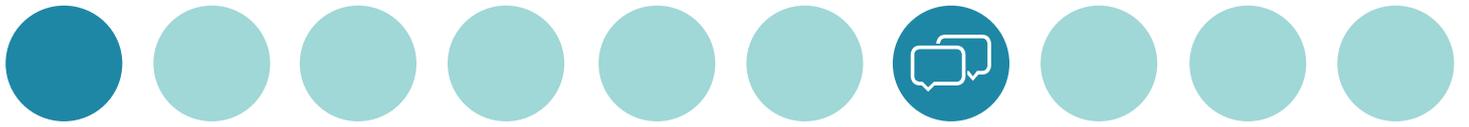


E+ INCLUSION BOOKLET



**Brno.
For you.**



Short intro

We are a small organization that leads young people to the active citizenship, personal development and inclusive society. We actively participate in the transformation of young people towards active citizens. Our vision is to have an inclusive and tolerant society whose members take care of their surroundings and they have the need to educate themselves and to grow personally through lifelong learning processes.

That's why we came with the idea of the project E+inclusion within we are opening the issue of the NEETs and fewer opportunities group.

The project consists of two mobilities. The first one is the training course for the youth workers. The second activity is opened for youngsters especially to those who come from NEETs fewer opportunities groups.

This booklet was created during the first phase of the E+inclusion project aiming on recognition of the fewer opportunities youngsters and finding ways how to attract them and include them into European youth opportunities.

Youth unemployment is one of the major challenges of EU employment policy since 12.9 % of those aged 15 – 24 in the European union are currently not in employment training or education. Those young people are at higher risk of being socially and politically alienated. They have also a lower level of an interest and engagement in politics and active citizenship.

*NEET = Not in Education, Employment or Training

First let's build the team!

Team building activities let the participating people, to feel and act as a group. Communication in a group, working better together and having trust in each other are the most important reasons why trainers decide to build a team during their course.

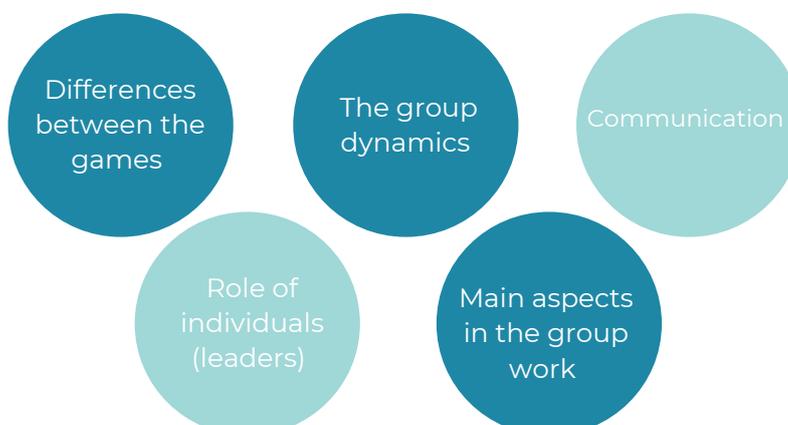
A good collaborative group is a great space to generate creative ideas. After completing a team building activity, participants better understand their motivation to be a part of group and they better understand each other's strengths and weaknesses. Team building activities also help to develop problem-solving skills, team members can determine when they face a problem and what they can do about it.

During the TC E+inclusion we let the youth workers experience building the team from 2 different point of views:



You can find the game when you click on "teambuilding game" in the text

After the games we did a reflection asking the group questions focused on:



Sources: <http://www.nonformalacademy.eu/67-tool-cards/148-team-building>.

Focusing on NEETs and Fewer Opportunities

The Erasmus+ programme seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions. Organisations and the participants with fewer opportunities themselves are at the heart of these objectives and with these in mind, the programme puts mechanisms and resources at their disposal. When designing projects and activities, organisations should have an inclusive approach, making them accessible to a diverse range of participants.

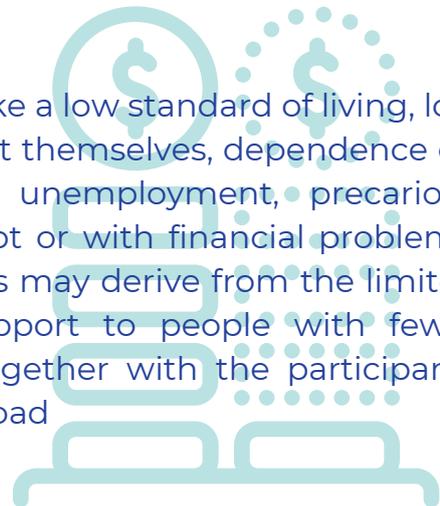
In order to implement these principles, an Inclusion and Diversity Strategy covering all programme fields is devised to support an easier access to funding for a wider range of organisations, and to better reach out to more participants with fewer opportunities. This Strategy aims to help addressing the barriers different target groups may face in accessing such opportunities within Europe and beyond.

The list of such potential barriers, spelt out below, is not exhaustive and is meant to provide a reference in taking action with a view to increasing accessibility and outreach to people with fewer opportunities. These barriers can hinder their participation both as a stand-alone factor and in combination among them:

- **Disabilities:** This includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone's full and effective participation in society on the same footing as others.
- **Health problems:** Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents from participating in the programme.
- **Social barriers:** Social adjustment difficulties such as limited social competences, anti-social or high-risk behaviours, (former) offenders, (former) drug or alcohol abusers, or social marginalisation may represent a barrier. Other social barriers can stem from family circumstances, for instance being the first in the family to access higher education or being a parent (especially a single parent), a caregiver, a breadwinner or an orphan, or having lived or currently living in institutional care.



- **Cultural differences:** While cultural differences may be perceived as barriers by people from any backgrounds, they can particularly affect people with fewer opportunities. Such differences may represent significant barriers to learning in general, all the more for people with a migrant or refugee background – especially newly-arrived migrants –, people belonging to a national or ethnic minority, sign language users, people with linguistic adaptation and cultural inclusion difficulties, etc. Being exposed to foreign languages and cultural differences when taking part in any kind of programme activities may put off individuals and somehow limit the benefits from their participation. And such cultural differences may even prevent potential participants from applying for support through the programme, thereby representing an entry barrier altogether.
- **Barriers linked to discrimination:** Barriers can occur as a result of discriminations linked to gender, age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of two or several of the mentioned discrimination barriers).
- **Geographical barriers:** Living in remote or rural areas, on small islands or in peripheral/outermost regions, in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries, etc., may constitute a barrier.
- **Economic barriers:** Economic disadvantage like a low standard of living, low income, learners who need to work to support themselves, dependence on the social welfare system, in long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, etc., may represent a barrier. Other difficulties may derive from the limited transferability of services (in particular support to people with fewer opportunities) that needs to be "mobile" together with the participants when going to a far place or, all the more, abroad



Who are NEETs and Fewer Opportunities in the eyes of youth workers participating on the E+inclusion training?



INSTRUCTIONS

Each of the participants will take paper and a marker or a crayon and will think about how a fewer opportunity youngster can look like, where she or he comes from, what experienced, what deals with, hobbies, fears etc. In the bubbles on the picture there are written some areas the youth workers as a hints to imagine and draw better a fewer opportunity participant. Around the drawing of the FO participant youth workers will put they hashtags describing the person important characteristics. In the sli.do or menti application the final word cloud of hashtags as you can see below can be created.



What is the situation in our countries and how our NGOs and institutions participate to include NEETs and FO into youth opportunities?



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What is the situation in the country/region/city where you operate and what is the most visible FO group?

Most FO groups that we see are people from Roma communities, LGBT+, kids grown up in orphanages, facing geographical obstacles, coming from broken families, experiencing addictive behavior, having economic problems, cultural differences, minorities...

With what FO group do you work the most usually? How do you include them into EU youth opportunities? Can you recommend us any methods or tools?

We work mostly in the online space. We are active in networking with organizations / institutions whose clients are FO. That's for us a key to involve them into the EU opportunities. The key role plays the teacher/coordinator from the youth center /school /organization. We cooperate mainly with low threshold centers / free time centers, NGO focused on LGBT+, individual cooperation with coordinators living in geographical disadvantaged areas, orphanages youth workers, agency for social inclusion, schools (there are teachers knowing about economic and social background of the kids), low esteem, self-identification and other less serious mental problems. Methods which we put into practice to make it easier for them to join EU opportunities and make them feel more safe are a guide - My first project, 0 tolerance protocol where they sign no discrimination behavior during the Youth exchange, participants contract, language adaptation, preparatory calls with participants, parents, coordinators, workshop or personal contact. We also provide a special need support if there are some needs mentioned in the application form or buying tickets as a financial support.



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"Mihail Sadoveanu"

What is the situation in the country/region/city where you operate and what is the most visible FO group?

The vulnerable Groups are children at risk (poverty, parents working abroad, addictions from a very young age, pregnancies at an early age, sexual abuse and domestic violence), homeless parents/kids, Roma community, unemployed people, human trafficking, people with different health issues etc.

There are some government policies (social assistance, shelters for abused children and women, homeless people and abandoned people), campaigns (anti-drugs, against human trafficking, against domestic violence) and several different types of NGOs (The „Save the children” NGO build a hospital for kids with cancer) working in this field.

***With what FO group do you work the most usually?
How do you include them into EU youth opportunities?
Can you recommend us any methods or tools?***

In our school, students are mainly confronted with the differences made between those raised in rural areas and those raised in urban areas, the former being sometimes judged for the fact that their free time is allocated to work specifically in the environment in which they grew up, while the others spend their free time outside with their friends. Also, during the pandemic, most students from rural areas with a precarious financial situation were unable to attend online classes as they should have been due to a lack of equipment or signal. The biggest difference appears when it comes to the transportation. The students from the rural area have a long way to the school, sometimes being unable to arrive on time.

All students have an opportunity to participate in European projects and to get involved into activities organized in our city. They see the project on the FB school page where we promote it, then comes English interview about their motivation and to discover more about FO participants. We give 1 chance to everyone, so to all project come newcomers in Erasmus+.



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What is the situation in the country/region/city where you operate and what is the most visible FO group?

There are many organizations working with youth generally. To help those who are early leaving school or are in the NEET situation there is an Unemployment insurance fund - service helping them to create CV. There is also a list of courses they can attend for free or workers who can help them to get ready for the interview and who settle with them a monthly goals.

Schools support their students with consultations what to do after school and also inform about Erasmus+ opportunities.

*With what FO group do you work the most usually?
How do you include them into EU youth opportunities?
Can you recommend us any methods or tools?*

Mainly our NGO deals with youngsters having mental issues like problems with self-respect, self-esteem, depression...

We use the online space (especially Facebook) to promote our activities and European opportunities. We reach people in the community through youth workers in camps and through free time activities where we inform newcomers about Youth Exchange and motivate them to participate on them.



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What is the situation in the country/region/city where you operate and what is the most visible FO group?

In our country there are Ministry of family and social politics with programs for support and prevention, regional and local (city) institutions and centers of prevention of social exclusion, free time activities centers which also help with education etc.

*With what FO group do you work the most usually?
How do you include them into EU youth opportunities? Can you recommend us any methods or tools?*

Our school sets very year program priorities (what FO should we focus on). To the most serious problems (mental problems) we react by a program (including specialists who prepares them to work/career, talk to them etc.). Then we have strengthening professional and career competences office. Teachers also spread informations about projects, they know the pupils and the selection is based on their motivation to participate and based on who needs to experience this opportunity the most. The rule is that at least ½ of the selected participants comes from FO (dysfunctional families, parents living/working abroad, rural areas..).

Understanding better the target group

Since we created a trustful working atmosphere and shared the situation in our countries and NGOs or schools, it was a time to focus more on the target group which will be coming to the youth exchange.

We used the method of empathy map (see more [here](#)).

Fortunately, we had 3 representatives of the target group so we organized an interview with them and filled the Empathy map.

These were our results:

Target Group: youths, 18-20 years old girls from Estonia

- They are mainly studying, finishing high school, sometimes taking gap year (It is quite common thing if we compare it with the Czech Republic e.g.), going studying at the university. The reasons to take a gap year are languages (to learn better Estonian or English), earn and save some money, relax and get the job experience.
- The youths in Estonia are fighting mostly with mental health. They are asking themselves who they are. They are searching some sense of the life but they don't know where and how to find it out. They feel a pressure from the family and sometimes from the society because the society in Estonia is small, everybody knows each other.



It is important to realize that our respondents represent only a small segment of possible participants. Yet, practicing with an empathy map showed us how to approach other youngsters and how to put ourselves into their shoes.

Design Thinking activity

Answering target group's needs

Design Thinking (see more [here](#)) is a method supporting designers with a fast creation of a product according to the target group's needs. We prepared 2 activities for our target group that can be used on the youth exchange but also in a different context.



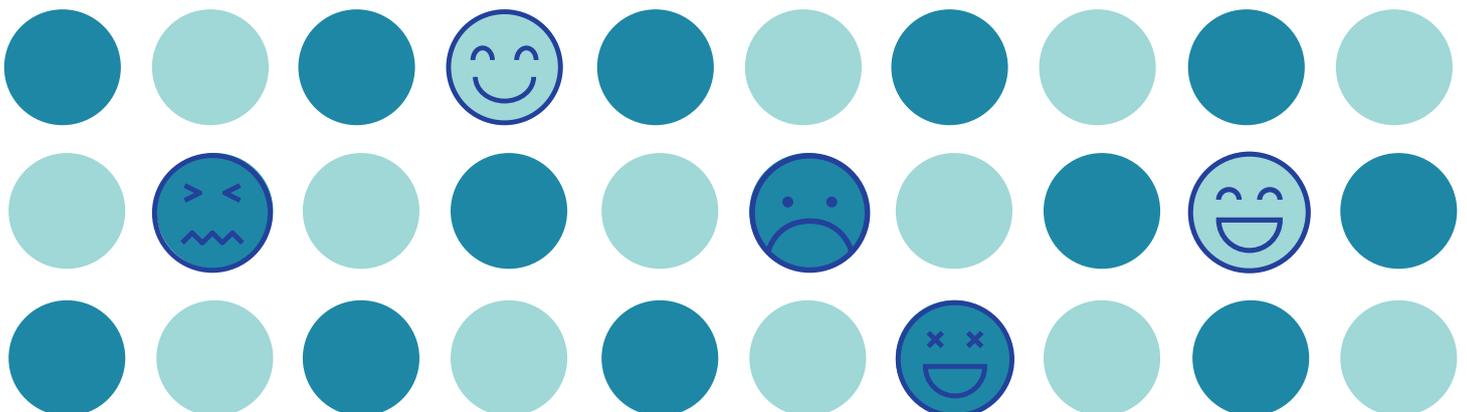
INSTRUCTIONS

- put a piece of paper on the back of each participants
- every participant should write a positive phrase about each other on the paper on the back
- in the end each person has a collection of positive phrases about themselves
- they can read the positive feedback on themselves
- final reflection: question about participants' feelings, what do they like/dislike about that game



INSTRUCTIONS

- All people have a piece of paper.
- Make 4 picture, which talk about your life.
- Make a circle, choose a station (every station should have 2 person), then they need to move and switch partners. One of the circles should move on clockwise.
- Tell your partner about your drawings. Why you choose them?
- In the end two groups make a poster with important information about the other group and present it.



Where to reach fewer opportunities youth? ONLINE!

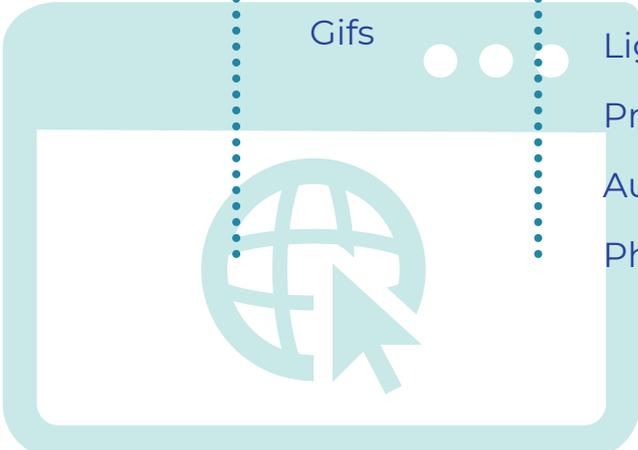
After workshops which helped us to understand better the definition of fewer opportunities participants, visiting places where they hang out and listening to their stories about their background, feelings, needs etc.

A common space where all our organizations and institutions operate is the online world. If we want to reach fewer opportunities youth to invite and involve them into youth opportunities we need to define:

- Which social media do they use?
- What content can be created / uploaded there?
- Which tool can be used to create the content?

Here are some examples that came from our brainstorming:

Social media	Content	Tools
Instagram	Videos	Canva (different graphical content for social media posts)
Tic toc	Pictures	Boomerang (videos)
Facebook	Posters	Bitable (illustrated videos)
Youtube	Written content	Imovie (videos)
Snapchat	Maps	In design (posters, newspapers...)
	Memes	Quick (videos)
	Gifs	Lightrom (photos)
		Premium beat (free music)
		Autodraw (illustration)
		Photofunny (gifs, memes)



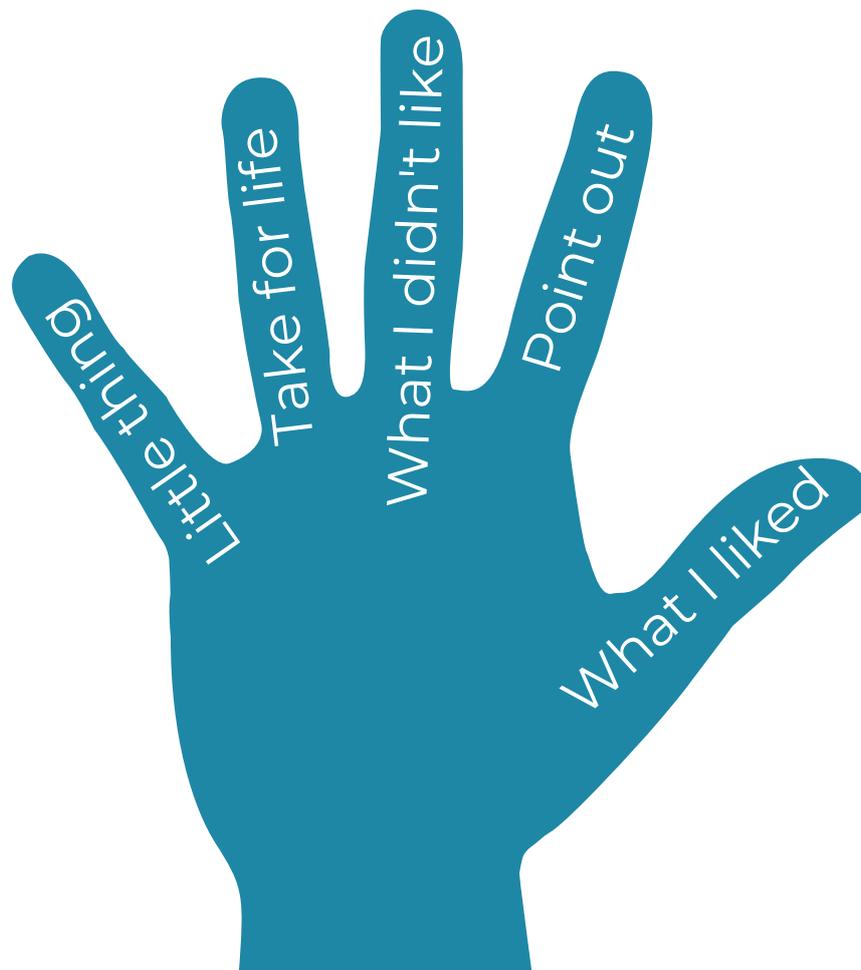
Let's find out what we have learned

Non-formal education is not only about playing games and having fun. It's very important to take some time to go through the activities once again and think about what we have learned, how did we feel, what were the positives/negatives, etc. For this part we have some evaluation methods which can help us to realize.

1 Fingers

In this evaluation everyone draws a hand on paper. Every finger represents different question about the day:

- **What I liked:** try to think about something that rised positiv feeling
- **Point out:** something you would point out during the day (either positive or negative)
- **What I didn't like:** try to think about something that rised negativ feeling
- **Take for life:** this finger represents engagement so something you want to keep. Was there something like this during the day?
- **Little thing:** something small that made your day, cherry on the top.



2 Sculptures

Everyone is supposed to make sculpture representing how did they feel during the day. Then explain to the others.



3 Percentage

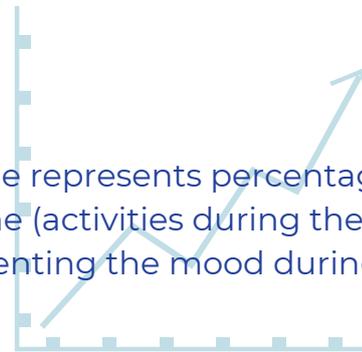
Make five lines on the floor (you can use tape or chalk). First line represents 0 %, second 25 %, third 50 %, fourth 75 % and the last one is 100 %. Think about questions summarizing the activities of the day. On each question, everyone needs to stand on the percentage that represents how he/she felt during the activity.

4 Grades

Think about questions summarizing the day. Everyone is supposed show number with the fingers from one to five (five is the best) with the eyes closed so they don't affect each other.

5 Mood graph

On big paper draw two axes. The vertical line represents percentage from 0 to 100. The horizontal represents time (activities during the day). Each participant should make a line representing the mood during the activities.



6 Pizza graph

On big paper draw a pizza. Each slice of pizza represents one activity of the day. Everyone is supposed to make a dot (or any other sign) on each slice depending on how much they liked the activity (the middle is the best, that's where all the good ingredients are).

7 Mentimeter

If you want to integrate digital technology into evaluation process, Mentimeter is the best way how to do it. You can easily create questioner and the other can answer by using code which will be given by the website. It works anonymously.

E+ Inclusion

This booklet was created as an outcome of the Training course E+inclusion under Erasmus+ program.

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