

GUIDELINES TO ENHANCE THE QUALITY OF WORK IN FIELD OF YOUTH WITH FEWER OPPORTUNITIES AND THE QUALITY OF EVS PROJECTS

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YOUNG PEOPLE with FEWER OPPORTUNITIES

An important priority for the European Union is that its Programmes should be accessible to everyone, including young people with fewer opportunities.

Young people with fewer opportunities are young people that are at a disadvantage compared to their peers because they face one or more of the situations and obstacles mentioned in the non-exhaustive list below. In certain contexts, these situations or obstacles prevent young people from having effective access to formal and non-formal education, transnational mobility and participation, active citizenship, empowerment and inclusion in society at large.

Youth groups and organisations should take appropriate measures to avoid exclusion of specific target groups. However, it is possible that young people confronted by one specific situation or obstacle face a disadvantage compared to their peers in one country or region, but not in another one.

The EU Programmes are for all, and efforts should be made to include young people with special needs.

Beyond accessibility to all, the EU Programmes also aims at being a tool to enhance the social inclusion, active citizenship and employability of young people with fewer opportunities and to contribute to social cohesion at large.



EXAMPLE

An Inclusion Strategy has been designed for the Erasmus+ Programme, as the common framework to support the efforts and Actions which the Commission, Member States, National and Executive Agencies and other organizations undertake to make inclusion a priority in their work.

Most of the EU Programmes aims at promoting equity and inclusion by facilitating the access to participants with disadvantaged backgrounds and fewer opportunities compared to their peers whenever disadvantage limits or prevents participation in transnational activities for reasons such as:

a) disability (i.e. participants with special needs):

- people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities;

b) educational difficulties:

- young people with learning difficulties;
- early school-leavers;
- low qualified adults;
- young people with poor school performance;

c) economic obstacles:

- people with a low standard of living, low income, dependence on social welfare system or homeless;
- young people in long-term unemployment or poverty;
- people in debt or with financial problems;

d) cultural differences:

- immigrants or refugees or descendants from immigrant or refugee families;
- people belonging to a national or ethnic minority;
- people with linguistic adaptation and cultural inclusion difficulties;

e) health problems:

- people with chronic health problems, severe illnesses or psychiatric conditions;

f) social obstacles:

- people facing discrimination because of gender, age, ethnicity, religion, sexual orientation, disability, etc.;
- people with limited social skills or anti-social or risky behaviours;
- people in a precarious situation;
- (ex-)offenders, (ex-)drug or alcohol abusers;
- young and/or single parents; orphans;

g) geographical obstacles:

- people from remote or rural areas;
- people living in small islands or in peripheral regions;
- people from urban problem zones; people from less serviced areas (limited public transport, poor facilities).

HOW to INVOLVE YOUNG PEOPLE WITH FEWER OPPORTUNITIES... ... in your projects?

Everybody should get a fair share of opportunities in life. Unfortunately some of young people are at disadvantage. An international mobility project can be a life-changing experience for them.

SO WHY NOT TO GIVE IT A TRY?

A. INVOLVING YOUTH WITH FEWER OPPORTUNITIES IN YOUR PROJECTS



IMPORTANT

First of all let's mention that the mobility project is a different way of learning. International mobility projects are more than a travel. Even though this might be a big achievement for someone. Contact with different cultures opens eyes and minds. Youngsters learn how to engage with diversity and active citizenship.

Youngsters, especially those with fewer opportunities gain a lot through active involvement in mobility projects – on personal level as well as a non-formal learning experience. Mobility projects take youngsters through personal development process in an encouraging atmosphere.

=> **SPECIFIC FUNDING for INCLUSION!**

Young people with fewer opportunities should be able to participate in mobility projects like any other young person. Sometimes this requires special support.

Here's a **Tip!**

In Erasmus+ Programme you can apply for funding to cover these special needs (e.g. personal assistant, rental of assistive equipment etc.) or exceptional costs (e.g. additional mentorship support, coach, visa, travel insurance etc.).

If you explain and justify why the participants in your project (youth with fewer opportunities) would not be able to participate without specific support, and what kind of support they would need, the additional costs these entail can be granted up to 100%.

=> ADDITIONAL SUPPORT

Besides money, there are also other means of support for YPFO to include them in the international mobility project such as:

- 1. Advance Planning Visit (APV):** these visits help to build trust, understanding and a solid partnership between organizations and young people.
- 2. Additional group leaders:** it is possible to include more group leaders than the strict minimum, to run an inclusion and diversity project.
- 3. Mentorship:** some YPFO could benefit from the support of additional mentorship.
- 4. Linguistic support:** organizations can apply for additional funding or access to online support for linguistic training in for example long –term EVS projects.
- 5. Open applications:** when organising projects for YPFO, it is possible to apply for a project grant without having recruited the particular participants yet.

Projects including young people with fewer opportunities should be embedded in a process and not remain an isolated event, and they should involve project promoters with strong pedagogical competence and/or experience in inclusion.

=> WHAT WORKS WHEN INVOLVING YOUTH WITH FEWER OPPORTUNITIES

The best projects and programs that involve young people are ones that:

- ✓ young people see as relevant to their lives, backgrounds and experiences;
- ✓ enable them to address issues in ways that respond to their own priorities, interests, and needs;
- ✓ allow them to take part in a safe environment, particularly where the issues are personally confronting or challenging.

Whether you're offering informal or formal opportunities, they should:

- ✓ provide chances for young people's self-expression and creativity;
- ✓ be flexible;
- ✓ include activities that have a purpose – where young people will personally get something out of it;
- ✓ provide chances to socialise and have fun.

=> WHAT WORKS WHEN INVOLVING YOUTH WITH FEWER OPPORTUNITIES

Other things to consider will be:

- ✓ whether you need support from skilled youth workers (particularly important if you're involving young people with fewer opportunities who don't normally feel supported or included by the community);
- ✓ how you can build mutually respectful relationships, which will be essential for any project, program or activity.



=> KEYS TO..... **SUCCESS!**

Key 1

When preparing and implementing inclusion projects, particular emphasis needs to be put on the analysis of the profile and special needs of the young people and a corresponding tailor-made and supportive approach.

Key 2

A solid partnership between the organizations and individual youth workers involved in a project should be established, based on commonly agreed objectives, concepts and methods.

Key 3

Projects should possibly be implemented in association with other national, regional or local inclusion programmes and persons and institutions outside the project context (family, school etc.).

Key 4

The step-by-step approach should be stimulated for young people with fewer opportunities, i.e. to start with a youth initiative or youth exchange, then continue with the EVS, moving on from a short-term EVS to a long-term EVS etc.

Key 5

The projects should stimulate dialogue and joint activities of young people from different background (socio-economic, educational, cultural, religious, geographical, (dis)ability, sexual orientation and of both genders) to promote diversity and counter intolerance and discrimination.



B. INVOLVING YOUTH WITH FEWER OPPORTUNITIES AFTER THE MOBILITY

Youth groups and organisations should take appropriate measures to avoid exclusion of specific target groups. However, it is possible that young people confronted by one specific situation or obstacle face a disadvantage compared to their peers in one country or region, but not in another one.

Young people, especially those with fewer opportunities after finishing their first mobility still need support from the side of their organizations.

Especially the role of sending organization is so important in helping youth with fewer opportunities to become an active European citizenship after finishing their mobilities and coming back home country. Young people with fewer opportunities needs someone that will help them to do the next step to improve themselves and to strengthen already acquired new skills.

=> Here you will find some IDEAS and GOOD PRACTICES how to involve youth with fewer opportunities in your project:

1/ as an organization for sure you are running your own specific actions on local, regional, national or international level. You can propose the young person to help you after his/her mobility in the activities running by your organization such as for example: helping in the office (office work, creating newspapers or newsletters, supporting meetings with candidates for taking part in international mobilities as the already experienced person, updating website or fun page on social network, preparing promotional materials (photos, movies, electronic brochures)...

2/ as an organization you can involve them in different local, regional and national meetings and conferences connected with promotion or projects' dissemination activities during which they can share their own experiences, skills and knowledge gained during their projects. Moreover the young people with fewer opportunities can help you to motivate other youngsters (also with fewer opportunities) to become active citizens and to try their own international mobility.

3/ as an organization you can involve the YPFO with other international mobilities such as international or national training courses, job shadowing activities or seminars. This will help the YPFO to improve their newly gained skills as well as validate their knowledge.

4/ if you are a hosting organization you can also involve the YPFO in supporting your mentors in taking care of hosting EVS volunteers in your organization – spending free time with them, helping in travelling etc.

5/ as an organization you can ask the YPFO in preparing a presentation about your country or a thematic one which you can later use during seminars etc. held by your organization. You can also ask the YPFO to lead some presentation during some seminars or youth exchanges that you are the organizer.

6/ as an organization you can also become a dialogue with local / regional employers or autonomies how to support the YPFO after their mobilities. You can try to start cooperation with them in involving the YPFO also in their activities and work, after which the YPFO they will have some possibility to be employed.

7/ if you have some ideas to start some new activities for local children, youth or adults and you don't have enough staff recourses to do it – you can ask the YPFO for help and support. Together you can create some new projects or activities that will bring a benefit for other people.



Here's a **Tip!**

You can also think about involving the young people with fewer opportunities in your projects and activity even before starting their international mobilities!

This will help the youngsters to break first fears and already feel more confident.

This will also allow your organization to know the young people with fewer opportunities better as well as to check their way of working and thinking before proposing them any mobility.

HOW to SOLVE specific PROBLEMS?

/YOUNG PEOPLE WITH FEWER OPPORTUNITIES/

Young people with fewer opportunities are young people that are at a disadvantage compared to their peers because they face one or more of the situations and obstacles mentioned in the non-exhaustive list below. In certain contexts, these situations or obstacles prevent young people from having effective access to formal and non-formal education, transnational mobility and participation, active citizenship, empowerment and inclusion in society at large.

During implementation of various mobility project we can meet with many problems, which are closely connected with the specifics of youth and the environment from which they came from. The role of organizations is to support this youth on the best possible way as well as to solve specific problems which can have an influence for our project and its results.

=> DISABILITY and HEALTH PROBLEMS

If the mobility project involve people with disabilities all organizations have to strongly cooperate together already some time BEFORE its starting. A very good communication before the young people with fewer opportunities, sending and receiving organizations is very important.

! The sending organization is responsible for getting as much information about the illness of the person and providing it to receiving organization as soon as possible before starting the mobility. The receiving organization have to prepare the living conditions, working place and people directly involved in working with that person before he/she will come. This process is taking usually minimum 1 month before starting the mobility.

! The sending organization should carefully plan the journey of the person – especially think about extra personal care when traveling and special travel conditions of persons with disabilities.

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- ! The receiving organization have to involve mentors having already an experience and knowledge connected with supporting people with disabilities as well as living conditions should be prepared to the kind of the illness. For example the living place for people with physical disabilities have to be possible and adapted for them (have special facilities for people with disabilities).
 - ! Also the working place should be adapted for people with disabilities and working team should know everything about the illness of the person to be prepared as much as possible to correctly react in any case of health problems of the person.
 - ! Before, during and after the mobility people with disabilities needs extra support from all project partners and organizations.

Here's a **Tip!**

It is good to plan an additional mentorship support on the preparation phase of the project application to receive additional financial support.

The receiving organization have to be prepared for providing extra personal support of the person with disabilities during shopping, travelling etc. Sometimes using the car is necessary and everyday needed.

All organizations should cooperate with doctors (especially in case of people having psychiatric illness) to be prepared and ready to quickly react in case of any health problems during the project.

During the project always can happen that the health of the person will be worst. Then a quick and professional reaction is very important.

=> EDUCATIONAL PROBLEMS

All project partners should be prepared for providing extra mentorship support for people with educational difficulties. Usually these people are learning slowly and need more time to acquire new knowledge and skills than their peers.

People with educational difficulties need more and longer meetings connected with explanation of project and work rules. All important information should be always gave to them in a printed version.

A big group of people with educational difficulties don't know other languages so it is important to think about cooperation with people that speak in their mother language to be sure that all important information are understood by them. In this case the sending and hosting organizations should stay in constant contact if for example any language translation will be need etc.

Here's a **Tip!**

It is good to plan an additional mentorship support on the preparation phase of the project application to receive additional financial support.

People with educational difficulties should receive an extra language support as well as extra mentorship support!

=> CULTURAL DIFFERENCES and GEOGRAPHICAL OBSTACLES

Working effectively with different cultures is a necessary skill for anyone in a culturally diverse work environment. Immigration, technological advances and the emergence of global virtual work teams have increasingly exposed workers to other cultures.

Cultural variations in the workplace may range from simple regional differences, such as varying dialects, to divergent perspectives on timeliness, productivity and communication.

Working with volunteers from culturally and linguistically diverse backgrounds can add value to your organisation, create an inclusive environment, strengthen positive relationships with the local community, bring new perspectives and encourage people from different backgrounds to use your services.

However, organisations need to be mindful that involving people from culturally and linguistically diverse backgrounds in volunteer programs is a long process, especially if you want the volunteer program to be sustainable. Organisations need to focus on one community and then progressively involve other communities.

Here are some techniques for working with people from different cultures:

- 1/** Help the young person to identify his/her own culture with respect to the workplace. The definition of culture can be broad in the work environment. Consider race, nationality, gender, religion, class and other similar factors.
- 2/** Help the youngster to study other cultures (reading books, attending presentations about other cultures). Learning the values and perspectives of other cultures leads to greater tolerance and understanding.
- 3/** Help the young person to use effective communication skills to build trust with workers of different cultures. Listen carefully the people when they share an idea or explain a problem. In some cultures, a background explanation or story is often told before getting to what others might consider the most important part of the communication. Exercise patience and tolerance for other people's communication styles.

RESEARCHING COMMUNITIES

Including people from diverse backgrounds into your volunteer program is easy; there are just a few things you have to do before recruitment. The first is research. It's important to find out the various demographics in your community, understand their needs and consult with community leaders. Doing proper research means you can give the community what they actually need. Each community has different cultures, opportunities and challenges that need different responses.

After getting to know the different cultures, identify one community that you want to actively include in your volunteer program. Involving different cultures is a long process. To do it right, you have to allow for a lot of time to consult with the community and community leaders, learn about the culture, train staff and develop support systems. Once you feel the volunteer program is sustainable and working, you can always expand the program to involve more communities.

After identifying a community, involve community leaders in the initial planning and consultation stage. Attend community consultations to get a feel of the needs of the community and general cultural practices – how men and women interact, for instance.

Before actively recruiting volunteers from diverse backgrounds, work out how many volunteers your organisation can support, and whether you have enough experienced volunteers to guide the new volunteers. Generally it is more effective to start with a few volunteers.



TRAINING STAFF

Even before you begin recruiting people from different backgrounds, it is imperative to train paid staff and existing volunteers in cultural awareness and offer ongoing cross-cultural training. Cultural awareness and cross-cultural training helps avoid misunderstandings between staff and volunteers from diverse backgrounds.

While conducting training, it is important to make the training relevant and practical. Ask staff to share their experiences and invite community leaders from culturally and linguistically diverse backgrounds to share their stories and perspective. It is also a good idea to train staff in how to use an interpreter. It is not intuitive to stop speaking after every point for someone to translate. Speakers who do not have training in how to work with interpreters often speak without a break for too long and some of their information can be lost.

RECRUITING VOLUNTEERS FROM DIVERSE BACKGROUND

The concept of volunteering is foreign concept to most people from culturally and linguistically diverse communities and can have different connotations. When actively recruiting people from culturally diverse communities, take the time to explain what volunteering, is and the benefits you can receive from volunteering. You can also omit the word volunteering when advertising for volunteer opportunities. It can be more effective to use the words 'help wanted' when trying to reach a community not accustomed to the benefits of volunteering.

When trying to actively recruit people from a specific community, take advantage of ethnic newsletters, newspapers and community radio, and ask community leaders to promote volunteer opportunities and the benefits volunteers receive. If possible, make your advertisements bilingual to maximise the number of people who will understand them. Bilingual advertisements will also show that the volunteer opportunities are targeted to specific culture.

For many people from culturally and linguistically diverse communities, taking the step to volunteer is a big deal. They are opening themselves up to a new concept and a new environment. It is important to make the recruitment process as easy as possible. Instead of asking for a written expression of interest to volunteer, you can invite potential volunteers to call you on the phone to chat about volunteer opportunities. Try to limit forms and paperwork to the essential, and provide assistance to new volunteers filling them out. For many, forms can be seen as a barrier to volunteering.

During the interview stage, try to create a comfortable, informal environment. Be mindful that, for people who do not speak English as their first language, how they were taught can impact whether they are better at speaking or writing.



CREATING A WELCOMING ENVIRONMENT

It is easy to show an organisation is welcoming to all cultures but few actually do it! Creating an inclusive welcoming environment is not hard or expensive.

Try implementing the following tips:

- ✓ Display a 'Welcome' sign in several languages in the office area,
- ✓ Make sure your workers and mentors receives cultural awareness training and can assist people with poor English language skills,
- ✓ Include magazines and reading materials in languages other than English in the waiting room,
- ✓ Use images that are culturally appropriate,
- ✓ In internal and external communications, focus on tasks volunteers do rather than their background,
- ✓ Display photos of staff and volunteers on the wall with their responsibilities listed.

CULTURALLY SENSITIVE PRACTICES

When involving people from culturally and linguistically diverse backgrounds into your organisation, you have to be respectful of their religious and cultural beliefs. This may thinking about what types of meat are served, being flexible around prayer times so you don't plan meetings or events which will disrupt proceedings, and being mindful of volunteers who are participating in Ramadan.

To avoid not really knowing whether a volunteer understands what you are asking of them, ask them to repeat back the instructions. This way you can work out whether you need to change what you are saying to get your message across.

Another thing that can cause confusion when working with groups from different cultures is the varying importance of time. Mostly in Europe we value time. In other countries, time is more flexible. When scheduling events and relying on volunteers, it is important to reiterate to volunteers that it is important to arrive on time and if they are late, asking them why they are late rather than making assumptions.

OVERCOMING LANGUAGE BARRIERS

Language can be a barrier to both the volunteer and the organisation, but it can be overcome. Training and mentoring a volunteer who has a lower level of English than you can be exhausting, but it shouldn't be discouraging. In fact, seeing someone's level of English dramatically improve thanks to your tutoring can be extremely rewarding.

Working with someone who has limited English language skills also provides a great opportunity to increase your understanding of basic English skills and grammar that many of us forget, as well as learning more about another culture.

It is important not to assume what the new volunteer's level of English is. Engage them in a conversation, ask what language is spoken at home and whether they can comfortably read and write. It will also be helpful to create a buddy system where native English speakers are partnered with non-English speaking volunteers. Ask staff to nominate themselves to be language support.

=> ECONOMIC OBSTACLES

Unemployed young people facing serious economic obstacles aren't that very much motivated to actively participate in civic or social processes in communities they live in as they, understandably perhaps, don't see a reason to participate in these processes gathering other young people when this involvement usually doesn't generate any income for them.

Your project should positively influenced these young people motivating them for active participation and making them realize potential benefits for overcoming of personal economic disabilities (among other things) through active participation in lives of their communities.

By steering them towards active participation trainers helped them to become more employable as youth participation brings practical benefits to youngsters as it offers chances for personal development, new acquaintances and strengthening of ties with various actors in communities in which they live in.

=> SOCIAL OBSTACLES

Social barriers are related to the conditions in which people are born, grow, live, learn, work and age – or social determinants of health – that can contribute to decreased functioning among people with disabilities.

It's important to do a little forward planning, to make sure that you clarify your needs adequately, your knowledge thoroughly and your instructions carefully — ensuring that the communication doesn't break down at any stage. It also helps to develop good strong bonds and relationships with the people you rely on most.

You will go out of your mind if you try to control everyone's behaviour, decision and action. Instead of that - try to subtly influence people and understand their needs, motives and desires. Only in this way will you successfully improve your chances of manoeuvring through the social obstacles in your life.

HOW to TRAIN YOUNG PEOPLE WITH FEWER OPPORTUNITIES BEFORE THEIR DEAPARTURE?

The time plays important role during training learners before their departure!

It is because:

- ✓ people, especially youth with fewer opportunities are changing their living plans very fast;
- ✓ maintaining people motivation is not easy (especially those with fewer opportunities);
- ✓ very often young people has problems with their time management and responsibility.

Here's a **Tip!**

Before you will start preparing the young people with fewer opportunities to the mobility project you have to think first how much time they will need.

One person will need just a month to be ready to the mobility, while the other person would need even 3-4 months. There is NO rule saying how long the preparation process should takes. Everything depends of personal needs of the learners.

The preparation process can not be too long (to not loose the learners motivation) and to short (to give the learners time to absorb all information needed). When preparing learners to their mobility the very important thing is the personal contact with them. Keeping in touch only via telephone or the Internet is not acceptable. Through personal contact with the person you are able to provide the necessary sense of security and gain the trust.

During preparation learners you should plan as many personal meetings as possible (eg. the headquarter of your organization). Each, even the 10 minutes personal meeting with the person leaving will help you to see, among others, their level of motivation, responsibility, punctuality, commitment.

As already mentioned above maintaining motivation of youngsters, especially those with fewer opportunities is not easy, that's why keeping the constant contact with them (min. 2-3 times a week) is very important.

All information given to the learners should be divided into small parts. Thanks to that you will be sure they will get all the knowledge you want to pass to them. Giving too much information during one meeting is a big mistake because the learners will be not able to remember everything you will say. The best choice is dividing the preparation process for few thematic meetings during which you will give the learners only some parts of the information.

Moreover the meetings can be supported by printing materials which the learners can keep and read home. The last part of the preparation process should be a pre-departure training.

Here's a **Tip!**

The pre-departure training should take from few hours to even 2 days (depends of the personal capability of the learners). During the training you should collect all information you already said during previous personal meetings.

When organizing the pre-departure meeting you have to take an attention if the learners understand everything you had teach them.

Below you will find an example of the important information you shouldn't forget when organizing a pre-departure training for the learners.

During the pre-departure training all the volunteers should be learned:

- ✓ what are the main rules of the Programme and the European Voluntary Service;
- ✓ what are the rights and responsibilities of the partners involved in the project;
- ✓ what is the non-formal and intercultural learning;
- ✓ how the volunteer can exploit his potential during the project;
- ✓ how to manage crisis and problematic situations;
- ✓ what is the insurance and how to use it;
- ✓ what is the Youthpass certificate;
- ✓ what is the culture shock and how to deal with it;
- ✓ when the visa is required, additional vaccination or temporary residence card.

The pre-departure trainings' objectives can be as following:

- ✓ providing the volunteers with information about “Youth in Action” Programme, Action 2 – EVS, about the obligations and rights of the parts involved;
- ✓ providing basic information about the European Union and the programmes and opportunities designed for youngsters;
- ✓ presenting the volunteer with the life cycle of an European Voluntary Service;
- ✓ giving the volunteer the opportunity of expressing expectations and concerns regarding his/her future service;
- ✓ ensuring a correct management of risk and conflicts;
- ✓ sharing information about different countries, cultures and lifestyles in order to ease the cultural shock;
- ✓ providing practical and technical information like: travelling conditions, allowance, accommodation, food, transportation, etc.
- ✓ making the volunteer aware that he/she will enter a continuous learning process throughout the whole service which will impact his/her future life.

WHAT is the REINFORCED MENTORSHIP?

Reinforced mentorship is connected with the quality of the support and training offered to the volunteer.

Reinforced mentorship might be foreseen to increase personal support of volunteers with fewer opportunities on the sending and/or receiving side; It is shared between the Sending and Receiving Organisations according to their responsibilities. Provision might be made for additional mentoring to increase individual support by the sending and receiving organisations.

The format, duration and frequency of the reinforced mentorship support can vary depending on volunteers' needs and abilities, the tasks and the capability of the organisation.

Proper support to the volunteer(s) should be provided in all phases of the project. More precisely, each volunteer should receive personal, learning/ Youthpass process, task-related, linguistic and administrative support. The personal and the learning/ Youthpass process support is reinforced by a Mentor, whereas another experienced person should be in charge of the task-related support.

As EVS involves young volunteers staying in another country for long periods of time, it is of the utmost importance for adequate levels of training to be provided to them at all stages of the project. Each volunteer participates in the EVS training cycle, which consists of pre-departure training, on-arrival training and mid-term evaluation in case of long-term projects. Volunteers should have the opportunity to exchange, share and evaluate the EVS experience.

Additional mentorship is very important in case of volunteers with fewer opportunities to implement their projects on the best possible way, giving them better and more specialized support, adequate to their needs and the problems they face.



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Additional costs within the reinforced mentorship can help you to provide necessary medical care to the volunteer during the project or even continue therapy for volunteers struggling with various types of addictions.

Knowing the profile of the volunteers you can plan additional methods to support their self-development and to ensure greater safety during implementation of the project.



The SALTO-YOUTH resource centres have developed a number of tools that help you to set up international mobility projects including young people with fewer opportunities or tackling inclusion and diversity issues:

=> **Inclusion A to Z:** practical manual to set up inclusion projects with a variety of target groups.

www.SALTO-YOUTH.net/InclusionAtoZ

=> **Value the Difference:** a resource pack to reflect on diversity and intercultural competence.

www.SALTO-YOUTH.net/ValueTheDifference

=> **Project examples:** get inspired by previous inclusion and diversity projects online.

www.SALTO-YOUTH.net/Otlas

=> **Methods:** browse the Toolbox for methods addressing inclusion and diversity.

www.SALTO-YOUTH.net/Toolbos

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