

**STRATEGY OF
PLANNING**

**AND
IMPLEMENTING**

**THE SOCIAL
INCLUSION**

**INTO YOUTH
CENTRES
PROGRAMME**

“In the light of the events of the past few years we can see there is too much exclusion going on in society, with all the hate towards immigrants, the LGBT community, Roma people and others. It’s easy to be exclusive but it takes a whole person to include others, especially young people from vulnerable groups. What we wanted to achieve with the project was to give guidelines to all youth workers to create programmes which are inclusive to all young people. It is important that we as youth workers create spaces that are kind to all young people and that we don’t forget those from vulnerable groups, which happens a lot of times, and as Martin Luther King said: ‘I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality... I believe that unarmed truth and unconditional love will have the final word.’ **(Urban Krevl, Youth Network MaMa)**

“The wider meaning of social inclusion is just to Be Happy! It’s so simple and so difficult at the same time. If each one of us takes every next step with the main purpose to Be Happy – by appreciating that you can do a favour for your neighbour, by learning new things, by organizing or taking part in events in your local community, by thinking, by being supportive of yourself – we will Be Happy all together! Social inclusion in Youth Centres is the set of elements we tried to make together during the project, and we tried to make them as understandable as possible. I really do hope that these useful Guidelines, as the result of our common work during the two years, will be not only very much welcomed by the practitioners, but also in use in their daily work and disseminated among their colleagues. Young people are not our future; young people are the present and change-makers, and we all can make an investment in youth here and now – by our knowledge, our work and our willingness to Be Happy!” **(Inese Subevica, Youth Leaders Coalition)**

“Questions like ‘Who, when and how to include?’, ‘What can our spaces and activities offer?’ and ‘Which tools or methods are really efficient?’ are always current in youth work. Whenever we are talking about inclusion, however, we also proclaim that exclusion exists. When discussing including certain groups or individuals, we simultaneously need to be mindful not to leave others out unintentionally. For us, this 2-year project process was a good reminder of the fundamentals of open youth work that lie at the basis of youth centres in Estonia. Youth centres, rooms and spaces are different and offer a diverse variety of opportunities, but at their core there should always remain the focus of being open and accessible to all young people, irrespective of their origin or race, culture, religion or beliefs, gender, sexual orientation, socio-economic status, life path or disability. The success of social inclusion starts with the right mind-set.” **(Stiina Kütt, Association of Estonian Open Youth Centres)**

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INTRODUCTION

Within the framework of the Erasmus+ youth project “Social inclusion in Youth Centres” (Agreement No. 2017-2-SI02-KA347-014270), great work was done on the topic during the two years. The project partners – Youth Network MaMa (Slovenia), the Association of Estonian Open Youth Centres (Estonia), the Youth Leaders’ Coalition (Latvia) and Judendkulturarbeit ev (Germany) – implemented various activities to achieve the aims of the project Social Inclusion in Youth Centres.

The project responds to the needs of modern times in terms of social inclusion, at a strategic level. With the strategy, recommendations and examples of good practice, we hope to achieve the aim for young people to become more included in society and the environment they live in. We also aim to empower youth centres as facilities for supporting young people, building a community based on cooperation and the participation of various stakeholders. The strategy contains recommendations on how to plan and implement strategic steps in the social inclusive programme for youth centres and other parallel organizations. These recommendations were prepared with practice from real situations and the daily work of youth workers, and are supported by cases that are based on real situations so youth workers can use them for planning and implementing programme activities on the topic of social inclusion.

WHAT WE WANT TO ACHIEVE WITH THIS DOCUMENT?

Social inclusion of vulnerable target groups is becoming increasingly important as society is rapidly changing, resulting in growing numbers of young people with fewer opportunities, who are either excluded from the labour market due to different personal backgrounds, psychological backgrounds, or coming from different countries, religious communities, minorities and underprivileged social groups. For these, life is often neither promising nor favourable as they are facing social exclusion. Thus, it is necessary to offer them the opportunity to live their lives and express themselves in order to become equal members of society.

Youth centres are organisations for young people that offer an informal space where they can acquire valuable experience and connect with their peers through different activities, and which also offer a space where they can express themselves. This is the reason why the project *Social Inclusion in Youth Centres* was created.

In this context, strategic planning is extremely important, in order to integrate vulnerable target groups into the activities of the youth centre on the long run, and to include them in the planning of different programmes and activities. Through cooperation with young people, we will also ensure that the programmes and activities will respond to the modern need for integration of different young people into society.

Recommendations on how to strategically include deprived young people must also offer both solutions and examples of good practice that provide youth workers with answers on how to act in particular situations, as it is very important to include underprivileged young people in society when they are in the greatest distress and need support.

Let's ask ourselves again: Why a strategy? The answer is simple. For the long term (social) inclusion of young people with fewer opportunities, strategic planning is extremely important. It should be based on an analysis of the environment and the recognition of the needs of various stakeholders, target groups and their integration. When it comes to responding to the needs of young people, strategic planning is crucial and should include answers to unpredictable situations that can be our solutions to the challenges we face on a daily basis. The fact is that only through strategic planning can we build a more inclusive society, based on common values, compassion, humanity and solidarity.

GUIDELINES FOR PLANNING AND IMPLEMENTING STRATEGIC PLANNING IN THE FIELD OF SOCIAL INCLUSION OF YOUNG PEOPLE

In the sections below, we have given concrete recommendations for strategic planning in youth centres in the field of social inclusion of young people. During the project “Social Inclusion in Youth Centres” we realised that there is no simple recipe for carrying out an inclusive programme in youth centres. For this reason we have made guidelines for youth workers to help them to prepare and form a strategy in the field of social inclusion for including vulnerable target groups into the activities of youth centres.

In Annex 2, “National Pilot Training Courses”, at the end of this document you can find documents and frameworks which may help you at the planning stage of the strategy.

Guidelines on how to write/prepare a strategy of social inclusion in youth centres

Here you can find all the important elements of strategic **planning** in the field of social inclusion of young people in youth centres and related organizations.

STEP 1 – Where are we now?

When you are starting the planning of anything – be it a long-term strategy of development of a youth centre, an annual programme or a summer activities plan – before beginning to plan you must ask yourself: Where are we now?

A little research will be very helpful in going forward and excluding previous experience which did not work. The basic answers to some questions should be worked out in relation to the youth centre or NGO which has the idea to work further under the topic of social inclusion:

- What are our goals and aims?
- Who is our current target group?
- What kind of previous experience do we have?
- What are our weaknesses and strengths?
- Which resources are already available (materials, technologies, human resources, partner network)?
- What is our financial and administrative capacity?
- What are the challenges in the local environment?
- What are we proud of?

and so on.

a practical example

The aim of our youth centre is to develop youth initiatives, participation in decision-making processes and community development.

The current target group is young people aged 13-25 years.

In previous years we have organized free time indoor and outdoor activities, intergenerational events, seminars and training courses, and developed voluntary work.

Our weaknesses are that the youth centre has no youth space in any of the villages of the municipality, the youth affairs specialist is a part-time job, we only have one youth worker, we cannot reach young people aged 20-25 because of lack of staff, and we have no access to media equipment.

Our strengths are access to a wide infrastructure and resources for daily youth work, we have already-developed mobile youth work, and we are active at the international level.

We have easy access to the following resources – indoor and outdoor sports infrastructure, transport, materials, and a wide network of partners with different experience.

Our administrative capacity includes a 0.5 youth affairs specialist, a youth worker, a lawyer, and an accountant.

Our annual budget is 14,000.00 EUR.

Our main challenges so far are how to reach young people aged 20-25, and young people from different social groups.

We are proud of more and more young people becoming active in national and international events, our excellent staff and partners network, and annual events which have traditions for years.

STEP 2 - Who is my Target group?

Another critical question when starting to plan is: Who is my Target group? Who are we planning this work for?

It is important to carry out a field study on the young people you would like to engage with – how old they are, the area they live in, their traditions, values, religion, educational level, socio-economical situation, family status, occupation (studying, working, or not in education or employment, e.g. NEET), free time activities, and so on, and answer these questions yourself: why exactly this group, and how many of them do you want to engage with (young people with different disabilities, different cultural, sexual, religious minority groups, groups having different interests, variously abused young people, etc).

It is better *“to eat the cake piece by piece instead of grabbing the whole cake at once”* – meaning, understand who the young people around you or those who you want to engage with are, and list the priorities of the groups you want to work with.

When we want to prepare activities for young people from vulnerable target groups it is always important to:

- Map the young people in your local environment - who they are, how old they are, how to reach them, what they need;
- Go where the young people are – outdoor skate parks, youth events, popular gathering places, or social media – so you can access them directly;
- Treat each person individually – this strategy is not an answer for all situations, but it can help youth workers to adapt to each vulnerable target group separately;
- Ask young people directly what they need;
- Respect the needs and capabilities of young people from vulnerable target groups;
- Approach every issue differently and talk to young people about their experiences;
- Raise awareness about underprivileged young people and other vulnerable target groups, and create a safe space for discussions on this topic;
- Use non-discriminatory language and terminology;
- Help young people to find their own way and become involved and active in society;
- Create activities with young people for young people so you will make contact with the target group;

- Be a person who is not afraid to open up or to show the 'human' side of yourself, and be a person who has a sincere interest in young people and a wish to find a common language;
- Be a coach, teacher, and advocate for young people and also an ally they can trust.

a practical example

The target group of our youth centre are young people aged 13-25.

To develop the social inclusion strategy for the next year we would like to involve 300 young people from vulnerable groups (~10% of total youth):

- 1% NEET youth
- 1.5% young people with disabilities
- 2.5% Roma youth
- 5% young people living in the rural area of our municipality

STEP 3 - Justification

To allow people to believe in it – whether they are the decision-makers, the policy makers, the target group or representatives of the local community (business, NGOs, media, church, etc.) – you should offer them the maximum statistics (numbers), a policy framework (legislation, policy papers at the local and national, even the European level) and facts on youth opinion (from research, surveys).

This is the part where you can give answers to the audience to justify your goals and aims – what are the challenges in the local environment that we are answering with this strategy; how the challenge was recognized (with analyses, from existing data, through observation, etc.); and which existing strategic documents of the organization (and in the local environment) will help this strategy to be involved (statute, act of foundation, strategy for the youth of the municipality) in the local environment.

a practical example

In the municipality there are 20,000 inhabitants, where 3,000 are young people aged 13-25 (15%). Among the young people 10% are NEET youth, 15% are young people with disabilities, 25% are Roma youth, and 50% are young people are living in the rural area of our municipality.

Every fifth young person is at risk of poverty. Every fourth young person meets material or social deprivation – economic strain, insufficient resources to buy durables, housing deprivation. About 90% of young people consider that there is tension between poor and rich people in society and between different racial and ethnic groups, and 73% of young people indicate the tension between people with different sexual orientations. .

Only 70% of young people suggest they have all the opportunities to acquire the education they want. Every fifth young person is unemployed (including 3% long-term unemployed). The majority of youth are positive about the possibilities of them choosing a profession/occupation they like (67% of young people). More critically, fewer young people estimate their possibilities of finding a job that they like (52% think they have no such possibility). In addition, every third young person considers that they have long-standing illness or health problems. A large proportion of young people consider that their municipality is not youth friendly – 28%. A large proportion of young people live in poor amenities (overcrowded, leaking roof, no bath/shower and no indoor toilet, or a dwelling considered too dark) – 24%. Young people rarely take part in neighbourhood activities (urban planning, signing a petition, etc.) – only 5%. About 17% of young people engage in the activities of non-governmental organizations, 24% have been engaged in youth projects and 19% have participated in the activities of a youth centre. 85% of young people aged 20-24 have at least upper secondary educational attainment level. An absolute majority of young people have an optimistic view of their future (90%).

According to the Development Plan 2019-2024 of the municipality, Priority 5 – Youth, Indicator 5.6. – 30% of all young people should be involved in youth centre activities. According to the State Social integration plan 2016-2022 (adopted on 01.07.2015), youth centres play a crucial role in the social inclusion of young people and should pay extra attention to the social inclusion of vulnerable young people. According to the Youth Law (adopted on 01.05.2008) Part 5 – local municipalities should develop youth work at the local level by having youth workers and a youth centre as a mandatory institutional framework for youth work development.

STEP 4 – Goals and aims

When we want to define goals, we must decide what we want to achieve over a specific time period and how we are going to do it. This means that goals are descriptions of the degree to which reality should correspond to the criteria you choose at a given point in time.

Goal setting is a powerful process for thinking about an ideal future, and for motivating everyone involved to turn the vision of the future into reality.

It is easy to set goals and aims, and at the same time very hard:

1. Create your 'big picture' of what you want to achieve related to your defined target group, and identify the large-scale goals that you want to achieve.
2. Then, break these down into smaller and smaller steps (aims and activities) that you must achieve in order to reach the goal.

Set SMART goals (specific, measureable, attainable, relevant and time-bound) that motivate you and the people around you, and write them down to make them feel tangible.

- S** – Specific (or Significant).
- M** – Measurable (or Meaningful).
- A** – Attainable (or Action-Oriented).
- R** – Relevant (or Rewarding).
- T** – Time-bound (or Track-able).

Some tips for setting the goals and aims:

- * State each goal as a positive statement – express your goal positively: ‘Execute this technique well’ is a much better goal than ‘Don’t make this stupid mistake’
- * Be precise – set a precise goal, putting in dates, times and amounts so that you can measure achievement. If you do this, you will know exactly when you have achieved the goal, and can take complete satisfaction from having achieved it.
- * Set priorities – when you have several aims, give each a priority. This helps you to avoid feeling overwhelmed by having too many aims, and helps to direct your attention to the most important ones.
- * Write goals down – this crystallizes them and gives them more force.
- * Keep aims small – keep the aims that you are working towards small and achievable. When your goal is too large, then it can seem as if you are not making any progress towards it. But keeping the aims small and incremental gives more opportunities for rewards.
- * Set realistic goals – it is important to set goals that you can achieve. All sorts of people (for example, employers, parents, media, or society) can set unrealistic goals for you. They will often do this in ignorance of your (the youth centre’s) own desires and ambitions.

If we want to define an aim, it is always useful to think about these questions:

- What do we want to achieve in a long-term and more general basis with the strategy itself?
- What are the general aims of the organization in the field of social inclusion of vulnerable target groups?
- What would happen if there was no strategy?

a practical example

N# - 1 Train programme youth workers in how to deal with the challenges of social exclusion of young people in the local community.

N# 2 – Involve young people from the target group in the programme of the youth centre.

N# 3 – Connect the local community and young people from the target group in different events.

N4 # - Help young people from the target group to integrate into daily life.

STEP 5 – Action plan

When we want to prepare an action plan for young people from vulnerable target groups it is always important to:

- Have a clear picture of previous experience – ours and others (Step 1),
- Know them by profile (Step 2),
- Know where the young people are – outdoor skate parks, youth events, popular gathering places, or social media so you can access them directly (Step 3),
- Have realistic goals (Step 4),
- Have a clear action plan.

The action plan clarifies what resources you will need to reach your goal(s) and determines the tasks and stakeholders to achieve the goal(s).

a practical example

N#1 – Annual Youth Culture and Sports Festival where the target group are also organizers.

N#2 – Individual coaching is available to the target group on a regular basis.

N#3 – Monthly open educational youth day events with guest speakers to cover different topics the target group is interested in.

N#4 – Seasonal outdoor day trips for the target group.

N#5 – Seasonal intergeneration events to develop the different skills useful for daily life.

...

STEP 6 - Indicators

Indicators should always also be SMART (specific, measurable, achievable, relevant, time-bound), which will ensure that we can monitor the progress of the programme itself. Key indicators determine which obstacles persuade us to achieve our goals and show us potential improvements in the activities and of the project in general. They also help us to get a clear picture of the programme being implemented.

It is always essential to think not only about **quantitative** indicators, which are significant to the policy and decision-makers, but also about **qualitative** indicators, which are most important to the target group itself.

N#	Activity	Indicators
1	<i>Annual Youth Culture and Sports Festival where the target group are also organizers.</i>	100 young people aged 13-18 took part in the event. A team of 10 young people from the target group gained new experience in event management.
2	<i>Individual coaching is available to the target group on a regular basis.</i>	100 individual coaching sessions were delivered. The young people had the chance to set their personal goals for a one-year period, and they achieved them.
3	<i>Monthly open educational youth day events with guest speakers to cover different topics the target group is interested in</i>	Ten educational youth day events with guest speakers to cover different topics the target group is interested in were organized. The target group got useful information and new knowledge about topics they are interested in.
4	<i>Seasonal outdoor day trips for the target group.</i>	Four seasonal outdoor trips were organized. The target group developed their skills of working in teams.
5	<i>Seasonal intergeneration events to develop the different skills useful for daily life.</i>	Twenty people from another age group than youth were involved. The young appreciated having the chance to cooperate with people from other generations.

STEP 7 - Processes and ways of involving the stakeholders

To spread the meaning of your work, to make what you do and its influence on the target group visible, and to get the proper resources at the time and in the amount you need, it is very important to involve the stakeholders as much as possible, keeping the project on their agendas. Creating relationships with the stakeholders can take time, so do not leave it to the very last moment, and make a start now.

First you should prepare a map of all the stakeholders in your local environment so you can establish cooperation with other organizations who also work with young people locally in some way. Present yourself, but also be interested in the other's activities; initiate a proposal for collaboration and set a common goal to which everyone can contribute.

It is always very important to identify who is responsible for each activity and who will be supporting them.

After you have named all the relevant stakeholders (parents, teachers, local NGOs, local businesses, policy makers, decision-makers, church, non-formal groups, etc), make an analysis of interest and power and manage the stakeholders regularly and in a smooth way.

To involve the stakeholders as much as possible with the minimum resources, it is necessary to analyse their needs and find common needs to work towards.

Ways to involve the stakeholders:

- Invite them to a working group to develop the strategy;
- Invite them to give a speech at event openings, closings, by topic;
- Invite them to be an expert in an activity;
- Invite them to charity events, to give resources, to give an opinion;
- Offer to do something together that is important to the stakeholder;
- Invite them to be a participant in the event;
- Give public thanks to the stakeholders, etc.

STEP 8 – Resources

Resources can be anything that is required to accomplish an activity. The most common resources in youth work are:

- People (whether an expert, an organizer or volunteer, all of them are important);
- Space (is it indoor or outdoor – youth centre, sports hall, forest, etc. - it is not possible to organize anything without a space);
- Transport (to gather other resources or to drive the participants or visitors; very often you need to manage the option of transport availability);
- Materials (depending on the activity it can be from a simple paper and pen to specific outdoor or scientific items).

The more detailed the description of the resources needed for your activities, the easier it will be to get them. It is much easier to tell the sports teacher that you need volleyballs and basketballs than saying that you are looking for sports equipment and in the end you are holding a jump rope in your hands.

a practical example

Individual coaching is available to the target group on a regular basis – for the first session the resources you need are: a coach; a space (two chairs or blankets to sit on); pen and paper for notes; coloured paper for an exercise.

STEP 9 – Implementation

Some tools to make the Strategy of Social Inclusion a reality:

- Treat each person individually – this strategy is not an answer to all situations, but it can help youth workers to adapt it to each vulnerable target group separately.
- Ask young people directly what they want and need.
- Respect the needs and capabilities of young people from vulnerable target groups.
- Approach every issue differently and talk to young people about their experiences.
- Raise awareness of underprivileged young people and other vulnerable target groups, and create a safe space for discussions about this topic.
- Use non-discriminatory language and terminology.
- Help young people to find their own way and become involved and active in society.
- Create activities with young people for young people so you make contact with the target group.
- Be a person who is not afraid to open up or to show the “human” side of yourself, and be a person who has a sincere interest in young people and a wish to find a common language.
- Be a coach, teacher, advocate for young people, and also an ally they can trust.

STEP 10 – Evaluation

Evaluation is a process that critically examines a programme. It involves collecting and analyzing information about a programme’s activities, characteristics, and outcomes. Its purpose is to make judgments about a programme, to improve its effectiveness, and/or to inform programming decisions (Patton, 1987).

By evaluation you can improve programme design and implementation and demonstrate the impact of the programme. It is important to periodically assess and adapt your activities to ensure they are as effective as they can be. Evaluation can help you identify areas for improvement, and ultimately help you realize your goals more efficiently. Additionally, when you share your results about what was more and less effective, you help advance education and other actors in the local environment.

Evaluations fall into one of two broad categories: formative and summative. Formative evaluations are conducted during programme development and implementation, and are useful if you want direction on how to best achieve your goals or improve your programme. Summative evaluations should be completed once your programmes are well established and will tell you to what extent the programme is achieving its goals. Within the categories of formative and summative, there are different types of evaluation.

1. Good evaluation is tailored to your programme and builds on existing evaluation knowledge and resources; it is inclusive, honest and replicable; its methods are as rigorous as circumstances allow; and you have a plan with indicators (Step 6) that you are following throughout the implementation period of strategy for social inclusion.

Evaluation can be short-term and long-term, quantitative and qualitative, individual and in groups, passive and interactive, etc. The most popular evaluation methods in youth work are: personal talk, pool, survey, observation, and media monitoring.

Evaluation enables you to demonstrate your programme’s success or progress. The information you collect allows you to better communicate your programme’s impact to others, which is critical for public relations, staff morale, and attracting and retaining support from current and potential funders.

●SOCIAL INCLUSION● PLANNING – step by step (sample)

After you have determined all the guidelines, you can start planning the strategy step by step. You can use this worksheet for easier planning of your strategy in the field of social inclusion of young people into the youth centres programme; it is a crucial part of project planning.

Aims:	
Target groups:	
Time frame:	
Indicators:	
Partners:	

1 Funding of the project activities and funding breakdown if there is more than one financial source.

2 In project management, resources are required to carry out the project tasks. They can be people, equipment, facilities, funding, or anything else capable of definition (usually other than labour) required for the completion of a project activity.

Financial recourses:¹	
Resources:²	
Desired results:	

GENERAL DESCRIPTION OF THE PROJECT

Social Inclusion in Youth Centres was a 24-month Strategic Partnership which was financed by the Erasmus+ programme Youth in Action, between four partner organizations. We focused on factors that make young people aware of the importance of social exclusion and the inclusion of young people into today’s modern society, and we wanted to develop not only activities and tools for youth workers, but also to develop sustainable programme activity guidelines for youth centres and related organizations working with young people. In this project we are following the objectives of the EU Youth Strategy in the area of policy decisions in social inclusion.

The project began with a kick-off meeting, which was the basis for the project. The purpose of the kick-off meeting was a joint overview of the project activities and the final preparation for our cooperation. The next step was to prepare an analysis of the current position in each country. In this analysis we wanted to take into account critical local environments where the challenges of social inclusion are perceived. The method of analysis was prepared by a narrower project team at the national level in each country.

Within the framework of the Social Inclusion in Youth Centres project, we also made a study visit, with the purpose of viewing good practice in youth centres in Oldenburg (Germany). This provided us with insight into good practice in developing and implementing programme activities in the field of social inclusion.

Armed with all the knowledge from the previous activities, we prepared a programme for international training for youth workers who are responsible for the development of programmes in youth centres, where they could develop regular programme content of their youth centre and minor project activities in the field of social inclusion. At the international

training youth workers also developed pilot national training courses for transferring the acquired knowledge to other youth workers, and to test the activities for social inclusion to better understand where the social inclusion programme of particular youth centres should go and how.

We completed the project with multiple events in each country intended for decision-makers, various organizations that encounter social exclusion issues, and heads of youth centres, with the purpose of commenting and adapting the draft of the strategy paper.

Through all the activities the process of strategy development took place, based on the analysis in each country, methods and insight into the concrete content, and the successful programme content of the youth centres in each country. All this enabled us to prepare a long-term sustainable strategy for programme development in youth centres and other related organizations in the field of social inclusion, and as a help for youth workers and youth centre leaders, how to deal with the challenges of social exclusion in the local community and how to effectively respond to them.

We developed strategic guidelines that will enable youth centres to develop programme activities in the field of social inclusion, and, more precisely, how to develop programme content for the programme plan in youth centres.

OBJECTIVES OF THE SOCIAL INCLUSION IN YOUTH CENTRES PROJECT

The project was designed to already give intermediate and immediate results at the time of implementation. After completion, the goal is to maintain the learning outcomes of the project. In general, the main results are defined in Objective 1 and Objective 2, while the sub-targets show the results that we want to achieve in the project partnership during the project.

OBJECTIVE 1: Creating a strategy for a sustainable approach to social inclusion in youth centre programmes

Theoretical support for the preparation of strategic models of social inclusion in youth centres will be found in the EU Youth goals, the EU Strategy for Youth 2010-2018, the Erasmus + Programme: Youth in Action in the Area of Integration and Diversity, the SALTO Inclusion Centre/Publications Centre, 2006-2015 and other relevant documents. In preparing a model for strategic planning of social inclusion and how to develop programme content from the projects, practical examples, such as co-creating a programme with young people who are threatened with social exclusion together with the management teams of centres, will help us.

C1.1: Preparation and implementation of the analysis

- The criteria for the analysis need to be developed for the formulation of strategic programme orientations and models of social inclusion in youth centres.
- An analysis of the current state of programmes and projects of social inclusion in all youth centres, for the creation of a strategic programme of social inclusion in local organizations.

C1.2: Conducting a study visit

- A successful study visit in Germany with 24 participants (programme youth workers and managers/directors) for the needs of social inclusion analysis.

C1.3: Review of good practice and meaningful placement in the strategy

- Preparation of a set of good practices, analysis of them, and inclusion in models for designing specific programme content.

● OBJECTIVE 2: To train youth workers and youth centre leaders in how to deal with the challenges of social exclusion of young people in the local community

The role of youth centres in the field of social inclusion will be strengthened and youth centres will become a competent interlocutor to other stakeholders at the local, national, and European levels. Strategic guidelines and the development of youth centre programmes are important in social inclusion, as youth centres are the catalyst of the local community towards a more proactive approach to solving the challenges of modern times. The development of models for the creation of concrete programme content in the youth centres will be based on the analysis and basic documents in the field of social inclusion (which will be especially evident during the development of strategic guidelines and the implementation of international mobility and national training). Together with the experts involved, we will co-shape part of the European dimension of social inclusion. The impact of the project is a more inclusive society.

C2.1: Preparation, implementation and evaluation of international training

- 1 successfully completed international training.
- 24 skilled youth workers to develop social inclusion in the content of the youth centres.

C2.2: Preparation, implementation and evaluation of national training

- 90 trained programme youth workers to develop social inclusion in the content of the youth centres.
- The implementation of 6 meetings or training sessions where trained programme youth workers will train youth workers in youth centres who are responsible for how to develop regular programmes in the field of social inclusion. Together they will prepare and propose strategic solutions and options for integration.

C2.3: Implementation of multiplier events

- Implementation of at least 6 programmes on the topic of social inclusion in youth centres.
- 3 multiplication meetings with at least 90 participants.

C2.4: Developed model for designing specific programme content

- At least 12 content programmes for social inclusion in youth centres have been developed by programme youth workers on the basis of international training within the project.

THE REALITY IN THE FIELD OF SOCIAL INCLUSION AND BACKGROUND IN ESTONIA, GERMANY, LATVIA AND SLOVENIA

During the reality check in the field of social inclusion in each country, we realized that we were dealing with three different realities, but with some junction points. We can see that in each country organizations are working on the principles of youth work, which is answering the changes in society. This was the main starting point for the preparation of the strategy for programming and implementing social inclusion into the youth centre programme. In the section below you can read how youth work is established in each country, the outcomes of the analysis made during the project, and the definition of who the young people in each participating country are according to statistics (age definition for young people, number of young people, gender division), and who the relevant stakeholders and partners in youth work in each country with the purpose of changing politics and including young people in society are. This is information youth workers can rely on in the preparation of the strategy and use as a reference in the description of the current conditions in the field of social inclusion. At the end of the section we define what the resources of the youth sector in each country are, how youth work is organized, and how youth work is carried out in each country.

SLOVENIA

According to the Statistical Office of the Republic of Slovenia (2016), the number of young people in Slovenia is rapidly decreasing. These demographic changes imply that in terms of the long-term stability and development of Slovenian society, the importance of full social inclusion and activation of the potential of every young person is and will be greater than ever before. Despite lower expenditure on social protection (as a proportion of GDP) compared to the EU average, the Republic of Slovenia has so far managed to maintain a relatively low level of risk of poverty or social exclusion. According to the Eurofound study So-

cial Inclusion of Young People, Slovenia had the lowest level of perceived youth social exclusion across central and eastern European countries in 2013. According to the study 'Youth 2010', the main mechanisms for social inclusion in Slovenia are education and employment. Youth social inclusion is not separately defined in Slovenian legislation. The main agent of social inclusion in Slovenia is the Ministry of Labour, Family, Social Affairs and Equal Opportunities, which is responsible for implementing relevant programmes and appointing programme providers. Slovene municipalities are also involved in youth social inclusion. To date, no specific national strategy or programme for youth social inclusion has been adopted in Slovenia. The National Programme for Youth 2013-2022 (Resolucija o Nacionalnem programu za mladino 2013-2022) addresses poverty reduction and social inclusion of young people across a number of policy areas, including employment and the labour market, education, housing and health. The Programme has several measures/instruments and indicators for its implementation. The largest proportion of funding comes from government and municipal sources or from NGOs' own assets. The Office of the Republic of Slovenia for Youth and other competent supervisory authorities monitor the targeted use of funds. Access to housing for young people in Slovenia is limited by a number of structural factors that include limited supply and affordability of housing for sale or rent. Another limiting factor is young people's financial situation, which is linked to their employment; as they are at the beginning of their employment career, they have lower incomes and are often employed on fixed term contracts.

(Source: European Commission: <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/4-social-inclusion-slovenia>)

ESTONIA

Youth work in Estonia is recognized as a profession, and youth work is regulated by up-to-date regulations and documentation. Currently there are three higher education institutions which have youth work studies curricula in Estonia: the Pedagogical College of Tallinn University, Narva College of the University of Tartu, and the Viljandi Cultural Academy of the University of Tartu. There are also numerous actors that provide non-formal training for youth work specialists and beginners. As part of the national occupational qualifications system in Estonia, the qualification standard for youth workers was adopted in 2006 and renewed in 2011. The qualification standard describes the main competence requirements for youth workers at three levels (Source: Digar, <https://www.digar.ee/arhiiv/en/books/72125>). Therefore, the vast majority of Estonian youth workers have relevant education in youth work or a similar field, are mostly up to date with new directions of youth work, and renew their competencies regularly, as additional training is accessible and mostly free of charge. According to the Estonian Youth Work Act (Source: Riigi Teataja, <https://www.riigiteataja.ee/en/eli/511072014006/consolide>) and the Local Government Act (Source: Riigi Teataja, <https://www.riigiteataja.ee/en/eli/509012014003/consolide>), youth work is the responsibility of local authorities (councils, rural municipalities or city governments, and institutions and partners administered by them), so the extent of activities and funds may differ from municipality to municipality. In general, youth centres, which may be organized by local authorities or non-profit associations, have the widest range of services for youth work and are considered the primary youth work providers. There are approximately 260 youth cen-

tres currently operating in Estonia, in 79 local government units across the country. In addition, there are hobby schools operating in the area of youth work which create an opportunity for the acquisition of hobby education in pre-professional music, dance, visual arts etc. and youth associations, among them students' councils in formal schools and youth councils supporting the organization and provision of youth work.

LATVIA

[A Social Services and Social Assistance Law](#) has been adopted in Latvia. Social inclusion is defined as a process, the aim of which is to provide people exposed to the risk of poverty and social exclusion with opportunities, services and resources that are necessary to fully participate in the economic, social and cultural life of society, improving the standard of living and welfare, as well as greater possibilities for participation in decision-making and access to the fundamental rights of a person. This specific provision applies to all inhabitants of Latvia including young people and children.

Social inclusion is a multi-sectoral field – it requires representatives of educational, welfare, economic, regional development and health sectors to work together. This means that the success of social inclusion to a great extent depends on the will and possibilities for the representatives of the state and municipal institutions, as well as the non-governmental sector, to collaborate.

Social inclusion issues fall within the competence of the Ministry of Welfare, but where the issues of youth social inclusion are separated, they are dealt with and promoted by the Ministry of Education and Science in cooperation with other institutions and authorities.

Youth work in Latvia is recognized as a profession and youth work is regulated by up-to-date regulations and documentation which follow “Youth Law” (adopted 08.05.2008).

Currently there are two higher education institutions that have youth work studies curricula in Latvia: Daugavpils University and Liepaja University. The Ministry of Education and Science annually provides non-formal training according the legislation to up to 50 youth workers and youth affairs specialists. As part of the national occupational qualifications system in Latvia, there is a qualification standard for youth workers and youth affairs specialists.

Therefore, the vast majority of Latvian youth workers have relevant education in youth work or a similar field, are mostly up to date with new directions of youth work, and renew their competencies regularly, as additional training is accessible and mostly free of charge. According to the “Youth Law” of Republic of Latvia (Source: Likumi: <https://likumi.lv/ta/id/175920-jaunatnes-likums/redakcijas-datums/2009/07/01>), youth work is the responsibility of local authorities (councils, rural municipalities or city governments, and institutions and partners administered by them), so the extent of activities and funds may differ from municipality to municipality. In general, youth centres, which may be organized by local authorities or non-profit associations, have the widest range of services for youth work and

are considered the primary youth work providers. There are approximately 180 youth centres currently operating in Latvia, in 109 local government units across the country.

(Source: European Commission: https://eacea.ec.europa.eu/national_policies/en/content/youthwiki/4-social-inclusion-latvia)

GERMANY

Germany is a huge country and consists of 16 federal states. Most of them have their own federal laws and it would be too much for us to try and compare all of them. Our partner in the project was the association Jugendkulturarbeit e.V., which is in the federal state of Niedersachsen (Lower Saxony) with its capital city in Hannover. This short analysis will focus just on the Niedersachsen federal state.

Most inclusion programmes in Lower Saxony focus on two topics: **migrations** and **people with disabilities**. At the end of 2018 there were approximately 10.6 million people with foreign nationalities living in Germany. The highest rate of foreigners live in Berlin (17%) and in Bremen (16.8%). In Lower Saxony it measures approximately 8.7% of the population, which corresponds to 777,000 foreign people.

The politics of migration and participation in Lower Saxony is a cross-sectional policy. The federal, state and local governments, along with other partially voluntary actors, provide funds or contribute to promoting the participation of immigrants. In Niedersachsen a network of cooperative migration work was developed. For over fifteen years, this has ensured the professional connection and communication of all those involved in the integration process (such as schools, the labour office, social welfare etc). The state of Lower Saxony understands the importance of cooperation between the private and public sectors, where the private sector takes over responsibilities defined by the public sector. Therefore, the government grants finances to many private counselling and inclusion organizations, which are obliged to offer mainly information and individual advice to migrants about residence, social questions, socio-pedagogical and psychosocial counselling, integration courses and other language support measures, as well as individual mediation in these, integration into education, training and work, and in the case of further migration and return, assistance in reintegration. There are many NGOs as well as some public offices which offer inclusion programmes for newcomers such as Community College, where, for instance, foreigners can begin with an inclusion programme and continue with a language course which is often paid for by the government. The government also sponsors special participation fees for young foreigners in some inclusion programmes such as youth exchanges or similar.

As for **young people with disabilities**, the concept of the inclusion school has been developed. Inclusion in this sense means the comprehensive and unrestricted participation of every individual in social life. This explicitly includes the right to education. The inclusive school is a school for individual support, in which each child is best supported by his/her individual talents and special needs. The inclusive school understands heterogeneity as the basis and opportunity of school work and education. No child is denied access to a specific

school or school form in Lower Saxony due to a restriction or disability. This is also the case in Article 24 (“Education”) of the UN Convention on the Rights of Persons with Disabilities, which guarantees people with disabilities non-discriminatory access to the education system. In Lower Saxony, therefore, every school is an inclusive school.

Lower Saxony is advancing with respect to the implementation of the inclusive school. The inclusive school was introduced in Lower Saxony at the beginning of the school year 2013/14 beginning with the first and fifth years of schooling. It has since been expanded in ascending order. In the current school year 2018/2019, the inclusive school has been introduced in grades 1 to 10 of public general education schools. In addition, from this school year it is also starting to work in vocational schools. Pupils with the need for special educational support receive appropriate support in the inclusive school.

ANALYSIS OF THE POSITION IN EACH COUNTRY

During the first phase of the project, each partner prepared an analysis of the current position of social inclusion in youth centres. This analysis was prepared with the aim of achieving the goals of the project that had been set, and preparing a manual for youth workers on the topic of social inclusion of vulnerable target people in the programmes and activities of their organizations, and to see what is already being done in this field in each country, which is really important for the preparation of the strategy.

SLOVENIA

The Office of the Republic of Slovenia for Youth is the public authority responsible for the field of youth and the implementation of the public interest in the youth sector at the national level. It has been an independent body within the Ministry for Education and Sport since 1991. The Office for Youth prepares regulations and measures for the youth sector. It promotes non-formal learning processes to increase the competences of youth in their transition from childhood to adulthood. It develops suitable mechanisms for supporting youth organizations and organizations for youth which are of key importance for promoting active youth participation.

In the analysis, in which we focused on 12 personal circumstances (LGBT+, ethnicity, religion, lower economic status, disability, special needs, geographical exclusion, addiction, victims of violence, violent behaviour, health challenges, educational problems, political conviction), 21 organizations from 9 regions participated. The youth centres, which are members of Mreža MaMa, and the relevant organizations that co-create the programme for and with young people from vulnerable target groups, also participated.

The analysis was divided into four sections. In the first part, we focused on services (creative workshops, informal training, cultural activities, socializing with peers, counselling, talking to a youth worker, project work, volunteering, international activities, activities related to a healthy lifestyle) used by young people from vulnerable target groups according to their personal circumstances. We also focused on the number of vulnerable groups of young people who attend the activities and programmes of individual organizations, which vary from organization to organization (at least 5 young people up to a maximum of 200) and are also conditional on the environment and the number of young people in it; the majority of young people attend organizations in Ljubljana, and the least in smaller towns (Šmartno ob Paki, Hrastnik, Ravne na Koroškem).

In the second part, we focused on the personal contact of a youth worker with a young person from a vulnerable target group. We divided the assembly according to:

1. The approach – how to make first contact with young people and what is important in this regard.
2. The method of work with a young person from a vulnerable target group.
3. What are they paying attention to in order to attract young people from a vulnerable target group?

In the third part of the questionnaire, we invited youth workers to share good practice with young people from a vulnerable target group.

In the last section, the youth workers shared with us some examples of poor practice of work with young people from a vulnerable target group.

(Resource: Youth Network MaMa:

https://issuu.com/mrezamama/docs/analiza_ankete_syic_final)

Statistics: In the Slovenian population (2,064,188 inhabitants), 15.7% are young people between 15 and 29 years old (327,326 young people). Dividing the percentage of young people by gender in the total population there are 168,989 (8.2%) young men and 158,337 (7.7%) young women.

(Source: Statistical Office of the Republic of Slovenia, 2016: [http://pxweb.stat.si/pxweb/Di-
alog/varval.asp?ma=05C20025&ti=&path=/Database/Dem_soc/05_p_rebivalstvo/10_stevilo_preb/10_05C20_prebivalstvo_stat_regije/&lang=2](http://pxweb.stat.si/pxweb/Dialog/varval.asp?ma=05C20025&ti=&path=/Database/Dem_soc/05_p_rebivalstvo/10_stevilo_preb/10_05C20_prebivalstvo_stat_regije/&lang=2))

Stakeholders and partners:

Ministry in charge of youth: Ministry of Education, Science and Sports with the Youth Department in the Ministry: Office for Youth.

Other stakeholders:

Ministry of Labour, Family, Social Affairs and Equal Opportunities, the Youth Council of Slovenia, the Human Rights Ombudsman, the Government Office for the Support and Integration of Migrants.

Needs of young people:

The changes that Europe experienced in the social transition and in its framework of Slovenia in the economic and social spheres transformed society and indelibly marked the position and development of young people. Today, young people are more concerned with personal needs than with collective rights; more importantly, their personal success and career prospects seem to them to be more important, as this ensures the quality of their lives. They encounter a range of problems and various forms of pressure, because if they want to be competitive in the labour market, they must be successful at school and finish their studies; the company has high expectations of them; in addition, young people, if they want to find a stable job, must be extremely flexible and mobile. Since the EU and Slovenia will have to deal more actively with the new demographic challenges in the near future, i.e. the aging of the population and the reduction in the number of young people, these processes will also change and adapt the characteristics of the workforce. In both Europe and Slovenia, the number of young workers will decline, and we will all increasingly depend on the upcoming generations. It is therefore important to emphasize the alarming reminder that today's young people need to prepare well enough and strengthen their roles and positions to take on this responsibility. (Source: Slovenija25: <http://www.slovenija25.si/mladi-obrazi/mladi-v-stevilkah/index.html>)

Accessibility:

The youth sector in Slovenia is characterized by the diversity of young people in youth organizations, and the diversity of organizations for young people, both public and private. The mentioned Office with its approach in the form of direct legal recognition of youth councils and the system of granting performance status in the public interest is recognized and strengthened by the Office of the Republic of Slovenia for Youth. Organizations in the youth sector can be classified in different ways, but depending on their role and importance in the development of youth work and youth policy, it can be roughly divided into youth councils, national youth organizations, youth centres and the most diverse group, that is, other non-governmental organizations. Through the acquired status of acting in the public interest, individual organizations have access to individual instruments in the youth sector, including financial ones.

Resources:

Youth work is voluntary, and organizes activities for young people in their leisure time outside their family, formal education, or employment. These activities are part of non-formal learning for young people and contribute to their personal and social development, as well as having an impact on the community in which they live. Youth work is mainly provided by youth organizations and non-governmental organizations working with young people. Youth work should not be confused with student work as a form of employment.

ESTONIA

Youth work and its management in Estonia is regulated by the Estonian Youth Work Act (Source: Riigi Teataja, <https://www.riigiteataja.ee/en/eli/511072014006/consolide>), which determines the main principles of youth work. The organization of youth work proceeds from the following principles:

- Youth work is carried out for the benefit of and together with young people by involving them in the decision-making process;
- Upon creating the conditions for the acquisition of knowledge and skills the needs and interests of young people shall be proceeded from;
- Youth work is based on the participation and free will of young people;
- Youth work supports the initiative of young people;
- Youth work proceeds from the principles of equal treatment, tolerance and partnership.

Open youth centres in Estonia provide educational leisure time activities for young people aged 7-26. They permit equal access and opportunities, support for young people and their ideas, space for socializing, and equal partnership. Youth centres are the main youth work service providers in local municipalities, and a link between different organizations and people.

“The Youth Field Development Plan for 2014-2020 measures and activities of youth affairs are designed to achieve goals and objectives, such as the following:

- Young people have more choices for opening their creative and development potential;
- Young people have a lower risk of being marginalized;
- The participation of young people in decision-making processes is better supported;
- Youth affairs function more efficiently.”

(Source: Ministry of Education and Research Estonia, <https://www.hm.ee/en/activities/youth/youth-policy>)

There is no law or regulation specifically targeted at youth centres, so the Association of Estonian Open Youth Centres, published in 2013 and renewed in 2017, a “good command” for open youth centres for mutual understanding (<https://ank.ee/eesti-ank/dokumendid/noortekeskuste-hea-tava/>). Youth centres may exist in various forms, but most of them are characterized by following open youth work principles which include, among other things, free and open access to any young person, involving young people on a voluntary basis, acting in the interests and concerns of young people, providing experiential learning in a structured manner, and a sense of partnership between young people and youth workers.

Considering the above, it can be said that social inclusion is present in Estonian youth work. Nevertheless, it could still have more focus and attention in this changing world and society.

Statistics: The Estonian population is 1.316 million people (2017) in the area of 45,226 km². The target group for youth work is aged 7- 26; this is considered a young person in Estonia. As of 2017 the population of young people in Estonia is 21.2% of the total population. Estonia adopted its Youth Work Act in 1999, and the new version of the Youth Work Act in 2010.

Stakeholders and partners:

- Estonian Youth Work Centre www.entk.ee
- Foundation Archimedes Youth Agency (also Erasmus+ Estonian National Agency) www.noored.ee
- NGO Association of Estonian Open Youth Centres www.ank.ee
- NGO Estonian National Youth Council www.enl.ee
- NGO Estonian Association of Youth Workers www.enk.ee

Needs of young people:

The majority of young people aged 7-26 in Estonia are studying. Personal development, social and life skills and support for self-exploration needs to be practised, including in real-life situations, and are considerably improved through non-formal educational activities. Young people are at a greater risk of exclusion in general, and young people who are Not in Education, Employment, or Training (NEET), who may be long-term unemployed, unofficial casual workers, mothers of young children, criminals, people with physical or mental disabilities or adventure-seekers are more vulnerable to social exclusion. A youth monitoring report implemented in Estonia during 2010-2015 (Source: Praxis: <http://www.praxis.ee/en/works/youth-monitoring/social-inclusion/>) states that in order to prevent social exclusion it is important to improve youth involvement and to develop courage in young people to actively attend to the issues that surround them. It is necessary to take into account the versatile needs of different young people and to combine different measures.

Accessibility:

Youth centres are recommended to be located in easily accessible places for young people. In their mind-set youth centres are open and accessible to any young people willing to visit; nevertheless, physical access to rooms is still an issue in several locations. Quite a lot of services are accessible online in Estonia, which also includes online youth workers and online career and youth information. In the homogenous society in general and also in youth work, specialists mostly have little experience in working with different target groups, and this also allows developments in youth work activities to involve more young people.

Resources:

The activities of youth centres first and foremost include developing contacts in Open Space or through mobile youth work, and enabling participation through youth information, voluntary work or youth initiatives. Activities of youth centres also include preventive work, the labour market and networking activities under different programmes. Youth centres are also there to support specific interests of young people through hobby groups, camps, training, international youth work, or through supporting the youth council's activities. Youth

centres are youth information service providers and youth work resource centres for the surrounding area, which often collaborate with a large variety of partners. The main partners are local government, schools, libraries, and cultural centres, and partners may also include medical service providers, the local police, psychologists, career counsellors and so on.

LATVIA

The national report of Latvia “Social inclusion and youth in Latvia – legislation, statistics, available support mechanisms and good practice” (Source: <https://ej.uz/SI2018>) is prepared by experts in social inclusion and youth work and presents the current situation in Latvia, as well as providing information on funding and contacts to develop the social inclusion concept in youth centres in Latvia more strategically and professionally.

There is no single common definition of social inclusion mentioned in legislation in Latvia. Different concepts are in use in the academic and political arenas. In youth work we follow mainly the EC and Council of Europe Youth partnership concept of social inclusion (Source: Youth Partnership: <https://pjp-eu.coe.int/en/web/youth-partnership/social-inclusion>).

The main youth groups under the risk of social exclusion and poverty in Latvia are:

- Roma youth,
- Convicted youth,
- Young single mothers,
- Unemployed youth.

There are legislation and policy papers in Latvia (such as Youth Law (2008), Antidiscrimination Policy Guidelines (2014) or the Policy paper on National Identity, Civic Society and Integration (2012)), and many more are in use in the processes dealing with social inclusion at the national level. A Committee on the Coordination of Social Inclusion Policy was established in 2007 in Latvia under the Ministry of Welfare.

At the national level the best-known programme is the “Youth Guarantee” for NEET youth – formal education, non-formal education and labour market initiatives are under this programme. The Erasmus+: Youth in Action programme is becoming more and more popular not only for international mobilities but especially with local initiatives. There is also a set of programmes for cultural minority groups and diaspora and programmes developed by local municipalities. At the local level the most popular initiative to reduce social exclusion, particularly in the labour market, is the “Students’ summer employment programme”, which is implemented in all the municipalities of Latvia for young people aged 15-20 in full-time education.

In the report you can also find information on the biggest networks working in Latvia with social inclusion issues – the Youth Section of Red Cross Latvia, the NGO Apeirons for people with disabilities and their friends, and the NGO Cooperation Platform working on cultural integration issues. Meanwhile there are many NGOs and initiatives by local governments dedicated to social inclusion. You can get more information by contacting the project partner from Latvia.

Statistics: The population of Latvia is 1.9 million people (2019) in an area of 64,589 km². The target group for youth work is aged 13-25; this is considered a young person in Latvia. As of 2019 the population of young people in Latvia is 13.2% of the total population. Latvia adopted its Youth Law in 2008.

Stakeholders and partners:

- JSPA - Erasmus+ National Agency of Latvia www.jaunatne.gov.lv
- LJP - NGO The National Youth Council of Latvia www.ljp.lv
- LPS – Latvian Association of Local governments www.lps.lv

Youth work in Latvia is governed by the Ministry of Education and Science (IZM) and its main objective is to develop and coordinate youth work within the framework of the national youth policy and to achieve the goals of the Latvian Youth policy strategy 2016-2020. There is cooperation between governmental and non-governmental organizations working in different thematic fields, local governments, youth associations and other institutions to develop youth policy and youth work with the main aim of increasing the well-being and living standards of young people in Latvia.

An excellent example of cross-sectoral cooperation to promote youth work and youth policy issues in the wider society in Latvia is the initiative Youth Capital of Latvia (since 2014), which was initiated by youth NGOs and accepted by IZM (Source: <http://jaunatneslietas.lv/content/latvijas-jauniesu-galvaspilseta-2019>)

Needs of young people:

The most significant demographic tendencies in Latvia are the population decrease and the concurrent aging of the population. Emigration of young people during the last 10 years has aggravated the demographic situation (about 1/3 of young people aged 15-24 live outside the country). Every fifth young person in Latvia is at risk of poverty. Every fourth young person in Latvia meets material or social deprivation – economic strain, insufficient resources to buy durables, housing deprivation. The rates of social tension are also rather high – about 90% of young people consider there is tension between poor and rich people in society and between different racial and ethnic groups, and 73% of Latvian young people indicate there is tension between people with different sexual orientations. Only a small percentage of young people consider they have the possibility to influence decisions at their school or university – in Latvia only 28% of young people think they have such a possibility. As the quality of the education and learning environment has significant influence on the future prospects of young people in their lives, these data urge us to significantly improve the school curriculum and teachers' work, as well as the learning environment, including more active involvement and participation of parents. In Latvia only 70% of young people suggest that they have all the opportunities to acquire the education they want. Every fifth young person in Latvia is unemployed (including 3% long-term unemployed). The majority of young people are positive about the possibility of choosing a profession/occupation they like (67% of Latvian young people). More critically, young people estimate possibilities of finding a job that

they like as low (52% think they have no such possibility). Even worse prospects relate to the possibility to work in business – only 35% of Latvian young people consider this option. Even though most of Latvian youth have self-reported that their health is good (86%), still this is a lower rate than average in the EU (93%). In addition, every third young person in Latvia considers that they have a long-standing illness or health problem. A large proportion of young people in Latvia consider that their municipality is not youth friendly – 28%. A large proportion of young people in Latvia live in poor amenities (overcrowded, leaking roof, no bath/shower and no indoor toilet, or a dwelling considered too dark) – in the EU on average there are 7%, in Latvia, 24%. Young people in Latvia rarely take part in neighbourhood activities (urban planning, signing a petition, etc.) – only 5% (average in the EU 10%). Only 9% of young people in Latvia post their opinions on civic or political issues in social networks or elsewhere in the internet. Indeed, political activity may have a low priority in youth life, and usually a limited number of young people get involved in it. However, youth participation in civic, non-governmental activities is a meaningful indicator. About 17% of young people in Latvia engage in the activities of non-governmental organizations, 24% in Latvia have been engaged in youth projects, and 19% of Latvian young people have participated in the activities of youth centres. 85% of young people aged 20-24 in Latvia have at least upper secondary educational attainment level. At the same time, Latvia has the highest rate in the EU countries of frequently bullied students (15 year-olds). The average rate in the EU is 9%, but in Latvia it reaches 18%. An absolute majority of young people in Latvia have an optimistic view of their future (90% in Latvia, EU average, 78%).

(Source: Agency of International Programmes for Youth. Republic of Latvia: http://www.ber-nulabklajiba.lv/wp-content/uploads/2019/04/Well-being-of-Young-People-in-the-Baltic-States_2018_ENG_Final.pdf)

Accessibility:

Still there are local municipalities which have no youth workers or youth centres at all. Many youth centres do not have easy access for everyone (location, working hours), but a good thing is that the services (projects, activities, infrastructure, etc) provided by youth centres are very varied and for different interests. In the past few years mobile youth work has been on the national youth work agenda, and is developing very well. More and more services for young people are becoming available online. More and more youth NGOs are taking part in the national youth policy implementation through their activities and expertise. However, besides Erasmus+ funding, there are few state programmes to support work with youth at the local and national levels.

GERMANY

Youth work as we know it in Lower Saxony falls under the Ministry of Social Affairs, Health and Equality and is being operated by the State Office for Social Affairs, Youth and Families. By default, youth work is somehow always categorized with social work. Socially disadvantaged young people are young people who, due to their family and social environment, their ethnic or cultural background or their economic situation, have been disadvantaged, which complicates their integration into society and the transition from school to work. On the

other hand, adolescents who suffer, for example, from learning disabilities, mental or physical disabilities, or that suffer from an addiction disorder or already have a criminal past are individually impaired.

Task areas of youth social work are primarily in subject areas such as:

- Youth care assistance (for example in the form of qualification offers, counselling, training-accompanying aids)
- Promoting the integration of immigrant youth (for example, through international youth work, youth migration services)
- General youth work (such as prevention and action against violence and discrimination)
- Social-educational aids for young people who have committed delinquency
- Gender work (in the context of gender mainstreaming)
- Educational and recreational activities
- School and student related youth social work
- Offers of youth housing (for example, in the form of supervised youth hostels)
- In addition, the importance and necessity of networking in the context of youth social work is increasingly becoming the focus of sponsors. Cooperation and local concepts help to pool the existing resources of different institutions and to optimize assistance processes.

The state youth welfare office in Lower Saxony is responsible in particular for tasks in these fields of work:

- Promotion, advice and support of state programmes such as outpatient social education offers for young offenders
- Intercultural youth work for the integration of young people with a migration background
- Organization of further education events and exchange of experts
- Bundling and forwarding of specialist information to carriers and specialists

The whole of Germany also benefits a great deal from the Jugendwerk programmes, which are similar to the Erasmus programme and offer special intercultural and inclusion possibilities to young people between Germany and different countries such as Poland, Ukraine, Turkey, Greece, France, the UK etc. These collaborations derive from the need to renew and rebuild trust in the EU and friendship between the countries.

(Source: <https://soziales.niedersachsen.de/startseite/>)

PARTNER ORGANIZATIONS IN THE PROJECT

YOUTH NETWORK MAMA, SLOVENIA

Youth Network MaMa (hereinafter referred to as the Network MaMa) brings together and represents organizations that carry out activities of youth centres in Slovenia. It is a non-governmental organization organized as a private institution. Its biggest advantage is that the network organization and the integration of members (youth centres), currently numbering 50, covers the whole of Slovenia. Network MaMa is an inclusive national networking organization for youth work in Slovenia and takes care of and advocates the interests and needs of youth centres throughout Slovenia. It is a learning organization that, with a professional approach to work and social responsibility and proactive content-oriented activities, contributes to the development of the whole community, especially for young people. Network MaMa is an active organization in the youth sector, according to the needs of its members, which thematically upgrades and provides various activities in areas where its members need professional support.

ASSOCIATION OF ESTONIAN OPEN YOUTH CENTRES (AEYC), ESTONIA

The Association of Estonian Open Youth Centres (AEYC) is a nationwide umbrella organization which connects youth centres across the whole of Estonia. The AEYC was founded on 9th November 2001; currently, it is a network of more than 180 youth centres located all over Estonia. The AEYC's aim is to stand for open youth work, create a network of youth centres in Estonia, support activities at the local level, and partnership activities between members at the national level. The AEYC cooperates with state and local governments, youth organizations in Estonia and abroad, and other institutions involved in youth work. The association supports new youth centres, analyses the current situation and needs of youth centres, supports youth workers, organizes seminars, training and exchange of good practice, introduces new methods in youth work, arranges information exchange between different actors, and shares ideas and inputs for the national youth policy. The AEYC actively takes part in international collaborations tackling the topics of quality, efficiency and innovation in youth work, and hosts, sends and coordinates organizations supporting the mobilities of young people and youth workers.

NGO "YOUTH LEADERS COALITION", LATVIA

The NGO "Youth Leaders Coalition" (YLC) has been operative since 1999, with the main focus on youth policy and youth work development at the local, regional and national levels as well as worldwide, and the capacity building of governmental and non-governmental institutions working with young people in different areas of their interests and responsibilities. The YLC

works as a resource centre for those who are interested in the development of youth work. It has great experience in NGO development and cooperation with local governments, youth centre development, capacity building of people working with youth and in research, and expertise in youth policy. The YLC has implemented more than 200 projects in the past in various fields related to youth, and has great expertise in working in Europe, Post-Soviet Union countries, Africa, the Balkans, South America and Asia. The YLC is one of the leading experts in Latvia on local youth work development. It has taken part in establishing the wide range of youth centres in Latvia, and in consultations with local governments on developing youth work and policy strategies. There are many youth centres in our network that we cooperate regularly with. We do have great knowledge on the reality of daily work with young people. There are around 185 youth centres in Latvia, where around 40 are multifunctional youth centres which have a major focus on activities of non-formal education for young people. The YLC organizes training, consultations, conferences for youth workers and various activities for young people, including the EU Youth Dialogue process all over Latvia. It works with different vulnerable groups of young people and its great experience strengthens the YLC to go forward with a social inclusiveness concept for youth centres in Latvia.

JUGENDKULTURARBEIT E.V., GERMANY

Jugendkulturarbeit e.V. is a professional association which offers activities and projects of cultural education for children and young people, established in Oldenburg in 1995. Our working methods derive from the concept of Performing Arts (movement of their bodies and voices in relation to other objects or topics) with the fusion of education for self-reflection, creativity, political and social issues, personal values, development and so on. Since we noticed the lack of political understanding and declining active participation of young people, we added political and social education to our repertoire of non-formal education. Jugendkulturarbeit e.V. works in different districts of the city and in cooperation with different educational centres, where our team leads theatre and dance workshops for children and young people.

Jugendkulturarbeit e.V. is a professional association that offers activities and projects of cultural education for children and young people. They run a local theatre education programme in eight districts of the town (Kreyenbrück, Bümmerstede, Eversten, Bloherfelde, Ohmstede, Nadorst, Donnerschwee and Bürgeresch). The purpose of this theatre education programme is not only to promote culture and art, but to use methods of theatre education for topics like intercultural communication, gender issues, EU biographies, migration, personal growth, tolerance, respect, education, self-awareness, and so on. Theatre programmes are also developed to address young people with a migration background, thus working on the social inclusion of vulnerable youth.

The organization develops good interdisciplinary theatre projects about socially relevant topics. These projects were carried out with the cooperation of the young participants as they integrated all their personal experience into the theatre work. Jugendkulturarbeit e.V. upgraded their social inclusion work by implementing a regular international exchange pro-

gramme. In these youth exchanges theatre methods are always used as primary methods. The chosen topics are a reflection of the young people's needs and wishes. The main work of the organization is participative work with children and young people, mostly with fewer opportunities, in fields of art such as theatre, dance, stage design and music.

DEFINITIONS OF YOUTH WORK, YOUTH CENTRE AND SOCIAL INCLUSION

During the project we refined the definitions of social inclusion and youth centres so that they are suitable for all the partner countries, which is important for understanding our work and for programme development in individual youth centres.

WHAT IS YOUTH WORK?

"Youth work is a broad term, with different focus in different contexts. It usually covers a variety of activities of a social, cultural, educational, environmental and/or political nature by, with and for young people. Such activities can also include sports, leisure time activities or services for young people. Youth work is delivered by paid and volunteer youth workers and is based on non-formal and informal learning processes focused on young people and on voluntary participation. The main objective is to motivate and support young people to find and pursue constructive pathways in life, thus contributing to their personal and social development and to society at large." (Recommendation CM/Rec(2017)4 of the Committee of Ministers of the Council of Europe to Member States on youth work).

"Youth work is a creation of conditions for promoting the diverse development of young people which enables them to be active outside their families, formal education acquired within the adult education system, and work on the basis of their free will." (Youth work, Republic of Estonia, Ministry of Education and Research)

"Youth work is organized in different ways (by youth-led organizations, organizations for youth, informal groups or through youth public services). It is delivered in different forms and settings (e.g. open-access, group-based, programme-based, outreach and detached) and is given shape at local, regional, national and European level." (Council conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people (2013/C 168/03))

WHAT ARE THE PRINCIPLES OF OPEN YOUTH WORK?

"Open youth work is a planned systematic educational experience implemented outside of the formal school curriculum usually by voluntary groups and organisations. Open youth work promotes an experiential learning model where young people are involved in learning

by doing in real life situations and reflecting in a structured manner upon the experiences encountered. Open youth work recognises that inequalities of opportunities exist in society and seeks to raise the level of awareness of young people about society and how to act upon it. Open youth work involves young people on a voluntary basis and begins with the issues and areas that are of interest and concern to them. Open youth work is a mutually beneficial, enjoyable and fun experience for youth workers and young people. Open youth work is a partnership between youth workers and young people involving adults working with young people, in a manner that prioritises the active participation of young people as partners in the process. Open youth work provides structures whereby young people participate in decision-making including planning, organising and evaluating. Open youth work enables communities to contribute to meeting their own needs. Open youth work is accessible to all young people irrespective of their race, culture, religion or belief, gender, sexual orientation, socio-economic status or disability.”

(2011 European Confederation of Youth Clubs, <https://www.ecyc.org/about-us/open-youth-work>)

WHAT IS A YOUTH CENTRE?

A youth centre is a youth work establishment, operating on the basis of principles of open youth work, where all young people are welcome, and which can be a youth work organization and resource centre in its surroundings with a wide range of services and activities TAILORED TO THE NEEDS OF LOCAL YOUNG PEOPLE.

WHAT IS SOCIAL INCLUSION?

The European Youth Portal (EYP) suggests that *social inclusion* is about feeling you are part of a community, bonded together by a common identity and shared values. Poverty is one of the main reasons that people can feel excluded. Not having access to health and social services or job opportunities, can also contribute to *social exclusion*. As the following definition offered by the European Foundation suggests, *social exclusion* represents the other end of the spectrum to *social inclusion*: “*Social exclusion is the process through which individuals or groups are wholly or partially excluded from full participation in the society in which they live*”.

SOCIAL INCLUSION is a OPEN-MINDED dialogue of adjustment, youngsters adjusting to the needs of society and society adjusting to the needs of youngsters.

YOUNG PEOPLE WITH FEWER OPPORTUNITIES

Young people with fewer opportunities are young people that are at a disadvantage compared to their peers because they face one or more of the situations and obstacles mentioned in the non-exhaustive list below this section. In certain contexts, these situations/obstacles prevent young people from having effective access to formal and non-formal ed-

education, trans-national mobility, and participation, active citizenship, empowerment and inclusion in society at large.

YOUNG PEOPLE WITH SPECIAL NEEDS

A special needs child is a young person who has been determined to require special attention and specific necessities that other children do not. The state may declare this status for the purpose of offering benefits and assistance for the child's well-being and growth. Special needs is a term used in clinical diagnostic and functional development to describe individuals who require assistance for disabilities that may be medical, mental, or psychological.

EXPERIENCES AND KEY MOMENTS FROM DIFFERENT ACTIVITIES DURING THE SOCIAL INCLUSION IN YOUTH CENTRES PROJECT

During the project many youth workers with different experiences contributed to the project. In this chapter you can read some of their experiences directly from the field, which can help you with the purpose of better understanding of youth work and the importance of social inclusion in youth centres.

SLOVENIA

Arising from the method of the Theatre of the Oppressed, it is primarily problematic to use the term "social inclusion", since there are no oppressors in this logic, but only the included and the excluded. If I quote Julian Boal: "The word excluded covers up the causal relationship between the privileges of one group and the oppression of another. No one is guilty of exclusion and no one benefits from it. The only culprit could be the excluded people themselves." Speaking of oppressed groups, we are talking about systemic forms of oppression (unemployed, interracial, migrants, LGBTQ+ communities etc.). The problem of solving the oppressed is only in the collective struggle, in the connection between the oppressed, in the recognition of the systemic forms of oppression and in the dehumanization of society. I recognize local communities, youth centres, and NGOs as supportive spaces for linking oppressed people to collective battles. (Barbara Polajnar, Theatre of the Oppressed)

In the Association Brez Limita (Without Limits), we stand by the view that the path of social inclusion of vulnerable young people is in the sincere cooperation of experienced people of different disciplines. This requires honesty and trust between us and the young person. Maybe this sounds easy, but it is not. The real desire to support a young person is the percentage

of sponsorship, as well as the need to control and condemn the young. This task is already difficult. It is even harder for our cooperation to be without suspicion and without the power games between different sectors. This is a viable idea. In this scheme we see youth work and youth centres as the essential pillars of network construction. Youth workers are confidants and possibly the first adults who set up a genuine, honest attitude towards young people. Youth centres have entry points for many disappointed, lost, angry, lonely young people. In every Slovenian place there should be such a point, a youth centre, which is different from the neighbouring one and different from all others, which is unique because it was created on the basis of initiatives from the environment, because it grew out of the young. (Matic Munc, Association Brez limita)

Social inclusion should be one of the cornerstones of all social subsystems, including education, health, social care, and of course also youth work. Only in this way can we ensure that such structures do not have purpose on their own, but serve the diverse needs of people and provide equal opportunities for everyone. Each contributes its own capabilities to the development of society, but only when the diversity of people and social groups is recognized not only as legitimate, but also when equal opportunities are guaranteed in practice for everyone, regardless of our diverse needs. We live together in a society of diverse people and social groups, whereby individuals are carriers of diverse personal circumstances. This is why we can belong to diverse social groups at the same time, which creates unique personal stories and insights towards the development of a society that cannot be viewed without social inclusion. (Eva Gralanin, Legebitra)

ESTONIA

Open youth centres are literally open to all young people, and every day work not only with the average 'middle class', but also with vulnerable groups, youth at risk, and, depending on the location, also with migrant youth or minorities, among others. The target group reached may vary between spontaneous drop-in activities and planned events and outings. Here are some examples of social inclusion in Estonian youth centres:

In the youth centre we have organized cooking workshops where all preparation, implementation and feedback is organized by the youngsters themselves. The participants can also plan the budget and do the shopping for the ingredients. This gives real experience needed further on in their lives, even if they do not get such knowledge and preparation from their homes. (Triin Põri, Märjamaa youth centre)

In a youth centre, all youngsters are welcome. In our youth centre we welcome also young people with special needs. Activities in the open youth centre are open to all, and when planning activities, we consider everyone's wishes and interests. (Krista Allik, Kuusalu youth centre)

Daily, I work with young people with fewer opportunities, who I include in youth work possibilities by creating trusting relationships. I consider the wishes and needs of young people in my work. The most popular event for youngsters is a youth night that they can organize themselves. The event takes place in the youth centre, where the participants can stay all

night. The whole programme is planned and organized by the young people themselves; as a youth worker I simply assist the youngsters and provide advice, where required. The young participants can learn teamwork, time management, cooking, keeping clean, being empathic to others etc. (Kristiina Karp, Iisaku youth centre)

I organize events for and with young people not in education, employment nor training, or at risk of this, based on their wishes and interests. As a youth worker I have filtered youngsters' stories and talks to get to know what they expect. The events are always open to all youngsters in the area, and to include them, I have developed a lot of personal direct communication. The events vary from topic to topic, but we have had special events on tattoo art, boxing, rap music, street workouts, charity work, etc. (Merilyn Enders, Viljandi Open Youth Centre)

LATVIA

During the project, nine pilot projects in Latvia were implemented. Nine different youth centres from different regions of Latvia took part and challenged themselves to try out social inclusion concepts in their local realities and according the resources they had. In the nine pilot projects, a total of about 430 young people aged 13-25 (the age of youth in Latvia according the "Youth Law", including NEET youth, youth from single parent families, economically disadvantage families, youth with disabilities, youth with poor social behaviour, and others) took part.

There were different aims and approaches to reaching the aims, negative and positive experiences gained by the representatives of youth centres, and many and various conclusions were noted after the pilots. We, all together, want to put the focus in the framework of the social inclusion approach on the following:

- To develop social inclusion programmes, we should think about accessibility to the environment and staff where the activities take place (youth centres, outdoor areas) and by whom they are organized. If there is no accessibility, there is no possibility of involving young people with disabilities, special needs, special characteristics, etc. even we want to. By accessibility we understand not only the physical environment (you can find more under the topic Universal Design on the internet), but also by the accessibility of the key people (non-formal leader, teacher, youth workers, etc).
- It is important to do research on the interests and needs of youth. If you use some research from two years ago, forget about the results! If you never worked with a specific youth group before (geographical, social, disabled, sub-groups, religion, sexual-orientations, etc.), forget about your assumptions! If you attended plenty of study visits to different youth centres and gained from their experience, forget about it! You should know your target group in depth before deciding what kind of activities you can offer them. Research!
- Young people like DIY³ ! Give them the information, knowledge, and tools, and you will see how easily young people can be involved in different activities where the winners are not only the youth but different groups of society and society in general.

³DIY - Do It Yourself!

- There are plenty of possibilities for fundraising for social inclusion programmes in youth centres. You just need to know/understand the youth policy framework in your community, country, and the EU, and have the willingness to present any activity under a broader framework – social inclusion programme, integration programme, youth policy framework or any other. It is possible!
- There are always two aspects that should be involved as they always (according to our experience) work – food and outdoor activities! Food can be made by the young people themselves, and together with parents, policy makers, youth from other communities. Outdoor activities do not necessarily mean a 3-day challenge marathon. It can be a simple energizing exercise outside the youth centre. Think wider! Food and outdoors always works!

CONCLUSION

Now is up to you to start creating social inclusion programmes. In the conclusion you can find a comic book which was created by a team youth worker who deals with social exclusion on a daily basis. This is a toolkit you can use for the problems that emerge daily in your work with young people.

RELEVANT RESOURCES, LEGISLATION AND FRAMEWORKS

In this section you will find legislation and frameworks that we used in the project for planning and for research into the topic of social inclusion. We collected these documents in the first phase of the project, when we did the mapping of the social inclusion theme.

EUROPEAN LEVEL

EC-CoE Youth Partnership's Youth Knowledge Books "Learning mobility, social inclusion and non-formal education: Access, processes and outcomes" <https://pjp-eu.coe.int/documents/1017981/1667851/Learning-Mobility-2018+WEB.pdf/313c137e-d76c-241c-411c-7b3b7e9a4646> (Source: European Commission)

Erasmus+ inclusion and diversity strategy in youth field: <http://noored.ee/wp-content/uploads/2016/09/Erasmus-kaasatuse-ja-mitmekesisuse-strateegia.pdf> (Source: European Commission)

Social street workers' recommendations for combating poverty and social exclusion: 2nd International Forum "Words from the Street" 2010; <http://travailderue.org/wp-content/uploads/2012/07/recommendations-workers-2010.pdf> (Source: Dynamo international, Street Workers Network)

Social inclusion of young people in Europe: trends and policy measures 2013/14; Source: https://pjp-eu.coe.int/documents/1017981/1668217/Summary_Report_Social_Inclusion_2015.pdf/7d184d78-539b-4c49-8e40-089349dea2b8 (Source: European Commission)

Child and Youth Resource Guide; Source: <https://www.entk.ee/sites/default/files/Child%20and%20Youth%20Participation%20Resource%20Guide.pdf> (Source: UNICEF)

Inclusion and diversity strategy – in the field of youth; Source: <https://www.salto-youth.net/downloads/4-17-3103/InclusionAndDiversityStrategy.pdf> (Source: European Commission)

SLOVENIA

A short description of the Erasmus+ programme, its goals and young people with fewer opportunities. It mentions some of the programme adaptations for young people with fewer opportunities, and some of the actions that have already been implemented in recent years and are held under the slogan “Key to Inclusion”: <http://www.movit.si/erasmus-mladi-v-akciji/vsebinska-podpora/socialno-vkljucevanje/> (Source: MOVIT, Slovenian national agency for Erasmus+ Youth in Action programme)

An explanation of social exclusion, supported by theory. Indication of the main risk factors that increase the likelihood of social exclusion of young people, summarized according to the Mladina survey in 2010: http://www.ursm.gov.si/fileadmin/ursm.gov.si/pageuploads/pdf/Knjiznica_PDF/nacionalni_program_za_mladino.pdf (Source: Office for Youth, Slovenia)

This one refers to the development of the social protection system in the given period of 2013-2020. The purpose of the social security system in Slovenia is to enable social security and social inclusion of the citizens of the Republic of Slovenia and its other inhabitants. Three key objectives are highlighted:

- 1 - Reducing the risk of poverty and increasing the social inclusion of socially vulnerable and vulnerable population groups;
- 2 - Improving availability and diversity and ensuring accessibility and accessibility of services and programmes;
- 3 - Improving the quality of services and programmes and other forms of assistance by increasing the efficiency of management and managing executive organizations, increasing their autonomy. <http://www.pisrs.si/Pis.web/pregledPredpisa?id=NACP68> (Source: Legal information system)

The definition of social exclusion or inclusion, the characterization of groups at risk, and the consequences thereof are followed. The document also focuses on structured dialogue and youth work which relates to social exclusion. Areas of SI are also defined. http://www.mss.si/datoteke/dokumenti/socialna_vkljucenost_publikacija.pdf (Source: Youth Council of Slovenia)

Project Learning for Young Adults (PUM-O) is an active employment policy programme for the empowerment of young adults, whose main teaching method is project work. The basic purpose of the programme is to develop power sources for integration into the labour market or in education, developing a professional identity and successful social integration. https://www.ess.gov.si/iskalci_zaposlitve/programi/usposabljanje_in_izobrazevanje/pum-o (Source: Employment Service of Slovenia)

This article establishes two concepts of social vulnerability of young people:

- 1 – The socially vulnerable are young people who come from lower social classes, while others are better socially protected;
- 2 - The concept of risk and vulnerability should be linked more to young people who are victims of various forms of violence and neglect. <https://www.dlib.si/stream/URN:NBN:SI:DOC-FQ1GTEIO/3f31290c-8f3a-49bd-bc82-352026835422/PDF> (Source: Digital Library of Slovenia)

This thesis focuses on a comparison of social exclusion and poverty issues between Slovenia and Great Britain, as well as the definition of vulnerable groups. The latter are with us: the unemployed, women, the elderly, foreigners without permanent residence, Roma. Measures are also presented to reduce poverty and social exclusion, summarized in an official letter from the Ministry of Labour, Family and Social Affairs.

<https://repozitorij.uni-lj.si/lzpisGradiva.php?id=90323> (Source: Repository of the University in Ljubljana)

This article defines and breaks down the indicators that are the cause of poverty and social exclusion of children. Among the latter are: uncertain and less secure employment, the position of parents in the labour market and the education of parents.

<https://www.dlib.si/stream/URN:NBN:SI:DOC-XZTT49TN/da0c3327-d17b-4de5-bfb2-197849c5c566/PDF> (Source: Digital library of Slovenia)

The study “Poverty and Social Exclusion of Families with Children: Material and Non-Material Faces of Poverty” was carried out for the Ministry of Labour, Family, Social Affairs and Equal Opportunities with the goal of shedding light on the quality of lives of families with children up to the fifth income class of child allowance. It represents the second wave of study, following one from 2008.

https://www.irssv.si/upload2/Revscina%20in%20socialna%20izkljucenost%20med%20druzinami%20z%20otroki_2015.pdf (Source: Social protection institute of the Republic of Slovenia)

In this article, the author explains the history of poverty in Slovenia, as well as measures that have been taken up to now. The article focuses on the changes brought about by the measures. It also discusses the change in our country – from socialism to capitalism.

<http://see-articles.ceon.rs/data/pdf/0352-3608/2014/0352-36081476039L.pdf> (Source: Vesna Leskovšek, Srečo Dragoš)

The strategy for the development of the field of social inclusion was created within the content network Vključen.si, in order to really summarize the situation in the field of social exclusion and find the right ways for development, set the right strategic and operational goals, and activities for achieving them.

<http://www.vkljucen.si/17-ozavescanje-javnosti/492-strategija-razvoja-nvo-s-podrocja-socialnega-vkljucevanja> (Source: Vključen.si)

ESTONIA

Welfare Development Plan 2016-2023; https://www.sm.ee/sites/default/files/content-editors/eesmargid_ja_tegevused/welfare_development_plan_2016-2023.pdf (Source: Republic of Estonia, Ministry of Social Affairs)

Sotsiaalse turvalisuse, kaasatuse ja võrdsete võimaluste arengukava 2016-2023 (Development Plan on social security, involvement and equal opportunities); http://www.sm.ee/sites/default/files/content-editors/eesmargid_ja_tegevused/Sotsiaalse_turvalisuse_kaatuse_ja_vordsete_voimaluste_arengukava_2016_2023/heaolu_arengukava_hetkeolukorra_ulevaade_2015.pdf (Source: Republic of Estonia, Ministry of Social Affairs)

The Strategy of Integration and Social Cohesion in Estonia; https://www.kul.ee/sites/kulminn/files/le2020_arengukava_uuendatud_2016.pdf (Source: Republic of Estonia, Ministry of Culture)

Youth field development plan 2014-2020; https://www.hm.ee/sites/default/files/nak_eng.pdf (Source: Republic of Estonia, Ministry of Education and Research)

Youth Work Act; <https://www.riigiteataja.ee/en/eli/516102017001/consolide> (Source: Parliament of Estonia)

Occupational Standards for Youth Workers; <https://www.digar.ee/arhiiv/nlib-digar:299402> (Source: Estonian Youth Work Centre)

Strategy of children and families 2012-2020; http://www.sm.ee/sites/default/files/content-editors/Lapsed_ja_pered/lpa_fulltxt_eng_83a4_nobleed.pdf (Source: Republic of Estonia, Ministry of Social Affairs)

Information template on social inclusion of young people – Estonia 2013; <https://pjp-eu.coe.int/documents/1017981/7110690/Social-Inclusion-Estonia-2013.pdf/08c78476-8e05-4bd3-aa4c-df245a611b6d> (Source: Partnership between the European Commission and the Council of Europe)

Overview of the 2012 Youth Monitoring Yearbook “Youth and Social Inclusion”; <https://www.noorteseire.ee/system/resources/BAhbBlSfHOgZmljUyMDEOLzA2LzEyLzE5XzlwXzM0X->

zEOMI9OU0FfMjAxMI9zdW1tYXJ5X0VORy5wZGY/19_20_34_142_NSA_2012_summary_ENG.pdf (Source: Noorteseire.ee)

Estonian Youth Work Centre www.entk.ee

Archimedes Foundation Youth Agency (Erasmus+ Estonian National Agency) www.noored.ee

NGO Association of Estonian Open Youth Centres www.ank.ee

NGO Estonian National Youth Council www.enl.ee

NGO Estonian Association of Youth Workers www.enk.ee

LATVIA

National Identity, Civil Society and Integration Policy Implementation Plan 2019-2020 (Nacionālās identitātes, pilsoniskās sabiedrības un integrācijas politikas īstenošanas plāns 2019.-2020.gadam), 2018, <https://likumi.lv/ta/id/300483-par-nacionalas-identitates-pilsoniskas-sabiedribas-un-integracijas-politikas-istenosanas-planu-2019-2020-gadam>

Youth Policy Strategy 2015-2020,

https://www.izm.gov.lv/images/sabiedriska_lidzdaliba/aktualitates/IZM-Pamn2015-2020_26022015.pdf

Anti-Discrimination Policy Monitoring Guidelines of Latvia, 2014, http://www.sif.gov.lv/index.php?option=com_content&view=article&id=9172%3ADiskriminacijas-noversanas-uzraudzibas-sistema&catid=2%3Afonds&lang=lv

National Report on Youth Social Inclusion in Latvia, 2018, Youth Leaders Coalition, http://site-484428.mozfiles.com/files/484428/Nacionalais_Zinojums_Jauniesu_sociala_ieklausana_2018.pdf

Saliedēta skola – saliedēta sabiedrība (Cohesive school – cohesive society), 2016, Izglītības attīstības centrs (Education Development Centre) <http://site-484428.mozfiles.com/files/484428/Pieredzes-krajums-Saliedeta-skola.pdf>

Dažādība kā resurss (Diversity as resource), 2016, Izglītības attīstības centrs (IAC), Latvijas Kopienu iniciatīvu fonds (LKIF), Norvēģijas Valsts daudz kultūru izglītības centrs (NAFO) http://site-484428.mozfiles.com/files/484428/Dazadiba_kaa_resurss.pdf

ANNEX 1: TRAINING COURSE

This training course was an example of good practice, which connected different stakeholders who are responding to challenges in the field of social inclusion. During the training course we developed pilot training for social inclusion activities at the national level.

The *Social Inclusion in Youth Centres training course* was a training course for youth workers aimed at developing regular programme content to be used at their local youth centres. Various training course activities which discussed different views on social inclusion helped youth workers to complete their youth centre programmes. The training course was attended by 20 participants from different youth organizations in Latvia, Estonia and Slovenia.

The training was designed as an eight-day course in Celje, Slovenia and consisted of different thematic workshops and presentations which highlighted the **theoretical and practical aspects of social inclusion**. Lecturers presented the theory of social inclusion, as well as some examples of good practice (e.g. the transactional analysis method) which help to implement social inclusion in everyday life.

The training also provided workshop experiences through which youth workers acquired some practical tools that helped them to create their own “inclusive” programme. They got to know various methods aimed at social change, for example “sociodrama” and the “Theatre of the Oppressed” method.

A large part of the training course was getting to know good practice in the field of social inclusion which is already being implemented in Slovenia. We visited some organizations that set an example of social inclusion practice in Slovenia, focusing on working with different groups of young people (underprivileged youth, “drop-outs”, drug abuse, LGBTQ+, interculturalism, etc).

In the spirit of social inclusion participants also attended an intercultural evening. Each partner presented their culture, history, cuisine etc., through interesting games and trivia. Furthermore, each partner presented good practice in the field of social inclusion from their own country. One of the main goals of the training was also to prepare national pilot projects to be implemented in each partner organization.

Objectives and Learning Outcomes

1. To train youth and youth centre leaders how to deal with the challenges of social exclusion of young people in the local community.
2. To gain theoretical and practical knowledge about social inclusion, good practice in the field of social inclusion in Slovenia, and different methods for working with socially excluded youth.
3. To empower youth workers to develop social inclusion programmes in the content of their youth centres.
4. To prepare national pilot projects, which are ready to be implemented in each partner organization.

5. To strengthen the role of the youth centres in the field of social inclusion and make them a competent interlocutor to other stakeholders.

The Programme

Tuesday, 2nd October 2018	
10.00 – 11.00	Arrival , getting to know each other
11.00 – 11.15	About the project; aims, objectives and programme of the TC (<i>see previous page</i>)
11.15 – 11.45	Expectations and fears of the TC <i>A short workshop on your expectations and fears of the training course. Preparation for the workshop is not necessary.</i>
11.45 – 12.15	Presentation of YouthPass and Open Badges
12.15 – 13.30	Presentation of Celje Youth Centre and visit to the town centre
13.30 – 14.30	Lunch
14.30 – 16.00	Lecture 1. Bojan Arula: Theory of Social Inclusion <i>Social worker, expert in the field of protection of human and child rights, fight against human trafficking and illegal migration, social innovator and social entrepreneur.</i>
16.00 – 16.30	Coffee Break
16.30 – 18.00	Lecture 2. Ivana Mandarić: Transactional Analysis Method <i>Ivana Mandarić is a social anthropologist, social worker and psycho-therapist. She is a teacher and supervisor of the transactional analysis method and carries out individual, partner and group therapy.</i>
18.00 – 19.00	Reflection in national teams <i>Group leaders from each partner country are responsible for the reflection activity. The methodology is up to each leader. You should consider discussing how we can use the things we have seen/heard/experienced in our daily work.</i>
19.00 – 20.00	Dinner
20.00 →	Free time

Wednesday, 3rd October 2018	
9.30 – 11.00	Workshop 1. Matic Munc: Sociodrama <i>Matic Munc is a psychologist and counsellor in Psychosocial Counselling "Action!", where he deals with a wide range of problems (depression, anxiety, phobias, educational problems, teenage problems etc.). He will perform his workshop "Sociodrama", which is a role-play for social change.</i>
11.00 – 11.15	Coffee Break
11.15 – 12.30	Workshop 1. Matic Munc: Sociodrama
12.30 – 13.00	Reflection in national teams
13.00 – 14.30	Lunch
14.30 – 16.00	Workshop 2. Barbara Polajnar: Theatre of the Oppressed <i>Barbara Polajnar is a performer, pedagogue, producer and culturologist. She will perform the "Theatre of Oppressed" method, which offers a place to talk about topics that would otherwise stay invisible.</i>
16.00 – 16.30	Coffee Break
16.30 – 18.30	Workshop 2. Barbara Polajnar: Theatre of the Oppressed
18.30 – 19.00	Reflection in national teams
19.00 – 20.00	Dinner
20.00 →	Intercultural evening <i>Each partner prepares the content of the intercultural evening. They will present their culture, history, cuisine, etc. through interesting games and trivia. Each partner should bring something that represents their country (for example sweets, objects, etc.).</i>

Thursday, 4th October 2018	
9.00 – 10.00	Presentation of good practice 2. PUM-O: Project learning for young adults <i>PUM-O is a programme targeted at a vulnerable group of young adults who drop out of school early or who have not acquired the appropriate education to enable them to work.</i>
10.00 – 11.00	Presentation of good practice 1. Hiša sreče: Intercultural Learning <i>"Hiša sreče" is an intergenerational centre in the Gorenjska region, a project of the Humanitarian Charity Society "UP", which especially focuses on intercultural dialogue and promoting tolerance.</i>
11.00 – 11.30	Coffee Break

11.30 – 12.30	National realities: Social Inclusion in Youth Centres <i>A short theoretical brief of what's going on in the youth centres in the field of social inclusion according to analysis.</i>
12.30 – 13.00	Reflection in national teams
13.00 – 14.30	Lunch
14.30 – 16.00	Presentation of good national practice <i>"Role-play" method; 2-3 challenges that youth workers are dealing with in everyday situations with youngsters from vulnerable target groups.</i>
16.00 – 16.30	Coffee Break
16.30 – 18.30	Presentation of good national practice
18.30 – 19.00	Reflection in national teams
19.00 – 20.00	Dinner
20.00 →	Free time in the town of Celje

	Friday, 5th October 2018 (Visits to good practices in Ljubljana)
8.00 – 9.00	Heading towards Ljubljana
9.00 – 10.00	Introducing good practice 1. Cona Fužine: Working with Underprivileged Youth <i>Cona Fužine is a daily centre for children and adolescents coming from underprivileged family backgrounds, who deal with behavioural, learning, and emotional problems and distress.</i>
10.00 – 11.00	Introducing good practice 2. Legebitra: Working with LGBT+ Youth Rog Center <i>Legebitra is the first youth centre in Slovenia especially intended for LGBT+ youth.</i>
11.00 – 11.30	Coffee Break
11.30 – 12.30	Introducing good practice 3: Društvo Projekt Človek: Working with young drug users and the POM programme <i>Društvo Projekt Človek is a programme for children and adolescents who experiment with drugs (or are already using them regularly), have problems at school and other difficulties.</i>
12.30 – 13.00	Visiting Youth Center ŠKUC <i>The ŠKUC Association is the oldest youth organization in Slovenia. It is a non-governmental organization promoting cultural and artistic activities, supporting young and promising artists by including them in the cultural sphere.</i>
13.00 – 14.30	Lunch

14.30 – 17.30	Free time in Ljubljana
17.30 – 18.30	Heading towards Celje (meeting point: Ljubljana Railway Station at 17.30)
18.30 – 19.00	Reflection in national teams
19.00 – 20.00	Dinner
20.00 →	Friday night out in Celje

Saturday, 6th October 2018	
9.30 – 11.00	Introduction and preparation of national pilot projects
11.00 – 11.30	Coffee Break
11.30 – 13.00	Preparation of national pilot projects <i>In general it will be a project management template for the preparation of national training which will be based on "role-play" challenges. You will get a detailed description of the activity in the next week.</i>
13.00 – 14.00	Lunch
14.00 – 16.00	Preparation of national pilot projects
16.00 – 16.30	Coffee Break
16.30 – 18.30	Preparation of national pilot projects
18.30 – 19.00	Reflection in national teams
19.00 – 20.00	Dinner
20.00 →	Saturday night out in Celje

Sunday, 7th October 2018	
9.30 – 11.00	Preparation of national seminar and finishing pilot projects
11.00 – 11.30	Coffee Break
11.30 – 13.00	Final evaluation
13.00 – 14.00	Lunch
14.00 – 19.00	Free time and visit: Beer Fountain in Žalec
19.00 – 20.00	Dinner
20.00 →	Farewell party

Monday, 8th October 2018

Departure Day

ANNEX 2: NATIONAL PILOT TRAINING COURSES

We create pilot training courses that answering real situations in the field of social inclusion and are examples of good practice. The training courses were designed during the international training course on the basis of long-term experiences of youth workers in the field of social inclusion. The pilot training courses were implemented in the second half of the project in the local environments. Youth workers can use them to integrate social inclusion into the programme of youth centres, and can in the long-term help youth centres to become more socially inclusive. You can use those four pilot national training courses as help when you are preparing a training course for youth workers in the field of social inclusion.

PROJECT MANAGEMENT OF THE PILOT TRAINING WORKSHEET (sample):

Theme of training:		
Facilitator:		Duration:
Date and hour of implementation:		
Purpose of training:		
Goals of training:		
Predicted results:		
Content:		
Resources (optional):		
Accessories:		

MICRO-PLAN FOR THE PILOT TRAINING:

Activity (Method/form)	Min. (Duration)	(Facilitator)	Notes (Instructions, warnings...)

SLOVENIA

Theme of training:	Social inclusion		
Facilitator:		Duration:	
Date and hour of implementation:			
Purpose of training:	<p>The main purpose of training is to get to know the theme of social inclusion and present challenges that youth workers are dealing with.</p> <p>Target group: youth workers, pedagogical workers, volunteers and activists in youth organizations, organizations working with young people and anyone who works in the youth sector.</p>		
Goals of training:	<ul style="list-style-type: none"> - Participants define by themselves how they understand the topic and define the types of socially-excluded groups of young people, - Get five useful guidelines for social inclusion, - Get to know methods of self-reflection. 		
Predicted results:	<ul style="list-style-type: none"> - Aha! moment with first activity, - New solutions and points of view on their challenges, - Self-development 		
Content:	<p>1) Intro activity: practical use of social exclusion, 60'</p> <p>Goals of the activity, 20'</p> <ul style="list-style-type: none"> - Participants feel what it is like to be excluded, - Facilitator opens the space for the topic, - Participants get to know each other. <p>1.1) Discussion about practical example of social exclusion, 40'</p> <p>Name activity (each share name and where he/she is from)</p>		

Content:	<p>2) Group flyer, 40'</p> <ul style="list-style-type: none"> - Theme is social inclusion and how they see it (small group discussion)- 15' - Participants define groups of socially excluded young people in their practice - 15' - Presentations (participants just add some points)- 20' <p>3) Coffee break, 20'</p> <p>4) Energiser social games, 5-10' (maths)</p> <p>5) Transactional analysis: every person has the capacity to think. Every person can chose their own destiny → EGO STATE + practical part (skills), 60'</p> <p>6) Work without work, 60' pause</p> <p>7) Practical challenges – International coffee, 120'</p> <ul style="list-style-type: none"> - Participants address one problem or challenge in their daily practice. <p>8) Five guidelines for social inclusion, 20'</p> <p>9) Reflection, 20'</p>
Resources (optional):	
Accessories:	

ESTONIA

Theme of training:	Social inclusion of different youth and subcultures	
Facilitator:		Duration:
Target group:	15-25 youth workers from open youth centres	
Date and hour of implementation:		
Purpose of training:	To give insight to different youth subcultures existing in Estonia, their psyche and the possibilities of including different young people in youth work activities.	
Goals of training:	<ul style="list-style-type: none"> • To give a theoretical background of different subcultures • To meet a guest reflecting on belonging to a subculture group • To discuss the covered and uncovered needs of different young people in Estonia • To map the opportunities of open youth centres for better inclusion of different target groups 	

Predicted results:	Youth workers of open youth centres are more aware of the different subcultures existing in Estonia and can deal with the needs of different youngsters in their youth centre's activities.
Content:	10:00 Gathering and coffee 10:30 Welcome, introduction, workshop I 12:30 Lunch 13:30 Workshop II 15:00 Discussion 16:00 Reflection and conclusions 16:30 The end
Resources (optional):	Seminar room with technical equipment, office supplies. Lunch and coffee break, information and invitation, registration form, proof of participation.
Accessories:	

MICRO-PLAN FOR THE PILOT TRAINING:

Activity (Method/form)	Min. (Duration)	(Facilitator)	Notes (Instructions, warnings...)
Workshop I: Interactive lecture - what is a subculture and where do young people stand?	11:00-12:30		
Workshop II: Experiential meeting: what is it like to grow up as a young person belonging to a subculture group?	13:30-15:00		
Discussion: Open discussion. Sharing experiences from the field and tackling questions raised by the participants.	15:00-16:00		
Reflection and conclusions: Reflecting on how this new knowledge enables participants to improve their work, promises for the next steps.	16:00-16:30		

PROJECT MANAGEMENT OF THE PILOT TRAINING 2:

Theme of training:	New directions in work with deviant youth	
Facilitator:		Duration:
Target group:	15-25 youth workers from open youth centres	
Date and hour of implementation:		
Purpose of training:	Raising awareness of youth workers on addictive drugs and the practice of restorative justice in the work with young people.	
Goals of training:	<ul style="list-style-type: none"> • To understand the concept of restorative justice and the changes it brings to the work with young people • To learn to recognize the effects of addictive drugs on youth • To be better prepared to talk about drug use with young people • To discuss the possibilities of understanding and supporting deviant youth in a more efficient way 	
Predicted results:	Youth workers gain a basic understanding of restorative justice practice in police work, higher awareness of addictive drugs, and find opportunities for collaboration and networking to support deviant youth.	
Content:	10:00 Gathering and coffee 10:30 Welcome, introduction, workshop I 12:30 Lunch 13:30 Workshop II 15:00 Discussion 16:00 Reflection and conclusions 16:30 The end	
Resources (optional):	Seminar room with technical equipment, office supplies. Lunch and coffee break, information and invitation, registration form, proof of participation.	
Accessories:		

MICRO-PLAN FOR THE PILOT TRAINING:

Activity	Min.		Notes
(Method/form)	(Duration)	(Facilitator)	(Instructions, warnings...)
Workshop I: Meeting a youth police officer – what is restorative justice and what does this change in the work with young people?	11:00-12:30		
Workshop II: Healthy behaviour vs addictive drugs: what to know and how to act as a professional youth worker?	13:30-15:00		
Discussion: Open discussion accompanied by a youth psychologist, tackling questions raised by the participants. How to be a better youth worker when supporting and including deviant young people with difficulties?	15:00-16:00		
Reflection and conclusions: Reflecting on how this new knowledge enables participants to improve their work, promises for the next steps.	16:00-16:30		

LATVIA

Theme of training:	Social inclusion in youth centres	
Facilitator:	Inese Subevisa	Duration:
Date and hour of implementation:	End of January/Beginning of February, 2019	
Purpose of training:	To build the capacity of youth workers and volunteers working in youth centres in Latvia and to test the methods introduced during the international TC in Slovenia, October, 2018	
Goals of training:	<ul style="list-style-type: none"> – To discover different aspects of the social inclusion concept – To get deeper into the methodology of social drama and the Theatre of the Oppressed – To discuss the Social Inclusion programme for Youth Centres draft – To agree on the next steps to put into practice 	

Predicted results:	<ul style="list-style-type: none"> – x participants will gain new knowledge – Pilots for the implementation in youth centres will be developed
Content:	What do you want to see here? Please give some examples
Resources (optional):	Experts (guest speakers), accommodation, meals, materials for the sessions, moderator
Accessories:	What do you want to see here? Please give some examples

MICRO-PLAN FOR THE PILOT TRAINING: DAY 1 (09.01.19, 20.02.19 or 27.02.19)

Activity (Method/form)	Min. (Duration)	(Facilitator)	Notes (Instructions, warnings...)
1. Opening, Introduction of the project and participants	60 10.00-11.00		To find out about the project and expected results. To get know each other. <i>Methods will be chosen according to the number and profile of the group</i>
2. Concept of social inclusion	60 11.00-12.00		Working in small groups and round-table discussion(s).
<i>Coffee break</i>	30 12.00-12.30		
3. Social behaviour of groups at risk	90 12.30-14.00		There is an idea to invite a social worker who is working in a closed institution for young criminals to talk about Roma people, the addicted, in crime, abused, etc.
<i>Lunch</i>	90 14.00-15.30		
4. Sociodrama <i>Coffee break at the request of participants</i>	150+30 15.30-18.30		There is an idea to invite a psychologist
5. Evaluation of the day	30 18.30-19.00		

DAY 2 (10.01.19, 21.02.19 or 28.02.19)

Activity	Min.		Notes
1. Theatre of the Oppressed <i>Coffee break at the request of participants</i>	180 10.00-13.00		Group will prepare the tasks for each other and will test them as samples to use in work in youth centres
<i>Lunch</i>	60 13.00-14.00		
2. Social entrepreneurship as a tool for social inclusion and fundraising	60 14.00-15.00		Presentation of the concept and legislation of Latvia, group discussion, good practice story
3. Social inclusion programme	90 15.00-16.30		Presentation and feedback. Agreement of the time-frame and the next steps.
4. Evaluation of the day	30 16.30-17.00		

