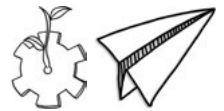


# Introduction

**E**ach of the previously explored forms of youth work and educational approaches proposes, in one way or another, a combination of activities for overcoming social inclusion. All those processes that allow youth to complete the difficult route to social inclusion have two elements in common: they are long-term processes and they combine different steps and strategies.



After analysing many inspiring practices, we have chosen to organise the following educational activities and projects according to the 5As strategy proposed by Howard Williamson in “Finding a place in modern Europe – Mapping of barriers to social inclusion of young people in vulnerable situations” (Markovic et al 2015).

	► <b>awareness: the realities of social exclusion;</b>
	► <b>access: empowering and inclusive activities;</b>
	► <b>action: support mechanisms for inclusion;</b>
	► <b>accreditation: recognition of experience, progress and achievements;</b>
	► <b>advancement: supportive stepping stones towards inclusion.</b>

Based on the analysis of many experiences at European level, the combination of these five elements allows one to escape the vicious circle of social exclusion and advance towards the virtuous one of social inclusion. As few opportunities in a certain dimension of the life of young people (e.g. education) lead to fewer opportunities in other ones (e.g. work, housing), awareness about a certain situation of exclusion (e.g. segregation of an ethnic minority) can be the first step in setting up the necessary support mechanisms for effectively enjoying a certain right (e.g. education, non-discrimination).

There is no linear or normative intention in this proposed strategy; the different elements or steps do not have to follow the 5A strategy exactly, nor do they have to take place in that order. Other very valuable strategies and cycles for the promotion of social inclusion can also be used.

For each “A”, in the following section, there are some educational activities and relevant projects. The activities as well as the projects have a strong educational dimension. Non-formal education as a whole can indeed very effectively contribute to the inclusion of young people with fewer opportunities.

At the same time, non-formal education, if it is not complemented with policies and structural measures, is clearly insufficient for overcoming the big challenge of social exclusion of young people. It is necessary to include the promotion of policies and programmes that allow youth to go through the long-term processes towards inclusion. The projects tackle, even in a modest way, those policies and structural measures as an example of many others that should be promoted.