



MANUAL

INCEPTION 3

Erasmus+ Inception projects

Based on experience in Zalenieki, Latvia, june 2018



ABOUT INCEPTION 3 AND MANUAL

The project title Inception 3 stands for a belief that anyone has a chance for creating or beginning something new in their life despite the difficulties they face. In Inception3 we particularly focus on working with youngsters who are neither in employment nor in education or training (NEETs) including refugees, asylum seekers and migrants. In 2016 more than 6,3 million young people (aged 15-24 years) were NEET in the European Union.

Inception3 builds capacity of 26 youth workers and leaders from 10 organizations dealing with NEET youngsters from mix cultural backgrounds thus including them into society and increasing local community openness towards diverse cultures.

In previous projects organizers found a successful combination of coaching and constellation as set of tools that have been highly valued by participants. Participants admitted coaching is more practical and easy to apply, but constellation opens a personal change and attitude towards youngster's family context. From previous projects participants wanted more knowledge about constellation and to gain more practice of this method thus this manual focuses more on constellations and how to deal with youngster family contexts, especially when they come from mix cultural families, including refugees, asylum seekers and immigrants.

WHY DO YOU WORK WITH NEET YOUNGSTERS?

During the eight days long training course which was the project's main activity, we asked 24 participants from 8 countries for their opinion regarding NEET youngsters. What are the causes for youngsters to become NEET? Why does European Union emphasize working with NEET youngsters? What are the good cases of working with NEETs? What is the role of us (youth workers, educators) working with NEETs? What are the main tools working with NEET youngsters? What are the main challenges working with NEET youngsters?

What are the causes why youngsters become NEET? The participants pointed out low socioeconomic status or even overall economic situation in the country as main reasons. For example, no job offers. There is also a lack of support network and motivation/knowledge/social skills. In many cases causes for becoming NEET are very strongly linked with problems in family, as well addictions and health issues, like physical or mental. Sometimes the causes are very practical like - youngsters live in rural areas and there is a lack of mobility to reach the job or the place of studying. Nowadays we also need to take into consideration legislative problems in the case of immigrants, refugees and asylum seekers that pull youngsters easily into NEET status.

When we, as support persons, work with NEET youngsters, we need to be careful with our own prejudice in regard of why youngsters become NEET. Our prejudice can also influence us to label young people as NEET while they actually are not NEET. Sometimes causes for them to become NEET are inner qualities like low self-esteem or simply a period of confusion in life.

WHAT ARE THE GOOD PRACTICES AND TOOLS FOR WORKING WITH NEETS?

According to the experiences of participants, ERASMUS+ projects are a chance to gain new experience, and volunteering projects to feel useful and help the society. Several times participants mentioned professional orientation as a way of supporting youngsters in finding their future path. As well the inception of boosting self-esteem through different programs and projects like yoga trainings to discover about the self. Also involving into community centres – different kinds of workshop programs, communication between all the institutions that deal with NEETs – police, schools, doctors ect. As well as involving them into community projects by bringing together not only NEETs, but also diverse groups of youngsters.

Participants gave examples of different kinds of good practises, but also admitted it is very important to change the approach from person to person. What works for one youngster, might not work with another one. So an individual approach is a key for a good practise with NEETs.

The main tools for working with NEET youngsters starts with the willingness to help, a heart and common sense that also includes compassion. Practically those are diverse workshops and courses, such as counselling, psychotherapy, coaching, professional orientation and support groups.

What is the role of us (youth workers, educators) working with NEETs?

Firstly, participants shared that it is the recognition what they need and offer them different possibilities. Thus expanding our own understanding of their situation – using solution focused techniques and career consultation (help to write CV, letter of motivation). It means to listen, understand, motivate, encourage, observe (to keep an eye on them), find the best tools for them, give advice, and show tools they can use by themselves. It also involves creating projects and NGO programs.

In result, it is necessary to collaborate with different parts of society like volunteers and bring public attention to NEET youngsters and also show to the private sector that NEET can work. With other words as participants said: “Being an activist! Lobbying your NEETs!”

CONSTELLATION

Is a method to support and strengthen youngster inner resources to reach his/her own aims and dreams. It is a system approach by arranging the elements in proper position or alignment. It is a group method that can be adopted for one-to-one work. In this case, youngster's family of origins is seen as a system where youth worker empower his/her inner strength to discover and bound with his/her inception. The developer of constellations is Bert Hellinger who mainly works with family system, but it can be also an organization or group of people.

Drawing a family

When youngster approaches for the first time, it is important to discover how he/she sees his/her family, who belongs to his/her family.

How does it work?

The youngster draws dots or symbols on an A4 paper, specifying who belongs to his/her family. It is an individual task that has no interruption and each youngster can freely choose his/her drawing. After it is done, youngster shares what a family means for him/her and who belongs to the family. Then youngster is asked to choose 3 main or most important family members who he/she focuses on at the moment.

The aim of this tool is to unfold the vision of family that a youngster sees with his/her eyes. It helps to raise awareness of the values and meaningful people in his/her life.

CONSTELLATION

Placing family members

When the vision of the family is unfolded, youngster analyses his/her relationship with 3 the most important family members.

How does it work?

On an A4 paper the youngster writes or draws the symbol for each family member. The youth worker invites him/her to place each A4 paper on the floor, exactly where he/she feels it. This is his/her first constellation, how he/she sees his/her own family. When the places of the family members are found, youngster is invited to step on the first paper and put self into the shoes of this family member. How does this place feel? How do other family members look from this angle? What are own feelings? What do you notice? Is there any movement that you would like to take by being in shoes of this family member?

Outcomes of the tool

Youngster has a different perspective of his/her own family. He/she sees different angles of her/his family members. He/she has new sensations and awareness of his/her place into family system. After experiencing places of each family member, a helper can ask, what youngster would do differently right now? When we work with youngsters of mix cultural backgrounds, sometimes it can be very complex, so a clear vision for youngster himself/herself helps to clarify his/her own awareness. This tool helps to respect not only youngster, but also his family and context of origins.

CONSTELLATION

Movement towards mother

According to the founder of constellations (Bert Hellinger) movement towards mother is the first one in the family. It is the first connection that is build up in the family.

How does it work?

When we work one to one with a youngster we let him/her experience the role of a client. When we work in a group, then youngsters are divided into pairs. In the pair, one youngster is a client, other represents his/her mother (the gender does not matter here). Before the task, partners can have a brief conversation what their best memories or thoughts are when he/she thinks about his/her mother. What he/she feels, thinks, remembers. In this case the tool helps to collect inner strength towards mother. They stand at a 15m distance in front of each other. Both are silent and have full attention on each other. Only client moves towards the element of the mother, the other stays still and waits. With each step closer to the mother, youngster firstly gets a sense that he/she can reach her. She is reachable and accessible. It is very personal and only youngster knows the true meaning of this movement towards mothers.

Afterwards both partners change the roles and make the same movement. Later they discuss what kind of feelings they had, what they experienced, what they noticed in body or body movement.

Outcomes of the tool

By connecting with mother youngster senses his/her belonging to the family. It is his/her primal connection and it gives him/her strength of belonging. It also develops senses of empathy and self-awareness of feelings.

CONSTELLATION

Movement towards father

According to the founder of constellations (Bert Hellinger) movement towards father follows as the second movement in the family. Movement towards father brings connection with the world.

How does it work?

When we work one-to-one with a youngster we let him/her experience the role of a client. When we work in a group then youngsters are divided into pairs. In the pair, one youngster is a client, other represents his/her father (the gender does not matter here). Before the task partners can have a brief conversation what their best memories or thoughts are when he/she thinks about his/her father. What he/she feels, thinks, remembers. In this case the tool helps to collect inner strength towards father. They stand at a 15m distance in front of each other. Both are silent and have full attention on each other. Only the client moves towards the element of the father, the other stays still and waits. With each step closer to father, youngster firstly gets a sense that he/she can reach him. He is reachable and accessible. It is very personal and only youngster know the true meaning of this movement towards father.

Afterwards both partners change the roles and make the same movement. Later they discuss what kind of feelings they had, what they experienced, what they noticed in body or body movement.

Outcomes of the tool

By connecting with father youngster senses his/her belonging to the family. It is his/her second primal connection and it gives him/her strength of belonging. It also develops senses of empathy and self-awareness of feelings.

CONSTELLATION

Work with youngsters of mix cultural background

In this case we do not look only at relationship between the client and his/her parents, but also relationship with the land, where mother and father comes from. Constellation is a systemic approach so elements like countries can be placed as well. When a youngster connects with his/her mother and father land, it again gives him/her a sense of belonging. Sometimes those can be two different countries or even more, for example, a mother from Latvia, a father from Russia, but the country where he/she was born is Ireland.

Movement towards fatherland

According to Bert Hellinger the priority is given to the land, where the father comes from, then follows the country where the mother comes from. Father land gives the strength and forcefulness.

How does it work?

When we work one-to-one with youngster we let him/her experience the role of a client. When we work in a group then youngsters are divided into pairs. In the pair, one youngster is a client, other represents his/her father land (the gender does not matter here). Before the task partners can have a brief conversation how fatherland looks like, what the features are, what the history is, has he/she visited this country etc. In this case the tool helps to collect inner strength towards the fatherland. They stand at a 15m distance in front of each other. Both are silent and have full attention on each other. Only client moves towards the element of the father land, the other stays still and waits. With each step closer to the fatherland youngster, firstly gets a sense how the fatherland looks for him, how he/she experiences his/her father land etc.

Afterwards both partners change the roles and make the same movement. Later they discuss what kind of feelings they had, what they experienced, what they noticed in the body or body movement.

Outcomes of the tool

By connecting with fatherland youngster senses his/her belonging to the family. It is his/her second primal connection and it gives him/her strength of belonging. It also develops senses of empathy and self-awareness of feelings. As well this tool increases youth worker personal tolerance towards diversity, intercultural and inter-religious dialogue by discovering own origins and encouraging to discover own family history.

COACHING

When working with youngsters that have immigrant background we recommend to work with the following most useful coaching methods. Since the immigrant, refugee, asylum seeker youngsters of any kind usually feel less welcomed in the country as the native people and therefore their self-confidence gets lower we would use Resource gossiping as first coaching method. Aim of this particular method is to raise self-confidence of the client, in our case young immigrants, refugees, asylum seekers by pointing out all the good values clients is possessing. This increases them a feeling of belonging to the country they are at the moment living in.

The second most important coaching method when working with them is Language coaching. The basics of this coaching method is that client, young immigrant, talks in own mother-tongue. In most cases coach would not understand anything but focuses on the dynamics of the talk and body language of the client. Client, young immigrants, refugees or asylum seekers would feel much safer when talking about own issues in the language that no one understand besides him/her. This method provides a safe environment for finding own solutions of a problem or issues that the client has.

The third coaching method we used for working with young immigrants is Solution walk. It is a tool that is very easy to apply on a client. It provides a client with a perspective or a timeline of a path that leads towards a solution. Coach does not need to interfere for the client to see where he/she stands at the moment and what steps have to be made to get towards the solution.

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COACHING

1. Resource gossiping

It is a tool that supports youngsters in getting or developing self-awareness of their inner resources. In this context resources are youngsters' inner capabilities, skills, strength, talents to reach personal goals. We as educators strengthen those inner resources, so they can reach what they want in personal and professional lives. Strengthening inner resource(s) is very important so youngsters become more self-confident, self-aware, develop inner potential for own dreams.

How does it work?

If an educator has an individual conversation then he/she can give personal feedback of the youngster's resources. If educator works with a group of youngsters then youngsters are divided in groups of three. One of them turns the back to the others. His/Her task is very simple and hard at the same time - to be a silent and an attentive listener. He/She is not allowed to make comments during and after the conversation among two other youngsters. Their task is to share all the observations of his/her strengths, talents, capabilities, what they have noticed about the person. Those can also be hypotheses such as "I noticed that he likes to take initiatives, so it makes me think he could be a good entrepreneur or a project manager, he might be a good leader". There is one minute of the resource gossiping. Then the participants change. After three minutes of gossiping participants share "What new did I get to know about myself?"

COACHING

2. Language coaching

Within conversation youngsters might be too attentive and careful to understand each word of the conversation, especially, if it happens in an international environment. The importance of language is overestimated when two human beings want to interact. Kids are amazing examples of how easy it is to communicate without understanding the language.

How does it work?

If we work individually with a youngster, then we give him/her a chance to be in the role of the client. If we work with a group of youngsters then they work in pairs. There is an important rule that they work in pairs that both have different mother tongue. They also can use languages that they don't understand. We continue to use the roles of client and coach. The client has his/her topic and he/she shares it with his/her partner in mother tongue or another language, that other person, the coach, does not understand.

The coach asks the question in a language that they both understand.

The conversation lasts for 10 min. Then they change the roles. The second conversation also lasts for 10 min. Afterwards they share how it was for them for about 7 minutes.

During the exercise youngsters are surprised how good we can understand each other, how attentive and mindful we can be without having a common language. It boosts their tolerance and respect towards each other, as well as it develops other senses than just hearing.

COACHING

3. Solution walk

When youngster has set desired aim it is time to make concrete steps how to reach it. The more details youngster can create, imagine, visualize about it the stronger it stays in his mind.

How does it work?

Scale is very practical tool to look at desired aim as steps. If we work one to one with youngster we let youngster to experience the role of the client. The scale can be imaginary or drawn on the paper. If we work in the group, youngsters work in pairs. It takes 30 min to make the the steps of the scale:

- Imagine a scale from 0 to 10

The 10 represents a desired situation. The 0 represents a situation in which nothing of that desired situation has yet been achieved.

- belonging to the present time

Youngster shares on the scale according to his/her opinion where he/she is on the scale now. He/she answers the questions: He/she explains how he/she managed to get to his/her current position on the scale and what helped him/her to get there.

- imagine one step higher

youngster vividly describes how the situation looks like when he/she is one step higher on the scale by explaining how one step higher on the scale looks like. How will he/she notice that has reached one step higher on the scale?

- small step higher

Youngster again imagines being one step higher on the scale. What has changed? What he/she is doing? What has helped him/her to make this step?



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