

# I&D ROAD MAP

## Driving more Inclusion & Diversity within the EU Programmes for Youth (Erasmus+ youth and the European Solidarity Corps)

This I&D Road Map details the road we need to travel in the EU youth programmes to implement the Inclusion & Diversity Strategy for the Erasmus+ programme and the European Solidarity Corps. We can only reach our destination if all stakeholders contribute to Inclusion & Diversity in the youth sector.

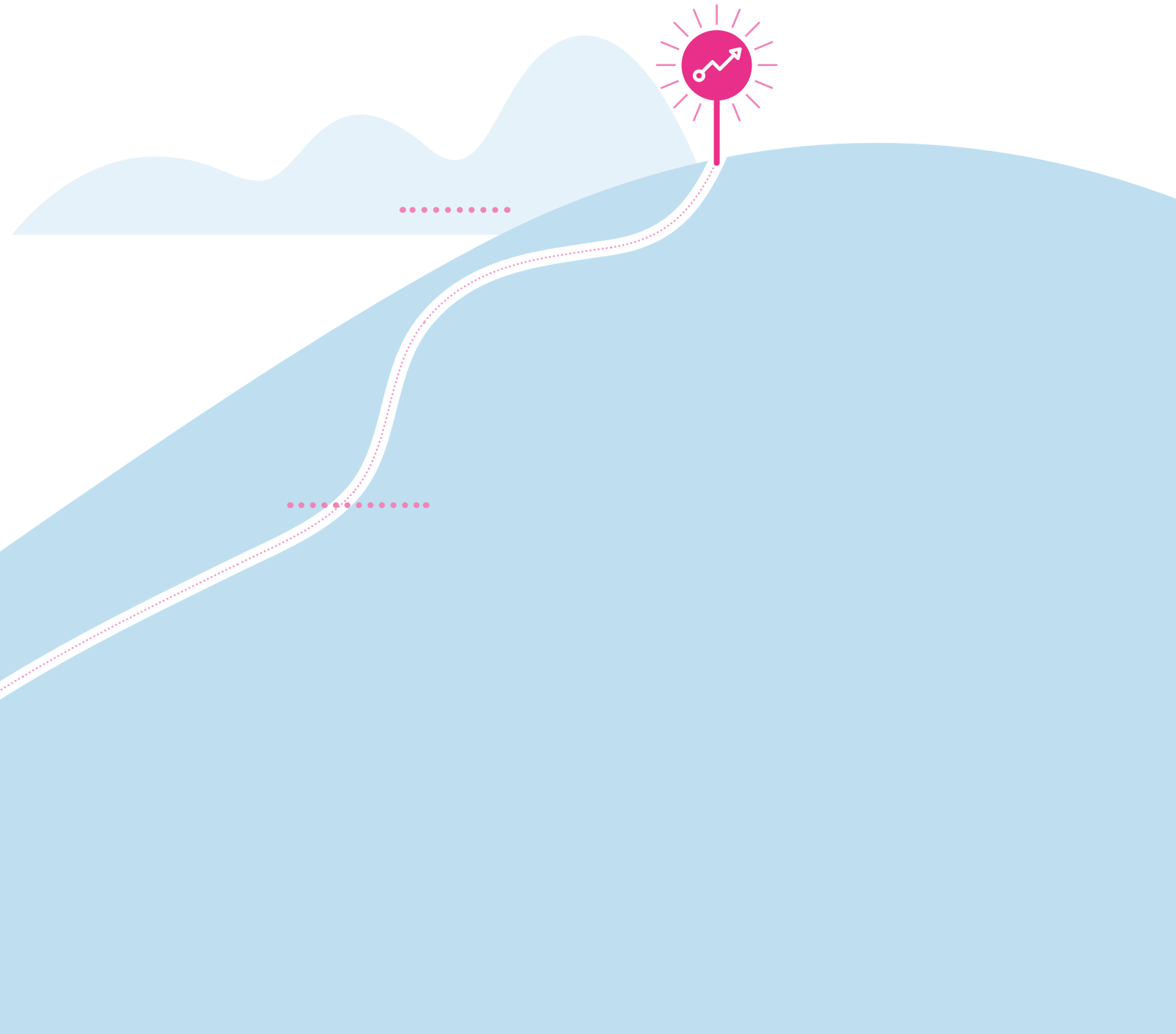


This is a milestone.

# 1. Increase commitment and buy-in

so that everybody is convinced that inclusion & diversity is important.

Through increased knowledge, awareness and understanding, people should feel inside themselves why I&D are so important and connect their beliefs to their attitudes and actions. Nobody should doubt that this is (one of) the priorities, that it is serious and needed. Everyone should be enabled to be a champion for Inclusion & Diversity, so with a positive attitude they can endorse the value of I&D for themselves and for others (solidarity) and advocate for them.



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## Arguments why I&D is important

ADD YOUR ACTION(S) HERE:

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## Arguments why I&D is important

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YOUR NOTES:

A

## Arguments why I&D is important

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YOUR NOTES:

A

## Arguments why I&D is important

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YOUR NOTES:

**B**

## **Increased I&D knowledge & awareness for all stakeholders:**

**ADD YOUR ACTION(S) HERE:**

**B**

## Increased I&D knowledge & awareness for all stakeholders:

YOUR NOTES:



**B**

## Increased I&D knowledge & awareness for all stakeholders:

YOUR NOTES:

**B**

## Increased I&D knowledge & awareness for all stakeholders:

YOUR NOTES:

**B**

## Increased I&D knowledge & awareness for all stakeholders:

YOUR NOTES:

**B**

## Increased I&D knowledge & awareness for all stakeholders:

YOUR NOTES:

**B**

## Increased I&D knowledge & awareness for all stakeholders:

YOUR NOTES:

C

## Turn commitment into action

ADD YOUR ACTION(S) HERE:

C

## Turn commitment into action

YOUR NOTES:

C

## Turn commitment into action

### Create an enabling context

- Make it easier for people to focus on I&D in their activities and work. For example, ensure sufficient funding and time, that the hierarchy approves etc.

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#### OUTCOMES

- > *People feel supported in their I&D efforts.*
- > *Necessary resources are made available for it.*
- > *Youth workers can use the resources to support individual young people who have different needs and questions.*

YOUR NOTES:



C

## Turn commitment into action

### Increase ownership and shared responsibilities

- Encourage each person to play their part, to be accountable for change, to work together towards shared goals of Inclusion & Diversity.

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#### OUTCOMES

- > *Effort for change is shared and contributed equally by different roles*

YOUR NOTES:

C

## Turn commitment into action

YOUR NOTES:

### Influence policy

- Any gaps or structural weaknesses in the above milestones have an established resourced system to identify them and evaluates options for policy change. If there is something wrong, policy can be changed to improve it: any gaps or structural weaknesses in the above milestones have an established resourced system to identify them and evaluate options for policy change.
- Policy (at local, regional, national, European levels) visibly promotes I&D for different stakeholders.

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### OUTCOMES

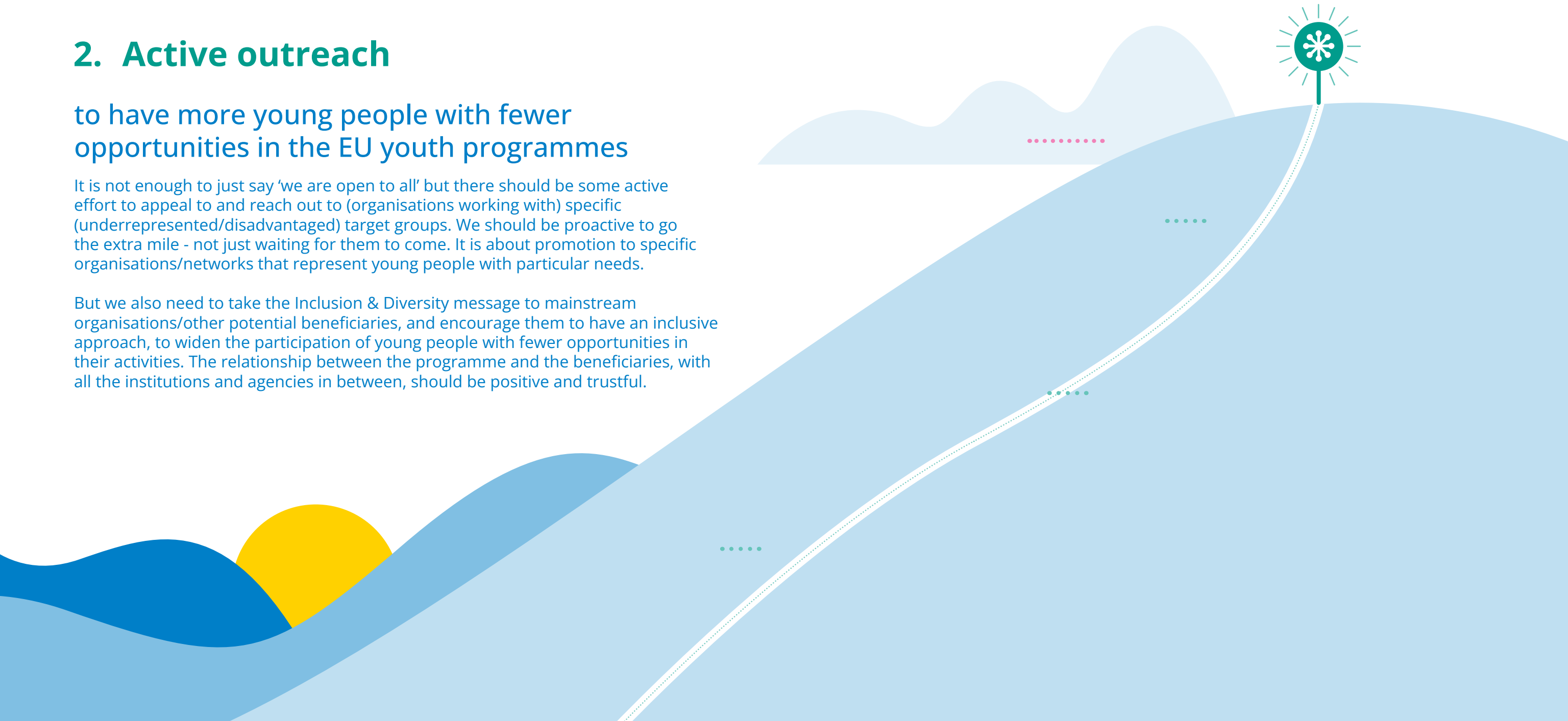
- > *Policy is informed by the needs of Practice and the evidence of Research.*
- > *Policy is visible, acted on, and reflects the needs and reality of youth work.*
- > *Policy is used as an instrument to enforce and encourage more I&D in youth work and (European youth) projects.*

## 2. Active outreach

### to have more young people with fewer opportunities in the EU youth programmes

It is not enough to just say 'we are open to all' but there should be some active effort to appeal to and reach out to (organisations working with) specific (underrepresented/disadvantaged) target groups. We should be proactive to go the extra mile - not just waiting for them to come. It is about promotion to specific organisations/networks that represent young people with particular needs.

But we also need to take the Inclusion & Diversity message to mainstream organisations/other potential beneficiaries, and encourage them to have an inclusive approach, to widen the participation of young people with fewer opportunities in their activities. The relationship between the programme and the beneficiaries, with all the institutions and agencies in between, should be positive and trustful.



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## A conscious outreach (I&D) process

ADD YOUR ACTION(S) HERE:

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## A conscious outreach (I&D) process

### Collect evidence, inform yourself

- Map who you are reaching and who not.
- Look back at previous outreach efforts and learn from them.
- Check research for I&D information that can support your choice of target groups.

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### OUTCOMES

- > *Decision making is data and fact-based.*
- > *Overview of blind spots is created.*
- > *Understanding of who exactly are the underrepresented YPFO.*
- > *An idea of what works and doesn't.*

YOUR NOTES:

A

## A conscious outreach (I&D) process

### Select your target group(s) to focus on

- All means none. Decide on a limited number of target groups and a time-frame with specific measurable targets.
- Consult with stakeholders which target groups are important (funders, national authorities...).
- Decide on the numbers you want to reach. Set yourself measurable targets to reach within a set time-frame.

YOUR NOTES:

### OUTCOMES

- > *Target groups (one or two) chosen that you want to focus on.*
- > *Buy-in and support received from the stakeholders.*
- > *Measurable targets are set- you know where you are heading*

A

## A conscious outreach (I&D) process

### Get to know your target group(s)

- Connect to representatives from that group. Work together with them as experts or resource persons. Have young people as advisors in meetings/strategy development. Talk with them not about them.
- Research the reality of your target group. Find out their needs and motivations and how the EU youth programmes could fit to that and the possible obstacles for them to take part.
- Create a persona profile of the target group.

YOUR NOTES:

### OUTCOMES

- > *Clear understanding of the enabling and blocking factors to get the target group on board.*
- > *Understanding of the needs and reality of the target group.*
- > *Communication and actions based on current research of needs and motivations.*

A

## A conscious outreach (I&D) process

### Define your plan of action for reaching out (or for I&D)

- Develop a plan of actions that will help the target group to get on board (and go international).
- Address the needs, use the motivation and help overcome the obstacles.
- Involve people that can help you with this (from the target group, role models, etc).
- Allocate resources for the implementation of the plan and action. It takes time and resources to do outreach correctly. It should be funded.
- Gather data and evidence for the time/resources spent on outreach. Measure and prove the impact of it.

YOUR NOTES:

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### OUTCOMES

- > *An approach that is shared between many roles in the NA/organisation*
- > *An approach that fits the needs.*
- > *Wider diversity of participants can be included as resources/time are planned ahead (organisations have enough lead-in time for outreach and support for 'different' participants).*
- > *External expertise received - you don't have to do it alone.*
- > *More outreach is done to more groups more successfully.*
- > *Access to information and mobility of information is improved, to more places and people.*
- > *Resources needed for outreach are proven through evidence.*



**B**

## Better/adapted communication

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**ADD YOUR ACTION(S) HERE:**

## B

# Better/adapted communication

### Adapt your message to the target group

- (Note that for NAs & SALTOs, the target group often is 'organisations', whereas for the beneficiaries the target is young people.)
- Use content and arguments that the target group is sensitive to. Communicate from their perspective, using language they relate to. Focus on what they need. Make sure they can positively identify themselves in the messaging.
- Adapt the language, visuals and examples to the target group. Don't talk in Key Actions. Show that it is for them, and how they can benefit.
- Make it appealing, easy to read (also for those with disabilities) and show/tell explicitly that the projects are also for YPFO.

YOUR NOTES:

### OUTCOMES

- > *Organisations/young people are triggered or convinced that these programmes are also for them.*
- > *Positive impression received of the possibilities. Newcomers want to give it a try.*
- > *(European youth) project organisers feel empowered to develop their own ideas with the opportunity of grants.*
- > *Youth workers, managers, staff also feel targeted by the communication about European 'youth' projects.*

# B

## Better/adapted communication

### Go where your target group is

- Different groups use different (communication) platforms and tools. Upskill so you can use the ones used by your target group.
- Also check if there are virtual or in-person places where the target group gathers (e.g. conferences, schools, skate parks etc).
- Prioritise two-way face-to-face communication, allowing questions and clarifications, to bring potential participants from 'awareness' stage to the stage of 'interest and commitment' in the European youth project.
- Work with existing organisations/networks that know how to reach the young people in those places.

YOUR NOTES:

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### OUTCOMES

- > *Outreach is more successful.*
- > *Response is more positive.*
- > *Staff are upskilled in new/different communication approaches.*

## B

# Better/adapted communication

### Involve the target group

- They know their sector/group best, so they can help you adapt your communication (and other outreach actions) e.g. as a sounding board when developing new ideas.
- Set up a pool of 'ambassadors' that can do peer-to-peer communication/outreach. Empower young people to do outreach themselves.
- Promotion should be done by the target group, not for them. Involve the (cultural) ambassador in different roles to get more people from their target group on board.
- Connect experienced beneficiaries together (Europeers, Alumni networks, etc.)
- Tip: Provide motivation/recognition / incentives /recompense for the ambassadors to give 'free' support to others.

YOUR NOTES:

### OUTCOMES

- > *A pool is built of knowledgeable resource persons from the target group.*
- > *Advice and promotion given from experienced resource persons with communication that the target group connects to.*
- > *Confidence is increased in newcomers, encouraged by recognisable and relatable role-models: increase the "that could be me!" factor.*

B

## Better/adapted communication

### Use testimonials and storytelling

- Go beyond factual information: also tell a story, collect testimonials, have previous project participants share their experience, etc.
- Give a clearer more honest picture 'from experience' of what such an European youth project entails, both positive and negative.

YOUR NOTES:

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### OUTCOMES

- > *More 'lived' information, from experience, from peers is more convincing*
- > *A clearer picture is given. More trust is built.*
- > *A feeling of 'I can do it too' is encouraged in the target audience.*

# B

## Better/adapted communication

### Upskill for outreach and communication

- Nobody's perfect. Get trained about outreaching and communicating with specific target groups (whether this is organisations or young people).
- Or get external expertise in (e.g. specialised communication agencies).
- Provide guidelines for youth workers to promote programmes to others in an inclusive way.

YOUR NOTES:

### OUTCOMES

- > *More confident and skilled staff.*
- > *More efficient and effective outreach to target groups.*

C

## Interconnection with others

ADD YOUR ACTION(S) HERE:

## Interconnection with others

### Encourage networking for I&D

- Provide events and spaces for dialogue: offline and online.
- Create and promote more and better opportunities for networking on regional, national and international level.
- Encourage networking between organisations that work with same/different target groups.
- Connect to other agencies and institutions and other programmes around the holistic needs and life of young people. This includes regional and bilateral programmes.
- Encourage experienced beneficiaries to promote programme opportunities to others. Give recognition and incentive to do that.
- Map the actors in the field o provide a visible overview and an accessible network to others. Widen the circles that know about opportunities and can spread information to others.

YOUR NOTES:

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### OUTCOMES

- > *Mutual support for I&D and European youth projects.*
- > *More people are better connected.*
- > *Organisations get to know each other.*
- > *Networks strengthened and social capital built.*
- > *Awareness of European Programme opportunities is increased in a wider audience.*



## Interconnection with others

### Work with other sectors

- Connect to (non-youth) organisations or sectors that have contacts with the target group. Connect to existing networks on local/regional/national level, or build a new network if it doesn't exist yet.
- Join forces based on common interest (inclusion, better opportunities for specific target groups, employment, education,...).
- Work with them to promote programme opportunities. Information to be spread more widely in decentralised way.
- They can also help you with milestone 2A and 2B.

YOUR NOTES:

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### OUTCOMES

- > *Access to the target group is widened.*
- > *Combined efforts for I&D, more efficiency and effect.*
- > *Spill-over effect between (international) youth sector and other sectors.*
- > *Promotion and recognition of non-formal education / E+ / ESC.*

C

## Interconnection with others

### Widen participation

- Stimulate mainstream organisations to include more diverse participants. Make mainstream projects accessible for all (who use wheelchairs, are unemployed etc). Provide training and support for organisations to do this.
- Provide specialised support to create more hosting organisations who are skilled and willing to focus on specialised target groups.

YOUR NOTES:

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### OUTCOMES

- > *Upskilled organisations.*
- > *More opportunities for more diverse young people to participate.*

## Interconnection with others

### Build a trustful positive relation with the public / target group

- To reduce reticence, National Agencies and organisations need to work on their relationship and reputation to the public. Have a more welcoming approach and positive encouraging attitude to beneficiaries.
- Analyse how the NA/organisation comes across for external stakeholders.
- Create a list of areas and actions to improve the reputation and positive relation.
- Have a wider campaign to promote non-formal education and increase public knowledge/recognition of it.
- Build on that positive reputation to encourage contact and communication from different groups, including parents and the wider community.
- Use the positive relationship to work with parents (and others in the community) to get them on-board to actively encourage and support the young person's involvement in European projects.

YOUR NOTES:

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### OUTCOMES

- > *Self-awareness is increased.*
- > *Trust is increased.*
- > *Improved relationship with target audience.*

### 3. Reduce barriers

to organising European youth projects involving young people with fewer opportunities

Take away as much as possible all obstacles – and if not possible, support beneficiaries to overcome the obstacles, either by upskilling them and increasing confidence and know-how, or with structural support. Give the (potential) beneficiaries the tools/skills to make it happen. Aim towards a system for the programmes that is flexible enough to accept and support all people with different needs, rather than expecting the individuals to adapt to a system.



A

## More accessible Programme design and tools

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## More accessible Programme design and tools

ADD YOUR ACTION(S) HERE:

## More accessible Programme design and tools

### Facilitate closer connection between Programmes and youth work reality

- Increased communication, connection and support between European programmes that fund youth projects and the current needs of youth work.
- Adjust the programmes to follow the reality of project logic, not vice versa.
- More coherence between the format of grant funding opportunities and the everyday reality of youth work.
- Collate the needs of young people and organisations to influence the structure and opportunities offered by the programmes.
- Recognise, support and fund the work needed before and after an international project with YPFO. Increase funding for prep, coordination, support and follow-up.
- Signpost EU programme beneficiaries to structural funding in their context (at local, regional, national, European level, and from public/private sources).

YOUR NOTES:

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### OUTCOMES

- > *European Programmes cater better for the reality of youth work.*
- > *European youth project formats better aligned with everyday youth work, so less 'extra' work to do for beneficiaries, to comply with administrative demands.*
- > *European Programmes that support Inclusion & Diversity are run in an inclusive and diverse way.*

## More accessible Programme design and tools

### Have a bigger variety of European youth project formats

- Make project formats easier for young people to participate in, and even run themselves. Have more options that are easier to initiate and participate in, especially for newcomers (more than current good offer of 'small scale partnerships' and 'short term volunteering').
- Have quick ready-made European youth projects, with pre-prepared timelines and application templates, and with shorter processing times, for specific vulnerable target groups who are volatile (eg. homeless, unemployed etc).
- Have some open options. Allow European youth projects to be developed from the initiative and ideas of young people, not restricted to a programme framework.
- Provide training on how to translate Programme project formats into grant opportunities for young people's initiatives (instead of a youth worker struggling with/pleasing the application forms).
- Provide funding for young people to sustain or extend European youth projects under their own initiative (similar to the old 'Future capital').

YOUR NOTES:

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### OUTCOMES

- > *Newcomers encouraged to try internationalism for the first time with 'entry-level' project formats.*
- > *Administration reduced allowing easier participation.*
- > *Ownership of process by young people increased.*



## More accessible Programme design and tools



### Use easier language and concepts

- Explain the opportunities in terms and phrases the target audience understands.
- Communicate from the target group's perspective. Give examples. Make it visual.
- Make the applications more user-friendly. Reduce: length of application form; overlap in meaning of questions; number of questions; complexity of language in questions.
- Have the target group give feedback on the design of the application form to adjust it to the reality of youth work.
- Get the language tested by focus groups of young people, including those with learning difficulties.
- Translate into national languages (or languages that the target group speaks) and relate to concepts that are familiar to them.
- (See also milestone 2B.)

YOUR NOTES:

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### OUTCOMES

- > *Understanding of the programme opportunities is improved.*
- > *Less explanations and convincing needed.*
- > *Better reputation for the NA/organisation and the programme.*
- > *Reduce the risk of 'application skill' becoming a currency.*



## More accessible Programme design and tools



### Simplify procedures

- Make an application less daunting. Reduce the technical hurdles (PICs, Portals etc) and give visual step-by-step support for people to get through them.
- Have shorter waiting times. Make it clear what happens next after each step in their application journey, and how long it can take.
- Develop alternative ways of applying and reporting e.g video, presentation by the young people, etc.
- Allow alternatives for written language. Encourage other forms of expression.

YOUR NOTES:

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### OUTCOMES

- > *Less resistance from beneficiaries: easier convincing, less support needed.*
- > *More involvement of YPFO in the process.*
- > *Lower threshold access to the programmes.*
- > *More involvement of youth workers with fewer opportunities in the process.*



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## More accessible Programme design and tools

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### Tackle legal obstacles

- Cooperate with public bodies to simplify procedures related to I&D and passports for more young people to be able to participate in European youth projects.
- Lobby for change of national law for visa requirements, allowing refugees to participate in European youth projects.

YOUR NOTES:

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### OUTCOMES

- > *Improved legal systems that reflect current reality and young people's needs.*
- > *More young people have better access to participate.*

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## More accessible Programme design and tools

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### Adapt the application/report forms

- Change the questions asked in the forms to provide more detail and measurable data.
- Adapt questions with check boxes on the forms. Use open questions on the forms to allow for the difficulty and situation of the YPFO / organisation to be described.

YOUR NOTES:

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### OUTCOMES

- > *Guidance given on how to approach & report on I&D.*
- > *Diverse ways of presenting different realities are accepted as equally valid.*
- > *Monitoring data on inclusion and diversity can be collected on national and European level.*

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## More accessible Programme design and tools

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### Allow different types of applications/reporting

- Have a more creative process for applicants e.g. to create more space for involving young people, people with disabilities, etc. Incorporate the needs for reporting as part of the debriefing and 'reflection on learning' process with participants.
- Plan steps to implement a radical shift for reporting. Have a more flexible reporting process that includes qualitative observation and feedback as constructive tools to measure change. Don't demand that all outcomes results and impact fit the pre-designed boxes on the report form.

YOUR NOTES:

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### OUTCOMES

- > *Young people's involvement increases.*
- > *Impression of programmes is more positive.*
- > *Programme actively supports diversity through its structure*
- > *Programme processes realistically mirror youth work project processes so there is less work for the project organiser.*

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A

## More accessible Programme design and tools

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### Make IT tools more user-friendly

- Have a self-explanatory intuitive interface. Make sure databases are interlinked so there is no need to repeat basic transferable information. Have fewer tools that are less complicated.
- Create a smooth customer journey with less technical obstacles. The tool needs to follow the needs and reality of youth work, not the other way around.
- And if not possible: provide support for youth workers who are youth workers – not IT experts. Provide workshops and step-by-step infographics on how to use the EU programme tools.
- (See also milestone 3B).

YOUR NOTES:

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### OUTCOMES

- > *Frustration and obstacles are reduced.*
- > *Support by NA is less needed.*
- > *Better reputation of the Programme.*
- > *European Programmes' IT systems support and complement the daily work of youth workers. They are a resource, not a hindrance.*
- > *More newcomers and I&D organisations on board.*

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A

## More accessible Programme design and tools

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### Develop I&D tools for assessors

- Assessors should understand I&D. They should score European youth projects by taking into account the priorities, and applying proportionality. Transparency is vital.
- Project themes and target groups must be disconnected.
- (See also milestone 1A)

YOUR NOTES:

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### OUTCOMES

- > *More I&D European youth projects (with YPFO) are granted.*
- > *More transparency and equity between countries in the scoring.*
- > *Programmes have diversity of participants and diversity of project themes. Young people's individual intersectionality is respected.*

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**B**

## **Support for overcoming obstacles**

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## B

# Support for overcoming obstacles

## Show the support for I&D projects

- Communicate the aspects of the programme that help it be more inclusive: Adapted European youth project formats (short term volunteering), Money for special needs, mentoring, support staff.
- Show that European programmes are different from other structures that have previously failed NEETs (there is more trust, integration, inclusion).
- Be transparent about what is needed to apply (timing, workload, mandatory elements of the form etc.).
- Promote the programme as a tool to use with diverse groups (not as a prize for some of the best students).
- Communicate it in an adapted format and easy language (see milestone 3A)
- Use messages easily transferable, so beneficiaries can connect it to their other work and persuade their managers (see also milestone 1B)

YOUR NOTES:

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## OUTCOMES

- > *Positive overview of the extra I&D measures is detailed. There is a feeling of support.*
- > *Expectations are realistic.*
- > *Trust in programmes increases.*
- > *Management/ colleagues are convinced the programme is for them.*
- > *More newcomers and I&D organisations on board.*

## B

# Support for overcoming obstacles

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### Provide tools for first steps, 'off the starter blocks'

- Provide tools/ways to increase abilities of first-time applicants (especially those working with young people with fewer opportunities) to be able to start a European youth project.
- Provide info and step-by-step guidance about the reality of the Programmes, the barriers that exist, and possible ways to overcome them.
- Have wide offer of support you give to newcomers. Think about the competences they need to develop, and the limits of resources they have. Work with them to find out the best first step, rather than understanding the whole offer and all the opportunities at once. Illustrate the smaller more local project funding as a possible first step.
- Provide a mapping of national/ international networks to plug in to. Help them use networks to find creative enabling approaches to learn from.
- Give organisations support from their peers (eg. buddy-system with experienced organisation).
- Work with families and community leaders to inform about opportunities so they are a support for (not a barrier to) the young person's involvement.

YOUR NOTES:

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### OUTCOMES

- > *Accessible and supportive tools are provided.*
- > *Potential beneficiaries are empowered to take next steps.*
- > *More newcomers join the programmes.*

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## B

# Support for overcoming obstacles

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### Ensure more opportunities for YPFO

- Have more (diverse) hosting places, providing a wider choice for diverse needs/abilities.
- Provide more opportunities for youth workers with fewer opportunities. Create a system for YPWFO to grow into, to become youth workers themselves.
- Work with national policy structures to implement the European Council Recommendation to remove obstacles for cross-border solidarity activities

YOUR NOTES:

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### OUTCOMES

- > *More choice for young people with fewer opportunities.*
- > *Increased capacity for organisations.*
- > *Wider pool of expertise to share practice and increase quality.*

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## B

# Support for overcoming obstacles

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### Deliver coaching for European youth project applicants

- Coaches help applicants (especially newcomers) to get their ideas clear, to find partners, to develop a good programme, and how to write a good European youth project application.
- Connect potential beneficiaries to coaches with experience from grass roots organisations, so the reality and practice can be easily understood and shared.

YOUR NOTES:

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#### OUTCOMES

- > *Support for newcomers given, motivation increases.*
- > *Better quality projects are developed.*
- > *New I&D organisations are on board.*
- > *Increased networking between individuals and organisations.*
- > *Trust in the programmes increases.*

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## B

# Support for overcoming obstacles

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### Have a supportive approach & access to help

- Ensure organisations have access to the NA, for feedback on European youth project ideas, on draft applications, on rejected applications.
- Have an intensified help desk/live-chat/ online tools (especially at peak periods). Allow enough time for feedback-loops and reworking before deadlines.
- (This also contributes to milestone 2D.)
- Personalised communication from the NA to organisations e.g. about training, info sessions (can also be done by coach).
- Upskill NA staff on the daily reality and actual needs of (youth) organisations, including how they are resourced and how they function, so support can be given in a tailored way.

YOUR NOTES:

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### OUTCOMES

- > *Support for newcomers given, motivation increases.*
- > *Better quality projects are developed.*
- > *New I&D organisations are on board.*
- > *Reputation of the NA /organisation improves.*
- > *Understanding of youth work reality increases.*
- > *Trust in the programmes increases.*

## B

# Support for overcoming obstacles

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### Increase self-confidence of the newcomer beneficiary.

- Create a 'Yes you can!' attitude. Support the self-confidence of newcomer I&D organisations to overcome concerns and apply.
- Show that it is possible (e.g. use testimonials, examples from other European projects, have role models from similar target groups).
- Show the support/coaching/training available, be accessible to help, provide a coach (see also milestone 3A).
- Be empathetic. Listen to concerns and fears and offer support to deal with their concerns.
- Increase cooperation and trust between the organisations that connect to the potential participant(s). Connect the youth organisations with other structures in the young people's lives (school, sports clubs, family etc). (See also Milestone 4B.)

YOUR NOTES:

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### OUTCOMES

- > *Newcomers are convinced.*
- > *Support to the young person/beneficiary from different directions and structures, when stepping into the 'unknown' to participate.*
- > *More newcomers are on board.*

C

## Upskill the beneficiaries

**ADD YOUR ACTION(S) HERE:**

C

## Upskill the beneficiaries

### Deliver training

- Tailored for specific target groups / needs. Can be face-to-face, online, webinars, MOOCs, job shadowing, practice sharing etc. Involve experienced experts to give advice and tips for specific needs.
- For 'mainstream' youth workers: e.g. Inclusion Taster
- For 'inclusion' youth workers: e.g. Mobility Taster for inclusion organisations

YOUR NOTES:

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### OUTCOMES

- > *Newcomers are trained and competences increased.*
- > *Partners are found.*
- > *Better I&D projects are developed.*



## Upskill the beneficiaries

### Provide support material

- Manuals, publications, infographics, tips & tricks, 'How to' guides, timelines, video tutorials, webinars, apps (e.g. QualityMobility.app) etc.
- Adapt the format to the target group.
- Good practice and support material for I&D projects should be available on an accessible centralised platform on the international level.
- (Similar to milestone 3B.)

YOUR NOTES:

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### OUTCOMES

- > *Beneficiaries feel supported and more confident.*
- > *Good practice for I&D projects is shared more widely.*
- > *Same level of information and access to programme opportunities in all programme countries.*
- > *Better I&D projects developed.*

C

## Upskill the beneficiaries

### Create networking opportunities / peer learning

- Create (online and offline) opportunities where beneficiaries can meet and learn from each other e.g. at inclusion fairs/seminars (national or international).
- Team up experienced organisations with those less experienced.
- Bring 'inclusion organisations' together with 'mainstream organisations'.
- (See also milestone 3A)

YOUR NOTES:

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#### OUTCOMES

- > *Networks created and built for I&D.*
- > *New partners found for future European youth projects.*
- > *Better I&D projects developed.*

C

## Upskill the beneficiaries

### Develop a competence profile for working inclusively

- Have a self-assessment tool, linked to existing tools, for people to know what to head for, which areas to improve in etc.

YOUR NOTES:

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#### OUTCOMES

> *Framework for professional development/ training created.*

C

## Upskill the beneficiaries

### Deliver inclusion training for trainers

- Training people who can help spread the message and competences needed for I&D, multiplying the ideas above.

YOUR NOTES:

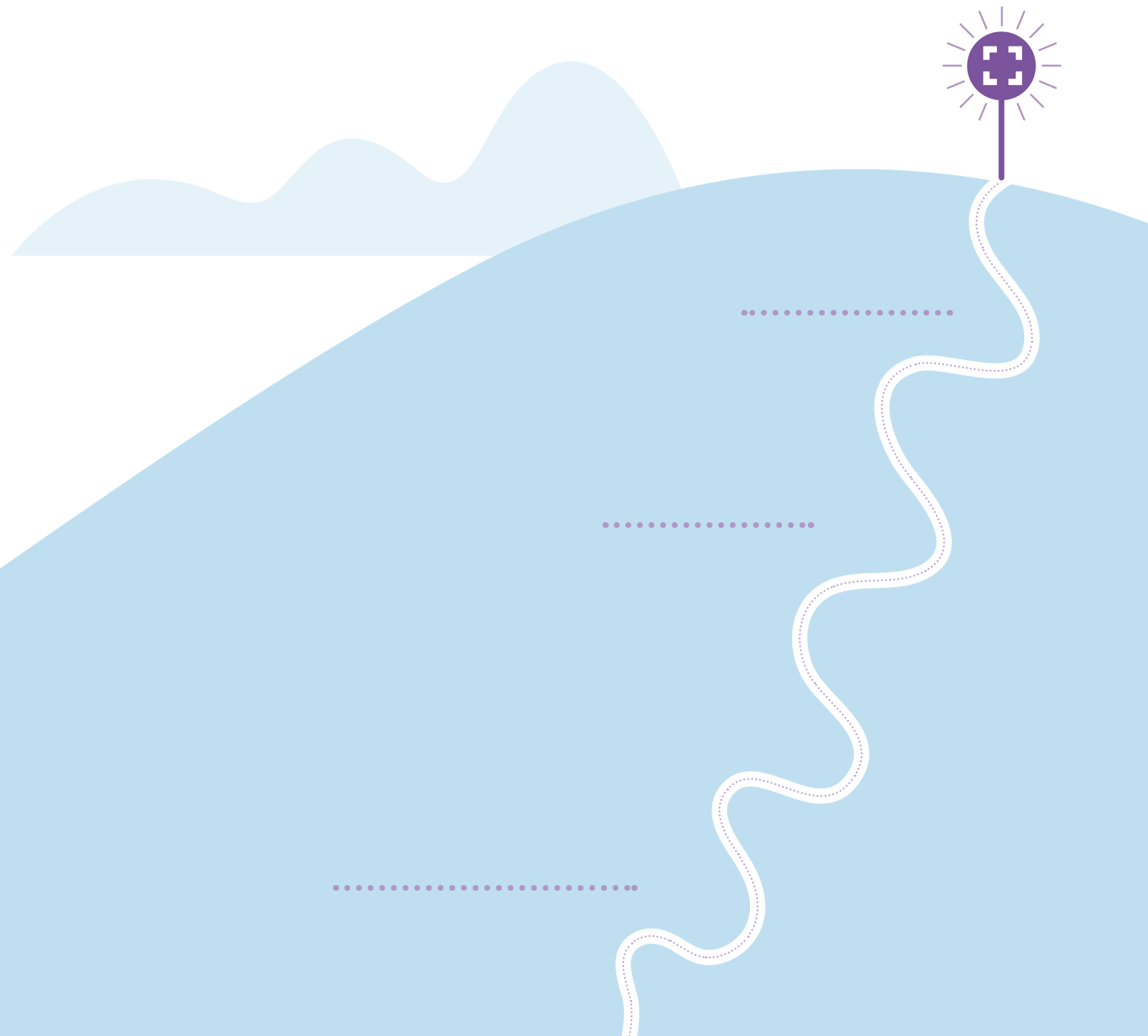
#### OUTCOMES

- > *Trainers upskilled with a multiplying focus on I&D.*

## 4. Maximise the impact

### of European Programmes and European youth projects on I&D

When investing in I&D, how can we make sure the impact is as big as possible, both on the (young) people and organisations involved, but also beyond? What can we do for the impact to be LONGER (over time), WIDER (on more people/organisations), STRONGER (in intensity) and GREENER (sustainable)?



**A**

## **Visibility and recognition of the benefits of the experience**

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**ADD YOUR ACTION(S) HERE:**

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## Visibility and recognition of the benefits of the experience

### Recognise participants' learning

- Document the young people's learning (and youth worker's). Increase awareness of the competences gained.
- Adapt recognition tools and the language used within them to be more accessible and understood by a wider audience. Translate language used 'in the bubble' into other phrasing for the recognition to spread more widely (see Milestone 2B).
- Have a public campaign for the recognition of the benefits and impact of participating in Programmes.
- Help young people with fewer opportunities use the learning (and recognition of) to take the next steps in their lives e.g. using Youthpass and linked resources.

YOUR NOTES:

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### OUTCOMES

- > *Awareness of outcomes is increased on personal level.*
- > *Recognition tools are more used and understood by wider audience.*
- > *Support for next steps is given. Conditions of YPFO are improved.*
- > *More trust is created with I&D beneficiaries.*
- > *A continuous critical eye is given to I&D.*

A

## Visibility and recognition of the benefits of the experience

### Plan for change/for impact with the projects

- Assess the need in the community and be clear about what should be changed. What will impact look like? Use the I&D project to generate that change.
- Use the same tool before, during and after the project to have comparable measurements of the change. Document the European project results.
- Adapt content, messages and format for specific stakeholders. Share the results with others and get them used.
- Generate visibility. Motivate others to do the same.
- Promote tools for organisations to use to do this better e.g. Making Waves (SALTO I&D).

YOUR NOTES:

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### OUTCOMES

- > *Visibility of outcomes (and programmes) is clear.*
- > *Change/improvements for I&D in future are detailed.*
- > *Others are motivated to work on I&D (European youth projects).*



# Visibility and recognition of the benefits of the experience

...

## Upskill beneficiaries to measure and evidence impact

- Upskill practitioners in research methodologies. Increase competence in:
  - observation and analysis.
  - impact and how to measure change in a project, including having a baseline to measure against, and having different levels and types of impact (tangible and intangible)
  - how to show evidence of impact of a European youth project.
  - Include all stakeholders in the research approach (design, collation of data, evaluation of results etc) to make a difference systemically.

YOUR NOTES:

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## OUTCOMES

- > *More and different evidence collected.*
- > *An increase of qualitative and observational data collected.*
- > *Professional skills of youth workers are developed.*
- > *Closer connection between practice and research.*
- > *Evidence proves impact.*
- > *Power and resources are made available at organisation level, to implement required changes from the evaluated results.*

A

## Visibility and recognition of the benefits of the experience

### Document the impact of I&D projects

- Share good practices, resources and outcomes (in appropriate formats and platforms) and get them known.
- Differentiate between showcasing the impact on individuals/organisations and increasing visibility/promotion of the Programme.
- Connect to European monitoring and research projects, such as 'Research based Analysis of Youth programmes [RAY]' and their specific monitoring projects (e.g. RAY MON and RAY LTE)
- Compare different data sets (e.g. national vs European or international).

YOUR NOTES:

### OUTCOMES

- > *More resources and inspiration easily available.*
- > *Clear frame for promotion. Clear separate frame for explaining impact.*
- > *Clear view given of what is the impact, which stimulates buy-in (see Milestone 1).*
- > *Diverse ways of presenting impact and change are accepted.*

**B**

## **Embed the European youth project into the community**

**ADD YOUR ACTION(S) HERE:**

## B

# Embed the European youth project into the community

## Involve more people

- Widen participation for more impact.
- Involve more people, organisations, services, families from the hosting and sending community in the preparations or activities.
- Provide input and resources to support beneficiaries on how to connect their European youth project with the community.
- Combine international and local level communities.
- Measure/document community impact. Celebrate (together) when milestones have been achieved.

YOUR NOTES:

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## OUTCOMES

- > *Wider impact of European Programmes and projects.*
- > *More people know about I&D projects.*
- > *Commitment is increased (see Milestone 1).*

## B

# Embed the European youth project into the community

## Develop social capital

- Reinforce networking, leverage opportunities through connections and interpersonal relationships. Bring people together and create contacts.
- Provide mapping (at local, regional, national, international levels) of the youth work field. Know your community.

YOUR NOTES:

## OUTCOMES

- > *YPFO and organisations increase their network/social capital.*
- > *More (shared) resources available for more people in the community.*
- > *Stakeholders are more visible and more 'accessible' for more people.*
- > *Stronger interconnection between stakeholders.*

## B

# Embed the European youth project into the community

### Create synergies

- Cooperate with other local public realities (policy makers, networks, charities, organisations, etc) to implement I&D projects.
- Share knowledge and commitment from Road 1 with these other stakeholders.
- Link international opportunities to the local level.
- Connect cross-sectorially (formal education, advocacy organisations, charity/third sector, sports, private social organisations, social enterprises etc) where appropriate.

YOUR NOTES:

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### OUTCOMES

- > *Buy-in increases from local level and from other sectors.*
- > *Stronger European youth projects with support from local/other stakeholders.*
- > *Other sectors get to know EU youth programmes/your I&D work.*

C

## Improve follow-up Actions

ADD YOUR ACTION(S) HERE:

## Improve follow-up Actions

### Support participants' next steps

- Provide ongoing support / coaching / mentoring for young people (and youth workers where they are participants). Guide the YPFO in the next steps in their lives, based on the I&D project.
- Encourage young people (and youth workers) to grow into more and different projects after their experience. Provide structural support for this.
- Involve the target group in all the stages on return home from a European project, to maximise the impact, and keep it tailored and relevant to them. Eg. focus on smaller groups with specific needs so next steps can be adapted for them
- Support the young people in the use of their learning and Youthpass certificate.
- Create space for continued involvement for YPFO (next projects, Alumni organisations, Europeers, European Solidarity network)
- Make sure there are resources available for all of this.

YOUR NOTES:

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### OUTCOMES

- > *Longer impact of experience on the individual, leading to better life.*
- > *More European youth projects have more impact on community.*
- > *Young people (and youth workers) become more active in organisation/ society.*



C

## Improve follow-up Actions

### Create future opportunities for organisations' next steps

- Provide possibilities for I&D organisations to stay active e.g. in NA I&D working group, in professional organisations, invite them as experts, future training/projects, etc.
- Build on the community impact for projects to have wider ownership and longer life.
- Link them to national and international I&D events.
- Share resources and opportunities between networked organisations.
- Make sure there are resources available for this.

YOUR NOTES:

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### OUTCOMES

- > *Networks are built and strengthened.*
- > *Connection and opportunities are maintained.*

C

## Improve follow-up Actions

### Invest in sustainability after the European youth project ends

- Monitor the continuing impact on individuals and organisations.
- Consider other funding (local/regional/national/bilateral/ international) for how to make the European youth project more sustainable after project grant ends.
- Consider how resources can be re-used and recycled afterwards.

YOUR NOTES:

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#### OUTCOMES

- > *Long-term project management is encouraged.*
- > *Participants and other stakeholders are kept on-board and connected for sustainable networking.*

## 5. Mainstreaming Inclusion & Diversity

### in European Programmes and European youth projects - 'I&D by Default'

All E+ youth & ESC projects should be 'inclusive with diverse participants' by default. In the ideal case, there should not be any special I&D projects anymore. The basic setup of all projects should cater for different needs and diverse backgrounds. It's not about 'normalising' the topics, but embracing it, making it 'every day' and encouraging for everyone and anyone to be 'within the circle'. However, sometimes there will be educational reasons why projects focus on a specific target group and this should be still possible.



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**A**

## **Walk the Talk – living the values**

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**ADD YOUR ACTION(S) HERE:**

A

## Walk the Talk – living the values

### Evolve towards more inclusive and diverse structures.

- Make sure the systems that support the Programmes (advisory boards, committees, trainers etc) are representative of the society and communities they work for. Consider having quotas or positive discrimination to ensure this happens. E.g. Have refugees on the advisory board.
- Put systems and checks in place to ensure meetings, decision-making, promotion, communication etc is done with Inclusion & Diversity in mind.

YOUR NOTES:

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### OUTCOMES

- > *NAs/organisations are more inclusive.*
- > *More trust created with I&D beneficiaries.*
- > *A continuous critical eye is given to I&D.*

A

## Walk the Talk – living the values

### Organise inclusive events / activities / resources / communication.

- Organise events and tools that are (as much as possible) barrier-free, catering by default for the needs of I&D target groups so that you don't need to make it a separate issue.
- This approach should be represented in the work/products of the NAs and organisations (while still allowing for some 'inclusion specific' work, if the educational setup requires it)

YOUR NOTES:

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#### OUTCOMES

- > *Everybody can participate.*
- > *More diverse participants included and diverse projects developed afterwards.*
- > *People inspired by good I&D examples.*

**B**

## **Tools to support mainstreaming of I&D**

---

**ADD YOUR ACTION(S) HERE:**

## B

# Tools to support mainstreaming of I&D

## Ensure a shared understanding of I&D

- Inclusion cannot be absolute. Identify a shared level of inclusion, and a shared framework of the concept of diversity. Make the level possible to attain within the resources available, that satisfies all stakeholders involved.
- Create a short explanation to explain 'what is mainstreaming for us'.
- Base the mainstreaming support tools on this frame.
- Adapt application forms, assessment process and report forms accordingly (see milestone 3A).

YOUR NOTES:

## OUTCOMES

- > *A clear frame for Inclusion & Diversity work is clear to the public*
- > *Values and understanding of concepts are shared openly between stakeholders.*
- > *Realistic approach to I&D that is practical to implement.*
- > *I&D is made as something achievable that everyone can do, not something theoretical or unobtainable.*



B

## Increased I&D knowledge & awareness for all stakeholders:

### Collate or create practical tools

- Gather together quality resources and good practices from reliable sources. If there is a gap in the market for your needs, as defined in your I&D frame, create new tools.
- Decide which ones to use.
- Share examples of how to do I&D to a good quality standard.

YOUR NOTES:

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### OUTCOMES

- > *A library of I&D tools is collated.*
- > *Quality is improved across tools.*

**B**

## Increased I&D knowledge & awareness for all stakeholders:

### Create an I&D checklist for project organisers/assessors

- Include what to take into account when organising a European youth project so it is I&D proof by default (for disability etc).
- Provide tips on using inclusion/ diversity as a learning element in the project.
- Be explicit and list the support that is available for these elements.
- Have it as a shared resource between those managing programmes, those developing projects and those assessing them.

YOUR NOTES:

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### OUTCOMES

- > *Guidance/support given on how to do it.*
- > *More conscious approach to I&D in every European youth project.*

C

## Training and informing about mainstreaming I&D

ADD YOUR ACTION(S) HERE:

C

## Training and informing about mainstreaming I&D

### Deliver a training offer about mainstreaming I&D

- A training offer for youth workers about how to be inclusive for all and having a needs-based approach (rather than an exclusive approach). Be sensitive for diversity and use it as a positive element in a European youth project.
- Reduce fear, increase self-confidence and encourage participation of people (youth workers and young people) with different needs. (See milestone 3B.)
- Train people to make it easier for them to manage diversity (as a standard element of their every day work).
- Base the training on tools from Milestone 5B.

YOUR NOTES:

### OUTCOMES

- > *Awareness increased for 'mainstream' (potential) beneficiaries.*
- > *More projects with I&D mainstreamed, more accessible projects*

## Training and informing about mainstreaming I&D

### Promote the Programmes as an inclusive tool

- Make explicit that the different European youth project types can cater for all. Explain what measures are in place to support inclusion and diversity in the different project types.
- Make sure the format and language of your explanations and communication style is accessible. (see also milestone 2B)

YOUR NOTES:

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### OUTCOMES

- > *Understanding improved of the programmes and I&D in them.*
- > *More inclusive European youth projects with I&D mainstreamed in them.*
- > *Youth workers can use the resources to support individual young people who have different needs and questions.*

## I&D Road Map

### driving more Inclusion & Diversity within the EU Programmes for youth (Erasmus+ youth and the European Solidarity Corps)

This I&D Road Map details the road we need to travel in the EU youth programmes to implement the Inclusion & Diversity Strategy for the Erasmus+ programme and the European Solidarity Corps. We can only reach our destination if all stakeholders contribute to Inclusion & Diversity in the youth sector.

This I&D Road Map was co-created with National Agencies, inclusion experts and beneficiaries working with young people with fewer opportunities. It also includes elements of the Inclusion & Diversity Strategy for Erasmus+ and European Solidarity Corps, results of the SALTO I&D Survey (2019) and collated good practice from SALTO publications and research.

#### Our destination: opportunities for all

- A European youth/international project can be a life-changing experience. We want to bring the EU programmes for youth within the reach of all young people.

- Actually, we need to go even a step further.

We should not create 'equal opportunities', but make sure that young people with fewer opportunities, and the organisations working with them, have equal access to the opportunities (equity rather than equality).

- "Going the extra mile to make sure that EU programmes leave no one behind is essential." Margaritis Schinas, Vice-President of the European Commission



#### Different roads to get there

To get to our final destination, we need to go different roads (areas of work). Some roads will suit you better than others, and some might be of higher priority or have more relevance for different national realities.



#### Important milestones along the road

To reach our destination, we need to achieve a number of milestones along the road. The I&D Road Map shows how to get there and what measurable, achievable concrete actions we need for that. For each action, we indicate the difference it will make (expected outcome).



#### The people in the driving seat

If we want to reach milestones, someone should be in the driving seat and carry out some of the actions to get there. The I&D Road Map needs committed stakeholders to lead, coordinate, provide momentum and encouragement for the progress. Who is in the position of power or has the resources to make that milestone or action happen?



#### Other people on board

But for many actions, you need other people on board too. Who can contribute to achieving the milestone, actively working with you (co-pilots)? Who would have to be involved in your actions or benefit from them (passengers / target group)?



## How to use

This I&D Roadmap contains suggestions and input on how to have more and better Inclusion & Diversity in the EU Programmes for youth.

### Three layers of content



#### 5 Roads

These are the overarching main themes giving the general framework of the whole I&D Roadmap. Each Road has a specific colour, to make it more easily recognisable.



#### Milestones

Each of the Roads has 3 main milestones. These break down the overall aim into more specific steps.



#### Actions and outcomes

Each Milestone has concrete, specific suggestions for actions that will support that milestone, and some detail of what would change (outcomes) if those actions take place.

You can also add your own action points and outcomes in the text boxes.

### Practical interactive functions

This interactive PDF works best with Adobe Reader. Download it for free from [get.adobe.com/reader](https://get.adobe.com/reader) [LINK]

There are hidden links behind many of the elements.

- Hover over some of them and an explanation will pop up.
- Click on the element and it will show you more detail on that element.
- Click the arrows to open and close more information.
- Check the tick-boxes of the actions you (want to) work on.
- Add your notes about the different actions in the text boxes.

#### Personal or collaborative

As it is a PDF, you can download it, work on it and save it on your computer as your own personal file.

If you are working together with others, save the PDF in a shared location (e.g. in the cloud) to have a common document that different people can work on.

### Top Menu



#### Back to start

Click this yellow arrow any time to go back to the start page with the different roads.



#### About

Background and context of the Roadmap, as well as the people involved in its co-creation.



#### How to Use

That's where you are right now :)



#### Overview

A one-page index of all the Roads, Milestones and Actions. Easy to see the areas you are working on (and where the gaps are).

### Glossary

I&D - Inclusion & Diversity

YPFO - Young people with fewer opportunities

NA - National Agency (for the European Programmes)



# Overview

so that everybody is convinced that inclusion & diversity is important

## A. Arguments why I&D is important

1. Collate arguments for I&D
2. Make the arguments available
3. Use the argumentaire

## B. Increased I&D knowledge & awareness

4. Develop training for I&D
5. Get to know I&D in practice
6. Increase information sharing about I&D
7. Put I&D on the agenda
8. Shared ownership of I&D between all roles
9. Share tools for I&D

## C. Commitment turned into action

10. Give/show opportunities for action
11. Create an enabling context
12. Increase ownership and shared responsibilities
13. Influence policy

to have more young people with fewer opportunities in the EU youth programmes

## A. A conscious outreach (I&D) process

14. Collect evidence, inform yourself
15. Select your target group(s) to focus on
16. Get to know your target group(s)
17. Define your plan of action for reaching out (or for I&D)

## B. Better/adapted communication

18. Adapt your message to the target group
19. Go where your target group is
20. Involve the target group
21. Use testimonials and storytelling
22. Upskill for outreach and communication

## C. Interconnection with others

23. Encourage networking for I&D
24. Work with other sectors
25. Widen participation
26. Build a trustful positive relation with the public / target group

to organising European youth projects involving young people with fewer opportunities

## A. More accessible Programme design and tools

27. Facilitate closer connection between Programmes and youth work reality
28. Have a bigger variety of European youth project formats
29. Use easier language and concepts
30. Simplify procedures
31. Tackle legal obstacles
32. Adapt the application/report forms
33. Allow different types of applications/ reporting
34. Make IT tools more user-friendly
35. Develop I&D tools for assessors

## B. Support for overcoming obstacles

36. Show the support for I&D projects
37. Provide tools for first steps
38. Ensure more opportunities for YPFO
39. Deliver coaching for European youth project applicants
40. Have a supportive approach & provide access to help
41. Increase self-confidence of the newcomer beneficiary

## C. Upskilled beneficiaries

42. Deliver training
43. Provide support material
44. Create networking opportunities / peer learning
45. Develop competence profile for working inclusively
46. Deliver inclusion training for trainers

of European Programmes and European youth projects on I&D

## A. Visibility and recognition of the benefits of the experience

47. Recognise participants' learning
48. Plan for change/for impact with the projects
49. Upskill beneficiaries to measure and evidence impact
50. Document the impact of I&D projects

## B. European youth project embedded into the community

51. Involve more people
52. Develop social capital
53. Create synergies

## C. Supported follow-up actions

54. Support participants' next steps
55. Create future opportunities for organisations' next steps
56. Invest in sustainability after the European youth project ends

in European Programmes and European youth projects - 'I&D by Default'

## A. Walk the talk – living the values

57. Evolve towards more inclusive and diverse structures
58. Organise inclusive events / activities / resources / communication

## B. Tools to support mainstreaming of I&D

59. Ensure a shared understanding of I&D
60. Collate or create practical tools
61. Create an I&D checklist for project organisers/ assessors

## C. Training and informing about mainstreaming I&D

62. Deliver training offer about mainstreaming I&D
63. Promote the Programmes as an inclusive tool