Chapter 8
Practice

T he most adequate practical responses to the concrete situations of social exclusion of young people at local, regional, national or European level is in each case to be found by the actors on the ground through participatory processes.

The purpose of this chapter is simply to inspire and support those initiatives with an overview of some particularly relevant forms of youth work: some approaches, activities and projects.

We invite readers and practitioners to go through them reflecting on how to adapt them according to their needs or simply to use them as a reference in the always-needed exercise of designing the most adequate route to inclusion of youth in their specific contexts.

We hope that each of the following educational activities and projects can inspire a certain step towards the social inclusion of young people. We invite the readers to use them directly if they are applicable in their context, or to adapt them.

INSPIRING FORMS OF YOUTH WORK

Youth work can and in many cases has played a role in the social inclusion of young people with fewer opportunities. In this section we want to briefly explore two inspiring forms of youth work that have proved to be particularly adequate for those purposes: open youth work, and outreach and detached youth work.

Open youth work

The purpose of open youth work is to offer young people, on the basis of their voluntary involvement, developmental and educational experiences that will equip them to play an active part in democratic society as well as meet their own developmental needs. Open youth work takes place in youth clubs, youth projects, youth centres, youth houses as well as on the street (through detached youth work).[29]

The European Confederation of Youth Clubs (ECYC) believes that open youth work offers young people several kinds of opportunities, detailed in the sections to follow.

Educative

Open youth work operates:

▶ by enabling young people to develop the skills, knowledge and attitudes needed to identify, advocate and pursue their rights and responsibilities as individuals and as members of groups and communities locally, nationally and internationally;

▶ by promoting equality of opportunity through the challenging of prejudices such as racism and sexism and all that which springs from differences of culture, race, language, sexual identity, gender, disability, age, religion and class, and through the celebration of the diversity and strength that arise from those differences.

29. See European Confederation of Youth Clubs, available at www.ecyc.org/about-us/open-youth-work, accessed 24 October 2016.

Participatory

Open youth work operates:

▶ through a voluntary relationship with young people in which young people are partners in the learning process and decision-making structures that affect their own and other young people's lives, and their environment.

Empowering

Open youth work helps:

▶ support young people to understand and act on the personal, social and political issues that affect their lives, the lives of others and the communities of which they are a part.

Core values of open youth work

According to the ECYC, the core values of open youth work recognise that:

▶ young people have the right to identify options/choices and choose the most appropriate one for them in any given situation;

▶ each young person should be given the support to achieve their full potential in a manner that has regard for the dignity and autonomy of the individual;

▶ young people should be supported to develop their own values and attitudes and develop the capacity to analyse critically the world around them and to take action in response.

Characteristics of open youth work

An examination of the above purpose and values of open youth work identifies a number of characteristics that distinguish it from other forms of youth provision, as it:

▶ is a planned systematic educational experience implemented outside of the formal school curriculum, usually by voluntary groups and organisations;

▶ promotes an experiential learning model where young people are involved in learning by doing in real-life situations and reflecting in a structured manner on the experiences encountered;

▶ 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;

▶ involves young people on a voluntary basis and begins with the issues and areas that are of interest and concern to them;

▶ 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;

▶ provides structures whereby young people participate in decision making including planning, organising and evaluating;

▶ enables communities to contribute to meeting their own needs;

▶ is accessible to all young people irrespective of their race, culture, religion or belief, gender, sexual orientation, socio-economic status or disability.

Outreach youth work and detached youth work[30]

Detached youth work

Detached youth work operates without the use of a building or activity and takes place where young people "are at" both geographically and developmentally. It delivers informal and social education and addresses whatever needs are presented to or perceived by the youth worker. As detached youth workers have no physical building or specific activity over which they have power or control, the relationship between young persons and youth workers is entirely voluntary and constantly up for negotiation.

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30. See "Detached and outreach youth work. Method and resource handbook for youth work practitioners in Wales", available at www.cwvys.org.uk/wp-content/uploads/2014/06/HB-Detached-and-Outreach-Youth-Work.pdf, accessed 24 October 2016.

Some examples of detached youth work activities are:[31]

▶ making tie-dye clothing at a summer play scheme;

▶ sweet-making and chatting about Nelson Mandela;

▶ decorating gardening boxes outside a community flat.

Outreach youth work

Outreach youth work also takes place where young people are, on their "turf", and supports and complements new and existing centre/project-based youth work. Primarily used to inform young people of services that exist in their locality and to encourage them to use such services, outreach can also seek to identify, through consultation with young people, any gaps that exist in services aimed at meeting their needs.

Similarities and differences

The fundamental similarity of each is that they start with young people where they meet, whether that is on the street, in a park, on the beach or anywhere else. However, while the purpose of detached work is to find out the needs of young people as they experience them and attempt to deal with whatever they present, outreach is seen as an extension of building or activity-based work. Youth workers who are either personally involved in those buildings/activities or supporting others who are, go into the streets, usually with the purpose of encouraging young people to make use of existing provisions by attending the activities offered or visiting youth work organisations.

	Location	Aims	Characteristics
Detached youth work	Takes place in a setting that is not centre-based, which may include: parks, beaches, bus stops, pubs, cafes, shopping centres, streets or any other place where young people choose to informally gather.	To provide young people with access to informal learning, opportunities, information and resources "on their own turf". To stimulate, challenge and empower young people.	Reconnaissance: Identify areas where young people are. Engagement: Engage with young people and identify their values, issues, needs, ambitions, etc. Delivery: Design and implement appropriate interventions with young people. Evaluation: Evaluate the work at the point of contact.
Outreach youth work	Takes place in a setting that is not centre-based, which may include all of the above locations, as well as occasionally reaching out to young people within buildings such as schools, faith-based centres, sports centres or community centres.	To provide young people with initial access to informal learning, opportunities and resources on their own turf. To inform young people about existing or proposed services and to encourage them to access these. To stimulate, challenge and empower young people.	Reconnaissance: Identify areas where young people are. Engagement: Engage with young people and invite them to centres or activity areas from where youth work or other opportunities are delivered. Delivery: Carried out from where the activity takes place or a youth service building. Evaluation: Carried out at the building or where the activity takes place.

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31. These and other examples can be found at https://voice-of-youth.org/category/detached-youth-work, accessed 24 October 2016.

Other terms used

There are various other terms used to describe youth work that engages with young people outside of designated buildings or activities:

▶ "street-based youth work" is commonly used as an umbrella term to describe both detached and outreach youth work. This is sometimes unhelpful as it does not give the youth worker the clarity of purpose that using these two words in the correct way offers. This can lead to confusion either for themselves or the young people with whom they work;

▶ mobile youth work refers to youth work that is delivered from a mobile youth centre such as a bus or caravan. However, in nearly all respects this follows the methodology of centre-based youth work since, after the youth workers go out to talk to young people, it relies on those young people coming to where youth work takes place.

Online youth work

The internet is intimately involved in the lives of young people and this is why it should be included in youth work. Online youth work means simply including online media in youth work. Online youth work is not another sector of youth work, but it can be linked to all youth work. At best, youth work is not divided into online work and work where people meet in person, but the two are flexibly combined.

In practice, online youth work can include: educational gaming, question-and-answer services, group chats, one-to-one chats, group blogs, photo competitions, broadcasting games, vlogging workshops and encouraging young people to voice their opinions on social media. Different types of activities are offered because some young people wish to write, others might want to play games, and others might wish to take photos.

One of the challenges of online youth work is the constantly changing online culture among young people. Online youth work is growing and quickly developing. In Finland, we can find some inspiring examples:[32]

▶ a multi-professional chat service for individual cross-sectoral guidance, support and advice under a single roof by the youth service provider Byström;

▶ a gaming group in the Vuosaari youth centre: while playing together many young people strengthen their social bonds and develop social skills learned while gaming;

▶ the city of Hyvinkää has been organising the HypeCon, an event that combines anime and gaming culture, since 2012. The youth services of the City of Hyvinkää offer free and equal opportunities to local young people. The content and nature of this event are created by the visitors themselves: social media are used in the planning process and everyone can participate regardless of their age and location.

"INTERNATIONAL YOUTH WORK": LEARNING MOBILITY ACTIVITIES FOR YOUNG PEOPLE WITH FEWER OPPORTUNITIES

By learning mobility, we mean transnational mobility undertaken for a period of time, consciously organised for educational purposes or to acquire new competences or knowledge. It covers a wide variety of projects and activities and can be implemented in formal or non-formal settings.

For young people, some factors that create obstacles to benefiting from international learning mobility activities could be: time pressure to finish their studies or training; lack of jobs; lack of funding; lack of language skills and intercultural knowledge; or a general reluctance to leave "home".[33]

Starting with the EU's Youth in Action, the inclusion of young people with fewer opportunities in international learning mobility activities was set as a priority. For young people facing social and

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32. Further details on these examples can be found in "Digital media in Finnish youth work. National report of the Screenagers International Research Project", available at www.youth.ie/sites/youth.ie/files/National%20report_Finland_2016.pdf, accessed 24 October 2016.
33. See EU (2009), "Green Paper – Promoting the learning mobility of young people", COM(2009) 329 final, available at http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52009DC0329, accessed 28 October 2016.

economic obstacles, educational difficulties, cultural or geographic obstacles, or disabilities and health problems, transnational mobility activities could be an excellent opportunity to get to interact with other young people. Such projects have clear learning objectives:

▶ contributing to developing participants' attitudes, especially those related to intercultural learning and intercultural dialogue;

▶ developing skills and competencies that would help the insertion of young people into the labour market;

▶ offering young people the opportunity to explore international learning settings. (Kristensen 2013).

Youth workers and youth organisations are using international learning mobility activities as a social inclusion tool, at the end of the learning experience, by providing youth with the opportunity to acquire new competencies and skills as well as to develop their attitudes.

An example of good practice is the work developed by the Phiren Amenca,[34] an organisation that supports young Roma people in engaging in voluntary service activities. Through these activities, participants develop their competencies and become empowered to play an active role in society at local and at European level.

European Platform on Learning Mobility (EPLM)[33]

The EPLM aims to engage in the improvement, knowledge, visibility and recognition of learning mobility in the youth field. The platform creates an open space for exchange and co-operation among practitioners, researchers and policy makers and focuses on the learning mobility of young people and of practitioners in the youth field, and particularly in various forms of youth work. Learning mobility in this framework aims to increase participation, active citizenship, intercultural learning and dialogue, individual competency development and employability of young people. Mobility is also to be understood as a possible source of genuine and diverse learning experiences, and it therefore becomes important to critically investigate links between learning mobility (settings and contexts) and identity building. The EPLM is an open network and is conducted in a participatory way, with a Steering Group that consists of young people's representatives and youth NGOs; policy makers from European institutions, national youth ministries and regional, local entities; researchers from universities and institutes; national agencies of the Erasmus+ programme; the trainers community; youth work practitioners and youth workers; youth information services; social work and employment/vocational education; and training sectors.

ExchangeAbility – Erasmus Student Network (ESN)[34]

Going to study abroad is a challenging time for young people, as they face an unfamiliar environment, and often a new language and culture, to name but a few things. In addition, it can be even more difficult for students with disabilities, who may face inaccessible environments or disability-related stereotypes. In recognition of such challenges, the ESN developed the ExchangeAbility project to make the network accessible to students with disabilities, help remove obstacles to participation in exchanges, and promote the opportunities available. The project aimed to:

▶ make the ESN a more accessible association for disabled students at all levels of its activities. This means that the ESN wants to provide the conditions and opportunities for disabled students to actively be involved in working with international students and therefore to benefit from the exchange programmes at their home universities;

▶ increase the number of students with disabilities going on exchange. The long-term vision of the project is to promote the opportunities and support offered for students with disabilities to study abroad. Also, ExchangeAbility works with ESN sections, higher education institutions and organisations that are experts in the field to create the best conditions possible for disabled students during their stay abroad.

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34. See www.phirenamenca.eu, accessed 24 October 2016.
35. See http://pjp-eu.coe.int/en/web/youth-partnership/european-platform-on-learning-mobility, accessed 24 October 2016.
36. See http://exchangeability.eu, accessed 24 October 2016.

EDUCATIONAL APPROACHES

Before describing concrete activities and projects we would like to go through some educational approaches that are particularly appropriate for overcoming social exclusion. These approaches, taken as a whole, shape the participatory nature of education aiming to overcome social exclusion and enable young people with fewer opportunities to take full control of their lives. They inspire the concrete educational activities and projects of the next section of this T-Kit and can inspire many other educational activities to fit specific needs in different contexts.

Human rights education as the basis

Social inclusion is about social, economic and cultural rights, that is human rights. Social rights are those rights that are necessary for full participation in the life of society. They include, at least, the right to education and the right to found and maintain a family but also many of the rights often regarded as "civil" rights: for example, the rights to leisure time, health care, privacy and freedom from discrimination.

Economic rights are normally thought to include the right to work, to an adequate standard of living, to housing, and the right to a pension if you are old or disabled. Economic rights reflect the fact that a certain minimal level of material security is necessary for human dignity, and also the fact that, for example, a lack of meaningful employment or housing can be psychologically demeaning.

Cultural rights refer to a community's way of life. They include the right to participate freely in the cultural life of the community and, possibly, also the right to education. However, many other rights, not officially classed as "cultural" will be essential for minority communities within a society to preserve their distinctive culture: for example, the right to non-discrimination and equal protection of the laws.

All human rights are equally important: thus, social, economic and cultural rights are to be considered an integral part of human rights just as all the other human rights. However, in recent history and in specific political contexts, social, economic and cultural rights have not always been accepted as having equal standing to civil and political rights. Although it seems evident to the ordinary citizen that such things as a minimum standard of living, housing, and reasonable conditions of employment are all essential to human dignity, decision makers have not been so ready to acknowledge this.

For these reasons, when promoting the social inclusion of young people with fewer opportunities, a human rights education approach should be the basis. Their inclusion and rights should be guaranteed on the basis of their dignity as human beings, rather than granted as something they "deserve".

Human rights education – meaning educational activities and programmes promoting equality in human dignity – is at the basis of the educational approaches promoting social inclusion. It empowers young people to contribute to the building of an inclusive society where human rights are respected. The following educational approaches are considered particularly relevant for social inclusion.

Peer education

Everybody knows the story of the father who, on a nice day, after exchanging meaningful looks with his wife, asks his 12-year-old son to accompany him for a walk and "a little chat". The father then awkwardly starts up an artificial conversation about girls who might be in his son's class, finally announcing solemnly that it is time his son got to know the facts of life. At which the boy, genuinely bored, replies that he knows "everything 'bout f…… already" from his schoolmates, their magazines and jokes and can he please go home and play football again?

In a way, this exchange of information about sexual education – whether apocryphal or not in this form – between the boy and his schoolmates, is peer education. Kirstie Lilley (2001) distinguishes three kinds of peer education:[37]

▶ informal peer education, as noted in the story, when young people simply pass on information about subjects that matter to them, without being trained or told to do so;

▶ formal peer education, in which young people are simply told to pass a certain message on without having much influence on the contents themselves;

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37. Lilley K. (2001), *Words to the wise: successful peer education with young people*, Youth Work Press, Somerset.

▶ a third type of peer education, which will be discussed here, in which young people receive training to develop a programme themselves to pass on a certain message to their peers.

Peer education is beneficial for all parties involved. The peer educators gain self-confidence, self-esteem and a number of skills. Their peers receive valuable information in an enjoyable way from someone they know and trust, and they might be stimulated to become peer educators themselves. For youth work and the youth worker, it presents a way of passing on knowledge to a bigger group of young people who can, in turn, address a larger group again.

Peer education – Why does it work?

▶ young people are more likely to accept information from other young people than from adults. In particular, young people who grew up with a disadvantaged background have often been disappointed by adults from their surroundings and could be suspicious of adults in general;

▶ young people are more likely to tell each other honestly what they feel or think than an older person, since they are afraid of being judged for what they say;

▶ often, it is easier to ask questions and discuss subjects with peers;

▶ young people identify more with people their own age and information from peers may come across as more reliable;

▶ peer educators know what language to use to address their peers;

▶ peer educators can choose their own mode of discussing topics and decide on what will increase their sense of ownership.

Most of the time, it does not work to walk into a group of young people and ask them something like, "Hey, you wanna be a peer educator?" It could, however, very well be the follow-up to an activity a group of young persons has been involved in. During the evaluation, a useful question to ask is what they would do differently themselves if they were to lead the workshop, project or activity. During the activity, the youth worker could already encourage the young people to think of solutions and take the initiative, provided it remains within their reach.

Mentoring the process of peer education

The mentoring of young people with fewer opportunities who would like to become peer educators should be done carefully so as not to destroy the trust that has been built up (see section in Chapter 7: "Building trust"). Some of these young people may have more difficulty in planning and be more inclined to give up when things don't work out. So, more than with young people who are bursting with self-confidence and self-esteem, you will need to stimulate and motivate those with fewer opportunities time and time again. This also means setting aside time yourself, planning meetings with the young people, and keeping to the schedule. Unpredictability on the part of the youth worker will, as Ascher (1988) remarks, "serve to destroy relationships and to harden mistrust".[38] Apart from providing support, you will have to invest extra time in adapting the methodology in order to make it manageable for the young people. Even though they will be the ones primarily working on the contents of what they are going to teach to their peers, the information should first be made understandable for them as well. If this involves too much reading, studying or school-like tasks, it is bound to make them feel uncomfortable and lead them to quit, thereby ruining your carefully built-up relationship. Also, if the information is not clear to the peer educators, it might be passed on incompletely or incorrectly, which will of course get you in trouble again.

It is of paramount importance that the young people devise, develop and deliver the programme themselves. However, a clear structure should be provided by the youth worker, which can be filled in by the peer educators. It can help to design the meetings, both those for preparation as well as the workshops, as rounded-off chunks. Each part should cover one subject that is matched with the young people's capacities, with aims not set too high, but which is at the same time challenging enough not to become boring. When organising the preparation meetings and the peer education workshops, also keep in mind the barriers the young persons might be facing (see section in Chapter 4: "Obstacles").

With the right preparation and support, peer education can definitely yield results beyond the reach of standard youth work. Also, exchanging information on peer education and the support of peer educators with other youth workers can be very useful. In this case young peer educators from different organisations and backgrounds can meet and tell each other about their experiences, helping educate each other.

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38. Ascher C. (1988), *The mentoring of disadvantaged youth*, ERIC Clearinghouse on Urban Education, New York.

The Care 2 Share (C2S, Brighton, UK) peer education programme offers a range of learning outcomes for young people aged 16 to 25 of mixed abilities. It brings together tutors – most of whom are interested in going into youth work or teaching – with "tutees" – young people who have become disengaged from formal education for various reasons.

Peer tutors take part in a peer education training programme, including a residential component. They support one or more tutees in working towards agreed learning goals in the areas of basic literacy, numeracy and key skills. The project encourages all young people to identify their own progression and supports them in moving on to more formal learning or employment. In the academic year 2002/3 the project aims to support half of its learners to achieve accreditation. Paid staff monitor the portfolio development of both tutors and tutees.

Both tutors and tutees run a snack bar at the youth centre where C2S is based, learning project management, budgetary and money-handling skills, shopping, and customer service and catering skills. The young people take a high level of responsibility for the project – they designed the snack bar refurbishment and the centre's information and communication technology suite, are responsible for their own budgeting and accounting, and hold regular team meetings to assess the project's development.

Conflict management

"Difficulties are meant to rouse, not discourage. The human spirit is to grow strong by conflict." – William Ellery Channing

"Conflict: a battle, contest of opposing forces, discord, antagonism existing between primitive desires and instincts and moral, religious, or ethical ideals." – Webster's Dictionary

The characters that make up the word "conflict" in Chinese mean "danger" and "opportunity". If conflict is an inescapable part of life, then young people, whatever their background, need to be given the chance to discover and develop ways to find the opportunity as well as the dangers in the conflicts in their lives. In any conflict, there is the potential for growth and positive change. Yet for many people, the experience or understanding of conflict is only negative, associated with violence and destruction.

Conflict is not necessarily destructive if handled properly. It can be a valuable tool in building up skills and personal strengths: when acknowledged and explored in a safe environment, it can provide powerful coping and management techniques, building on the premise that everyone – and how they feel – deserves respect. Viewed in this light, the management of conflict can be seen as inextricably bound up with the topics covered earlier: self-esteem and trust.

Unfairness, injustice and lack of basic resources tend to provoke violence, particularly where bitter experience has suggested no alternative. But violence creates legacies of hurt, bitterness, vengefulness and destruction – it diminishes the violent as well as the victim.

Conflict occurs when two or more people oppose one another because their needs, wants, goals or values are different. Conflict is almost always accompanied by feelings of anger, frustration, hurt, anxiety or fear. It is caused by a wide range of factors: a clash of values, ideologies or goals; an inability to appreciate another's perspective; a struggle over limited resources; in retaliation for another's action. Glasser (1984) identifies as common to all human beings the physiological need to survive, along with four psychological needs: for belonging, for power, for freedom and for fun.[39] It is the way in which we seek to fulfil those needs that can lead to conflict, especially where one party believes its psychological (and in extreme cases, its physiological) needs are being threatened by another. Of course, much of our behaviour is a consequence of the reinforcement of earlier experiences: we see what works. If the person who shouts loudly and pushes to the front of the queue instantly gets attention, why bother with a more tempered approach?

Conflict can be managed by developing and using skills such as effective communicating, problem solving, and negotiating with a focus on interests. When we negotiate with a focus on our interests – the things needed or desired by all individuals involved in the dispute – rather than our positions,

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39. Glasser W. (1984), *Control theory*, Harper & Row, New York.

where we focus on blame, fault and liability for what happened in the past, we have a better chance of working with, rather than against, each other to discuss and resolve issues.

The aim of exploring how to manage conflict is to understand the sources of conflict and allow powerful emotions to flourish into a sense of empowerment, more positive human relationships and an enhanced sense of personal worth. Once the fear of personal danger and the unknown is removed, people can start to see that, appropriately handled, conflict can be constructive. As a volunteer on a conflict management course observed: "I've realised something about conflict I never thought of before… I'd hate to live in a world with no conflict. Nothing would ever happen! I like conflict. It means people are alive. I used to hate it and be scared of it, but now I'm not. It's a funny thing to realise you don't want to live in a perfect world."

The youth workers' role in this journey of discovery is to be open, non-judgmental, accepting and positive, and careful trustees of young people's growing vulnerability and openness. They should help the participants to recognise that confronting conflict is daring, exciting and challenging. It takes great courage to be a mediator: conflicts release overwhelming personal energies and it takes guts to step in when the situation is inflamed.

What skilful youth workers can offer those with whom they work is the opportunity to rehearse, mainly through the exploration of communication and co-operation, alternative approaches to provocative situations. It is hard to attack someone for whom you have respect and with whom you have been through many experiences where mutual co-operation and trust have been the keys to success. As was discussed in the earlier sections, learning to value yourself is also about valuing others.

What must also be remembered is that the youth worker not only explores conflict management as a tool for young people, but also as a learning opportunity to ensure their own personal safety. They, like the young people with whom they work, need to understand when flight is more appropriate than fight – that is, when a situation is about to escalate, despite their best endeavours, into a conflagration. Youth workers should:

▸ create boundaries for the work by setting time limits. It is not wrong for participants to leave a session with unresolved feelings. But it is important to respect how they feel and allow them the time to reflect on what has occurred within a structured environment. Time for winding-down is important. Creating boundaries is about developing a sense and environment of safety, where everyone understands and agrees to the rules or guidelines;

▸ expect the unexpected and be aware that there will be a range of responses to any work you undertake;

▸ use active listening (listening for content, meaning and feelings to aid understanding of the problem). Then summarise or paraphrase what you believe you heard, for example, "What I think I heard you say was… is that right?", reframing the issue by reinterpreting a statement or comment into a problem-solving frame. Do not blame yourself if a participant becomes angry or upset. The way in which each participant engages with the activity is certainly your responsibility as facilitator, but it is also the responsibility of the young person;

▸ do not take things personally. Verbal abuse or dismissal can be an expression of how the young person is feeling about themselves and the work, not necessarily about you. Bear in mind that this may be the first time that the young person has been allowed to express anger in such a way, without sanctions or censure. Where possible, try to get participants to focus on problems, not people;

▸ do not offer solutions, but offer the space for participants to reach their own;

▸ finally, know your limits. Never put yourself and those you work with in personal danger. If things start to get out of hand, take a break or even stop the session. If necessary, seek help.

The T-Kit on conflict transformation explores these issues in depth, describing activities on understanding conflict, mapping conflict, communication, co-operation and negotiation, and covering violence, resources, power, culture, values and peace.[40] Many of the activities can be easily adapted to social inclusion purposes and to the needs of your group.

40. Available at http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-12-youth-transforming-conflict; see also http://pjp-eu.coe.int/documents/1017981/7110680/5-Activities.pdf/96f59a19-516a-4c40-bc7d-8184c06e717e, both accessed 25 October 2016.

Coaching

Coaching is defined as a process in which people and teams are helped to make the best of themselves and facilitate the way of working effectively as part of a team.

Coaching Guide – Youth Initiative and Participation

Coaching is a new concept in youth work, with coaching instruments and tools being used to support young people and youth initiatives. In youth work, coaching is a combination of mentoring, counselling and coaching methods, and is slightly different than the business approach.

In 2014/2015, the Spanish and Turkish Erasmus+: Youth in Action National Agencies in co-operation with SALTO-YOUTH Participation organised a long-term training course on coaching for young people's development with the support of the Erasmus+: Youth in Action programme. The training course aimed to assist youth workers in developing a coaching approach to improve the quality development of youth work with the support of Erasmus+: Youth in Action. The course included two residential components and a period in between of online exchanges. During the first course, hosted by the Spanish NA, participants were introduced to the basics of coaching as a method that they could apply in their daily work to improve the quality of the guidance that they offer to young people in their personal and professional development. The second residential training course gave participants the opportunity to reflect on their coaching experiences and their own development. Between the two seminars, an internet platform was set up to record, document and share participants' experiences related to coaching.[39]

The coaching processes in youth work include:

- ▶ consulting;
- ▶ helping;
- ▶ supporting;
- ▶ advising.

They are used both for coaching youth groups or individuals.

Coaching was used initially in sports, but is now interchangeably used in youth work with tutoring, counselling and mentoring. Crucial to coaching in youth work is the role that the youth worker plays in supporting youth development and growth.

The youth worker is essentially helping young people build up a vision for change, following their development. The coaching process builds on dialogue and activities aiming at realising the potential within the groups and individuals. Consequently, the youth worker is using a variety of methods to create opportunities for young people. More than this, the youth worker is the main supporter in enhancing their participation both at a personal level and in community life.

Group coaching meetings start with setting up goals to be achieved for the group and for individuals, the youth worker being responsible for facilitating the discussions within the group as well as making sure that each member of the group has responsibilities for the group process. The youth worker will also summarise the outcomes of the meeting.

A certain set of attitudes is needed for the youth worker to be able to conduct coaching processes. A non-exhaustive list is available in the Coaching Guide produced by SALTO-YOUTH, and reproduced below.[42]

Patience	I have learned to wait until others make up their own experience! I am able to watch group processes and to wait for the result they will achieve!
Humour	I am able to laugh with others and sometimes also about myself! In difficult situations, e.g. if the motivation in the group is in danger of disappearing, some sense of humour at the right time can help a lot.
Empathy	I can respond to the emotions of others, like anger, fear, worry or shame without being frightened! I always try to understand the point of view of the person facing me.

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41. The report of the training course is available at www.salto-youth.net/downloads/4-17-3297/COACHING%2B%20 FiNAL%20REPORT%5B1%5D.pdf, accessed 25 October 2016.
42. Available at www.salto-youth.net/downloads/4-17-938/coaching_guide_www.pdf, accessed 25 October 2016.

Capability of self-reflection	I know my personal strengths and weaknesses! I know my personal limits and I'm able to refer to them!
Personal standing	I have both feet on the ground! I have surroundings in which I feel comfortable and I feel well supported by my friends and family! Because of this I have people I can talk to if I need to reflect on the coaching situation.
Conflict and relationship attitude	I'm able to solve conflicts and critical situations with others in a positive and constructive way!
Experience in project development and management	I have already developed my own projects and initiated them! Because of this I am able to offer the group some methods and tools on "how" to develop their project.
Knowledge about processes	I gather experiences and observations of how groups interact and which processes they use regularly! This helps me to understand the emotions and reactions of the participants in each step of the process.
Communication techniques	I know one or more techniques of communication e.g. "person centred individual consultation"! This helps me to moderate the group communication in difficult situations.
Methods for coaching	I know some creative methods to visualise or moderate situations and processes! Those can be helpful to structure ideas and opinions within the group and support the decision-making process.
Self-experience with coaching	I have had a consultation during a project development or other situation! This helps me to see the advantage of it. It was important that someone from "outside" who wasn't personally involved supported me to structure my ideas and opinions in a different way.
Coaching experience	I have experience in coaching groups or individuals! Out of this experience I know about different reactions of participants in different situations.
Expert knowledge	I have expert knowledge in different areas, such as …………………….., which I can offer to others!
Personal contacts with other advisers	I have an existing network of contacts with other experts concerning consultation, youth work or supervision!
Psychological and pedagogical skills	I have experience in psychological or pedagogical support activities!
etc.	……………………………………………………………...……………………

In Austria, youth coaching has been developed by the Ministry of Labour, Social Affairs and Consumer Protection in co-operation with the Ministry of Education to keep, or reintegrate, young people in the education and training system. The target group includes pupils who are at risk of not attaining any qualification at lower or upper secondary level; and young people below the age of 19 who are currently not in education, employment or training (NEET) as well as young people up to the age of 25 who require special educational support. Youth coaching aims to advise, support and assist young people and ensure their sustained integration into the (upper secondary) education and training system. Where this is not yet possible, young people should reach alternative objectives or sub-objectives. Youth coaching providers closely co-operate with schools (for identification of at-risk pupils) and with different institutions (such as the Public Employment Service Austria, training workshops, projects for young people with mental health impairments) that are suitable for the young people during or after their coaching period.[41]

More information at: www.bmukk.gv.at/jugendcoaching

43. From European Commission (2013), *Reducing early school leaving: key messages and policy support. Final report of the Thematic Working Group on Early School Leaving*, available at http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/doc/esl-group-report_en.pdf, accessed 25 October 2016.

Arts and creativity

Many youth groups and organisations use arts projects in the fields of health, poverty, discrimination, employment, violence and community development because they are able to reach young people with fewer opportunities and have a meaningful impact on their lives.

The arts can directly connect with the individual interests of young people with fewer opportunities, and contribute to developing their potential and their self-confidence. In many cases the arts relate to a group or community identity and encourage collective activities building positive links with the wider community. Additionally, in some cases it can be associated with employment possibilities.

The arts, not as institutionalised or commercialised products but as socio-educational activities, can easily become an element of personal and group development. When the arts become a social fact and a social expression within a group or community, made by everyone and for everybody, they can indeed be a vehicle for social inclusion.

Arts projects facilitate a creative process that enables young people with fewer opportunities to express their needs, aspirations, inspirations, identity or sense of place. They contribute to their dignity and strengthen their social bonds and networks. They touch various dimensions and existing intelligences (creative, emotional, etc.) and promote creativity, which is becoming a transversal competence needed and appreciated in many social and economic activities.

There have been many experiences and projects of inclusion of young people with fewer opportunities through the arts in the fields of theatre, drama, literature, music, photography, multimedia, dance, visual arts, craft, films, and so on. Some of those experiences are spontaneous, with no centralised organisation, and others are more articulated educational and transformative processes. Specific examples include forum theatre against early school leaving, drama festivals in prisons, psycho-dramatic group games with therapeutic objectives,[44] creative writing with refugees, musical bridges to autism, and collaborative photography workshops. The variety of techniques and methods used in these activities is enormous. Some of the best known are the Theatre of the Oppressed, photo-voice, improvisation, creative writing, fairy tales, cartoons, ideogram design, and so on.

In terms of facilitation, using arts with young people with fewer opportunities requires an honest exchange and a safe space so that they can challenge ideas, experiment, speak their minds and be respected. Arts and creativity can be used at the core of inclusion projects, or for specific parts of it such as needs analysis, reflection and dissemination. Apart from their educational value, the social and political value of arts activities is very important. Their outcomes are shared in public squares, exhibitions, festivals, schools and cultural centres, bringing young people with fewer opportunities, along with their concerns and aspirations, into the public sphere.

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44. See http://artescommunity.eu/social-skills-training-psychodramatic-group-games, accessed 25 October 2016.