

# GREEN INCLUSION EXTERNAL REPORT



A collection of inputs gathered during  
the Green Inclusion seminar, hosted in Amersfoort,  
Netherlands, 15–18 November 2022.

# TABLE OF CONTENTS

<b>Abbreviations</b> .....	4
<b>INTRODUCTION</b> .....	5
Green inclusion Seminar .....	5
A little welcome letter, from your rapporteurs .....	6
Why inclusion? A Priority of EU Programmes .....	7
Why green? Environment and Climate Action: Another Priority of EU Programmes.....	7
What are SALTOs? .....	7
Theme and rationale for the seminar .....	8
Objectives of the seminar .....	9
<b>Acknowledgements</b> .....	10
<b>1. THE CURRENT PICTURE : CHALLENGES AND BLOCKERS</b> .....	11
Competition rather than Cooperation .....	11
Lack of Interest .....	11
Lack of Diversity .....	12
Lack of Resources .....	12
Lack of Participation .....	13
Unequal opportunities .....	14
Superiority .....	14
Focus on Economy and Growth .....	16
Lack of Competence .....	16
<b>2. STRENGTHS OF THE YOUTH / COMMUNITY FIELD</b> .....	17
Cooperation .....	17
The NGO Approach .....	17
Competent Youth Leaders .....	18
The Youth Work Approach .....	18
The Power of Education .....	19
<b>3. NEEDS</b> .....	20
More and Better Cooperation .....	20
Joined Up Thinking .....	20
Participative Decision-Making .....	21
Fewer Material Barriers .....	21
More Transparency.....	21
Measurement and Tracking .....	22
Learning with and from Others .....	22
Encourage Intersectionality .....	22
<b>4. DEFINITION OF GREEN INCLUSION</b> .....	23

# TABLE OF CONTENTS

<b>5. TIPS FOR PROJECTS AND ORGANISATIONS</b> .....	25
<b>Tips – Project level</b> .....	25
Outreach for more inclusion .....	25
Inclusion angle .....	26
Green angle .....	26
Youth work approach .....	27
Individual level .....	27
<b>Tips – Organisation level</b> .....	28
Cooperation .....	28
Keeping volunteers on board .....	28
<b>6. RECOMMENDATIONS – GREEN INCLUSION – WIDER LEVEL</b> .....	29
Lobbying/advocacy .....	29
Measurement and tracking of policies .....	29
Mapping .....	30
Impact of climate change – learning from others .....	30
Joined-up thinking .....	30
Green Transition .....	30
<b>Recommendations for European Programmes</b> .....	31
European Programme beneficiary support .....	31
Project support .....	31
Budgets and funding .....	31
Disconnection from European Programme Funding .....	31
<b>7. RESOURCES</b> .....	32
Padlet from seminar .....	32
Green inclusion resources .....	32
Linking green and inclusion together – some basics .....	32
Green Comp Framework / Inclusion links .....	32
Understanding youth participation .....	32
Outreach to different target groups .....	32



# ABBREVIATIONS



**CSO** : Civil Society Organisations

**EU** : European Union

**GDP** : Gross Domestic Product,

**NA** : National Agency for the Erasmus+ and the European Solidarity Corps (ESC) Programmes.

**SALTO** : Support for Advanced Learning and Training Opportunities in the Youth field in European Programmes

**YPWFO** : Young People With Fewer Opportunities





# INTRODUCTION

## THE GREEN INCLUSION SEMINAR

This seminar was the first of its kind and aimed to start discussions to better understand this new field that we are trying to envision: the nexus of *green inclusion* and its meaning for the youth sector. We looked for a better understanding of the struggles of young people with fewer opportunities and the barriers they experience to participate in green projects, and also how to bring green emphasis to projects with more vulnerable young people.

It was hosted in Amersfoort, Netherlands by the Dutch National Agency of Erasmus+ (Netherlands Youth Institute) with the support of SALTO Inclusion & Diversity, and the German and Belgian French-Speaking National Agencies.

We hoped to discuss the different realities from these two sides of green and inclusion; to find some preliminary solutions (or a base for solutions) for organisations and projects; and to find common ground between the two European horizontal priorities.



This report includes, as mentioned in its title, the nouns and adjectives green and inclusion. Green is about respect for the environment, sustainable development, and everything that contributes to the protection of the planet and climate justice. Inclusion refers to the action of integrating a person or a group of people, to put an end to their exclusion (social, economic, gender, etc.). The concept of *green inclusion* is the overlap section between those two concepts (see Section 4 for more details).





## A LITTLE WELCOME LETTER, FROM YOUR RAPPORTEURS



Dear Reader,

What follows is a collection of inputs gathered during the Green Inclusion seminar. The seminar had 36 participants from 11 countries and ran over 3 days, 16–18 November 2022. An internal report is available **HERE**, which gives detail of what happened, and how the outputs were created. What you are reading now is an external report which aims to spread the discussions, recommendations and outputs to a wider audience, to continue growing the interest and action for *green inclusion* in European Programmes.

This document is structured in 8 sections. Each one focuses on a particular aspect, and it is hoped that the contents of each section could also be used in a stand-alone fashion, if needed. We are looking for the content of some of these sections to be built on, expanded; used for further activity, strategy, development.

With this report, we want to promote the development of more research on the subject; the creation of different trainings; the expansion of new networks; the deployment of political advocacy and lobbying for political change; and finally, more projects and activities for more young people. That hope is why we spent time gathering the information and putting it here for you to read.

We hope that you find the contents useful, and that it does indeed help you, and others, to do more and better *green inclusion* with young people in Europe.

Thank you

Susie Nicodemi and Agathe Denais  
Reporters, Green Inclusion Seminar, November 2022





## WHY INCLUSION? A PRIORITY OF EU PROGRAMMES

Inclusion is often seen as the way to include people facing access barriers or having fewer opportunities. There are several policy initiatives of the European Commission where inclusion is a key objective to ensure more people are included in education, training and youth work.

People should be able to actively participate in the democratic processes and in public life, regardless of their background or circumstances. Modern societies and political systems rely on the inclusion of diverse people. In this respect, participating in European Programmes can contribute to develop a sense of shared citizenship and to foster a greater involvement in society.

There are barriers that different target groups may face to access the opportunities in the programmes. By addressing these, it should ultimately lead to more and better projects either directly involving people with fewer opportunities, or focussing on inclusion and diversity issues.

## WHY GREEN? ENVIRONMENT AND CLIMATE ACTION: ANOTHER PRIORITY OF EU PROGRAMMES

Environment and climate action were added as a horizontal priority within the Erasmus+ Programme. As described in the Programme Guide, Erasmus+ is considered a key instrument for building knowledge, skills, and attitudes on climate change and supporting sustainable development both within the European Union and beyond.

Concretely, priority will be given for funding by the European Programmes to projects that on the one hand aim at developing competences in various green sectors. On the other hand, priority is given to enabling behavioural changes for individual preferences, cultural values, awareness, and more generally supporting active engagement for sustainable development. The Programme also supports the use of innovative practices to make learners, staff and youth workers true actors of change (for example to save resources, reduce energy use, waste and carbon footprint, opt for sustainable food and mobility choices, etc.).

## WHAT ARE SALTOS?

There are systems and structures to support the priorities of the European Programmes, including green and inclusion. One of those, are the network of SALTO Resource Centres (Support for Advanced Learning & Training Opportunities).

The Inclusion & Diversity SALTO Resource Centre is based at JINT (National Agency for Belgium-Flanders).



It provides resources supporting young people with fewer opportunities, for all the National Agencies that deliver the Erasmus+ and the European Solidarity Corps Programmes.

By offering opportunities for training, exchange and reflection on inclusion practice and diversity management, SALTO Inclusion & Diversity works towards the visibility, accessibility and transparency of its inclusion and diversity work and resources, and towards making 'inclusion of young people with fewer opportunities' and 'positive diversity management' a widely supported priority.

In 2022, the 11th SALTO Resource Centre has been created by the European Commission: on Sustainability and Green Transition. Based in Bordeaux, France, it will support all the Erasmus+ and European Solidarity Corps (ESC) National Agencies (all sectors) in the implementation of the Programmes' priority: "environment and fight against global warming".

## THEME AND RATIONALE FOR THE SEMINAR

The *green inclusion* seminar was planned and delivered under this framework: it was created to have a transversal approach of the two European Programme priorities, with SALTO Inclusion & Diversity and a preparation team of National Agencies working together to make it happen. Between them, they connect to a large number of youth structures and a large number of activities and practices from which it is important to draw inspiration. This helped to match the reality on the ground with a global concept of *green inclusion*. The structured dialogue of these youth structures within the seminar is at the heart of this report.

Looking more closely at how the priorities of green and inclusion connect, we can see the challenges that young people with fewer opportunities (YPWFO) are facing. For example, YPWFO are the first to feel the consequences of climate change, while they are often the last to be heard and are often not responsible for the most devastating practices. Also, mainstream solutions to fight climate change are more easily available for well-off people, while young people with fewer opportunities often lack resources to use them, or are not so easily included in green projects. In the context of the Erasmus+ Programme, measures to make projects greener might raise barriers or even exclude YPWFO to participate.

In short, there's a clear need to connect the fields of green and inclusion.





## OBJECTIVES OF THE SEMINAR



This seminar aimed to explore the field of green and inclusion and develop awareness about the lived realities of YPWFO and organisations of the youth sector regarding green transitions and climate change. Also, it explored how the Erasmus+ and European Solidarity Corps Programmes can make a positive change for young people with fewer opportunities, considering environment and climate action. The seminar took an intersectional approach on climate justice and sustainability, and questioned the mainstream perceptions of sustainable behaviour.

The overall intention of the seminar was to set the scene for *green inclusion* in order to develop a line of activities (in various forms) within the framework of the European youth programmes Erasmus+ and the European Solidarity Corps. There were several objectives. The seminar aimed to:

- Identify common ground and create a common understanding on *green inclusion* by exploring the concepts inclusion and green from an intersectional perspective;
- Understand the broader themes that are connected to *green inclusion* and climate justice (for example post-colonisation, poverty, gender differences, identity, disability, etcetera);
- Develop awareness in green organisations, movements and initiatives about lived experiences of young people with fewer opportunities and find ways of making a positive change together;
- Collect struggles that green organisations, movements and initiatives are facing when it comes to including young people with fewer opportunities and find ways to reach out to them and engage them through Erasmus+ and European Solidarity Corps;
- Explore how Erasmus+ and European Solidarity Corps can amplify the voice and participation of young people with fewer opportunities in the green transition and in climate action;
- Create connections and provide a space for networking and collaboration according to overlapping fields of interest.

In this report, we will first present the current picture, including the challenges/blockers for more and better *green inclusion*, and then the strengths of the field. Then we gather expressed needs, tips and recommendations from the participants, as what is needed to improve *green inclusion* work.

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# CHAPTER 1: CHALLENGES AND BLOCKERS

Many youth and community organisations, networks and movements have been working on either green, or inclusion, or *green inclusion* projects for some time now. There is already a track record on it, and good practices to share. However, with this experience comes the challenges. What makes it hard to do more quality projects with positive impact under this priority? What is blocking that progress, getting in the way of better delivery? Here are a few areas that are direct outcomes from the participants and invited guests during the different sessions in the seminar:

## 1. COMPETITION RATHER THAN COOPERATION

Climate change is a global issue, yet we are still separating ourselves by borders, nationalities and different ways of thinking. It is mostly inequality of environments that create competition, rather than the unwillingness of organisations. This element of competition, or having to prove that you are better than others, is also true in the NGO sector: having to win tenders, or apply for competitive grant funding, explaining why 'we' need the money more than others, or why 'our' way is better – all this creates a 'cycle of elitist movements'. Each one is trying to establish themselves in a limited space, framing themselves in a way that could take the space of others. There is a lack of cooperation between young people and NGOs, and separate parallel competing efforts to make sure that individual voices and needs are heard.



*"People with low incomes can't afford to think about the environment"*

*Flipped study Visit (LFB)*

## 2. LACK OF INTEREST

Coming back to the individual level, many young people have other priorities in life than being green; those at risk of social exclusion have bigger problems to deal with related to physiological needs. Basic material needs such as housing and food must be covered first, before worrying about self-determination. When your first struggle is to be part of society, green feels far away. YPWFO don't have the mental space to participate in environmental NGOs and their activities: they have many other challenges to deal with first. Sustainability can be a luxury for many people.

This is compounded by the way the subject is approached. Many young people feel blamed as individuals for the climate crisis. Knowing full well that they are not the biggest polluters, they often don't feel concerned directly by the discourse. For that reason, it is a challenge to approach the concern in a systemic way.



*"Today I learned how exclusive green can be; how difficult and expensive it is to be green for some people; how travelling by train in post-communist countries is expensive. We have to fight to be green."*

*Participant, seminar*

There are many people in societies all round Europe that do not support the green approach. Spending time and energy on climate deniers and conspiracy theorists is a waste of our resources. Also, convincing the wider community of the importance of *green inclusion* is a challenge: how to persuade others that inclusion is a good thing?

### 3. LACK OF DIVERSITY

It seems to always be the same profiles that represent climate activists. Those that volunteer and participate in activism, projects and events, are already aware, already interested in the topic and already persuaded of the need to change something. What about those who are not yet on board?

Knowledge and possibilities of how to reach, approach and include other communities (including rural youth) aren't shared enough. There is also a lack of interconnection between the school and youth sector in many communities, which reduces the opportunity to reach different audiences.

There is a lack of understanding of their needs and profile, knowing where and how to reach them, through which tools and channels, with which messages, and how to keep their motivation and involvement once they are aware of opportunities. Other priorities and demands in their life also prevent them from participating more long-term.

### 4. LACK OF RESOURCES

The capacity of NGOs is (very) limited. To make change, with NGOs involved, more resources and opportunities need to be made available to them. The projects that NGOs work on don't get enough financial support – especially before and after the mobility activities to prepare and then to embed the learning, or support participants on their next steps. NGOs find themselves applying for grants each year again and again, dealing with administration and bureaucracy, instead of channelling competence into learning, building on past experience for better advocacy and change. Not having paid long-term staff, who can re-invest learning and build competences again into next projects, pushes organisations to work on a day-to-day basis. It means they don't have time or capacity to plan longer-term or broad-reaching projects, nor to spend time reaching out to build a wider or more diverse participant base.



*"To make change, we need the capacity and opportunities to do it."*

*Participant, seminar*

Having European policies to underline the importance and need of these issues is important. But National and Regional level policy makers need to be encouraged to give more structural money to the youth sector, otherwise everything in the long term will rely on the European level.



What NGOs and young people are expected to do with these (very) limited resources is sometimes unrealistic. Policy makers and the older generations expect young people to use their own resources to contribute to the common good – but how much is that done by all layers of society? How much role modelling of this approach happens from those in power?

If organisations want to include specific target audiences, for example young people with disabilities, they need training, increased competence, tools and resources to work with them, and infrastructure to ensure additional needs are looked after. Organisations need to increase their knowledge and ability to work with young people with specific needs. More resources are needed to make that happen.

## 5. LACK OF PARTICIPATION

There is not a place at the decision-making table for everyone. Minority needs and voices are often not included or heard: solutions are often designed without taking them into account.



*"If you don't have a gender lens, or a systematic approach with several lenses for the problem, then you are leaving people out of the solutions which leads to more problems".*

*Participant, seminar*

Access to the policy system and to decision-makers is often limited or restricted. When there are policy discussions, accessing that space is a challenge, let alone being given the floor to talk about what affects you. Also, the jargon/vocabulary used in these decision-making spaces and even the buildings or structures themselves can be an obstacle for young people, who do not recognise themselves in these unfamiliar and seemingly inaccessible places.

Giving space to others to participate in discussions is important. Those that are oppressed have to struggle to assert themselves and to be heard.

Representation can also be a problem. Looking at the age of elected representatives internationally, youth is a very small minority. The figures also show that representatives with fewer opportunities are very rare too. The needs of future generations must be included in current debates and solutions.



*"Every time we try to have a voice or be represented, someone thinks they can represent us better than ourselves"*

*Participant, seminar*



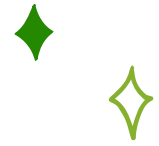
The current policy and governance systems in European countries aren't always enough, appropriate or relevant for everyone. Historical developments, and economic / societal influences have led many European countries to a policy position that many involved in green inclusion activism do not agree with. For many a sea change is necessary – a shift in paradigm.



*"I don't want to sit at your table. You eat shit at your table, because that is what they have served for so long. I don't want to eat shit. If I want to stop eating shit, I shouldn't find my own table, I should plant a seed with my young people. And tell other people to plant seeds too. When everyone does this, we can eat vegetables, not shit".*

*Participant, seminar*





## 6. UNEQUAL OPPORTUNITIES

For some, the lack of social or political recognition of youth work or volunteering can be a barrier to the positive reception of their organisation, activity and impact of their projects. Different societies have different perspectives and cultural influences relating to *green inclusion*. The same activity held in different places can have very different interpretations based on these: for some it can be a positive socially respected activity well-recognised for its learning and impact potential, and for other cultures that same activity can be a sign of poverty and something to be ashamed of.



*"Gardening can mean different things to different people"*

*Participant, seminar*

Different countries have different education systems, which teach and raise awareness of *green inclusion* in very different ways. Some education systems don't give young people the opportunities to learn and think about these subjects in a structured curriculum; they have to learn and discover by themselves, depending on motivation, opportunity and support they get from other sources. This creates inequality.



*"If you are more aware of climate change, you behave more aware of what you produce, use and waste".*

*Participant, seminar*

## 7. SUPERIORITY

As a human race, we often feel more superior than other parts of nature. We often prioritise ourselves over all other natural things, and exploit nature for our own good. A sense of entitlement can be seen when human choices are made to the detriment of animals, plants, the environment etc. A disconnect from nature, from the wider eco-system, can put humans as 'superior'.

Superiority can also be seen in the powerful elite who make decisions for the rest, without including or listening to the needs of different people. People in power (multinationals, governments or the very rich) don't always show that they see the urgency of the climate crisis, or how the more vulnerable are being more affected. It's not a positive thing to emulate, nor the right role models for the young people of today. How can we make sure that when we come to the table, we don't become like them? The policies that are made without listening to diverse needs, and the rules we have to live by, can be blockers for more *green inclusion*.



*"Older men often think they know best what's good for young people."*

*Participant, seminar*





Young people are not encouraged enough in their school careers to make decisions. In most formal education systems, learning is still very top-down: it focuses on a teacher as a knowledge-holder and young people as passive listeners and note takers. There is little room for reflexivity. The younger generation often suffers from the lack of confidence of adults in them, from their mistrust. They are not seen as equals in decision-making powers. And yet, young people see themselves more and more impacted by the policies that have been made by previous generations.

The younger generation suffers from the actions of previous generations. They have to deal with the consequences. This gap of trust between society and decision makers is unhealthy for democracy; the lack of connection between young people and policy makers also.



*"There is a struggle between the powerful and non-powerful: we fear that if we lose the power, we will be in a disadvantaged position. We do all we can to protect the power we have. We don't feel comfortable to share because we will lose our advantage"*

*Aart Bos, Keynote input*

Greenwashing from companies (and from people in power) can make young people, and especially those with fewer opportunities, feel individually blamed for the negative climate effects. They are being asked to make more and more individualised efforts and there is a finger pointing blaming effect resulting in a lot of guilt. At the same time, many young people don't feel that they are the ones that pollute the most, as they have less money, less power, less ownership and fewer options, compared to leaders of industry for example, that have more of all of these.



*"Those that created the problem are less affected. Those most affected are less represented in policy and solution discussions".*

*Participant, seminar*

## 8. FOCUS ON ECONOMY AND GROWTH

Having GDP as the development measurement for a country restricts the frame and perspective to act within. Well-being is not (yet) considered the appropriate index by which to measure progress. Many policies are aimed towards economic growth, and skilled labour force to make that happen, to the detriment of other areas of progress that could be supported, such as those relating to care. That needs to change.

Many current policies and institutions limit the freedom and creativity of solutions in the field of *green inclusion* and its complexity, depending on the territory.

'Development' and 'Economy' have different meanings and applications. Countries vary according to cultural heritage, fertile land, industry or cultural diversity (and more). National and regional approaches have the potential to be more realistic and more closely linked to the resident young people and the communities in which they live, while enhancing the assets of the territory. Some people think that doing without these policies would be even better – building their own projects with more space and freedom.

## 9. LACK OF COMPETENCE

The competences (knowledge, skills, attitudes and values) of the people involved in *green inclusion* need to be developed. Some organisations are involved in both issues and link them. However, they are not necessarily aware of this. There is no framework for articulating these competences in a way that would allow them to be understood, applied and passed on further. Instruments such as Youthpass in the European Programmes help with recognition in other ways, but do not (yet) include *green inclusion* as a topic. There is insecurity about the skill level they have, or the lack of knowledge about topics which can seem wide and complicated. The ability to build skills that allow for empowerment and action against environmentally unfriendly practices, or how to implement visions green and inclusion, are not (yet) supported by enough sharing of practice or training development.



*"To reach both able-bodied and those with disabilities, we need to understand the other side better"*

*Participant, seminar*





# CHAPTER 2: STRENGTHS OF THE YOUTH / COMMUNITY FIELD

There are many positives, competences and existing benefits that the NGO field already has, in its work with the youth and community related to *green inclusion*. Here are just a few that were gathered through the Green Inclusion Seminar.




## COOPERATION

In the youth and community field in Europe, the power of the interdependent NGO community is well understood. Youngsters and youth workers use this power to network and share resources, to build on others' expertise and practice and to connect to interested and committed people that share similar values. It is also recognised that having space and time to interconnect such as international seminars like this one, allows for exchange on shared values or issues, to build on similar aims and can boost their energy and awaken more momentum in their drive for change to go further in their work.


Many of those active in the NGO field understand how to reach out and collaborate with others to augment resources, competence, reach and impact of their work.

There is also an appreciation and respect for the solidarity that comes from working as a community strengthened by shared values.




*"We are not an island in what we are doing, there are so many others working in the same direction. And there is potential for many more new projects together."*

*Participant, seminar*



*"It is good to be inside the international movement [for green inclusion]."*

*Participant, seminar*



*"We need individual actions, but the collective is very important, for the common good of all. It's important for each one to do something to benefit the community."*

*Richard Apeh, Keynote input*



## THE NGO APPROACH

Many skills that flourish in the NGO sector are relevant for successful *green inclusion*. Some NGO's act as a central point, connecting to others in the communities, encouraging messaging and ensuring that *green inclusion* values are promoted and embedded. Through this connection, they have the capacity to open up conversations with a wider stakeholder group. Many NGO's also have the ability to engage creatively for problem solving.





*"You have the best jobs in the world. There is an abundance of talents and solutions to build on."*

*Aart Bos, Keynote input*



NGOs use project management skills to organise work and the volunteer community. Having a long-term structured sustainable approach for inclusive change will ensure it is longer lasting and more effective. Project management skills are vital in this area, connecting to the grant funding available, especially through Erasmus+ and the European Solidarity Corps Programmes. The more experienced they are with this skill set, the more they have to offer and share with others. This is true for many European-funded project types: Youth Exchanges, Youth worker seminars and trainings, Participation Projects, Strategic Networking, Solidarity Projects, Volunteering – all of these require a set of competences that translate directly to what is needed for *green inclusion* work.



## COMPETENT YOUTH LEADERS

Competence encompasses knowledge, skills, attitudes, behaviours and values. Having self-awareness of your own level of each of these is important, as is the readiness to be challenged on any of them, and self-reflect on how to improve. Experience, willpower, enthusiasm and energy can all be seen in youth leaders, and readily shared with others to empower and encourage for more and better *green inclusion* activities.

Role-modelling the values of *green inclusion* is vital, for others to understand, copy and emulate themselves. This includes the youth workers, the other staff at NGOs, and the young people we work with. Change starts at home.

Youth leaders can be seen as change makers. The trust gap between decision-makers and society is unfortunate, but real. By choosing to act in the role of 'conductor' to drive transformation, to make change, individuals can help close that gap.



*"What choices are WE ready to make ourselves?"*

*Participant, seminar*



## THE YOUTH WORK APPROACH

Many of the needs and values of the social element of sustainability are directly mirrored in the youth work approach. Empowering others to build up their skills, and wider competences, through non-formal education, is core. Experiential learning through creative methods, including nature-based, games or storytelling, can be a powerful approach for *green inclusion* education. Often the benefits of these kinds of outdoor learning approaches can be higher for people with fewer opportunities, especially for those that are less in touch with such non-formal education opportunities and therefore have more to gain by participating. These methods can encourage an affinity and a sense of one-ness with nature.

Through youth work, we should continue to engage, connect and empower young people, as framed by the EU youth strategy 2021 - 2027. This means to continue to: strengthen positive relationships with them, listening without judging; encourage interconnection between them, using role models and peer education, where messages are transformed into something tangible and accessible for different audiences, encouraging action.





*"We are here. We want to be listened to. It's not that we are young so we have less expertise. We know our own needs."*

*Participant, seminar*



Youth work empowers young people to use their own voice, to express their needs and ideas, and ensure their involvement in governance systems, so their decisions are reflected in action. This happens even at a very local level. Initiatives to bring young people into the governance of an association can show the power and responsibility of change they can make. It also replicates how the municipality (and higher levels of policy making) can work well, also including the voices, needs and ideas of young people.

Climate justice is a core element of *green inclusion*. It comes from the unequal position that we, as the powerful countries, have done the most polluting so far and the need to make effort to right those wrongs. In this fight, climate justice puts people, human rights and social equality at the core of decisions.

The youth work approach aims for, among other things, inclusion and diversity, human rights, participation, solidarity, community action, democracy, active citizenship, well-being of individuals and communities. It is indeed ideally placed to help put people, human rights and social equality at the core of decisions. That approach can be shared and built on, and should be replicated further and wider by others.

*"Top-down is dead. If we continue with the autocratic approach, it can end in wars and similar. Bottom-up is the way forward. Be proud in the role of servant leadership where we have ownership and responsibility of change."*

*Aart Bos, Keynote input*



*"Climate Justice ensures that collectively and individually, we have the ability to prepare for, respond to and recover from climate change impacts, and the policies to mitigate and adapt to them."*

*Lucia Sanchez, Keynote input*



## THE POWER OF EDUCATION

The power of non-formal education has huge potential for change and connection. Education can help people to see themselves in a new way. They can then use their education opportunities to help transform society. Harnessing the power of youth through organisations leads to committed individuals, and positive change in our communities and societies.

How we educate the youth of today is how they themselves are going to engage with the next generation. The projects and activities that are already being carried out are important and are already having an impact. The choices we make for what that is, and what the future direction is for young people, makes a difference.

*"If we don't have the opportunity to be at the table today, but we inform and educate others, then they will be at the table tomorrow."*

*Richard Apeh, Keynote input*



*"Even if today we don't see the consequences of the efforts we are doing, the next generations will; as we see the efforts of previous generations in the rights we have today. We should be proud of our power to adapt and re-adapt. Everything we are doing will be worth it and important."*

*Lucia Sanchez, Keynote input*



# CHAPTER 3: NEEDS

How to improve *green inclusion* in the youth field? Considering the diversity of NGOs and CSOs that are involved in *green inclusion* projects, strategies and actions, there is a wide variety of needs for individuals and organisations for their next steps. The main areas are:

## 1. MORE AND BETTER COOPERATION

Connecting stakeholders together helps with building a stronger network, increasing social capital, and allows for interdependencies and diversity of approach. A multi-system approach allows input from many different angles, and can build capacity in different, and sometimes unforeseen, areas.



*"A sense of community and social interaction is key for sustainability."*

*Participant, seminar*

The more connected different players are, the easier co-creation can be. Supporting each other is vital, including sharing resources and expertise, and allowing collaboration on solutions which are open to all, address the needs of all, and are co-designed. It's important to connect the scattered yet passionate people that are currently involved in NGOs (of which there are 20–30 million globally right now).

Having this cooperative approach between such a diversity of stakeholders also encourages tolerance and an inclusive approach to different needs. The more people and organisations that are working together, the more need there is for clear understanding of approach, and tolerance to diversity. Cooperation can be role modelled for young people to help them envision how tolerance and diversity can look like.

## 2. JOINED UP THINKING

Having an integrated approach allows different sectors and institutions to connect together to make a difference. Issues such as climate change know no borders, yet separate nationalities and different ways of thinking.

Climate and social aren't two separate issues. Solutions for them shouldn't be one-sided either. Climate change and its impact exacerbate inequalities in society, making the poor people poorer. Climate change cannot be dealt with on its own in isolation. Dealing with these issues as a package, all together, in a systemic approach, is the way forward.

Making sure that different voices, opinions and experiences are heard while co-designing the solutions is important.

*"It's important to look how to build a readiness system that looks at problems like climate change from an integrated approach, so when we face these crises we will have diverse solutions... We need the lenses from different people affected, to see in the long term how the results will address the issues."*

*Richard Apeh, Keynote Input*

### 3. PARTICIPATIVE DECISION-MAKING

Participation of all is vital for the different experiences and needs to be heard and acted upon. There needs to be access to all the spaces where decisions are made, with *inclusion* for the *diversity* of people, and for those that need it, support and capacity to be able to participate in those spaces.

Policy discussions need to open up spaces to citizens, including those with fewer opportunities, who would never be heard. Those that are more affected must be addressed directly. Many under-represented groups are willing and capable to represent their own needs in these spaces, if able to access the spaces and conversation. If policy makers are deciding the needs, the policies will stay the same. Policy makers need to know what is wanted, and how to address the problems. Those affected need to express their problems and needs, and be at the core of solutions. And then they must be listened to and the ideas that are put forward must be acted upon. The tokenism of having 'a young voice' present in some part of the decision making must be overcome. The expressed need must be respected and then transparently implemented into the policies, visible for all to see. Policies need to change.



*"Once there is balance [of involvement], we will be able to make policies that reflect interest."*

*Richard Apeh, Keynote Input*

### 4. FEWER MATERIAL BARRIERS

Increase resources and knowledge of what needs to be in place for more people to access and participate in *green inclusion* projects and actions. This includes items such as access, sanitation, equipment, infrastructure etc. The more of that there is, for more types of projects and activities, the more access to opportunities different people will have. Implementing this also means taking into account the reality of different places that do not have the same access and resources.

### 5. MORE TRANSPARENCY

How decisions are made, and the evidence and process used to make those decisions, needs to be made more transparent. This is for politics at all levels, as well as for companies and others that have power and an influence on society.



## 6. MEASUREMENT AND TRACKING

Having a baseline structure to measure things, and then tracking the change, is important. We need to evaluate the results of the policies we have, and how the implementation of the policies affects different people's lives.

Discussion needs to be held about what things are being measured, against which indices. For many, measurement of development against GDP is not helpful any more. The de-growth movement would advocate for other measurements. For many the focus should be on the well-being of societies, rather than economic indices.



## 7. LEARNING WITH AND FROM OTHERS

Individual learning and competence development is important to support more and better *green inclusion* projects. Understanding those with different needs, ensuring their requirements are included as a basis for any project or activity, is fundamental.

Making sure there is enough resources and support for Mentoring (or coaching) is important in this area. This support can help youth workers and young people to embed their learning and look at how to pass it on.

Moving away from focusing on the victims of situations, but rather using individual's experiences as a way to co-create solutions together with them, should be the way forward: learning from others who are already feeling the impact of climate change, who are already living the solutions. Learn from those who feel the impact of climate change, and learn from them how to address the changing needs that we have.

Connecting to the global south, to those that are already living these challenges and starting to find solutions right now and learning from them is vital for this.



*"How do we transform from vulnerability to resilience?"*

*Participant, seminar*

## 8. ENCOURAGE INTERSECTIONALITY

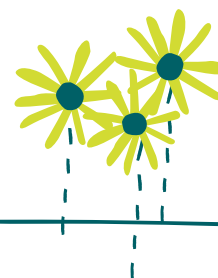
The *green inclusion* field links to many areas of identity, privilege and power. The broader themes (such as post-colonisation, poverty, gender differences, identity, disability) need to be explored more. The youth work approach of encouraging young people to explore their own identity, and the values used in that work to respect diversity and make sure people with differences are included, are very much needed.



*"There are so many things we need to do to have an inclusive society. It's also comforting that we are building a common ground together to do this."*

*Participant, seminar*

# CHAPTER 4: DEFINITION OF GREEN INCLUSION



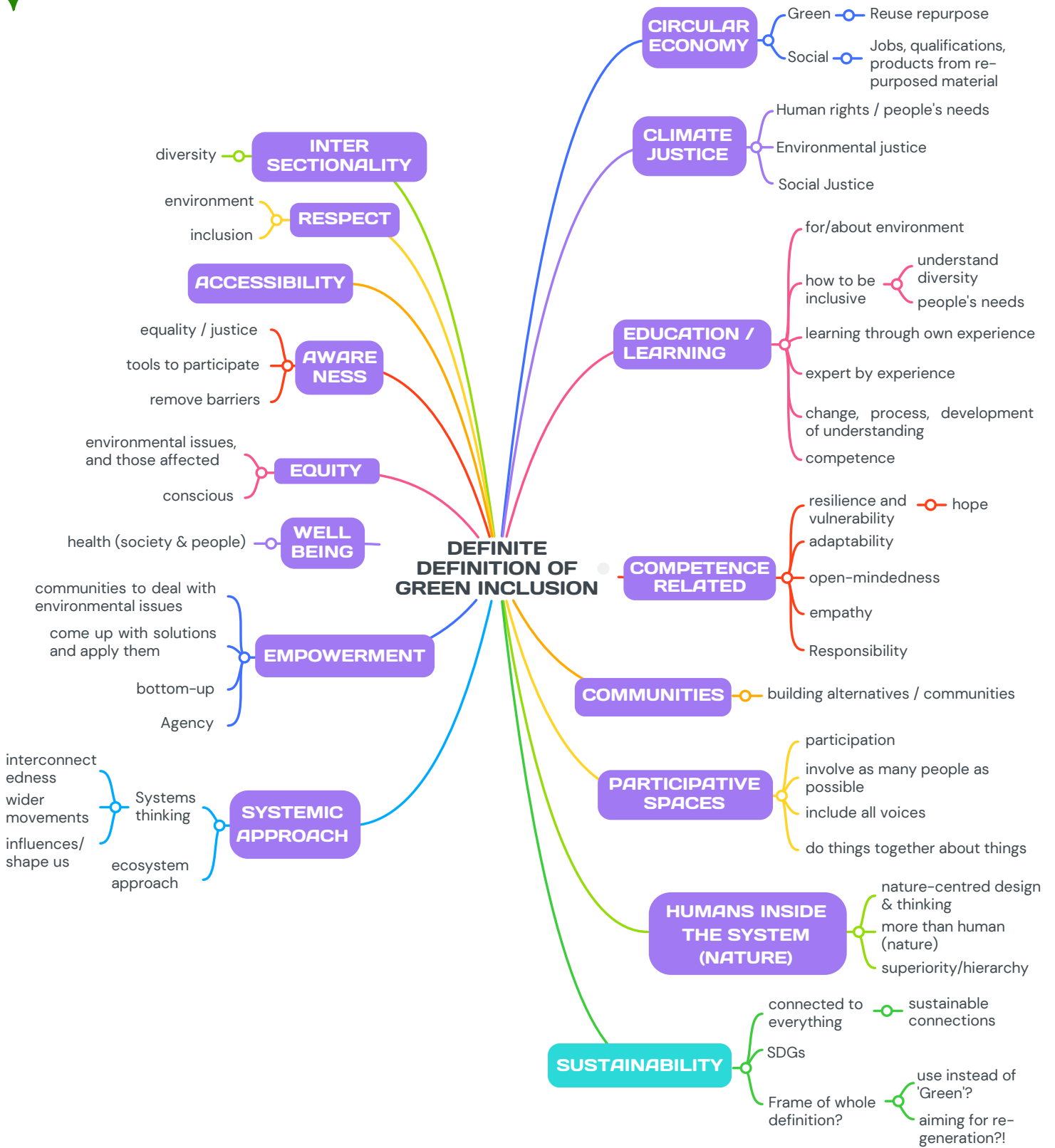
During the seminar there were a few processes to initiate the thinking to create a definition. The team wanted to build the definition directly from the ideas of participants, so designed a session for them to discuss together, share ideas, then brainstorm as a whole group. Participants' experience and suggestions were gathered in a formal session of the programme. The team then took these outcomes and started to structure them. An Open Space session was then held where participants could contribute to the next level of thinking – agreeing the final proposal and starting to think what could happen next with it.

It was agreed that there are several concepts that define *green inclusion*. Each concept has a different priority or interpretation, depending on the context, culture, experience of the person. We have respected the *diversity* in the group of participants and included all the proposals given. Below is a mindmap that gathers those suggestions in one logic.

The next step would be to structure and frame this proposal, and consider how it can be visualised and used for inspiration by organisations, so it can be used and built on for further steps to support these two important priorities of the European Programmes. SALTO Inclusion & Diversity, as co-organisers of the seminar, will take the next steps in the development of *green inclusion*. This will include shaping a definition to support the needs of individuals, organisations, networks, beneficiaries, National Agencies and European Programmes; for more and better *green inclusion* in the youth field in Europe.



# DEFINITE DEFINITION OF GREEN INCLUSION





# CHAPTER 5: TIPS FOR PROJECTS AND ORGANISATIONS

Sharing of experience and learning from others was one of the main objectives of the seminar. We have collated several ideas that were shared. This is not an exhaustive list, nor is it the sum of all contributions from the week. Many informal discussions, small group chats, and connections in other ways also brought ideas and suggestions that could be useful for people who have not found their way into this report. We hope that at least the ones gathered here will provide a first resource for people to use:



## Tips - project level

### 1. OUTREACH FOR MORE INCLUSION

- Build relationships and trust with young people and other stakeholders
- Establish a network on local, regional, national and international levels
- Invest time in the interactions with others to deepen them
- Build in relationship time as part of the preparation and follow up of your project
- Reach out to the wider community, including families and younger children
- Map the people you are reaching, and identify those that you are not reaching
- Do research about the groups you are not yet reaching – who they are, what they like, where to find them
- Consider the communication methods to reach more/different people.
- Use phone call and in-presence meetings. Don't use email.
- Go to schools, skate parks, train stations, shopping centres, and non-visited areas where young people are.
- Run workshops for municipalities, libraries, other charities and NGOs, schools, institutions and policy makers.

*"I can't get young people off the screens to get them outside – but ironically it is the way to reach them to advertise opportunities."*

*Participant, seminar*

## 2. INCLUSION ANGLE

- Use peer-to-peer learning, with characters and personalities that other vulnerable groups can relate to
- Encourage knowledge exchange between those that have experience with those that don't
- Share resources. This can be knowledge, expertise, tools, methods, time, capacity, experience...
- Make the meetings in safe spaces, that the young people relate to
- Use teachers, trainers and role models that the young people know, to keep the feeling of safety and trust
- Adapt the language to the type of group
- Provide possibilities for young people to tell their story directly. Work out their needs for support, so they have the platform to have their voice heard.

*"The Dutch member organisation has good resources which enables them to support their peers in other countries, where resources are more limited."*

*Flipped Study Visitor, Seminar*

*"It's important to feel included in regular neighbourhoods, not just in institutions ("integrated", not "included")."*

*LFB Flipped Study Visitor, seminar*

## 3. GREEN ANGLE

- Adjust your approach to the local area and territory. Education and learning activities don't always have to take place in forests. Respecting the local area, the nature that is in a city, is just as important.
- Take activities outside. Have practical interactive, learning by doing. Don't always have people sitting round tables in workshops.
- Bring the city to the rural, not always the rural to the city. Connect people, their lives and nature together. Encourage understanding of the interconnections.
- Encourage people to use the greenery / nature in a city and do activities near them and with them. Say 'thank you' to the tree if you are using its leaves for an activity.
- Respect nature. Encourage appreciation and interaction with nature.
- Have awareness-raising as an objective, step by step approach. Participants don't have to become eco-warriors in a week.
- Give participants opportunities to change their habits. Allow them to work out their own priorities. Encourage concrete activities, even if they are small, where they can see and own the change they are making.
- Support people to get familiar with green habits in their lives. Encourage learning by doing. Theoretical learning doesn't always work.
- Let participants experience the cause. It's not always about raising awareness through workshops. Learning by experience touches more than just the brain.

*"Trees are inhabitants of the local community, just like we humans are."*

*Participant, seminar*



## 4. YOUTH WORK APPROACH

- Give young people enough time and space to express their own personality
- Listen to young people. Give them time and space to talk, and listen to their words, as well as the needs and feelings behind the words.
- Stay natural, stay non-profit, keep the focus away from economy and money.
- Empower young people to have more confidence, to use their energy and their voice
- Always consult the young people that benefit from your actions. Have an evaluation approach to check that your project/activity is working (before, during and after, deciding on a benchmark and what things you are measuring).
- Work on giving young people the support they need to own the space themselves
- Use a project management approach to consider over a longer term what will be the objectives, the funding to deliver those, and what the impact/follow up will be
- Consider the Impact that your project will have, what will change because of your activities
- Use grant funding to make your projects go further. Get experience in Erasmus+ (and European Solidarity Corps) projects.
- Link to other partner organisations to deliver projects together. Learn and share with others, to appreciate differences and to benefit from the common ground.



*"Ask kids and work with them – they are the most creative and unbiased people in the world."*

*Participant, seminar*



## 5. INDIVIDUAL LEVEL

- Be open and flexible
- Push yourself out of your comfort zone
- Be committed and resilient – never give up
- Trust yourself
- Act and confront
- Keep going



*"Just because it is hard doesn't mean we should stop."*

*Aart Bos, Keynote input*

## Tips - organisation level

### 1. CO-OPERATION

- Build alliances with others. Increase your network. Collaborate more.
- Learn from others. Sign up to seminars and trainings and opportunities where you can hear and compare others' practice.
- Increase your community connections. Bring in the local perspective on what you are doing. Connect to other stakeholders and encourage input and conversations with them. Build your social capital.
- If your municipality isn't interested, try another one.
- No-one can know or be good at everything. Do a consortium based on the topic. If you work on green, connect to organisations that do inclusion well. If you work with inclusion, connect to a green organisation.
- Connect networks of volunteers together.
- Get together with other NGOs in your country. Piggy-back on their experience.
- Build partnerships with others. Think about your strengths, and the gaps in your expertise/competence, and work out which Third Parties could fill that gap. Work out a win-win with them (how to share your strengths?). Establish a Memorandum of Understanding between you.
- Connect to bigger NGOs and use their social media reach to enlarge the participants in your projects.
- Hold round tables of discussion and connection, including young people and volunteers. Invite different local stakeholders, and experts in the topic. Think cross-sectorial.

### 2. KEEP VOLUNTEERS ON BOARD

- Find a balance between asking for their time and giving them something in exchange.
- Provide them with recognition, such as a certificate.
- Build stronger relationships with them. Get to know them outside of their volunteer role. Listen to their (other) needs and interests.
- It's important that they feel supported. It should be clear that someone always has their back, that they have freedom to be themselves. They should have a sense of belonging to the project or the organisation.
- Provide them other opportunities outside of volunteering: internships / job shadowing / further education / training / skill development.
- Contribute to their well-being: make it fun to participate, create a positive environment, allow them to find and build friendships etc.
- Increase their participation, give them space in the governance of the organisation, make sure there is time and place for their voices in decision-making processes, encourage them to contribute to the vision and next steps. Encourage their sense of ownership.

# CHAPTER 6: RECOMMENDATIONS

## GREEN INCLUSION - WIDER LEVEL

Green inclusion is a relatively new topic. Already some main areas of improvement for it were described and suggested by those at the seminar:

### 1. LOBBYING/ADVOCACY

Young people need a place at the table. All voices need to be heard. Policy discussions need to open up spaces to citizens, including those with fewer opportunities who would otherwise never be heard. Governance should not be about privilege. Those who are more affected by change must be addressed. We should open up the space, the conversation, for those more affected to be included.

Power isn't only held by policy makers. The lobbying of different business sectors by climate activists in recent years, for example, has resulted in some successful changes which are quite visible and well reported in the media. Finding ways to influence other stakeholders with power is important. Approach those who are open-minded for change. Those who are not already open-minded cannot be converted.

On the other side, the personal and social benefit of sustainability needs to be acknowledged, evidenced and shown to more people. Explaining how and why it makes a difference, telling case study stories that evidence it, can help with persuading and getting people 'on board'.



*"We need to express our problems and be at the core of the solutions. They need to know what we want and how to address the problems."*

*Lucia Sanchez, Keynote input.*

### 2. MEASUREMENT AND TRACKING OF POLICIES

Having a baseline measurement, and ways to measure change (indicators) is important. We need to evaluate the results of the policies we have, and how the implementation of the policies affects different people's lives.

Measurement only on economic success, labour market integration, or GDP, is not enough. Development should be measured on other indices, such as the well-being in society. The areas of the Green Comp could be an option for measurement change and impact in *green inclusion* projects.

### 3. MAPPING

A future research recommendation would be to map the many current and potential strengths of the youth work field in Europe related to *green inclusion* and add to this list. There are also potential cross sector collaboration opportunities related to several of the areas of strength listed in the chapter above.

### 4. JOINED-UP THINKING

We can't deal with climate change as an isolated issue – the impact of the climate crisis exacerbates inequalities in society. It makes poor people poorer. We aren't facing two separate issues – climate and social. We must find an integrated approach that deals with these issues as a package. Solutions mustn't be one-sided.

### 5. IMPACT OF CLIMATE CHANGE - LEARNING FROM OTHERS

Climate change and its effects are already impacting millions of people around the world. Those who feel that impact are already living the solutions. They must be recognised as a role model for sustainability and be brought to the discussion so that we can learn from them how to address the changing needs that we have now. We need lenses from different people that have already been affected, to see in the long term the results and ways to address the issues. Solutions proposed to tackle the causes and the impact must be based on the current feeling of those directly affected. In the West, we will have to adapt. We should learn from the resilience of the global south.



*"It's good to acknowledge differences. It's not good to keep things quiet. [Different concerns from different people should be more transparent]. If you want to make a change, you need to understand the fears of the others."*

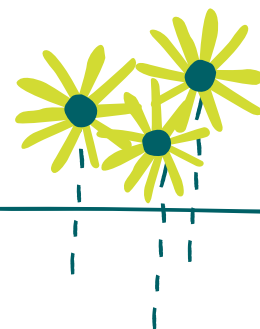
*Richard Apeh, Keynote input.*

### 6. GREEN TRANSITION

In the past, we talked about mitigation of climate change impact. Now what is needed is adaptation of millions of people to a new situation. Different competences and a good sense of resilience will be needed for that. Young people will need to be guided to be able to do that. We will need to give capacity for people to adapt. It's not just about adapting and the end target of change itself. The way we change must be done in a sustainable process.

# Recommendations for European Programmes

How the Erasmus+ and European Solidarity Corps could improve for the beneficiaries of the grants to do more and better *green inclusion* projects:



## EUROPEAN PROGRAMME BENEFICIARY SUPPORT

- ◆ More information and support for beneficiaries to the European Programmes.
- ◆ Easier access to information for target groups
- ◆ Quicker flow of information in response to queries
- ◆ Simplified guidelines
- ◆ Support workshops for applications and projects.
- ◆ Support to fill in the application form
- ◆ Simplify accessibility in the concrete application form
- ◆ Build trust by more face to face contact and connection

## DIGITAL SOLUTIONS FOR EUROPEAN PROGRAMME PROJECTS

- ◆ Develop a platform to search for sustainable logistics (accommodation, work space, food, transport etc)
- ◆ Accessible documentation, with digital systems interconnecting
- ◆ Centralised online administration for applications, travel reimbursements etc that you only have to fill once

## PROJECT SUPPORT

- ◆ Concrete workshops to write/implement projects
- ◆ Develop a SALTO for youth exchanges?
- ◆ Promotion about ongoing projects that can be learned from
- ◆ Access to the network of organisations / experts / professionals
- ◆ Clarity on how to translate / approach to grant-writing / harmonization between NA's policies

## BUDGETS AND FUNDING

- ◆ More flexible budgets to use funding for different needs
- ◆ Trust that we use the money right
- ◆ More financial sources, adaptable to the real expenses, keeping up with inflation

# CHAPTER 7: RESOURCES

Here are a few tools, resources, toolkits, theories etc. that were gathered during the seminar process. It is by no means an exhaustive list. We hope these will start people thinking, and will lead to some increase in competence and therefore stronger and more quality projects on *green inclusion*.



## **PADLET FROM SEMINAR**

Different resources suggested and promoted at the seminar, including introductory information about European Programmes:

<https://jintvzw.padlet.org/salto/GreenInclusionSeminarResources>

## **GREEN INCLUSION RESOURCES**

Some resources that might be useful to have (more) *green inclusion* angles in your projects and organisations. We have included tags to organise them. Search for what you need using Ctrl F: #Toolkit #ForProjects #ForOrganisations #Policies #Campaign #Network #Tips #Resources  
<https://jintvzw.padlet.org/salto/GreenInclusionResources>

## **LINKING GREEN AND INCLUSION TOGETHER - SOME BASICS**

Infographic prepared before the seminar, to lay the framework of the inter-connection between the two priority themes.

## **GREEN COMP FRAMEWORK / INCLUSION LINKS**

Infographic explaining the framework, with some examples of the knowledge, skills and attitudes that link *green* and *inclusion* together.

## **UNDERSTANDING YOUTH PARTICIPATION**

Introduction to the topic, different forms of participation, and a toolkit to help you do more and better youth participation.  
<https://participationpool.eu/resource-category/youth-participation/>

## **OUTREACH TO DIFFERENT TARGET GROUPS**

Defining who you are reaching already, and who you are not, and working out how to reach more young people with fewer opportunities.  
<https://participationpool.eu/resource-category/promotion-outreach/planning-strategy/target-group/>



# GREEN INCLUSION



For feedback, ideas,  
suggestions or more  
information  
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