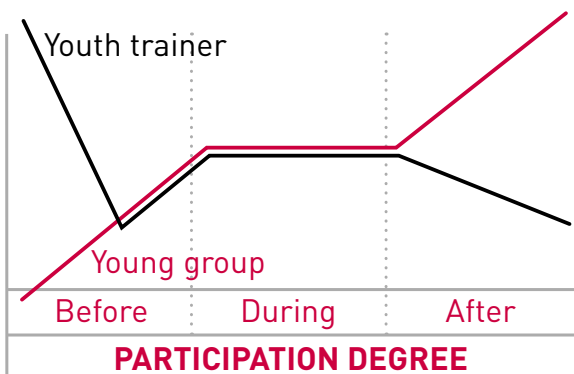
Dangerous Minds

A good way to get young people thinking about inclusion and participation is to use a themed movie. The movie ***Dangerous Minds*** is a good example. A Marine officer leaves her military career behind to become an inner city English teacher. Despite a difficult environment, difficult relationships with social networks (educators, teachers and direction staff, in her case), rejection from the families, and suspicious attitudes from the young people, with a style all of her own she gets her class of challenging young people to trust in her and to believe in themselves.

The idea is to see the movie from a different perspective: what do the young people think? Do they connect with the characters in the movie? Or is it too fantastic or too far away from the reality of their daily lives?

Use the outcomes of the discussion to make a map, linked to the objectives of the project, of what they are able to do (like in the movie, task forces for a Literature research) and what they are not able to do.

★ **Tip: the young people could repeat this activity, with members of their social network. They do not have to use this specific movie, as the idea is to connect with people in an audiovisual, dynamic, attractive way therefore the method is more important than the theme.**



Keeping people motivated is hard work. It is a fact of life that during the preparation stages of an activity energy and commitment levels will start to fall, just like the leaves of a plant left out too long in the sun.

A good way to recharge the batteries and get everyone back on board is to have a party:

The Motivation Party

The key to a good party is:

- Not to have too many guests
- To have enough space
- To have music and entertainment
- Safety, security and fun

Delegate, within the boundaries of health and safety, the following organisational tasks to the young people:

- Entertainments
- Food and drinks
- Communications
- Economics
- Decorations
- Security

Delegation of tasks is a good way of encouraging young people to take on responsibilities and of preparing them for similar roles in the future. With this in mind it is important to spend some time discussing the learning experience when the party is over.

★ **Tip:** Don't forget the influence and the relevance of the young people's social network. Perhaps you are working with a highly motivated group that is strictly controlled by their parents or relatives. Or perhaps they are under social or law measures which would affect their freedom to participate or attend.

It is important therefore to know and understand the lifestyles and needs of your group and to involve members of their social network, where and when appropriate, not only by inviting them to parties, but by encouraging them to contribute their knowledge and expertise to the development of the individual, the group and the project.

Building Bridges

Aim: To connect expectations to motivation.
To analyse levels of: participation:
personal development, collaboration,
communication and relationships.



Resources: scissors, paper, coloured cardboard, gum sticks, nylon, coloured pencil, pens, notebooks, imagination and creativity

Time: 45 – 60 minutes

Scenario: You are a famous building company representative and you have received the contract to build a bridge from Denmark to Sweden, or from France to United Kingdom, or from Sicily to Calabria. Take the chance, by asking the young people to decide, to show some Geography about the European Union: use maps, power points, satellite pictures (O.K., perhaps the last one is too expensive: forget it).

Another company has received a contract to build the same bridge, but from the opposite side. How will you deal with the situation, will you/can you work with the other company build the bridges together?

Rules: Each group may elect a supervisor and a public relationships person

Each group starts their work without communication with the other company

The supervisor, following negotiation with the facilitator, could be democratic, *laissez faire* or a dictator

The groups are given only two opportunities to send their public relationships people to meet with the other group. Each group can only use their “mother tongue” to communicate with members of the other group.

When the time is up both groups have to attempt to join their bridges together; it will probably be impossible! Spend time at the end of the activity discussing how people felt about the experience, what they learned how they would approach similar activities in the future.

MONITORING

Do you remember that pie we spoke about earlier? If you have forgotten already just go back to this section’s introduction page and refresh your memory! Now you have it! - So with the best pie you ever cooked in your mind think about what you will have to do to ensure that you still have all those **vital ingredients**, that they are still fresh and relevant to your aims and objectives. For a second opinion don’t forget to include members of the young people’s social network in the tasting sessions!

Monitoring doesn’t mean constantly asking the young people: “How are you?” “Are you well?” “How is your motivation level today?” Of course these are important considerations but a constant barrage of questions will not get you the answers you might be looking for, or indeed they might not get you any answers at all! So be creative, make sure that your methods that are participative, attractive and interesting.

A useful tool for this purpose, which we spoke about earlier, is **Hot News**. For continuity you could give it a permanent status using it “**Before**”, “**During**” and “**After**” the activity.

If you want more in depth knowledge of the group dynamic why not take a trip into deep space:

The following activities are provided to help you address some of the situations likely to arise during the teambuilding process:

TRUST AND CONFIDENCE

Throwing the eggs



Ask the young people to stand in a row. Ask for a volunteer to stand aside from the rest of the group and hand them a fresh egg. Instruct the person with the egg to throw the egg to each young person in the row without moving from the spot they are standing on. As each person catches the egg they throw it back to the launcher. The task becomes more difficult as the launcher attempts to reach people at the end of the row.

★ **Tip:** Be sure that you have enough eggs for those little accidents that are sure to happen and, of course, something to clean up the mess!

Silent Night

Blindfold half the group. Tell the other group that they must keep completely silent. The silent people must guide the blindfolded people through a room filled with obstacles without the aid of verbal communication.

The Web

No not the Internet, this is about a real physical web. Build a rope web among some trees or across a wide doorframe if you cannot get outdoors. All the young people must pass through the one of the holes of the web to reach the other side. Each hole can only be used once and the web itself cannot be touched, so the group will have to work together to ensure that all can pass through and that no hole is used more than once.

Building Task Groups

Now that you have built up trust and confidence the next step is to put the team work in to practice: the delegation of the necessary preparation tasks such as communicating with other national groups, communication with the local media, funders and members of the social network to promote and gain support for your project.

Tribes

Split your group into small sub groups. Distribute sheet of paper each with different names of tribes (use your imagination, or take the names from the other international groups' culture or heritage). Linked to one of the specific preparation tasks each group has to build their own tribe culture, behaviour, rules, aims and objectives. At the end of the activity the sub groups are asked to explain their tribe culture to the large group. Leave time for discussion around the appropriateness and achievability of the outcomes.

★ **Tips: There is always a good excuse to have a party, so why not have a Tribes Party, organised by the young people themselves. Apart from having fun it will also give you an opportunity to see how well the young people can put what they have learned into practice.**

A strong team, just like a strong personal relationship is underpinned by common beliefs and principles. A strong and effective team is one that has:

- Common aims and objectives
- A clear effective direction
- Clarity on roles and responsibilities
- A sense of belonging and pride in achievement

INTERCULTURAL AWARENESS

If you look at the building of the European Union you will see it is a story of intercultural exchange. Working with social inclusion or youth inclusion is not so different from working on intercultural issues; they are both about **challenging stereotypes** and recognising and **celebrating diversity**.

OPEN MINDS VERSUS CLOSED MINDS

The first step is to **challenge** our stereotypical views of other cultures, traditions or beliefs. Cultural differences will exist within your group. Your role is to create an environment that celebrates difference and unites the group in its diversity.

Before you begin addressing intercultural issues with young people it is important that you have a clear understanding of the topic and have taken some time to critically examine your own

thoughts and opinions and how they might impact on the learning experiences of the young people. Your **preparation** should involve contact with workers who have experience of this area of work and other relevant resources.

 For more information see the T-KIT on Intercultural Learning

Albatros Island

Resources: clothes, some make up (optional, but useful), food, drink, cups and plates, three chairs and a carpet.

Split the group as follows:

- One group of two males and two females
- One group of one male and one female
- The remainder of the group as observers

Role-play script/Participant briefing: You are going to visit another culture, Albatros Island. The group of four (two males and two females) are the visitors. The group of two (male and female) are the Islanders.

The Islanders come into the scene, beautifully and wonderfully dressed and made up. The male sits down in the “presidents” chair; the female goes down on her knees, besides the man.

The visitors arrive. The Islander woman (call her Alba), stand on her naked feet, and takes all the visitors by the hand, touching the women on their shoulders, arms, hands, legs, knees and feet. Alba takes off the shoes of the women, and puts them down on their knees, besides the chairs. She sits the men down on the chairs.

The Islander man (call him Tros) and Alba exchanges whistles and tongue clicks. When Alba kneels besides Tros, he touches her on the head, making an indication with his head. Then, Tros stands up and greets each male visitor by shaking both hands, stretching their shoulders, and touching the upper part of the legs with the opposite knee.

After this, Tros sits down, and then touch Alba's head again. Alba reacts and standing up, goes over to the women, and offers them food and drink, indicating to them to serve themselves. Alba goes over to the males and serves them the food and the drink. During this process Tros constantly speaks to Alba in his own language.

Finally, Tros stand up again, and indicates Alba (who has returned to her knee position) to go with him towards the female visitor. Alba helps them to stand up, and after touching the feet of both women, following a heated dialogue with Alba; Tros take one of them by the arm, and followed by Alba, disappears from the scene.

De-briefing: Invite the young people to share their views and interpretations of the Albatros Island culture. The observers will take note of all the comments, as they have done during the performance, taking note of body language, reactions, sentences, expressions, etc.

Then it is the moment of truth: explain the culture of Albatros Island to the group. On this Island the inhabitants communicate by telepathy, so they only use sounds to ask for attention. The top figure in the Albatros Society is the woman, so she is the only one authorised to touch Mother Earth with her naked legs, knees or feet. Only she can touch the food and drink. The man must ask for her attention with sounds and little touches. An icon of beauty is the woman's foot size, because a large size means more contact with Mother Earth, so Alba and Tros selected the visitor woman with largest feet for further reverence.

Conclude the activity by splitting the group up in to sub-groups to discuss the following sentence: "BEFORE, we believed that... NOW, we know that....".

DIVING INTO CULTURES

Take the opportunity to **visit** some places or neighbourhoods who have people from different cultures resident there. Contact the people in advance of your visit and explain why you are visiting and what you hope to achieve. Ask if you can interview individuals and groups, take photographs and make an information board or display of the information.

★ **Tip: Why not have a culture party. Invite members of the social network, and of course the people you interviewed and photographed, to join you.**

Intercultural Week

Develop different activities linked to different issues of culture on different days: on Monday, you could watch a thematic movie, on Tuesday, you could prepare some typical or related food, on Wednesday you could...use your imagination, or ask the young people!

★ **Tip: as always don't forget the social network and the funding organisations!**

RISK ASSESSMENT

Have you seen the TV series where absolutely everyone knows what to do, where to be, and what to say? Of course it is perfect they have had the time and the opportunity to repeat the scenes and edit out what went wrong, if only life was like that! No matter how well prepared you are **things can still go wrong**, prepare to expect the unexpected.



To help you cover all (or almost all) eventualities you should always have in your pocket (as well as this Booklet) a Plan B, a Plan C, and maybe even a plan D. Think of these plans as your **First Aid Kits**, how you will deal with those issues that take you by surprise.

Make a list of all the **possible accidents, mistakes, misunderstandings**, that might occur during your project. Be as realistic as possible (you won't need to prevent Sun Stroke in Denmark in November, or treat a venomous snake bite in the snowy Winter of Germany) Then look at ways in which you could manage the risk of them occurring. A phone number, Red Cross or Crescent, Police Station or Consulate, a copy of the list of participants, insurance and other relevant documents, or a pre activity briefing with all those involved may be all you need to **manage the risk**. On the other hand if you identify what you consider to be situations of high risk, such as a canoeing activity involving a group of non-swimmers, you may have to seek external advice, take further action or even consider the situation too high a risk to become involved in.

★ **Tip: Bring the Risk Assessment experience to life by engaging the young people in professionally facilitated risk simulation experiences. Government and NGO Outdoor Education specialists and organisations like the Red Cross and Red Crescent may have people that can offer you this training.**

RISK ASSESSMENT EXAMPLE (FORM ARTICLE 12, SCOTLAND)

(names changed for confidentiality reasons)

ACTIVITY/EVENT: EURONET CONFERENCE, BRUSSELS, 1ST – 4TH APRIL 2003

HOTEL GEORGE, BRUSSELS (OVERNIGHT ACCOMMODATION), RENAISSANCE HOTEL (CONFERENCE DAY ONE)
EUROPEAN PARLIAMENT (CONFERENCE DAY TWO)

Staff: Sandra James (group leader) Sue McDonald, Diane Mendolia

Young people: Wendy Lee Thomson, Kerri Taylor, James Wood, Mhairi Kingsley

Activity	Hazards	Who might be harmed?	Existing control measures	Assess risk/Identify any further action needed	Assessors signature
Travel to /from venue	(I) Injury to participants at pick up point/ on train/ on plane/ on bus	Participants/ Staff	Parents/carers/ next of kin informed of travel details	Risk factor low	
			Young persons supervised during travel	No further action required	
			Participants briefed regarding appropriate behaviour/ health and safety		
			Staff members qualified first aiders		

Activity	Hazards	Who might be harmed	Existing control measures	Assess risk/ Identify any further action needed	Assessors signature
	(2) Missing persons	Participants/ Staff	Participants briefed regarding vigilance Emergency contact details carried at all times Arrangements in place to inform emergency contacts if participant not found within short period of time	Risk factor low due to participant being supervised throughout period of travel No further action required	

Activity	Hazards	Who might be harmed	Existing control measures	Assess risk/ Identify any further action needed	Assessors signature
	(3) General illness (minor)	Participants/ staff	Medical information noted on consent forms	Risk factor low	
	Medical conditions		Insurance cover in place for international travel	Participants have spent time away from home on previous occasions	
	Homesickness		Access to phone to contact home		

Activity	Hazards	Who might be harmed?	Existing control measures	Assess risk/ Identify any further action needed	Assessors signature
Hotel (overnight accommodation)	(1) Contact with undesirable individuals	Participants/ staff	All participants resident in same sex or single rooms	Low risk	
Renaissance hotel (day one)			Accommodation with en-suite facilities	No further action required	
Parliament buildings (day two)			No sharing with representatives from other organisations		
			Staff rooms located beside young people's rooms		
			Participants accompanied by staff at all times		

Activity	Hazards	Who might be harmed?	Existing control measures	Assess risk/Identify any further action needed	Assessors signature
	(2) Injury	Participants/ staff	Participants briefed on appropriate behaviour/ health and safety	Low risk Further action: on arrival briefing regarding exits/ safety	

- ★ **Tip: Risk Assessment is not just about the young people it is also about all the other actors and the project itself. It is important, then, to take all things into consideration when assessing risk, you, and the young people, may consider a canoeing expedition down the river Nile a wonderful and challenging experience however their parents and your project funders may not!**

The Risk Assessment plan should be clearly explained to all actors and displayed prominently throughout the lifetime of the project.

- ☞ **For more information see the SALTO Project Management Handbook and the T – Kit on Project Management**

MONEY ISSUES

We are not able to live without money (are we?). We need it to buy food and clothes to keep a roof over our heads and we need it for running international projects.

The main funding for an international project could come from the **European Union’s YOUTH Programme** but of course there are other major funding organisations to apply to.

- ☞ **For more information on funding visit www.eurodesk.org, www.fundersonline.org or have a look at the T-Kit on Funding and Financial Management**

To identify your total funding needs and access any additional funding required (sometimes external funding is not enough to meet all your preparation and project costs) to ensure that all young people, irrespective of the economic background, have a similar amount of “pocket money” consider the following:

Find out how much money is the whole group (youth workers and young people) going to need in a specific foreign country?

Introducing the idea of a “**common fund**” to address issues of economic inequality and to fund some concrete needs for the international activity: a foreign country guide, a foreign language dictionary.

Defining the roles: who is going to manage the “common fund” account, who is responsible for keeping the bills and receipts. Another positive and realistic idea is to go to a bank to open a

group account, with all the youth workers and young people as account holders.

Involving the young people in the **funding application** process: if you are working with young people with low academic levels, this is a good opportunity to increase their “accounting” skills.

MANAGING THE MONEY

Practical activities are the best way to introduce the young people to the daily management of money in a different context (for example, a foreign country).

The Street Market



Linked to the Intercultural Awareness, and the Intercultural Week activities, mentioned earlier, you could ask the young people to prepare a stand or a table of Fair Trade. This will raise awareness of all the steps and stages of money management: how to obtain the products, or how to make the products themselves; how to set the prices; how much money they will need for the market and, finally, counting and banking the cash at the end of the market.

★ **Tip:** To facilitate the common management of the common fund play a game such as “*Monopoly*”. Adapt the game to suit your project, by creating a board and currency that represents the countries involved.

PRACTICAL PLANNING

Good practical planning is **realistic**, appropriate to the **needs** of your group and well **prepared** with space for feedback and de-briefing.

Activities should be clearly linked to your original **aims and objectives** and, if possible, those of other participating groups.

Planning and preparation activities should be balanced between the **practical** and the **creative**: too many lists and instructions will bore the young people but not enough may mean that you, or the young people, miss out some vital information or needs. Weekly planning schedules are a good way of achieving this balance.

PREPARING FOR TAKE OFF - SENDING ↔ PREPARING FOR LANDING - HOSTING

Simulation

A **local outing** or **weekend camping trips** are good opportunities to prepare the young people for take off. The activity could be developed along the lines of ALBATROS Island and you could involve members of the social network as the guests or “visitors” from another country. This would give them an idea what the young people are likely to experience during the international project. (Travelling abroad, developing joint activities with people from another country or culture).

Checklists

Linked to the Preparing the Luggage activity at the beginning of this section of the booklet, now is your chance to “make it real”. Work with the young people to identify the practical steps they need to take to make their experiences positive ones. Present the outcomes in the form of a checklist that the young people can refer to.



At the very least your checklist should include: parental/ guardian consents, any relevant medical information and medication, travel details, accommodation details, pocket money in the host country currency, visa requirements, passports, a general guide to the laws of the land in the host country, emergency contact details (at home and abroad), appropriate clothing, copies of your Risk Assessment, any other emergency preparations, Grounds Rules or “Acceptable Behaviour Contracts” (ABC’s).

👉 For more information on Emergency Preparation and Ground Rules and “ABC’s” see the During section of this booklet (p. 36).

Communication

It is important to establish **open channels of communication** between both the youth workers and the young people themselves during the planning stages of an international project. You could use the more traditional forms of communication; writing letters sending photographs by mail and so on, but this all takes time and in the current climate of immediate data transfer



why not consider making optimum use of the “superhighway”: E-mail, Web cams, SMS, Chat, Video transfer.

PREPARING FOR LANDING

With a few exceptions (We hope you don’t need a visa to move around your own country) The preceding activities in this section apply equally to **Hosting Projects**. It is just as challenging to host an international project as it is to prepare young people for sending to another country. The key to success is the planning and preparation and although you may feel nervous and concerned that all will not go to plan, keep your cool and if all else fails refer to plan B, C or D!

The event is the achievement of limited goals, with limited resources, in a limited period of time. Many see the event itself, “**the during**”, as the most important part of a project we believe that the “**before**” (the planning and preparation) and the “**after**” (evaluation and follow-up) have equal importance!

DURING ON THE



ROAD

This section looks at **group dynamics, communication skills, social and intercultural issues, active participation, rules and authority, dealing with conflicts, crisis management and endings and good-byes.**

INTERNATIONAL GROUP DYNAMICS

It is not uncommon for an international group to experience inertia in its 'forming stage'. In the forming stage when young people are introduced to each other they cautiously explore the boundaries of acceptable group behaviour. This is a stage of transition from individual to member status, and of testing the youth workers guidance both formally and informally.

👉 **For more information on the stages of a group dynamic see Tuckman's Model (1965): Forming Storming Norming Performing and Adjourning.**

The forming stage of a group can include:

- Excitement, anticipation, and optimism
- Suspicion and anxiety about the project
- Defining the tasks and how they will be accomplished
- Determining acceptable group behaviour
- Deciding what information needs to be gathered
- Long discussions about ideas and issues, and for some young people, impatience with these discussions
- Difficulty in identifying some of the relevant problems

Because there is so much going on to distract young people's attention in the beginning, the group may accomplish little, if anything, that concerns its aims. But do not panic, as this is perfectly normal!

If this happens during your international project don't spend too long talking (or worrying). Get the first activity under way as soon as you have introduced and explained its purposes.


United in their diversity inclusion project participants, just like participants of any international project, will have very **different learning needs and learning styles**, therefore, as facilitator your working methods and proposed programme should be appropriate both to the activity and

to all members of the group. With this in mind it is a good idea for project facilitators to **meet in advance** to prepare the necessary details for a successful project.

Financial provisions are made for such meetings in the YOUTH Programme.

 **For more information on preparation meetings see the YOUTH Programme Users Guide.**

It is also helpful if some of the facilitators have worked together in the past or have experience of similar activities. However if this is a new experience you could use case studies to help you plan your programme.

 **For examples of good practice see the Commission's booklet: 'Including all with the YOUTH Programme'.**

An effectively facilitated inclusion project is one that recognises and celebrates diversity, gathers the group together and builds up the programme **step by step**.

WHAT DOES IT TAKE TO BE AN EFFECTIVE GROUP FACILITATOR?

The first step is to know yourself. Effective group facilitation is reliant on appropriate behaviour from you, the Facilitator. Keep in mind then that if the process is to be effective you should:

- Show respect
- Establish appropriate working relationships
- Abandon preconceived ideas about individuals, groups, communities
- Hand over control
- Watch, listen, and learn
- Learn from mistakes
- Support and share
- Be honest
- Be self critical and self aware
- Be flexible

"3 P'S"

The group development process has three key, interrelated, aspects **product, procedures, and people** – “the 3 P’s”. Balance between these three aspects is crucial as over-emphasis on one or more can have a detrimental affect on the group dynamic:

- Too much product can lead to a tense atmosphere, with little openness for one another
- Too many procedures can stifle creative and flexible problem solving
- Too little attention to the needs of people can lead to feelings of exclusion and undermine efficiency


SOME METHODS FOR BEGINNING GROUPS...

The first encounter (the forming stage) is the moment for hopes and fears to be revealed and to explore and challenge attitudes. Ice Breakers and Name Games are useful tools for the first encounter, as is a **Welcome Pack** (which can include a welcome letter, information about the host country, paper, pens, badges, local sweets or drinks).

Icebreakers are quite short; none takes longer than a quarter of hour to play. Most of them require very little in the way of special materials or space. They are all intended to be light hearted in order to get young people working together before moving on to other activities. They also aim to encourage interaction, develop communication skills and encourage young people to work co-operatively.

Energisers are methods that encourage and legitimise interaction, provide quick exercises, open a climate of ideas exchanges, attract and focus the group’s attention on the following session and help young people to feel comfortable with each other. Energisers are good “get to know exercises” for the group or light hearted ways to re-open a session after a break. An energiser can help young people focus on the immediate task or stimulate interest in the subject to be discussed during an inclusion project.

Energisers can be passive or active, there are hundreds of energisers available, it’s up to you to choose whichever ones are most relevant to your group, to the moment, to the topics of discussion.

 For a list of Icebreakers and Energisers have a look in the SALTO Toolbox for Training at www.SALTO-YOUTH.net/Toolbox/

- ★ **Tip:** Some young people swear by energisers (finding them indispensable for creating a group atmosphere), others swear at them (because they don't like them and find them just "silly").
- ★ **Tip:** Keep icebreakers and energisers to a minimum, too many icebreakers one after the other can be boring, and too many energisers may have the opposite effect to the one you desire!

Information Sharing/Project Fairs: It is important to give the young people the opportunity to share information, skills, knowledge, hopes, fears and expectations. Provide space in the early stages of the programme for verbal discussions and presentations, organised project fairs or exhibitions or international evenings to exchange information, knowledge and materials about their organisation, environment or country.

The all about "ME" activity is an opportunity for the young people to open and display the contents of the "luggage" they packed in the preparation stages of the project. It is a good way to encourage the young people to describe themselves by talking about their lives, hobbies, familiar environments, their past, etc. This will help the group understand why they are, who they are, what they are.

Resources: Sheets of flip chart paper
pens

Time: 45 minutes

Activity: Give each person a sheet of paper and a pen. Ask them to draw five things on the paper that they feel describes them (this could be smiley faces, the sun, a fast car etc.) When they have done this ask them to go back into their groups and discuss the pictures they have drawn to describe themselves.

Finally ask participants to put their pictures up on the wall. Then ask everyone to write or draw one positive quality they like about each person on the person's picture. Participants take the pictures home with them.

The Expertise Panel "*For sure, everyone is expert in something!*" can be used to help recognise the skills of individual young people and how those skills can be used to make the project a positive experience both for that individual and for other members of the group. The objective

of this activity is to use the young people as experts. Young people put what they think they can contribute to the group and project on a wall: **The Wall of Expertise**. To assist the young people in identifying their areas of expertise provide them with the following checklist to work through at individual level:

- Identify your best competencies (knowledge, skills and attitudes)
- Score them (0 = nothing, 5 = very good)
- Note the peaks and troughs
- Identify competencies needed (for the group or the project activities)
- Compare own “map” with the competencies needed
- Look to see if other members of the group have similar competencies
- Present what you have to offer on the wall

FURTHER DOWN THE PROJECT... STORMING NORMING AND PERFORMING

Project Café. It might happen in your project that the strongest relationships are built during breaks and informal moments, so it can be a good idea to organise some activities around a cup of coffee. Project Café space can lead to increased interaction, create the foundation for possible further co-operation, improve participation and motivation and contribute to group creativity and self-organisation.

Brainstorming is a way to introduce a new subject, encourage creativity and to generate a lot of ideas very quickly; it can be used for solving a specific problem or answering a question.

- ★ **Tip:** Encourage everyone to contribute, give your ideas only if it's really necessary to encourage the group, if a suggestion is unclear ask for clarification, no one should make any comments or judge what is written down until the end or repeat ideas which have already been said, write down every new suggestion (often, the most creative suggestions are the most useful and interesting; quantity, not quality, is desired).

Small group work encourages everyone to participate and helps develop co-operative teamwork. The size of a small group will depend on practical things like how many young people there are all together and how much space you have. A small group may be two or three young people but they work best with six or eight. Small group work can last for fifteen minutes, an hour or a day depending on the task in hand. It's rarely productive to tell young people simply to "discuss the issue". Whatever the topic, it's essential that the work is clearly defined and that young people are focused on working towards a goal that requires them to feedback to the whole group. For example, assign a task in the form of a problem that needs solving or a question that requires answering.

★ **Tip: People naturally feel comfortable with what they know and some may prefer to stay within the comfort zone of their national group. Unless it is absolutely necessary don't let young people self-choose subgroups. There are a number of ways of ensuring that national groups mix with each other: by nominating at random, giving them numbers or cards or arranging by rainbow colours.**

Social Interaction: in addition to the "formal" proposed programme of your project you may wish to consider the following "escape valves" which are useful when young people are tired, missing home or simply need a break from the focus of the project:

- To raise curiosity about other cultures, play **board games** from other countries
- To show what work is done during the project, **campaign** for the project (make publicity of it, perform something or even organise a press conference with media, if suitable)
- During the project it might be someone's birthday or a local, national or international day of celebration -so **celebrate!**
- There is always something new to discover in the closed reality, even for the local young people. Design or prepare quizzes or questionnaires, about different local cultural festivals, currencies, famous local characters, location of diverse places in the city, etc., split the group in small mixed teams and ask them in a certain given amount of time to come back with the proper answers by working independently – that's **discovering the environment**
- Matching statements, making lists of traditional foods, words of their languages in parallel are useful on the spot activities – do **dictionaries**

- Spontaneously **organise parties** during the project
- During leisure time or free time organise **sport games**
- For more local input invite someone who is “different”, or with a special talent to share with the group (traditional dancing, wood carving, playing an instrument, wearing traditional costume, etc.)- A **theme night**

Co-operation Activities

Be careful that you do not involve young people in activities whose form or content is virtually guaranteed to alienate them from the start, like introducing a game requiring very individualistic behaviour from a group of highly peer-orientated young people. Don't make things more difficult for yourself by choosing an activity on the dubious grounds that it has always been effective in the past, past circumstances may have been completely different. Young people may have real life situations that you have little or no experience of and consequently they may become frustrated if you work to an agenda that is irrelevant to their needs.


Co-operative activities are about participation and involvement. These activities are often referred to as “games” because they are fun (like dressing as Cleopatra, parachute games, etc.). But they are more than this; they are about challenging the individual, building group cohesion and keeping the young people interested and “on board”.

Co-operative Games usually are **adaptable**: the best can be adapted to fit any situation and reinforce several different points, they can often be modified slightly and still retain their original flavour and character. They are **brief**: they can range from a one-minute visual illustration or verbal vignette up to a half hour group discussion exercise. They are **inexpensive**: in general, nothing has to be purchased commercially nor does a consultant need to be engaged. With rare exceptions such games can be used at no cost. They are **low-risk**: if matched to the right context and applied in a positive and professional manner, they will almost always succeed. They are **participative**: they involve young people physically through movement or psychologically through visual and mental attention, they connect with young people by making them think, react or have fun.

★ **Tip:** If at all possible, always co-facilitate an activity. There are practical advantages in that there will be two to share the responsibility of helping with small group work or dealing with

individual needs. Two facilitators can support each other if things don't go as planned and it's also more rewarding to conduct a review with someone else than to do it alone.

Evaluating your activities is crucial; the clearer the activities' achievements are the clearer the added value is. Don't just "do" an activity. It's essential to follow through with debriefing and evaluation to enable young people to reflect on what happened, to evaluate their experience and to go on to decide what to do next. Spend time at the end of each activity talking over what young people learnt and how they see it relating to their own lives. Without **reflection**, young people do not learn much from their experiences. Try to go through the **debriefing** and **evaluation** process in sequence by asking young people questions that relate to what happened during the activity and how they felt, what they learned about themselves, what they learned about the issues addressed in the activity, how they can move forward and use what they have learned. Your past cannot be changed but you can change tomorrow by your actions today - a mind that is stretched by a new experience will never go back to its old dimension!

 **For more information on evaluation tools and techniques see "After" and "After The After".**

COMMUNICATION

"If there is one general rule of communication it is that we never communicate as effectively as we think we do" (Handy 1985)

All too often there is a **difference between what we say and what we think** we have said, and between how we feel we have dealt with people and how they think they have been treated. This gap between our intention and our action or interpretation is often referred to as a breakdown in communication. A breakdown in communication can lead to a crisis in relationships, make instructions difficult to interpret or cause offence, resentment or frustration.

When one person sends a message (oral or written) to another, its successful receipt depends upon:

- Physical and emotion health
- The degree of self-awareness, and awareness of the needs of others, possessed by each communicator
- A good relationship with the receiver
- A common interest in the subject and a common willingness to communicate about it

- The environmental conditions in which the message is given (a safe environment where confidential information can be communicated in the knowledge that it will only be shared with others, and who those others will be, on “a need to know” basis)
- Knowledge, understanding and interpretation of language, local dialect, jargon, slang
- An accurate interpretation of verbal and non-verbal signals
- Confidence, of each communicator, in their ability to feedback to others

A simple game of “**Whispers**” demonstrates how easily communication processes can break down: people take from messages what they want to hear and pass on those things accompanied by their own, added interpretations, details are soon lost and later points eliminate earlier ones. A lack of confidence or language skills may result in some people preferring to make things up rather than admit they can’t remember or did not understand. So, clear and simple messages need to be repeated, in different ways, on different occasions before they get through.

HOW WE COMMUNICATE

50% is Body Language

- Gestures
- Posture
- Stance
- Eye contact

50% of your message and how others receive your message is due to your body language

40% is Para-Language

- Pitch/Tone/Speed
- Volume
- Enthusiasm
- Enthusiastic “rubbish” sounds (mmm, ahh, uh uh) these sound better than unenthusiastic factual information (red is just not your colour, it makes you look ill)

10% is Language Content

- What we actually say, what people actually hear

It is common in all international projects to experience a language barrier communication breakdown, so why not turn it into an opportunity to create your very own international language school and “**do dictionaries**”: ask each international group to make up a list of common actions

(such as how they greet friends, family, strangers) and words and phrases of welcome/farewell to share with the other groups, maybe the whole group could invent a common language, actions, words or phrases for the lifetime of the project and beyond, who knows it might catch on!

The following activity is a useful way to highlight where and how breakdown of communication occurs, to identify positive ways of ensuring that we communicate efficiently and effectively and to set **communication do's and don'ts** for the lifetime of the project. Its added value, in terms of inclusion, is that it involves very little written work and creates an environment where less confident young people can raise an issue of concern within the safety of a facilitated group activity.

Resources: Flip Chart, Flip Chart Paper, Pens

Time: 45 minutes

Activity: Ask the group to brainstorm examples of where and when they have experienced breakdowns in communication, accept both personal and work/school examples. Probe for examples don't just accept "in the group". Ask group to select their top five "breakdowns", list these on a fresh sheet of flip chart paper, leaving space below each one.

Split into small groups, ask the groups to come up with solutions to their top five "breakdowns". Small groups feedback their solutions to the larger group. Get agreement on preferred solutions, write up the solutions against the list on the flip chart. You now have a communication code of practice for your group!

COMMUNICATION OF SENSITIVE OR PERSONAL INFORMATION

By its very nature an inclusion project will involve young people with chaotic lifestyles and complex needs. Situations will arise when it is necessary, in the interests of health and safety, for you to share **sensitive or personal information** about some of these young people with other youth workers.

It is of paramount importance that young people are informed of your intentions to share this information, why you consider it necessary and whom you will share this information with. You should then obtain the young persons explicit **consent** (verbally or in writing) before taking action. A formal record of your intentions or contract of confidentiality should be prepared and

signed by you the youth worker and the young person in question. By law, in most countries, these records should be kept in a secure environment during the lifetime of the project, be accessible to the young person, or be deleted at the request of the young person.



MANAGING DIVERSITY

CULTURE AND LIFESTYLE

Managing diversity is about **valuing people** as individuals and recognising that people from different backgrounds bring fresh ideas and perceptions to our projects adding value to our work and the opportunities we offer.

Managing diversity is about **challenging** such issues as direct and indirect discrimination, on the grounds of gender, race, ability, age, sexual preference, language, social origin, religious beliefs, political opinions or other personal attributes.

In the “**Before**” section of this booklet (p. 10), the preparation stage of an international project, we offered suggestions on how to prepare young people to positively experience and understand other cultures, traditions and beliefs and to identify and challenge their prejudices.

-  **Go back to the “Before” to refresh your memory and take a look at the T-Kit on Intercultural Learning.**
-  **Warning: Expect the unexpected: no matter how well you think you have prepared your group (or how well you think other youth workers have prepared their groups) personal prejudices and negative attitudes towards minority groups may occur during your project. There are two ways of dealing with such situations: the first is to “play ostriches” by sticking your head in the sand and hoping the problem will go away (which it won't) - NOT RECOMMENDED the second is to recognise the situation as a positive opportunity to further highlight, promote and celebrate diversity – HIGHLY RECOMMENDED!**

The **Advertising Difference** activity is about encouraging young people to appreciate that there are many different pathways to development and that individuals, groups and societies have the right to choose their own paths and have those chosen paths respected by others.

Resources: Flip Chart Paper and Pens or Paints

Time: 40 minutes

Activity: Ask the group to name some minority groups. Explain that some of these minority groups are sometimes forced to forget their culture or lifestyle in order to fit in with and develop along the same lines as the majority in society. They are sometimes forced to deny their own identity, their sexual preference, their religious beliefs or to settle down in houses, and live like the majority.

Discuss with the group whether this is fair. Are there different ways to develop? Do they think that they respect the rights of individuals or groups to develop in different ways?

Split the young people up into small groups. Ask each group to prepare an advertising campaign for a group who suffer discrimination. Groups could include **LGBT (Lesbian, Gay, Bi-sexual, Transgender), Roma, Muslims, Refugees, Single Parents, young people with disabilities, young people with mental ill health**. The campaign should promote to the public the positive aspects of that group and their way of life. The campaign can involve any of the following: A Poster, A Role Play, A T.V. or Radio Advertisement.

The small groups present their advertising campaign to the large group. Discuss which campaigns would be the most successful in leading people to identify with minority groups with pride not prejudice.

ACTIVE PARTICIPATION

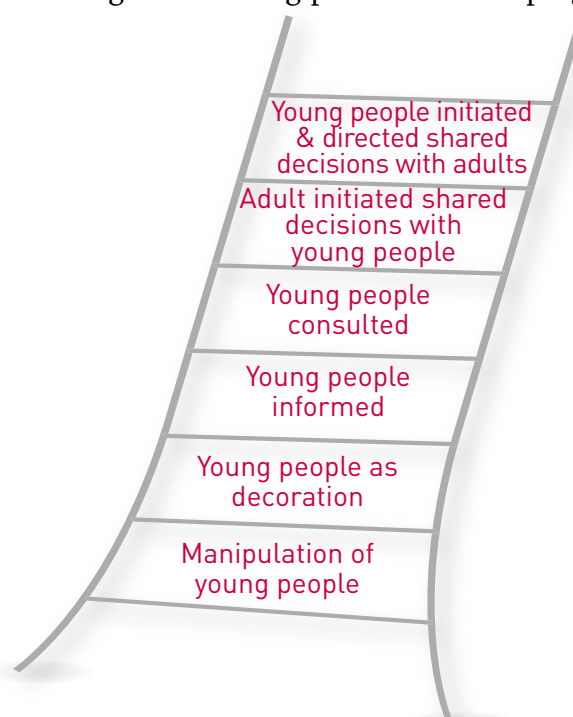
Active Participation, in terms of an inclusion project, means empowering young people to set the agenda and take control of the process. An environment, which creates opportunities for young people to initiate and direct international experiences, an environment where decision-making is shared between young people and workers, where the workers' role is that of motivator and mentor, an environment that empowers young people while at the same time enables them to access and learn from the life experiences and expertise of workers.

Active Participation starts on day one of the planning stages, the “**Before**”, and continues through to the end of the evaluation stages, the “**After**” and “**After The After**”. It is underpinned by the belief that young people are the experts on their own lives and therefore they are the best starting point in any learning experience. Active Participation recognises that:

- Young people are imaginative and creative
- Young people are willing to exercise self direction and self control in the pursuit of objectives that they feel personally committed to
- Young people, under appropriate conditions, will not only accept but actively seek responsibility
- Work comes as naturally to young people as rest and play and they want to learn

An effective participatory process pays attention to the “**3 Ms**”:

Youth workers **motivate** young people and keep them motivated by involving them in different decisions and tasks throughout the project; this will increase feelings of ownership and responsibility. Building up a good (fun) group dynamic and communication and listening to their needs will stimulate young people’s active involvement. Youth workers **mentor** young people during the project by taking care of the emotional, practical and educational needs of participants, facilitating the learning process and helping them make sense of what is happening during the



project. Youth workers are responsible for the **monitoring** of the project it is their responsibility to guide the young people towards the objectives and ensure an ongoing evaluation process. Think of it in terms of rights and responsibilities: The young people have the right to determine the direction of the project; the Youth Workers have the **responsibility** to help the young people fulfil their aims.

The **Ladder of Participation** is a good way of getting the young people to focus on their role in the project. To find out how important they think participation is young people are given two different colours of “sticky dots”.

Red: What they think their current level of participation in the project is

Green: Where they would like their level of participation to be in the future

Ask the young people to discuss their thoughts with other members of their group then stick their dots onto the ladder in the appropriate places.

It is good to return to this exercise throughout the project, as this will enable you to identify how inclusive the group feels that the process has been.

 **For more information on the ladder of participation and how to use it to evaluate your own participation skills see the “After” section of this booklet (p. 60).**

RULES AND AUTHORITY

Project Rules, or “acceptable behaviour contracts” (**ABC’s**), are about agreeing what’s acceptable and what’s not. **Project rules** are about identifying and agreeing appropriate boundaries that create a safe and comfortable project environment.

The setting of project rules should be a **collective** activity; everyone should have a chance to be listened to, to speak and to participate. No one should feel under pressure to say anything they do not feel comfortable in saying.

At the very least your project rules or “**ABC’s**” should include the following:

- **Accepting and respecting:** Accepting other young people for who and what they are. Accepting the youth workers as mentors, motivators, and monitors.
- **Safety and security:** Young people should not be treated harshly, placed in unnecessary danger or asked to behave in a dishonest manner.
- **Personal and Professional Relationships:** Whilst public displays of personal affection may be perfectly acceptable to some people it can be embarrassing or highly offensive to others.
- **Substance use:** Cultural differences in attitudes or laws to substance use: alcohol, cannabis etc. Do you go with the law of the land or do you set and agree your own boundaries?

Project Rules could be prominently **displayed** throughout the lifetime of the project, they are there to be referred to and will be a necessary tool in addressing any unacceptable behaviour that may occur.

CONFLICT RESOLUTION

Activities rarely go exactly the way you expect them to. **Conflicts** can occur at any time, their causes can be many and varied, predictable or unpredictable. Conflict can occur within the group or between individuals. Human nature dictates that we cannot and will not all agree with the same things at the same time in the same way so be realistic and accept that during your project you will definitely experience, and have to deal with, some degree of conflict.

The key to dealing effectively with conflict is to remain alert, be **prepared**, keep your cool and above all else do not become involved in the conflict.

PREVENTION – BE PREPARED

Create a balanced programme that recognises that the group dynamic will inevitably affect not only the process but the design itself; therefore be prepared to adapt according to feelings, energy levels, needs

- Involve all actors in identifying ways of dealing with the conflict
- Develop guided discussions about the situation
- Maintain a balance between personal development and collective activity
- Ease tensions in the group, ask everyone to sit down and talk for few minutes in small subgroups to help put the situation into perspective
- Encourage everybody to listen actively to each other to help to clarify young people's positions, opinions and interests
- Look for solutions that may resolve the problem without "recreating" the conflict
- Offer to talk to those involved privately at another time

- Be prepared to postpone seeking a solution, particularly if addressing one conflict leads to a more serious conflict, and wait for another more appropriate time to resolve the issue. Remember to inform those involved of your intentions and the reasons for your actions.
- Don't forget the international project team! Hold regular review meetings

COMMON CAUSE OF CONFLICT AND HOW TO RESOLVE THEM

Timing: Too many late nights, long sessions or excursions can lead to late starts, low energy levels and lack of interest in the focus of the project. The use of **evaluation** tools like Mood Meters and Temperature Gauges will help you to check out feelings and energy levels regularly and adapt your programme or activity to meet the current mood.

Feedback: Poorly delivered feedback can be misunderstood or perceived as criticism even though this was not the intention of the speaker. When giving feedback, it is important to respect the feelings of others, to focus on what they said or did and to give reasons for your point of view. It is better to say, "I disagree strongly with what you have just said because...." rather than "How can you be so stupid, don't you see that....?".

Inappropriate activities: It is inevitable that not all activities will suit all young people all of the time. Be aware of the needs of all young people in the group and of any sensitive emotions which might be triggered by a particular activity or part of it, make sure everyone knows that they are at no time under any pressure to say or reveal anything about themselves that they do not feel comfortable with, allow young people time to warm up before and wind down afterwards, remember to allow enough time for debriefing and discussion so that everyone feels that their opinions and participation are valued.

Responsibilities: Some people thrive on responsibility others avoid it like the plague. Some people have a lot of responsibility at home others have very little so keep in mind that for some participants this may be a completely new and very scary experience. Make sure that all young people are comfortable and understand what they are being asked to do. Don't hesitate to intervene if you think that something isn't appropriate. Remember that the young people are experts in their own lives, strengths and capabilities so never impose anything let the young people decide what they want to be responsible for and support them through the process.

THE SIX-STEP GUIDE TO CONFLICT RESOLUTION

The foundation for any effort to collaboratively negotiate solutions to conflicts is a positive, respectful atmosphere in which to communicate. In reality you may have to accept that the relationship between the group or individuals involved is not one of trust, therefore, you have two options to consider:

- Build a sense of trust as a first priority
- Accept the lack of trust, and practically consider how to work together in spite of it

The following six-step guide can help you with this challenge:

Name the fear. So often, we are reluctant to clearly identify the problems and challenges that inhibit us. By naming the fear, its sources and its triggers, we free ourselves to put that issue on the table

Establish ground rules This is a critical tool for clarifying needs and expectations in negotiation

Set aside conflict negotiation for a while in order to clarify “desired outcomes” of the working relationship. This is a related activity, but less focused on conflict resolution than on team development. In this process, the group responds to the question, “What are your desired outcomes?” As individuals respond to this question, they begin to identify sources of frustration (and conflict) that can become an action agenda. In some cases, this is accepted more easily than facilitating a mediation session

Engage in a process that focuses on what has gone right in the past, and what we wish to bring forward as key themes and values for the future. This approach turns the conflict on its head. By reframing the situation to focus on positive elements, young people may be able to successfully shift from adversarial orientations to problem-solving attitudes


Recognise the importance of seeing the bigger picture in understanding the meaning of a specific conflict. Addressing specific concerns cannot be done in a vacuum; they must be understood within the context that they are occurring

Understand that conflict negotiation is an act of profound courage. Engaging in a dispute resolution process requires courage. It requires you to confront and acknowledge your fears, and

face the threats embedded in the conflict that people often would prefer not to acknowledge. As facilitator of a situation where people are stuck in conflict, you should resist the urge to “send them to bed early” or to “fix it for them.” Instead, you need to accept your responsibilities to facilitate a process by which the young people can seek effective solutions together. If you approach this role with respect for the courage that is required, the young people will feel much more confident and more willing to take the risks involved in the process.

CRISIS MANAGEMENT

Crisis Management is about preparing an action plan to deal with major **incidents** that could be harmful or even life threatening to both the project and its participants. Like Risk Assessment it is something that should be **prepared in advance**. The plan, which outlines who will do what, where and when, should be clearly explained to all actors and displayed prominently throughout the lifetime of the project.

 **For more information on action planning see T-Kit on Project Management and Leargas’ publication on “Risk Assessment, Child Safety and Youth Exchange Programmes”**

At the very least your **action plan** should identify and clearly state how you will address the following elements:

Fire, flood, burglary, embezzlement, departure of key staff making the continuation of some activities impossible, libel / slander in the local press, minor participant’s injury, loss of participant’s property, crisis in the family of a participant requiring immediate return, petty crime, natural disasters, terrorist attacks or threats, political upheaval or unrest, an event affecting the community or the people with whom your participants interact, disappearance of participants or involvement in a particularly serious crime such as drug trafficking, victim of a rape or attack, violent crime or death due to an accident or illness.

EMERGENCY PREPAREDNESS PLAN FRAMEWORK

INTRODUCTION TO THE PLAN

- Describe why the plan is needed
- Describe what the plan will achieve
- Identify the different types of emergency that the plan will address
- Define the criteria for invoking or activating the plan

AREAS OF RESPONSIBILITY

- Give an unambiguous outline of individual post-holders responsibilities
- Describe the responsibilities of other organisations involved in the same response. This may, in some instances deserve a section to itself

ACTIVATION PROCEDURE

- Describe how an alert to an emergency, or potential emergency, would be received and authenticated
- State when, and on what timescale, the organisation can receive and respond to alerts
- Define who is authorised to implement the plan
- Describe the callout arrangements that would be used to inform staff of the need to activate the plan or to go on standby
- Describe standby arrangements that would be made in the event of an immediate response not being required
- Describe the procedures for changing staff from standby to response

EMERGENCY RESPONSE

- Describe the organisation's own procedures for the setting-up of an emergency response.
- Describe the organisation's call-out procedures
- Specify how, and to where, staff will report
- Describe the emergency communications links and communications equipment to be used in a response
- Define links with and membership of relevant co-ordination and crisis management groups
- Describe any changes to organisational and management structures needed to ensure an effective emergency response
- Define support staff requirements
- Describe how flexibility is to be achieved
- Describe how a graduated response can be delivered

- Specify the location and role of the organisation's Co-ordination / Management / Control Centre(s)
- Clearly identify Co-ordination / Management / Control Centre managers and define their role
- Clearly identify how information will flow for the production of situation reports and updates as well as for media briefing
- Describe the activities to be undertaken for the maintenance and preservation of records
- Describe the organisation's media liaison arrangements
- Define the links with other organisations
- Identify which normal services must be maintained and to what standards
- Describe the arrangements for formally moving to a new phase of the response or standing down the response

APPENDICES

- Emergency contact list for the organisation
- Emergency contact links for other organisations
- Emergency resources, including communication systems and equipment
- Outlines of staff responsibilities
- Insurance and legal considerations including preservation of records.
- Media policy and where to find competent or trained spokespersons.
- Debriefing methods.

ENDINGS AND GOODBYES - ADJOURNING

Adjourning, is the break-up of the group, when their task is completed successfully, everyone can move on to new things, feeling good about what's been achieved. Recognition of, and sensitivity to, **people's feelings** in the adjourning stage is extremely important particularly if members of the group have been closely bonded as they may feel a sense of insecurity or threat from this change. These feelings are perfectly normal for people who have been involved in a strongly bonded network of like-minded individuals.

The adjourning process is about:

- **Demystifying the project** the Inclusion project is, above all, a collective experience lived by individuals
- **Demystifying the team** the facilitators return to their own realities back home

- **Multiplying the experience** remind young people of their role as ambassadors or agents with the responsibility to apply the experience and learning to their life, peers or organisation
- **Planning to meet again** organising future activities, personal visits, holidays, setting up e-groups and other networks
- **Stimulating motivation** suggesting to young people that they may organise and host at home another meeting, perhaps an evaluation session, to enable them to relive their experiences and share their experiences with families, friends, members of their community

The Letter to Yourself is a good activity to remind young people about their intentions to keep in contact and become involved in future projects. All young people are given an envelope and a piece of paper and are asked to write a letter to themselves about the project and about their future intentions. On the envelope they write their name and full address. The facilitators gather up the letters then send the letters a few months later to the young people.

IT'S NOT FINISHED YET!

Endings and goodbyes can be both emotional and stressful so to help you ensure your project closure is a happy and positive one we conclude this section with some ideas for certifying, validating and celebrating the young people's learning experiences, some useful de-stressing techniques and some interactive evaluation methods:

Certify! At the closing moment, satisfaction exists when young people have the impression that they are on the same wavelength as the group and receive its full backing. It was a great experience and would still be a missed opportunity not to recognise the benefits gained by young people:

Intercultural skills: language abilities, understanding diversity, tolerance of ambiguity, trying to not judge and interpret behaviour wrongly, learning to see things from different perspectives.

Knowledge: how to work in a team and to make decisions, as well as to be flexible.

Life experiences: which have an impact on their future personal development.

Soft skills: abilities to communicate and co-operate, to create contacts and partnerships.

Validate! Formal Methods of recognition include **Attendance Certificates**, **Letters of Recommendation**, and **Invitations** to further projects.

De-stress!

Adding conclusions after the formal group conclusions leave space for final words and final farewells

Breathing & relaxation based on the principle that breathing out slows down the heartbeat while breathing in accelerates it

Bye-bye rituals adjourning the group isn't easy especially if the experiences during the project were very intense, a good idea is to get the young people to say their goodbyes in a "funny" personalised way

Celebrating the common product caviar, champagne, cocktails! Ha Ha

Emotional calm and meditative moment

Kissing & hugging good-bye no explanation needed!

Evaluate!

Playing the "positive answer" in triangles of three young people chosen in the composition they like, for three minutes in a round, each of them will be the subject for receiving compliments, only but only positive things, from the other two young people

Remembering sessions event after event, chronologically, young people recount one after the other what impressed them most during the project and good and bad moments

Symbolising the vision by drawing a symbol in the sand or on paper that represents the young people's opinion or vision of the project; when everybody has drawn one the young people may explain their symbol in one sentence or a keyword

Guided Visualisation ask young people to make themselves comfortable, holding their shoulders as mates in the group, or lying on the floor, and close their eyes. Soft background music can be played. Then ask young people, in a quiet voice, to relax and to return in their minds to the moment before the event. When they started their journey, what they expected, who they met. And then remind them all the relevant elements during the event; include some questions or funny anecdotes here and there. The aim is to refresh their memories of the recent events, so that they are ready for the next moments that follow.

Celebrate!

The last moment together as a group is the **Farewell Party** no explanation needed!

In this section we take a look at “**The After**” and “**After the After**”. By “**After**” we mean the evaluation of actions in the **Planning** – “**the Before**” and **Doing** – “**the During**” stages of an international project. By “**After the After**” we mean the evaluation and promotion of the longer-term outcomes of an international project - how the experience has impacted on the future pathways of all those involved.

AFTER WHAT HAPPENS



REINTEGRATION

Reintegration is about creating an environment that enables young people to “fit” **back into their community and social networks**. It is about recognising that the end of the activity is not the end of the process. This is an important stage for young people as chances are that, due to experiences and learning gained on the international project, they will arrive home a completely different person to the one that left the community. Consequently the young people may have difficulty fitting back into the position they previously held within their peer or family group setting. To facilitate a “**smooth landing**” high levels of personal support from you the youth worker and other professionals may be required.

NEXT?

Working with the young people to create opportunities to share their learning and experiences with their peers, with the aim of promoting international projects as a **positive experience** and to help members of their social network understand how and why the international project has influenced them, or **empowering** the young people, and their peers, to actively participate in the planning and implementation of future international activities are effective ways of dealing with potential issues that may arise during the reintegration stage.

👉 For more information on other international opportunities have a look at the SALTO Training Calendar at www.SALTO-YOUTH.net/Training/ or contact your National Agency of the YOUTH programme

Old habits die hard, so for those young people who left chaotic or problematic lifestyle behind this part of the process is crucial. The process of reintegration should be an **inclusive** one, involving, where possible, representatives from all areas of the young people’s personal and professional support networks (family, friends, professionals).

★ **Tip:** Whilst we recommend that your reintegration process includes “motivational” methods and applications that will keep the young people on board we remind you that young people have different needs, hopes, aspirations, some have very chaotic lifestyles and more immediate primary (personal) or secondary (support network) needs so you may, at times, have to adopt a “wait and see” or “no future action required” attitude to the process.

REPORTING BACK

One of the most effective community reintegration methods is the “Report Back”. This is an opportunity for the young person to **inform** their peers, family, community members, and others committed to their cause, of the learning outcomes of the experience. This can be facilitated in a number of ways: Diaries, Video, Theatre, Written Report, Personal Record of Achievement, Newspaper and Magazine articles, Radio and Television interviews.

PEER SUPPORT

Peer support **networks** are a good way to keep the young person involved in the international arena. Informal social networks, such as e-groups, which were established at the end of the international activity, are an effective way of allowing the young people, and youth workers, to identify common reintegration issues and to work together to collectively address them.

- ★ **Tip: Reporting back can be a difficult task for some young people, not all are happy with the written word and some may have difficulty “performing” in front of an audience so be prepared to be both creative and flexible, let the method of delivery be led by the young person according to their preferred style.**

EVALUATION DE-BRIEFING AND REFLECTION

Evaluation is about collecting and analysing information that reflects the **outcomes of actions** and how these outcomes relate to our original aims and objectives. It is a planned process that aims to measure how far actions have achieved what they intended: to **visualise** what the experience meant to the young people.

Evaluation is a **participative** process that empowers all those involved in the actions, young people, youth workers, members of the young people’s support networks, to reflect on and learn from their experiences.

Evaluation should not be something that you “do” at the end of an international project because you feel you have to, but should be introduced at the beginning of a project and continue to be used through to the end.

UNDERPINNING PRINCIPLES

Planning an evaluation process is a bit like building a house. Think about it: both processes have similar **long-term aims**: To improve your quality of life and sustainability and effectiveness.

For the house this means building a structure with strong foundations that keeps you, and your family, warm and dry and offers you a safe and comfortable environment to live in and interact with your family and friends, for the evaluation process this means creating a concrete participative process (just like the concrete foundations of your house) that will empower all the actors to evaluate the impact of their actions highlighting not only the good points but also areas of concern and potential for improvement.

REASONS TO EVALUATE

An international project has many actors each with their own role to play. Those actors will all have different individual learning needs, learning styles and outcome expectations so there can be no “one size fits all” approach to Evaluation.

When planning an evaluation process there are three key categories you should consider: the **WHY** you are doing it, the **WHO** you will involve and the **WHAT** you expect to achieve (the outcomes). At the very least these three categories should include the following:



- ★ **Tip:** When thinking about Evaluation think cause and effect. All our actions have an impact on those around us: our families, our friends, and work colleagues, other members of our community. Evaluation means looking at how your actions (cause) impact on those around you (effect) highlighting not only the good points but also areas of concern and potential for improvement.

For **cause and effect** think of Galileo's concept of Inertia: "An object in a state of motion possesses an "inertia" that causes it to remain in that state of motion until an external force acts on it" and Newton's First Law of Motion: "Every object in a state of uniform motion tends to remain in that state of motion unless an external force is applied to it". But remember you should also think of Newton's Third Law of Motion: "For every action there is an equal and opposite reaction" This law is illustrated by what happens if you step off a boat onto a river bank: as you move in the direction of the land, the boat tends to move in the opposite direction, leaving you facedown in the water, if you are not careful!

ACTIVE PARTICIPATION

A useful benchmark for you, the youth worker, in terms of measuring the active participation levels of young people in your evaluation process is Roger A. Hart's Ladder of Participation.

- 👉 For more information see *Children's Participation: The Theory And Practice Of Involving Young Citizens In Community Development And Environmental Care* (UNICEF 1997) Roger A. Hart.

Hart describes **eight stages** of participation, conceptualised as rungs of a ladder, for young people's participation, with the lowest representing the least participation:

8) YOUNG PERSON LED, SHARED DECISIONS WITH ADULTS

Young people initiate projects and decision-making is shared between young people and adults. These projects empower young people while at the same time enable them to access and learn from the life experience and expertise of adults.

7) YOUNG PERSON LED AND DIRECTED

This step is when young people initiate and direct a project. Adult role is motivator/mentor.

6) ADULT LED, DECISIONS ARE SHARED WITH YOUNG PEOPLE

Adults initiate projects but the decision-making is shared with young people.

5) CONSULTED AND INFORMED

Young people are consulted on adult initiated projects. The young people are informed about how their input will be used and the outcomes of the decisions made by adults.

4) ASSIGNED BUT INFORMED

Young people are given a specific role and informed about how and why they are being involved.

3) TOKENISM

Young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.

2) DECORATION

Young people are used to strengthen a cause, although adults do not pretend that the cause is young person led.

1) MANIPULATION

Adults use young people to strengthen a cause and pretend that the cause is young person led

EVALUATION METHODS AND APPLICATIONS

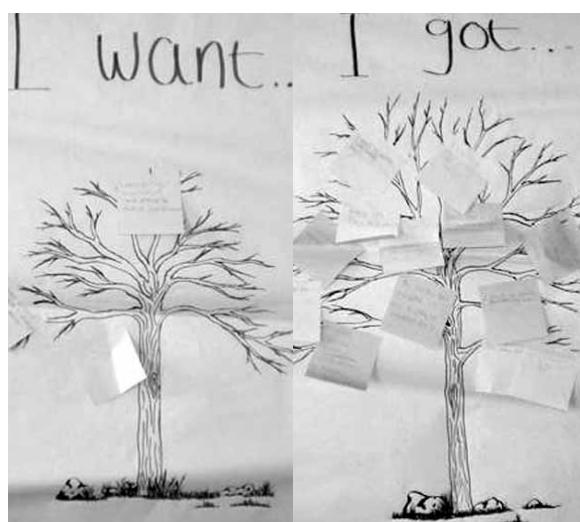
3 I'S

Bearing in mind that we all have different individual learning needs, learning styles and outcome expectations the following methods and applications are set out in three categories: **Interactive:** group and individual exercises that research shows to be the most inclusive form of evaluation and that involve a minimum amount of written work, **Interview:** group and individual face to face or remote discussions and **Inquisition:** survey research and questionnaires.

- ★ **Tip:** All the examples can be used at any or every stage of your international project and, of course, they can be adapted, with a little creative input from the reader, to suit the specific needs of your target group. Some of the examples are self explanatory, for the others we give you a brief “how to” guide.

Interactive

The Evolution Trees– expectations and outcomes



Purpose: To identify individual expected outcomes and to measure how well those expectations were met.

Method: At the start of your project ask the young people to write down what they as individuals expect to gain from participating in the activity on “post it” notes. These notes are then posted to the “I want tree”. At the end of the activity ask the young people to return to the “I want tree” to consider which of their expectations have been met. Fulfilled expectations are then transferred to the “I got tree”.

Mapping, Ranking, Action Planning

The following three exercises are an effective way of encouraging young people to reflect on the outcomes of the international activity such as the learning, the experiences, and resources produced as a direct result of the activity, to reconnect with networks and contacts established during the international project and to begin to plan and prioritise future actions or events.

MAPPING - Purpose: Understanding history and the present

Draw a map of the activity you are going to evaluate. Use pictures and words. To find out what you liked about your activity, what you didn't like and what changes you would like to make you are given 3 different colours of "post-its":

Pink: things you liked - maybe the international night was great fun

Blue: things you didn't like – maybe the visit to the city was dull and boring, maybe people did not work well together in the workshops and some people felt excluded

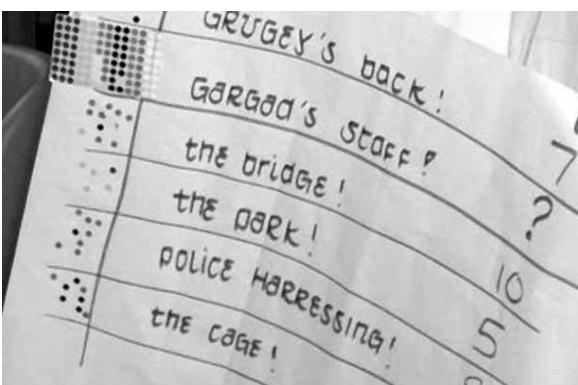
Yellow: things you would change to make you next activity more effective

Discuss these as a group and stick them onto your map in the appropriate place



This mapping exercise can be done with other groups in your community or personal network, as this will help you build up a profile of what other people think about the activity and their ideas about solving any issues that arose.

RANKING – Purpose: Setting out desirable futures

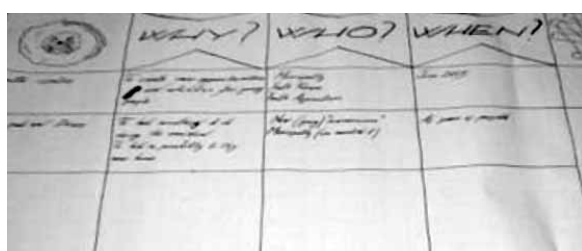


Take your suggestions for change, the yellow "post-its" you used in the mapping exercise, and write them on a grid. Use sticky dots (or sweets) to vote on which ones the group feels are priorities for action, the ones you need to change to make your next activity more effective. The discussion is very important here and the facilitator should ask lots of questions about the ideas and why they are important.

FUTURE ACTION PLANNING – Purpose: Defining action to get to the future

Tasks	Time			
	Month 1	Month 2	Month 3	Month 4
Task A	██████████			
Task B	████			
Task C		██████████		
Task D			██████████	

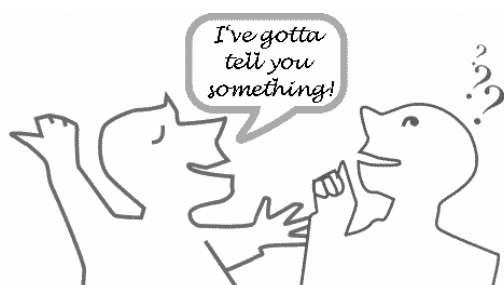
Once you have ranked your priorities you can move on to action planning and agreeing who will do what and when.



Timelines are a good way of visually representing this. Grids, which outline WHY? WHO? WHEN? are good visual reminders for other people who have committed to your “cause”. These are also ideal for presentation to other organisations or agencies such as funders whose support you are seeking

Interview

Interviews can be undertaken on an individual or group basis. A common form of group interview is the brainstorming exercise. Equipped with flipchart and pens the interviewer introduces the topic for discussion and asks participants to verbalise their views. Group interviews are an effective way of reaching and agreeing common aims and objectives. This method is not recommended for one to one interviews!



One to one interviews can be undertaken using the traditional techniques such as face to face or by telephone or online via video conferencing or “chat”. The interviewer presents each interview with the same pre-set questions, writing up the outcomes as a qualitative evaluation of the activity.

- ★ **Tip:** Young people are considerate by nature, they may not like to offend and they are rarely consulted on matters that affect them. Consequently they may feel uncomfortable in a one to one interview setting or may not have the confidence to criticise therefore we recommend that you do not rely solely on this method when evaluating an activity.

Send me a postcard!

Throughout your international project young people will often make small and yet significant changes to their practice. Send me a postcard is a simple way of learning about these small but significant developments and can motivate young people to recognise the effect that the international activity is having on their lives.

Purpose: To capture examples of practical things that the young people have done differently as a result of the various stages your international project. They can be discussed as way of motivating young people to recognise what they are learning and then summarised in a final evaluation.

Method: At start of each activity have post-cards available and ask the young people to write on as many as they want – one item per postcard – something they have done differently as a result of this international project, with, if possible, some information about the outcome(s).

You can get the young people to discuss these or they can just ‘post’ them to you. Throughout the lifetime of your activity or project, you can start to group them into themes, display them and use them in a final overall evaluation. (Remember if you are going to display them to seek agreement in advance). Additionally they can be used to evaluate an individual’s personal learning and are a useful first step in the “**After The After**” stage of your project.

“BEFORE”, “AFTER” AND “AFTER THE AFTER” QUESTIONNAIRES

- ☞ The following comprehensive questionnaire examples are taken from the SALTO-YOUTH Evaluation CD-ROM and from www.SALTO-YOUTH.net/Evaluation/.

As with all the methods in this booklet we recommend that you adapt them to suit the specific nature of your international project and needs of your target group.

- ★ **Tip:** Not all young people speak the same language and some are uncomfortable with the written word therefore as mentioned in the section on interviews we recommend that you do not rely solely on this method when evaluating an activity.

BEFORE

- ★ **Tip:** The pre project questionnaire is your opportunity to gather information on the current knowledge and experience levels of the young people; this stage is often referred to as baseline research. This information will enable you to prepare a programme that is relevant to the expressed learning needs.

PRE TRAINING COURSE QUESTIONNAIRE

- To explore the impact of the training course, it is important for us to know your ability to carry out youth exchange projects before, after the Training Course and 3-6 months later.
- This information will be processed anonymously and will not be used for any other purpose than to improve and evaluate the quality and the impact of the training course.
- Please e-mail a copy of your completed questionnaire to: the researcher working with the team.
- It is important for you to follow your own learning development. For this reason we ask you to **BRING YOUR OWN COPY** to the training course so that you can compare for yourself where you have travelled from the beginning to the end of the training course. A folder will be issued that you can keep your private copy in.

Country of residence:

Citizenship (passport):

Gender:

Date:

EXAMPLES OF HOW TO FILL IN THE QUESTIONNAIRE

I) What is your knowledge of Spain?

No knowledge

highly knowledgeable and experienced

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

II) Describe which areas you have knowledge in and areas which you can improve:

III) How skilled are you at making paella?

No skills

highly skilled and experienced

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

IV) Describe your ability:

1) What is your knowledge of the Youth Programme?

No knowledge

detailed knowledge of all Actions

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

1a) Describe briefly which areas you have knowledge in and areas to improve on:

2) How skilled are you at organising youth exchanges?

No skills

highly skilled and experienced

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

2a) Describe briefly the skills that you have and the skills that you need to improve?

3) How able are you to communicate in an international environment?

Poor communication

a skilled communicator

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

3a) Describe briefly your ability to communicate in an international context:

4) How able are you to work in a project team?

Cannot work with others

skilled at cooperation

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

4a) Describe briefly your ability to work in a team:

5) What is your knowledge of youth exchange practice?

Very little

in-depth knowledge

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

5a) Describe briefly your knowledge of the theme and area which you could improve:

6) What is your ability to transfer this knowledge into youth work practice?

Not able to

fully integrated into practice

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

6a) Describe briefly your ability:

7) What level is your awareness of other people's cultures?

Very little

fully aware and sensitive

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7a) Comment:

8) What is your commitment to developing a youth exchange after the course?

Unlikely

fully committed

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

8a) What support do you have from your organisation back home to carry out such a project:

☐ Full support for any quality project that I suggest on the topic

☐ Limited support

☐ No support

Comment:

8b) Has your organisation carried out an international youth exchange before?

☐ Yes

☐ No

8c) Does your organisation currently have partners for such an exchange?

☐ Yes

☐ No

9) Do you have any further comments to make to us about your needs in the training course?

Please e-mail the questionnaire to: ...

Thank you for your help!

AFTER

- ★ **Tip:** Here you, the youth worker, and they, the young people, have the opportunity to evaluate how effective your activity was in terms of meeting the expressed needs outlined in the baseline information gathered from the before questionnaire. This information is particularly valuable for your project actions and outcomes report.

👉 For more information on actions, outcomes and reports see also “After The After” (p.82).

END OF TRAINING COURSE EVALUATION

It is important for you to follow your own learning development from the course so please use your first questionnaire as a guide to compare where you are now. Keep both copies in the folder that you have been issued with.

This information will be processed anonymously and will not be used for any other purpose than to improve and evaluate the quality and the impact of the training course.

Country of residence:
 Citizenship (passport):
 Gender:
 Date:

1) What is your knowledge of the Youth Programme now?

No knowledge

detailed knowledge of all Actions

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

1a) Describe briefly which areas you have knowledge in and areas to improve on:

2) How skilled are you at organising youth exchanges now?

No skills

highly skilled and experienced

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

2a) Describe briefly the skills that you have and the skills that you need to improve?

3) How able are you to communicate in an international environment now?

Poor communication

a skilled communicator

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

3a) Describe briefly your ability to communicate in an international context:

4) How able are you to work in a project team now?

Cannot work with others

skilled at cooperation

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

4a) Describe briefly your ability to work in a team:

5) What is your knowledge of youth exchange practice now?

Very little

in-depth knowledge

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

5a) Describe briefly your knowledge of the theme and area which you could improve:

6) What is your ability now to transfer this knowledge into youth work practice?

Not able to

fully integrated into practice

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

6a) Describe briefly your ability:

7) Now, what level is your awareness of other people's cultures?

Very little

fully aware and sensitive

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7a) Comment:

8) What else did you learn from the training course?

8a) Do you have needs that were not addressed in the training course? If yes explain.

9) Now, what is your commitment to developing an exchange after the course?

Unlikely

fully committed

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

9a) Do you have an idea for an exchange?

☐ Yes

☐ No

Briefly, what is the idea?

9b) Do you have partners for this project?

☐ Yes

☐ No

Who are they?

9c) Did you find them on this course?

☐ Yes

☐ No

10) Do you feel you will be supported in creating an exchange by

Your organisation ☐ Yes ☐ No

Your National Agency/Coordinator ☐ Yes ☐ No

Your new peers/colleagues from the course ☐ Yes ☐ No

SALTO Resource Centres ☐ Yes ☐ No

Through being part of an e-group on this topic ☐ Yes ☐ No

11) Was the training course held in an environment where you felt comfortable to learn?

☐ Yes

☐ No

Comment:

12) Were your experiences in youth work taken into consideration in the training course?

☐ Yes

☐ No

Comment

13) Did you learn from other participants during the training course?

☐ Yes

☐ No

Comment

14) Were your expectations of the training course addressed?

☐ Almost all ☐ Some ☐ None

Comment

15) Were there appropriate resources available to use and take away?

☐ Yes ☐ No

Comment

16) Were you actively participating in the training course?

☐ Almost all the time ☐ Sometimes ☐ Hardly ever

Comment

17) Were the methods used appropriate to the topic?

☐ Almost all the time ☐ Sometimes ☐ Hardly ever

Comment

18) Is it possible to apply what you have learned on this course back home in your reality?

☐ Yes ☐ No

Comment

19) Did the training course meet the aims and objectives set?

☐ Yes ☐ No

Comment

Thank you for your help!

LONG TERM OUTCOMES

- ★ **Tip:** This is where you, the youth worker, and they, the young people, have the opportunity to evaluate the long term impact that the training course has had on their skills knowledge and ability to put their learning in to practice. This information is particularly valuable for your pathway planning process.

👉 For more information on pathway plans see “After The After” (p. 82).

IMPACT/ FOLLOW UP

It is important for you to follow your own learning development from before the first training course so please use your previous questionnaires as a guide to compare where you are now and where you have travelled from. We invite you to keep copies in the folder that you have been issued with.

Please e-mail the questionnaire to: This information will be held anonymously and will not be used for any other purpose than to improve and evaluate the quality and the impact of the training course.

Country of residence:
 Citizenship (passport):
 Gender:
 Date:

1) What impact has the training course had on your work?

☐ Large ☐ Medium ☐ Small ☐ None

Please explain:

2) Was there a personal impact on your life?

☐ Yes ☐ No

Please explain:

3) Have you created any YOUTH Programme project(s) since attending the training course that were a direct result of it or that were significantly influenced by it?

☐ Yes ☐ No

What stage are you at?

☐ Idea stage ☐ Process of applying ☐ Accepted application ☐ Completed project

Title:

Action: (if Action 5 describe which part)

Hosting country:

Partners: *(Please repeat question below if you were involved in creating more than one project)*

3a) Have you created any non Youth Programme project(s) since attending the course that were as a direct result or that were significantly influenced by it?

☐ Yes ☐ No

What stage are you at?

Title:

Brief description:

How was project financed?

Hosting country:

Partners:

3b) Were/are your project partners contacts made on the training course?

☐ Yes ☐ No

ANSWER THE FOLLOWING QUESTIONS CONSIDERING WHAT YOU HAVE LEARNED FROM YOUR YOUTH WORK PRACTICE AND/OR YOUTH EXCHANGE DEVELOPMENT SINCE THE TRAINING COURSE

4) What is your knowledge of the Youth Programme now?

No knowledge

detailed knowledge of all Actions

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

4a) Describe briefly which areas you have knowledge in and areas to improve on:

5) How skilled are you at Project Management now?

No skills

highly skilled and experienced

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

5a) Describe briefly the skills that you have and the skills that you need to improve?

6) How able are you to communicate in an international environment now?

Poor communication

communicator

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

6a) Describe briefly your ability to communicate in an international context:

7) How able are you to work in a project team now?

Cannot work with others

skilled at cooperation

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7a) Describe briefly your ability to work in a team:

8) What is your knowledge of youth exchanges now?

Very little

in-depth knowledge

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

8a) Describe briefly your knowledge of the theme and area which you could improve:

9) What is your ability now to transfer this knowledge into youth work practice?

Not able to

fully integrated into practice

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

9a) Describe briefly your ability:

10) Now, what level is your awareness of other people's cultures?

Very little

fully aware and sensitive

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

10a) Comment:

11) What difficulties do you still face in carrying out international exchanges?

12) What skills and competencies that you developed during your training course have you used since?

☐ Some examples:

☐ Teamwork

☐ Intercultural learning

☐ Project management

☐ Communication in an international environment

☐ Completing grant application forms

Others please mention:

13. Have you reused tools or resources given during the training course?

☐ Yes

☐ No

Which ones?

14. Have you reused methods from the training course?

☐ Yes

☐ No

Which ones?

15. Have you had any contact with your National Agency since the training course?

☐ Yes

☐ No

Tick the boxes which best fit the contact

☐ National Agency requested you to be a resource person

☐ To suggest to the National Agency to be a resource person and received a positive reply

☐ To suggest to the National Agency to be a resource person and no positive response

☐ To discuss ideas for projects

☐ To give in a report

☐ Application and procedural points

☐ Find out information on YOUTH programme

☐ For your work in the National Agency or regional network

Other please mention:

15a) If you were used as a resource person by your National Agency explain how.

16) Have you passed on information from the training course to your own organisation?

☐ Yes ☐ No

17) Have you passed on information from the training course to other organisations?

☐ Yes ☐ No

18) Have you felt supported in creating an international project by

Your organisation ☐ Yes ☐ No

Your NA ☐ Yes ☐ No

Your new peers/colleagues from the course ☐ Yes ☐ No

SALTO Resource Centres ☐ Yes ☐ No

Through being part of an e-group on this topic ☐ Yes ☐ No

Thank you for your help!

PATHWAY PLANS

Pathway Plans are an animated documentation of the steps that young people plan to take in the journey towards their inclusion in society and access to a better life.

AFTER THE AFTER

👉 For more information on pathway plans see the Use Your Hands to Move Ahead booklet in the SALTO Inclusion series.

They provide the user with a **visual guide** that they themselves, and members of their support networks, can use to monitor and evaluate their progress along the path to inclusion and a better quality of life. Also known as Milestone Maps or Action Plans their major strength is that they enable the user to break down big long-term aims in to smaller bite sized objectives thus enabling them to decide if what they have prioritised is achievable.

For example:

Your long term aim is to host a group of young people that you met at a previous international project

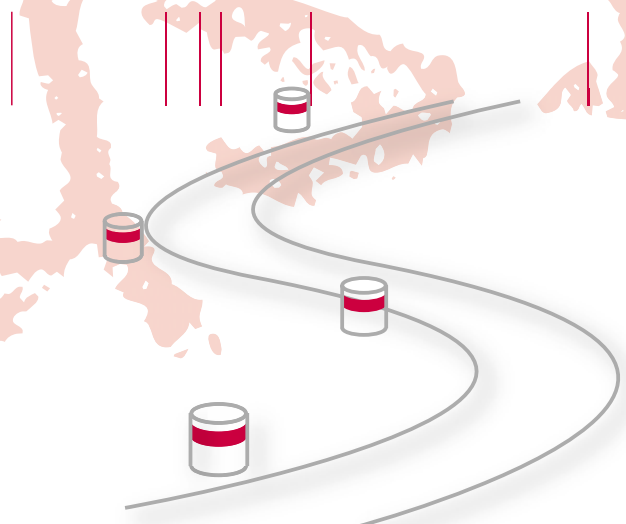
BIG TASK – SEEMS **IMPOSSIBLE** TO ACHIEVE

Breaking it down to “bite sized” pieces:

Your first objective could be to organise a public meeting where you could present your report of the outcomes of the previous international project.

SMALLER TASK – SEEMS **POSSIBLE** TO ACHIEVE

Their added value is that they afford youth workers and other support professionals the ideal opportunity to link support meetings and other external support mechanisms to the key “milestones” or stages of the plan.



Tip: As with the reintegration stage you may have to adopt a “wait and see” attitude to the pathway planning process therefore it is not necessarily an action that you should attempt immediately the young people return home. Be patient; give the young people time to “**digest**” the learning and experience and to take control of the pathway planning process at a time and in a manner most appropriate to their needs.

PROMOTING THE POSITIVES

ACTION AND OUTCOMES REPORT

The actions and outcomes report is a compilation of the information gathered from the tools and applications processes outlined in the “**After**” section (p.61) it is the young people’s opportunity to **highlight the benefits and positive aspects**, in terms of the potential impact at personal and community level, of an international activity. It is a useful tool for campaigning to attract resources and support for future international actions; so, although it is the end of one activity it is also the beginning of another!

Reports can be produced in a number of ways: use photographs, diaries, recordings from the before, during and after stages of your activity and make use of all forms of media and technology that are available to you to maximise the impact. Connect with your audience by making the report up front and personal: include photographs of the event and real life testimonials from the young people. Contact local media: TV, Radio, Newspapers, post your report to your organisations website, produce your report in Video, DVD, Book, Theatre format: it is up to you – **be creative!** This is your opportunity to showcase your work, to celebrate your achievements and to seek and obtain support for future projects.... Bon Voyage!

And so as this journey ends and yours begins, we leave you with this Taoist quote:

“ The way is the goal. The ultimate quest has no ending, and that fact is what gives the quest its ultimate value”

'AUTHORS' THE PROUD PARENTS

ANDRES ABAD PACHECO (AUTHOR)

<http://trainers.SALTO-YOUTH.net/AndresAbadPacheco/>



Andres lives in Spain and has long experience in international youth projects and youth work and adult education, both in face-to-face work as well as coordination. He also has the luggage of being involved in other European educational programmes such as Socrates - Grundtvig and Leonardo Da Vinci, has been a tutor for European Young people in practical stages in Spain and has been involved in two EU initiative YOUTHSTART projects. He has been involved in EQUAL Technical

Assistance, and he works very closely with the Murcia Region Youth Institute. He has developed several publications, such as a training guide for young people with fewer opportunities, Spanish Culture and Language teaching material for foreigners, and other adult education material.

EUGEN GHERGA (AUTHOR)

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Eugen lives in Romania and has extensive experience with different types of young people with diverse needs. He works for the Intercultural Institute Timisoara www.intercultural.ro and is a member of Youth Express Network www.y-e-n.org and European Network of Animation www.enoa.de. He has carried out large-scale inclusion projects such as European Human Bridges and has been involved in writing many practical educational publications. He is also active within the Council of Europe

youth activities and with European YOUTH Programme.

OF THIS BOOKLET

LYNNE TAMMI (AUTHOR AND EDITOR)

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Lynne lives in Scotland UK. She is Project Co-ordinator for Article 12 in Scotland www.article12.org a human rights NGO that uses peer education to enable marginalized young people to promote youth rights at local, national and international level in the framework of the European White Paper on Youth and other international human rights charters. Educated to Masters level she has been a youth worker for over 20 years and has made frequent use of the YOUTH programme to promote youth rights.

She has developed several publications, one of which is <http://www.SALTO-YOUTH.net/find-a-tool/269.html>. Lynne participated in the SALTO Euromed Step AT course and is now also active in the Euromed programme. Lynne is currently studying International Human Rights Law at the Robert Gordons University of Aberdeen.

TONY GEUDENS (COORDINATOR)

<http://trainers.SALTO-YOUTH.net/TonyGeudens/>



Tony has been working for SALTO-YOUTH resource centre in Belgium-Flanders since it was created in 2000. Tony has a background in social psychology and youth worker training. Within SALTO he focuses on Social Inclusion (working with young people with fewer opportunities), organising training courses and conferences on this topic. Tony is also responsible for the SALTO Inclusion website and some of the Inclusion publications, like this one. Contact: tony@SALTO-YOUTH.net

'REFERENCES' - HUNGER FOR MORE?

Have a look at the SALTO Inclusion publications

- **Use Your Hands to Move Ahead** (using practical tasks to increase participation in EVS Short Term Projects), 2004
- **EVS for all** (European Voluntary Service for young people with fewer opportunities), 2005
- **Inclusion & Group Initiatives** (how to use Group Initiatives as a tool for youth work targeting social inclusion), 2005
- **Mixed Ability Projects** (using international projects to break down barriers between young people with and without disability), 2005
- **Inclusion & Sports** (sports as an educational method with socially excluded youth), 2005
- more to come...

Find them all at www.SALTO-YOUTH.net/Inclusion/

Looking for youth work and training methods on Inclusion and other topics?

Browse through the SALTO Toolbox for Training at www.SALTO-YOUTH.net/Toolbox/

AT THE BASIS OF THIS BOOKLET...

- **Boal, A.**, *Games for Actors and Non-actors*, 1992
- **Council of Europe.**,
 - *DOMINO* (a manual to use peer group education as a means to fight racism, xenophobia, anti-Semitism and intolerance), 1995
 - *Education Pack* (ideas, resources, methods and activities for informal intercultural education with young people), 1995
 - *Compass - a manual on human rights education with young people*, 2004
www.coe.int/compass/
- **Christopher. E. And Smith. L.**, *Negotiation Training through Gaming*, 1991
- **European Commission.**, *Including All with the Youth Programme* (an inspirational booklet), 2004
- **Handy, C.**, *The Empty Raincoat*, 1985
- **Hidveghi, B.**, *Resource Book for Teaching Democracy*, 2002
- **Kolb, D.A.**, *Experiential Learning: Experience as the Source of Learning and Development*, 1984
 - **Leargas**, *Risk Assessment, Child Safety and Youth Exchange Programmes*, 2004 (available in the SALTO Toolbox for Training www.SALTO-YOUTH.net/Toolbox/)
- **Newsam, P.**, *Drama Guidelines*, 1995
- **Pusch, M.**, *Multicultural Education (a cross cultural training approach)*, 1979
- **SALTO-YOUTH.net**, *Project Management Handbook*, 2001 (available in the SALTO Toolbox for Training www.SALTO-YOUTH.net/Toolbox/)



- **T-Kit Series:** *Thematic easy-to-use training-kits for use in training and study sessions, Partnership between the Council of Europe and the European Commission for European Youth Worker Training.* (Downloadable at: www.training-youth.net or www.SALTO-YOUTH.net/toolbox/)
 - Organisational Management
 - Project Management
 - Intercultural Learning
 - Intercultural Language Learning
 - International Voluntary Service
 - Social Inclusion
 - Under Construction...Citizenship, Youth and Europe
 - Funding and Financial Management
- **Tammi, L.,** *TELLING IT LIKE IT IS: a peer education and training manual*, 2003
- **Tuckman, B.,** *Forming, Storming, Norming and Performing*, 1965

ONLINE RESOURCES

More inclusion links and resources at www.SALTO-YOUTH.net/Inclusion/

- www.aepro.org (Action Evaluation)
- www.coe.int/youth/ (Council of Europe - youth)
- www.europa.eu.int/youth/ (European Union - Youth Portal)
- www.europa.eu.int/comm/youth/ (European Commission - YOUTH programme)
- www.enoa.de (European Network of Animation)
- www.eyesip.org.uk (Youth Inclusion organisation)
- www.funnyjunk.com (funny pictures)
- www.homeofpoi.com (fire twirling)
- www.impact-see.org (Evaluation)
- www.inclusion.com (Inclusion)
- www.linkyouth.org (photos)
- www.multihobbies.com (balloons sculpture, juggling, salt dough etc.)
- www.openspaceworld.com (Open Space Technology)
- www.outwardbound.org (Outward Bound)
- www.pentrix.com (pen spinning)
- www.reviewing.co.uk (active reviewing guide)
- www.SALTO-YOUTH.net (Support and Advanced Learning and Training Opportunities)
- www.training-youth.net (Partnership on European Youth Worker Training)
- www.wildevents.co.uk (team building with wild events)
- www.woodcraftfolk.org.uk (educational resources)
- www.y-e-n.org (Youth Express Network)
- www.yoyoing.com (yo-yo)

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Are you a youth worker? Working with young people with fewer opportunities, socially excluded for whatever reason?
Are you planning to run an international youth activity but feel your experience is not that wide?

Then this booklet is for you!

Short but clear, easy to read, easy to carry, easy to use and reproduce.

This practical booklet is just what you need if you find yourself in the middle of an international activity, when there is often no time to read through many pages. It focuses on concrete situations that can occur when working with young people with fewer opportunities, before, during and after an international project. It contains tips, practical guidelines, concrete methods for making the most of your international activity, dealing with issues arising in project preparation, intercultural encounter and after returning home...

Written by an international team of authors for international use!

This booklet is part of the SALTO "Inclusion for All" series. Download them for free at:
www.SALTO-YOUTH.net/Inclusion/

