

## 9. Further reading



T-Kit  
on  
Social Inclusion

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### Reports

Ascher, Carol, *The Mentoring of Disadvantaged Youth*, ERIC Clearinghouse on Urban Education, New York, 1988

Available online at [www.ed.gov/databases/ERIC\\_Digests/ed306326.html](http://www.ed.gov/databases/ERIC_Digests/ed306326.html) (29-9-2002)

An article on mentoring young people with fewer opportunities, with special attention to their background, trust and expectations

Britton, L et al., *Missing Connections: The career dynamics and welfare needs of black and minority ethnic young people at the margins*, London, Policy Press, 2002

Despouy, Leandro, *The Realization of Economic, Social and Cultural Rights, Final Report on Human Rights and Extreme Poverty*, Geneva, Commission on Human Rights, Economic and Social Committee, United Nations, 1996

A ground-breaking report based on the experiences of people living in persistent poverty on all continents. The report calls for a holistic understanding of poverty and a human rights approach towards its eradication (can be downloaded at [www.unhchr.ch](http://www.unhchr.ch))

World Association of School as an Instrument for Peace (EIP), *Step-by-Step to long-term voluntary service*, Paris, EIP, 2002

This is a booklet published in 2002 presenting the activities of the Step-by-Step network that offers young people with fewer opportunities quality and tailor-made projects in the frame of the short-term European Voluntary Service. Available in English and French ([eurotraining@compuserve.com](mailto:eurotraining@compuserve.com)).

European Commission – Youth Unit, *The strategy for inclusion in the YOUTH programme*, Brussels, European Commission – Youth Unit, 2001

This is a document developed by the European working group on Inclusion and presented by the European Commission to the National Agencies of the YOUTH programme in June 2001. It provides a European framework and common approach to include young people with fewer opportunities in the YOUTH programme. Available in English, French and German ([youth@cec.eu.int](mailto:youth@cec.eu.int))

European Youth Forum, *Get In! Report on Youth Convention on Social Exclusion and Employment*, Brussels, European Youth forum, 2000

Features the voices of a number of young people with direct experience of exclusion who have been reached and engaged through youth work. This report clearly makes the link between, social integration, youth participation and a broader social inclusion based on sensitive youth work at the grass roots level (can be downloaded at [www.youthforum.org](http://www.youthforum.org)).



The Youth National Institute (INJEP), *The European YOUTH programme: an educational tool for street workers. Final Report*, Marly le Roi, INJEP, 2001.

This event gathered 120 street workers and experts on “Social Inclusion” projects, young people with fewer opportunities and project officers from YOUTH National Agencies in October 2001. The final report includes recommendations from the street workers for the use of the YOUTH programme with the target group and a Declaration of Intention from the street workers. Version available in English and French ([dupuis@injep.fr](mailto:dupuis@injep.fr))

Netherlands Institute for Care and Welfare (NIZW), *Guidebook for EVS short-term projects: from puzzled to jigsaw puzzle*, Utrecht, NIZW, 2000.

This is a manual for short-term EVS-projects written by the Dutch National Agency of the YOUTH Programme, for youth workers working with socially disadvantaged young people. ([europa@nizw.nl](mailto:europa@nizw.nl))

Wodon, Quentin, *Attacking extreme poverty – learning from the experience of the International Movement ATD Fourth World*, Washington, World Bank (Technical Paper N° WTP502), 2001.

This report consists of a collection of essays on extreme poverty. The first part of the report deals with what it means to live in extreme poverty, how to reach the very poor, through programmes, and interventions, and how to make private, and public institutions more responsive to their aspirations. The second part analyses the relationship between extreme poverty, and human rights. Emphasis is placed on the contribution of the International Movement ATD Fourth World, and its founder Joseph Wresinski, to the understanding of the very poor, and what is needed for attacking extreme poverty (can be downloaded at [www-wds.worldbank.org](http://www-wds.worldbank.org)).

## **Books**

■ Baumeister, R., *Self-esteem: The puzzle of low self-regard*. New York, Plenum Press, 1993.

■ Baumeister, R. et al. *Relation of Threatened Egotism to Violence and Aggression: The Dark Side of High Self-Esteem*, In *Psychological Review*, February 1996.

■ Branden, N., *Six Pillars of Self-Esteem*, New York, Bantam Books, 1994.

■ Caceres, Benigno, *Histoire de l'éducation populaire*, Paris, Seuil, 1997.

The history of Community Education: Benigno Caceres details important stages of community education in this book (in French).

■ Glasser, W., *Control Theory*. New York, Harper & Row, 1984.



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Holman, Bob, *Kids at the Door Revisited*, Lyme Regis, Russell House Publications, 2000.

This book evaluates the significance of a long-term community youth project from the perspective of the young people who were involved in it. The project began in the 1970s in a housing estate and was carried out in partnership with local youths living there, many of whom were living in long-term poverty. This is a fascinating study that highlights the value and merits of long-term and locally owned initiatives for reaching and engaging young people with fewer opportunities.

Jans, Marc & De Backer, Kurt, *Youth (-work) and Social Participation – Elements for a practical theory*. Brussels, Flemish Youth Council – JePI, 2002.

Research report on social participation in Belgium, dealing with young people, youth work and all stakeholders (also available from [www.jep.be](http://www.jep.be))

Lilley, Kirstie, *Words to the Wise: successful peer education with young people*. Somerset, Youth Work Press, 2001.

Practical guide on establishing peer education projects including resource packs to be used by the youth worker.

National YOUTH Agencies (NYA), *The active involvement of young people in developing safer communities*, Leicester, NYA, 2002.

A guide on how to get young people actively involved in programmes that focus on developing safer neighbourhoods (also available on the internet: [www.nya.org.uk/active-involve-YP.htm](http://www.nya.org.uk/active-involve-YP.htm))

Paulides, Han & Ten Thije, Nan, *Bemoei je ermee!* Utrecht, De tijdstroom, 1997.

Background information on establishing youth work in a neighbourhood, the process of gaining trust, the role of the youth worker and the importance of including all stakeholders in the work, not only the young people. Only available in Dutch.

Smith, Mark & Maclister-Brew, Josephine, *Youth work and informal education*, Somerset, Youth Work Press, 2001.

Historical background on youth work and non-formal education.

## Websites

Differentiated learning approaches – [www.offratel.nc/magui/PEDADIF.HTM](http://www.offratel.nc/magui/PEDADIF.HTM) (29-9-02).

The article in French "Pédagogie différenciée ou apprentissages différenciés" is written by Philippe Meirieu, an authority in the field. It describes different realities of learning approaches in the framework of school as it is today. Emphasis is put on the pro and cons of the different methods. Interesting and objective brief article with several links upon key words.



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Envol network – [www.envol.de](http://www.envol.de)

This organisation provides short term European Voluntary Service opportunities for young people with fewer opportunities, and has published different training resources online.

Generation Youth Issues – [www.generationyouthissues.fsnet.co.uk](http://www.generationyouthissues.fsnet.co.uk)

Generation was formed in Glasgow in 1996 in opposition to the restraints that are increasingly being placed on young people in all areas of their lives. The group is made up of teachers, youth workers and other professionals dealing with young people. Their website has critical articles on different importance issues in youth work and education today.

Informal Education – [www.infed.org](http://www.infed.org)

Discussion of current problems defining youth and youth work. Explore key thinkers, theories and themes in informal education and lifelong learning.

Jeugd en Participatie – [www.jep.be](http://www.jep.be)

Training methods and background information on involving young people in youth work. Unfortunately only in Dutch, but containing useful information for those who master the language.

SALTO-YOUTH – [www.salto-youth.net](http://www.salto-youth.net)

SALTO-YOUTH stands for Support for Advanced Learning and Training Opportunities within the YOUTH programme and provides resources for training in the youth field on priority topics such as inclusion, EuroMed co-operation and anti-racism.

Youth Include – [www.youthinclude.org](http://www.youthinclude.org)

A European website for people working in the field of social inclusion, full of good practice, links, facts and figures, etc.

Youth Work Links and Ideas – [www.youthwork.com](http://www.youthwork.com)

A website with lots of practical ideas and training methods for working with young people and numerous articles and links to subjects dealing with certain fields of youth work like crisis intervention, after-school programmes and safety in youth work.