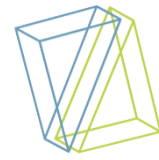




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HIDDEN  
DIMENSIONS

HIDDEN DIMENSIONS OF INCLUSION  
IN YOUTH SECTOR –  
Research Report - Qualitative, Hungary  
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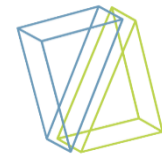
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## 1. Introduction

In the next stage of our research, we conducted an interview survey - individual and focus group interviews - and document analysis to gain a better understanding of the issues raised and to confirm our hypotheses more confidently. The theoretical framework of the research is presented in the research design, which was complemented in the questionnaire survey report.

## 2. Methods

### 2.1. Focus groups and individual interviews

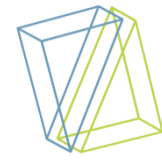
When the research was planned, we wanted to involve 20 people in individual interviews, but this was modified due to the results of the questionnaire survey, and we wanted to reach the 20 people in five focus groups. We assessed that the questionnaire survey did not provide satisfactory results in terms of attitudinal measurement and therefore the focus of the interviews was to explore attitudes and the external factors that influence them. Random sampling was chosen to determine the research sample. We contacted organisations that applied for and won Erasmus+ Youth in 2017-2020 and asked people who had been actively involved in their activities for at least 5 years to participate in the interviews. The names of the organisations were drawn by lot and then contacted by letter and phone. In total, 40 organisations were contacted, many of whom declined to participate in the online interviews due to lack of capacity and time. Following these refusals, new organisations were drawn by lot until at least 18 people were involved.

In the end, 13 persons were involved in the focus group studies and five persons participated in individual interviews (N=18). Some of the interviewees were not youth organisation professionals, they were included in the sample because the (non-youth) organisation they represented was a successful applicant of the Erasmus+ Youth programme.

In the semi-structured interviews, there were identical questions that were asked to all participants. The focus groups and individual interviews were generally 70-90 minutes long, with audio transcripts first typed and then analysed by coding after the transcripts were compared with the audio. In the interview study, we worked with 1335 codes, which were first generated in vivo, then placed into simpler categories based on the same meanings for the context, when necessary, and finally, based on the context, established larger clusters along which the organisations' interviewees' attitudes to inclusion could be more easily interpreted.

In our research, the interviewees are representatives of the organisations, so we consider their individual manifestations as the imprint of the organisations' daily practices.





## 2.2. Document analysis

In research, documentary analysis complements the interview experience, helping us to better understand the interviewees' recordings. The document analysis was mainly based on the Erasmus+ Youth results lists (37), public benefit reports (34) and the Erasmus+ project results platform statements for the period 2017-2021, which is now four full years instead of three. In addition, we looked at the organisations' websites and social media platforms as part of our exploration of the relationship with inclusion. The websites and documents of the 17 organisations that participated in the focus group interviews were analysed.

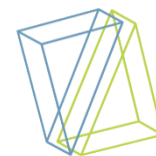
Mixed methods have been used to increase the depth and, above all, the reliability of our research. The results of the methods - focus groups, interviews and document analysis - are presented in aggregate for the sake of a digestible and understandable scope.

## 3. Limitations of research

Despite this relatively deep insight, we maintain that the situation of youth organisations is complex and their relationship to inclusion is equally complex, so despite the similarities, each case is unique. In the end, we were able to include 13 people in the focus group studies and five people participated in individual interviews (N=18). In one focus group session, two people represented the same organisation on one occasion, which was not planned in advance, but we did not want to refuse participation.

Despite the random selection, we believe that the sample can only provide a partial insight into the attitudes of the 2017-2020 applicants. It is likely that those who participated in the interviews are more open to inclusion. The results may be distorted by the fact that we had to include individual interviews, as we wanted to keep to the application indicators we had committed to, and we also had to take into account the time constraints available. The same questions were asked in the individual interviews and in the focus groups and similar answers were obtained; however, in the individual interviews the questions tended to lead the interviewer towards self-reflection, whereas in the focus groups the participants reflected more on each other, so a bias may also result from the comparison. The analysis of the documents reveals that, despite the formal requirements of the public benefit reports, the accounting of resources is not consistent, which, in addition to distorting the data obtained, points to the challenge for accountants in accounting for NGOs, as they are not able to identify exactly what each resource is and where it comes from.





## 4. Applicants' attitude towards Erasmus+ Youth

### 4.1. Demographic data

In total, 18 people were involved in the individual and focus group interviews (hereafter interviews), 11 of them men and 7 women, which is the opposite of the gender distribution of the respondents to our questionnaire. The average age of the interviewees was 38.8 years, 40.5 years for men and 36.1 years for women. In terms of residential distribution, the majority lived in the Central Hungary region, which does not necessarily coincide with the service and activity area of the organisation (Table 1).

Table 1, Demographic data of interviewees

S.sz	No	Kor	Habitat	Position in the organisation	Education	Type of organisation	Place where the task is performed/Activity is carried out
1	Male	27	West Transdanubia, Central Hungary	Member of the Bureau	teacher, cultural mediation, cultural mediation	Umbrella organisation	National
3	Male	35	Central Hungary	Programme coordinator	sociologist, human resources consultant	Umbrella organisation	National, but mainly Budapest
7	Male	47	Northern Great Plain	President	Teacher, youth worker	Civil organisation	County
8	Male	59	Central Hungary	Board member	Engineer	Civil organisation	Central Hungary
9	Male	29	Northern Great Plain	Programme coordinator	Psychologist	Civil organisation	County
13	Male	41	Northern Great Plain	Strategic and County Manager, former President	Cultural and Adult Education Manager, European Studies	NGO with several sites	Several regions, at county level
14	Male	51	Central Hungary	Artistic Director, President	Theatre director	Civil organisation	Eastern and Central Hungary
15	Male	36	Central Hungary	Member of the Bureau, Administrator	Andragogy	Civil organisation	Northern Hungary, a small region
16	Male	34	South-West Hungary	President	Youth Work, Public Culture	NGO	Municipal level
17	Male	41	Northern Great Plain	Deputy President, Project Coordinator	N.a	NGO	Settlement and surrounding settlements
18	Male	46	Central Transdanubia	President	Educator	Civil organisation	Settlement and surrounding settlements
2	Female	33	South-West Hungary	Programme coordinator	andragogy, cultural management, drama pedagogy	Civil organisation	South-West Hungary, county





4	Female	50	South-West Hungary	Project Coordinator, Therapy Worker	social pedagogue, cultural mediation	Civil organisation	South-West Hungary, county
5	Female	29	Central Hungary	Vice President	sport manager	Civil organisation	Non-local, national
6	Female	47	Central Hungary	Project Coordinator, former President	MA Humanities, Supervisor	Civil organisation	Central Hungary
10	Female	44	Central Hungary	Programme Coordinator, former President	Educator	Civil organisation	Central Hungary, with a low local dimension
11	Female	26	Central Hungary	International Programme Coordinator	Special needs teacher	Civil organisation	Urban
12	Female	24	Central Hungary	Volunteer responsible for dissimilation	Communication, media science	Civil organisation	Urban

Table 1 shows that we did not manage to contact anyone living in the Southern Great Plain, Northern Hungary region. The area of operation of the organisations varies from the national level to a limited number of municipalities, and there are two organisations that bring youth services from Central Hungary to the North and East Hungary. The educational background of the interviewees is varied, with a predominance of humanities education, but with a majority of educational qualifications, which is in line with our questionnaire survey. The positions held by the participants suggest that a significant majority represent small organisations, i.e. several are currently or have previously held a chair position in the organisation, and are members of the board or management, so it can be assumed that they are familiar with the activities of the organisation.

#### 4.2. The financial situation of youth organisations

The majority of the interviewees (66%) identified their organisation as a youth organisation, and 6 of them did not receive any financial support from the state or municipality (Table 2). Table 2 shows the organisations' capacity to attract funding from Erasmus+ Youth over four full years from 2017-2021. In total, the organisations won €2632728, or nearly 1 billion HUF, of which one organisation took slightly more than 30%. By way of comparison, the annual budget for Erasmus+ Youth in 2020, including the Youth and European Solidarity Corps programmes, was around €8.7 million (Eplusifjusag.hu, 2023b), for which 457 applications were received for the three calls. Organisations submit more than one application per deadline (Eplusifjusag.hu, 2023a). This also shows that competition is high; projects and organisations are competing with each other.



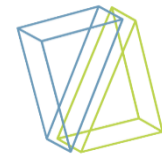


Table 2, Organisations represented by interviewees by target group and E+ source

S.s z.	No	Age	State aid/ receives a normative allowance	Receives municipal support	Target group of the organisation	Organisational vision	Erasmus + Youth revenue 2017-2021, in EUR
1	Male	27	Yes	No	Young people	youth and youth organisations, youth policy	57277
3	Male	35	Yes	No	People with disabilities	advocacy for a particular group of people with disabilities, providing them with services	159860
7	Male	47	No	No	Young people, socially disadvantaged young people	local and international youth programmes, youth public life, community development, folk traditions	16980
8	Male	59	Yes, the school	No	Socially disadvantaged children	school organisation, school maintenance	43066
9	Male	29	No	Yes	Young people	local and international youth programmes, youth community space	268555
13	Male	41	No	Yes, on certain sites	Young people	local and international youth programmes	266644
14	Male	51	No	No	Mainly, but not exclusively, young people from socially disadvantaged backgrounds	arts organisation, improving quality of life through theatre	18060
15	Male	36	No	No	Young people	local and international youth programmes, young people with fewer opportunities	824208
16	Male	34	No	No	Young people	local and international youth programmes, young people with fewer opportunities	212191
17	Male	41	No	No	Young people	local and international youth programmes, young people with fewer opportunities	67782
18	Male	46	No	No	Young people	local and international youth programmes, young people with social disadvantages and/or disabilities	207503
2	Female	33	No	No	Mainly, but not exclusively, young people	human rights	9918
4	Female	50	Yes	Yes	People with disabilities	providing day care, housing, recreational programmes for a specific group of people with disabilities	33751
5	Female	29	No	No	foreigners staying in Hungary, mainly young people	sport, mass sport, environment, sustainability	95883
6	Female	47	No	No	Independent age group, mainly young people	environmental sustainability	264406
10	Female	44	No	No	Young people	international youth programmes	47196
11	Female	26	No	Yes	Young people	local and international youth programmes, drug prevention	39448
12	Female	24	No	Yes	Young people	local and international youth programmes, drug prevention	among others

The organisational vision shown in Tables 2-3-4 was partly formulated by the interviewees and partly obtained from the organisations' websites. The organisational vision, which is a loftier goal, is





deliberately simplified here and is in fact limited to a concise summary of the organisation's activities. From the analysis it can be clearly seen that the inclusive approach is not influenced by the amount of E+ funding awarded. Rather, it is influenced by organisational goals, operational difficulties, the work experience of professionals and personal beliefs.

Interviewees expressed concerns about their own preparedness, the target group identified at the time of development, the lack of capacity, the difficulty of reaching young people with disabilities, and two essential aspects of inclusion; one is commitment and the other is the assumption that the activity will improve the quality of life of the young person. In the interviews, there was little mention of material vulnerability and poverty, which are strongly linked to complex support needs, and therefore the lack of access - to everything in general, but especially to infrastructure and services - is not reflected in the respondents' thoughts as a contributory factor to poverty among disabled groups. This idea only emerged in the mind of one representative of an organisation of disabled people, in the sense that the lack of inclusion reduces the chances of young people with complex support needs to enter the labour market.

"it is harder for people with disabilities to find work, or they work in organisations that specifically employ only them, doing unskilled work, with no opportunity for professional development or progression. They can't participate in community life, they're excluded from public transport, so they can't... and they can't get into places because they're not disabled. And here we are still talking about public institutions, so it's not just malls, and now even malls are slowly becoming more accessible than public institutions, so we are faced with these kinds of problems every day, and it doesn't show that it's... it seems that it's not possible, but that it's not really possible because there's not the will and the intention." (35 years old, male)







We considered it important to review the financial situation of the organisations because we assume that the capacity gap identified may be related to the way in which they access resources and their predictability. Based on the E+ scorecards, eight of the organisations interviewed had submitted 10 or more applications in four years, and none of them reported receiving public funding. Four of the organisations interviewed receive municipal support, so their activities are mainly funded by E+ applications. Based on the E+ project results platform, five out of 17 organisations have implemented a targeted programme for the social inclusion of young people with disabilities. In two cases there is no match between the experience and the project platform statement on the inclusion of young people with disabilities.

Analysis of the public benefit reports shows that 9 out of 17 organisations received central budget support in the period 2017-2021. In the same period, four of them received funding from local government. Four years later, in 2020, only six organisations will have received central budget support and only three from municipalities.

The central budget support is a normative complement for two organisations, which are organisations that support people with disabilities and carry out public tasks in the framework of certain services and rehabilitation employment of people with disabilities. In addition, one national youth organisation also receives a so-called target grant from the Hungarian State. The budget support is partly or entirely financed by national grants. All these grants are subject to the same administrative, accounting and dissemination obligations, which may vary from one programme to another. In Hungary, the state provides financial support for local youth work through grants. The public benefit reports indicate that the amounts involved range between 100,000 and 10 million HUF, with the majority of grants being smaller, between 100,000 and 3 million HUF. In addition, it is up to the municipalities to formulate a local youth support strategy and allocate resources to it. Municipalities are given freedom in how they implement youth support, so their practices vary widely. In some municipalities, for example, they conclude contracts with NGOs. However, the latter is not common, three out of 11 youth organisations were involved at the time of the interview, one of them is only mentioned in the interview, there is no mention of this in the public benefit report for the period 2017-2021, which may be because the 'sites' may be separate registered organisations, which is not the purpose of this research.

Based on the interviews, it seems that municipal support is uncertain for most organisations.

One organisation in Pest County is unsure whether they will receive the subsidy from the municipality for the next year.





"we will write a tender and then we will finance the youth house and the salaries of the staff, and we will finance it with municipal subsidies. Up until now, from January, it's been questionable how this would work out, so we're in a lot of uncertainty now. The current situation, the whole issue of the public utility bill, has made life very difficult for local authorities, so they are trying to reduce activities that are not compulsory or essential, so that's the situation we are in now" (26, female)

In the case of an organisation, this municipal support has doubled in four years, with five people employed - three full-time and two part-time - according to the interviewee.

There was one other organisation with a contract for two sites.

"here we have an agreement, but both municipalities have left the possibility that if unfortunately the heating of the crèche has to be paid for, then the heating of the crèche is understandably more important" (41 years old, male)

The research also included an organisation that previously had a youth office in Budapest, supported by a contract, but which ceased to exist because the new district administration did not wish to continue supporting the organisation.

"That's an old story, it was in 2010, I think it was 2010, the municipal elections, where there was a change and then they abolished it, we were, or I was let go, my colleagues came with me and then they were a bit more ... because of the commitment, they kept it alive for another year or two and then they abolished it, so that's gone. The foundation, that's obviously still there..." (44, female)

Youth community spaces that can be counted and are open on a permanent basis are mainly run by youth organisations that have a contract with the municipality, i.e. three youth organisations. One youth organisation was renovating a future youth office at the time of the interview, but in their case the municipal responsibility did not arise. The other 7 youth organisations do not have a youth community space, but may have an office where they can be contacted during certain periods and/or a campsite where they organise international programmes. For a large majority, the provision of classical youth services such as counselling, career guidance, club sessions does not arise. In the other 6 NGOs, they have a place of purposeful activity, where various activities are organised on a regular or occasional basis, not exclusively for young people. One organisation did not have an office at the time of the interview.

The data shows that the shortfall cannot be fully made up from other sources, while staff costs are increasing.





- What is causing difficulties these days? So what do you mean?
- "Well, basically, for example, retaining staff or recruiting new people. So, if we didn't have young people that we have trained ourselves, that have been brought up here over the last 21 years, it would be very difficult to compete with Aldi, Lidl in the labour market to give decent wages within an NGO, because an Aldi cashier earns better,
- say. It's difficult to get young people to see this as a fantasy, because it's not a stable job, because if the projects don't come in, the
- tenders, then we are already failing the story, and it is difficult to give a professional quality and consistency to these."(41, male)

Those who manage to make up the shortfall from elsewhere tend to apply to Western European funding organisations for funding.

- "We also have Erasmus+ grants, which I don't think are financially decisive.... it's basically the larger Western European funding organisations that provide the bulk of our support, or indeed our maintenance costs."
- And the local government or the Hungarian state, are they not?
- "No, they don't support us at all. We haven't been applying for a while, but that basically our activities and values don't seem to match the values and activities that the state is currently supporting. We had a cooperation with the municipality now in this XY (name of the program) program, .... we don't get funding from there now either, only in the cooperation project, but we actually got the money and we did it." (33 years old, female)

Certainly, organisations with larger revenues have employees with employment contracts and fees, but this is not clear from the public benefit reports. The textual reports of the organisations can give an indication of the volume of work carried out, but this varies in detail between organisations.

From the tables and the interview excerpts, it is clear that the primary task of the applicant organisations is to ensure their survival, and the way to do this is basically to seek and obtain funding, as their public benefit activities are not saleable, profit-generating services. Because of the expected quality of the activities they are applying for, they believe that their tasks cannot be carried out on a voluntary basis. Market revenues are limited by legislation and the saleable services require a solvent demand, which is not conducive to the involvement of disadvantaged young people. Some organisations are trying to get financial support from businesses and develop services that can be sold to them, such as guided tours, team-building activities and board games.





For the 11 youth organisations interviewed, the Erasmus+ Youth programme is a significant source of income for six of them in the four years under review.

"We have virtually no other resources now. The reason we haven't dissolved the foundation is because we think that if we do one project, it's more than nothing, so we're just like that now, with the KA2 projects that are coming in." (44, female)

Here the interviewee is referring to the fact that the organisation works from the international partnerships they have built up in the past, because these partners invite them to be collaborating implementers in their own projects.

"We had some income from folk games here, there were better years before Covid when we had regular playhouses and then we had some of our own resources from that, but I think that in the last four or five years it's the Erasmus+ resources that have basically dominated the budget." (47, male)

"We have Erasmus+ funding, let's say I would say ninety percent" (36, male)

"At the moment Erasmus. Because the problem with these (national tenders) is that they are specifically Roma nationality civil tenders, there are so many of them, and they give such a ridiculous amount of money that it is impossible to implement. So they give five hundred thousand forints for a one-week camp. Well, the accommodation doesn't come out of it. So if we can't contribute from elsewhere, we have to give it all back because it's impossible to do it." (41, male)

"Our budget, a big part of our budget is also from E+ and ESC, I would say 95 percent."  
(Male, 34 years old)

"the ESC and youth exchanges, that's the main line and that's the main source of funding, and some domestic tenders." (Male, 46 years old)

ESC stands for European Solidarity Corps, coordinated by the Hungarian National Agency, the Youth Unit of the Tempus Public Foundation, as is the case for the Erasmus+ Youth Chapter. The organisations have quality label accreditation to send and receive young Hungarians aged 18-30 to EU countries and programme countries, and to host young people from abroad in Hungary for short or long-term, individual or group volunteering. The Solidarity Corps provides a programme budget to finance the volunteers' stay and support. In the case of sending volunteers, the amount of energy invested in recruitment and the amount of support from home (mentoring) is covered by the host organisation.



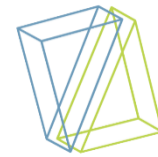


Young people are then involved in the work of an organisation during their stay as a volunteer (European Union, 2021).

#### 4.3. Reflections on Erasmus+ Youth

According to our analysis, Erasmus+ Youth is seen by the interviewees as a funding source that ensures the sustainability of the organisation, the achievement of their organisational goals, and provides opportunities for professional development, service development and innovation. The programme contributes to reaching out to a large number of young people, giving them opportunities, involving them as volunteers or participants in other youth programmes. Volunteers are seen as an additional capacity, with the understanding that volunteering has its limits. One such limitation is that complex processes cannot be outsourced to volunteers, so one person from the organisation has to deal with the coordination of volunteers. In the context of volunteering abroad (ESC), the coordinator's income can be provided, but in Hungary there is no state funding for domestic volunteering programmes, unlike in many other EU countries (e.g. Bundesfreiwilligendienst), which means that the task is given to someone as an additional task to his/her other activities.





#### 4.4. Why is it worth applying for the Erasmus+ Youth programme?

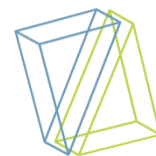
"it was a great help that we did or could do an activity that basically (the organisation) doesn't spend..... we learned a lot and about a target group that I think, let's say, I specifically, I had some experience, but my other colleagues less so, I mean, so the management, that it's a target group that is difficult to reach" (35 years old, male)

The advocacy organisation she represents is fighting for the rights of people with disabilities, but they also have difficulties reaching young people. Erasmus+ Youth has helped to connect them with young people who may become involved in advocacy work in the future.

For another NGO working with people with disabilities, it contributes to the financial and professional maintenance of the organisation, the specialist training supports professional excellence and the volunteers bring a piece of the world to young people with fewer opportunities.

"there was a period when the foundation did not have enough budget to keep the experts, so it sent them out for that time, and during that time they could learn in Austria, they could bring good practices and good experiences and knowledge back home, and at the same time the organisation could save so much money that it did not have to send its colleagues away....I think it's very important, because for people with intellectual disabilities this is an opportunity that they can't get in any other way, ... we're talking about people who come from a social group that is not very mobile. They're very sedentary, usually living with their parents, ... they don't have the opportunity to travel, to see the world, so to bring them the experience and the knowledge that a young volunteer, a foreign volunteer can bring to the place, so ... and to show them experiences that they can't get otherwise. There are many programmes that have been created, which have remained in the long term and have been integrated into the everyday life of the organisation, which these foreign volunteers, young foreigners have brought with their knowledge, their skills, their talents, which... so they did projects that we couldn't have done because we didn't have the capacity, ... they can't do normal professional work, so in fact a lot of times it was that they got to know the organisation, the people working there and the young people, i.e. the mentally handicapped, and then they had time, because they were there for a year, so they had time to go deeper into things and then do creative things, think up all kinds of projects" (50 years old, female).





Youth organisations apply for similar reasons, and everyone benefits from this support. It provides resources and networking capital, it provides programmes that would otherwise not have been possible or have the capacity, and it teaches participants life skills.

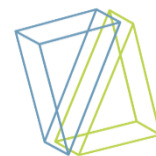
"We can offer opportunities for children and young people, and we can bring in Spanish, French, English volunteers, it doesn't matter, so here in the middle of the country we can show something of this internationalism, but when people here are cramping and the organisation is cramping at its own existence, how difficult it is to abstract from it, so that you don't first think about it..... but otherwise it's great for young people. It's a little bit so silly in my head now, what I see about ourselves, that we are struggling to survive, and that can sometimes be such a primary aspect, and of course there is in the background that yes, it's basically good for the kids, because we are giving them the opportunity to have these experiences, so I absolutely agree that basically we can give twenty to thirty children and young people a year an outlook and a springboard" (47, male)

"Erasmus+ brings an extra perspective that Hungarian applications, for example, are not able to provide. I'm thinking here, for example, of diversity, inclusion, the need to address social groups, different social groups. Volunteering should be better dealt with by NGOs..."(27, male)

"So in Erasmus+ or Erasmus before, when it included EVS, volunteering or youth exchanges, I think there is a potential for young people to really open up the world. So the Erasmus programme provides a space and an opportunity for young people to come to Malta, Cyprus, Spain, or to come here, regardless of their financial situation, or to come here with young Germans, young Azeris, or anyone else. So this is a very good opportunity. It's also a very good opportunity for young Hungarians, for example, to get into a situation where they might learn more English than they would in secondary school... From the point of view of the organisation, it's good for us that it brings in income, so the grant money is good. It's very good for us as an organisation that it has brought us networking capital, and it's very good for us as an organisation that it has brought us project ideas.

"... we give something to the young people, they fly the nest and we give the world a young person with a head on his shoulders. So a lot of the time our young people don't stay here, they fly out into the world and we give rather than we get something in international projects" (24, female).





"So what works properly, what can be implemented, is Erasmus+. We have our partners for ten years with four or five countries in a row, so it's always the same partners. They are working in similar areas, so they know the same things we know, and then everything, so looking back we have given opportunities to hundreds and hundreds of young people."  
(41, male)

"it's also very good for getting new people involved in the association. Not everyone sticks with us, and there are many people who really only go for the trip and then we never see them again, but some people do stick with us, which is how I met the association. And I liked it then, and I've been here ever since." (29, female)

"I used to be an ESC, so I'm also a consumer and now I'm sitting here in a service hat at the same time." (26, female)

"he, this guy who took part in this Erasmus, he was an EVS volunteer for this organisation, I don't know when, x years ago. And the relationship was maintained, this guy went back home and then they started applying together." (50 years old, female)

"I was a long time ago, yes...So I know both sides of what it's like." (41, male)

"I've been volunteering for a good 17 years, so I've been volunteering since I was 10 years old, so I've gone all the way from volunteer to volunteer programme strategy." (27 years old, male)

Young people are not only seen as a target group, but also as a potential offspring - often having been subject to youth programmes themselves - and therefore the ideal Erasmus+ Youth participant, as we will see later, has almost the same qualities as a youth worker.

Volunteering is of paramount importance to organisations for a variety of reasons, but as can be seen, it is mainly their positive personal experiences that are a strong motivation for young people to volunteer. This motivation has additional positive and negative connotations in the context of Erasmus+ Youth, for example the structure of the programme opens up new ways of engaging young people, but at the same time, for example, the reduction of the annual grant budget available to support volunteers from abroad (ESC) discourages the energetic support and even the reception of young people, as it often entails financial risks for organisations.

"Erasmus can contribute a lot to the fact that if an organisation wants to build up, let's say, to organise programmes for young people, it can equip those young people with skills and competences that will enable them to help the organisation's work or even their







existence in society as volunteers, if they participate in such projects. The organisations must realise that they must work on this and invest the necessary effort, and what I would like to bring in at organisational level and at the level of applications is perhaps that Erasmus offers a different way of thinking to civilians and forces them to leave their comfort zone." (27 years old, male)

"the ESC, the European Solidarity Corps, they seem to be stable points, but there are also some ups and downs, because for example in ESC more and more people are applying for smaller and smaller budgets for volunteering... I see a lot of sense in the ESC, but it is simply financially unsustainable at the moment. So ... (the municipality where the organisation is based) in order to host three volunteers from abroad, from Transylvania, from the Highlands, from Italy, from Spain, I have to rent a flat. The rent starts at two hundred thousand forints, the deposit is four hundred thousand forints, and the monthly utility costs are now one hundred and fifty if the apartment is heated with gas, because if we transfer it to our name, we don't even get the utility allowance, because we don't have it in our company name, in the name of the association. The budget for the application is not now available, so that the ESC is not in the red at all. So as long as it was at least zero, I was very supportive, but it is not worth it. And unfortunately I have more and more bad experiences in the ESC, so that I have ...we had a situation where a boy from Transylvania came to us, we talked to him about how he should be a bit more active, because this is not a party, and that the six or seven or eight thousand euros spent on a young person in this project could be used to buy buttered bread for poor children, and perhaps be put to better use. And there is no accountability. So I am not saying that there should be accountability, but that the ESC programme gives young people an opportunity that I think is very important and very good. But we are not educating them to be responsible workers later on, that in truth there is no responsibility for the young person. So that for us, for me for example, it is very, very painful.... I can't cancel the rent, the rent is empty until I find a new person to take its place. I can't pay that from the project until then, because then the national office will rightly say why did I pay rent if I didn't have a volunteer. For example, the travel costs are doubled immediately because I have already paid for his travel here." (41, male)

"now the ESC for us is very stagnant and we are finding it very difficult to find volunteers, and I don't know, I haven't followed events enough, whether the funding at the moment, whether it has changed now because of the crises, because if it stays like this, we may well think about not continuing." (47, male)





Involving volunteers on a small scale, but still can contribute to a global social change, because the volunteer has to step out of his/her comfort zone, not only the organisation. But only those volunteers who have a broader scope can easily step out of their comfort zone.

"we also accept volunteers, so it's a bit different when we choose someone for a long term, but even a short term cooperation, or a group process, so we have a basis, we don't look at the education, we don't look at the colour of the eyes, the skin, the whatever, but two things are important for us, that they are motivated, that is enthusiastic, and that they want to learn, even if they don't know a lot of things. And that might be the point of English, which is such a common language, so that he takes it seriously that he wants to develop in whatever we can give him the space to develop in. And we think that all the other things that are needed can all be learned or added or developed. So, in a way, the ideal, so that's enough, just thinking about it, is that even on a youth exchange, if someone is enthusiastic, wants to learn, wants to come, that's the best, and that's also the case for a long-term volunteering. So what you have or don't have beyond that is always secondary." (47-year-old woman)

"Unfortunately, I have also experienced many times that in the time when we were still hunting volunteers, it was simply difficult. So that there were girls who came here and saw them (young people with intellectual disabilities) and said that she definitely didn't want to do this... she burst into tears. She was totally freaked out because the sending organisation hadn't prepared her properly, she came and saw it and said she couldn't do it. And he's going home. And you have to respect that, that's the way it is. There are people like that who have too much. But then there are a lot of people, rather the majority of people, thank God, who are open and when they experience it and they're here and they live with them, so to speak, because they spend a lot of time together, it becomes part of their life and simply when they go home they look for the opportunity to be close to people like that because they miss them.

"we work with young people in volunteer programmes, and we see that when we recruit young people today between the ages of 10 and 18, 20 years old for volunteer programmes, a children's playhouse, a craft programme, a children's play house, a lot of people apply, an animal shelter programme, where children and dogs are together, everybody applies. As we say, I say we need to tutor Roma young people, we need to go to a home for the disabled, we need to go to a school for the hearing impaired, we are narrowing the field. So what you (two other participants) mentioned, so that there are these aggravating factors. And it's heartbreaking and yes, let's say we get to the mentally





handicapped, really. And it's not because, and often it's not because they're prejudiced, it's often these young people who find the fear in themselves that oh my God, how is he going to talk to a visually impaired person, how is he going to understand a hearing impaired person, and so. But I will tell you another aspect, for example, we also go to retirement homes. It's very difficult to get young people to go to old people's homes. They experience this intergenerational gap as such a big gap that it is much more difficult, so I always say that in our voluntary work there is a downward trend in the number of people as these target groups start to come in, and well, come with us here too. So I think that's another thing to talk about." (41, male)

Getting young people involved in youth programmes and volunteering is often difficult; you need to convince them that they will have a good experience and that they will also benefit.

"I used to laugh and say that sometimes I'm like a regular sugar daddy here with volunteering, that it's really good, that it's good for you, that you should go and do it, because until they see the example working, it's almost like a tract-like story" (47-year-old man on volunteering)

"...we like to think of ourselves as young people, but we always find that there is a huge generation gap between us and teenagers, and that this is... so we experience that this can be a barrier to their access, both in terms of language and cultural references or communication" (33 years old, female)

"I can see that it is easier for us to address and work together with people ten years younger than me, but for people in their twenties and thirties here in the countryside, where we live and work, it is difficult, much more difficult. The focus and the subject matter is very different, and it's not... I don't know, so... Anyway, this is a different issue, I don't want to go into it too much, it's such an age group thing, it's simply not about the long-term future, so there are many reasons for this, environmental awareness or sustainability itself, although the media seem to show that young people are interested in this, and I can see that they are, but in a village or in this community where I live, very, very few people are interested in this age group, those between 20 and 30." (47, female)

"The average young person doesn't come to us because we're in the mall. So that we go to a lot of schools to give lectures, to give classes, and when we say, by the way, you know that our office is in the mall? Really? We go to the cinema there, because that's the only cinema there, but we didn't know that. And then we tell them that it's the second shop next to the cinema." (41 years old, male)





"it seems to be quite a challenge to motivate young people to, say, not sit at home and, I don't know, go mobile. It's a terrible stereotype, and I don't want to be like, 'well, in our day', because we weren't any better' (36, male)

These are the foundations from which youth work starts; they are trying to survive on unpredictable and low resources and investing a lot of energy in recruiting, involving and activating the target group, both to ensure the supply of new talent and to bring about the desired social changes.

The ultimate goal of the learning opportunities in the programmes is to shape a conscious young person who will at least become a useful member of society and at best an organisational successor.

Inclusion is actually a tool for creating a conscious young person, and the interviewees have mixed thoughts and feelings about it, depending on the target group. Socially disadvantaged young people (in most cases: Roma young people) from the group of young people with fewer opportunities, as referred to and thought about by the interviewees, are more desirable participants than young people with disabilities. There are many reasons for the rejection of young people with complex support needs.

#### 4.6 Factors and arguments for inclusion

Inclusion is seen by interviewees as a desirable social change, and several organisations are working to create a more inclusive, inclusive society by influencing young people, but without young people with disabilities.

"we are working for a society that is liveable for everyone, so that was roughly the idea at the time, that is, on the one hand, equalisation of opportunities, compensation for disadvantages, so that we create opportunities for the disadvantaged, and sensitise the majority society, and this with special regard to young people."

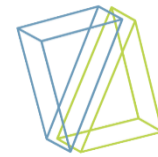
and then at another point in the interview the same interviewee says

"I think that's a big weakness of ours, actually, that I think the only way we've been able to mobilise young people with disabilities is through our .XY (programme name) programme. And so, obviously we should take proactive steps, because we talk a lot and teach a lot and deal with this, but the involvement of the target group itself is less happening." (33, female)

The reasons are varied, with one interviewee representing an organisation of people with disabilities suggesting the following as the reasons for exclusion:

"Most of the time I see that there is a fear in connection with this, because they don't know how to deal with the target group, sometimes the thing is a bit over-





dimensionalised, I mean there are difficulties, that's a fact, and that in Erasmus+ itself, so it's okay that it's inclusive and okay that it's a very important area, but compared to that, let's say, from the funding side it's not quite right, but that there is basically this fear that we are not capable of this, we don't know this" (35 years old, male)

Two interviewees identified arts and sport as areas that are particularly suitable for the involvement of young people with disabilities. Both individuals and their organisations have implemented such projects with E+ Youth support.

"I think arts and culture is an area where you can be equals." (50 years old, female) and sport "actually, it was adaptive sports that the participants developed, and it was a way of teaching each other, trying new sports" (29 years old, female)

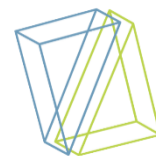
According to the interviewees, the benefits of inclusion for the organisation and the project participants are as follows:

"give you insights like that, so it's absolutely such an informal learning space." (47, female)

"we are trying to push a little bit this inclusion line, but with more or less success, rather less than more, but that we had some KA1 projects before, youth exchanges and mobility of youth professionals, which were not necessarily about inclusion, but they were inclusive projects. And it was a big learning process within the organisation, so it was a capacity building process, and so they were really good, the young people learned a lot from it. For us it was... by the way, the training, it was, it was, it was also about how to create inclusive projects and accessible projects, but that basically our main goal was to create projects that are inclusive, but that's not the topic. It's not their primary theme, it's kind of a side issue and it permeates the whole thing" (44 year old woman)

"I've been involved in projects like this, I didn't organise it myself, but that I think it's important for people to realise that we're not really different, we just have different needs, and that those needs... it's such an acceptance that everyone has different needs to be able to live their daily life in a way that makes them whole. And to see that on a human level among the participants, that now if someone has less opportunities or even special needs, that doesn't make them less of a person, from a participant side, that's what I see. And on the organiser side, it's a kind of illumination, for example, of what else is needed to meet those needs, to be accessible to everyone. Regardless of what background we have." (29-year-old man)





"every single instruction, by the way, I think has a form that we take into account everybody in the room, and ... that's something that I think is worth paying attention to, for example, how we formulate, and for me it was a very good training or development opportunity, that I started to think through all the, I don't know, things, how to do it in a way that works." and "The other thing that we do is, obviously it's group-dependent, that, let's say, in a training we always ask the participants, any participants, in advance to develop, so to speak, a signalling system of what we need to be able to work well here in this one week, let's say. And so that everybody can say, if they have a disability, if they don't have a disability, that yes, it helps me if. That's how you can support me, that's how you can support me" (36 years old, male)

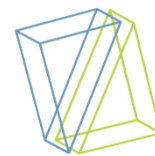
"if there is a common organised programme, it will break down or break down walls" (41 year old man)

#### 4.7. Factors negatively affecting inclusiveness

The involvement of young people with complex support needs is negatively affected by the fact that the staff of the organisations feel overburdened, some are already burnt out, as maintenance is carried out through grant programmes, there is the administrative burden of fulfilling the tasks undertaken and internal administration, and the dissemination of events and activities are all additional tasks. Often the different programmes are implemented simultaneously, so that the small organisations have to use all their capacity to involve young people or their participants, who, as mentioned above, are difficult to reach, to keep in the programme and to carry out the activities to the required standard. Figure 3 summarises how resource and capacity constraints relate to the Erasmus+ Youth programme.

The lack of resources that can be counted on all the time, the need to come up with new ideas for applications, and the expectation of continuous innovation in E+ youth, all work against inclusiveness. The time spent on fundraising and then on implementation takes up a large part of organisational capacity. Young people with complex support needs - youth with disabilities - are not a target group for most organisations, so thinking about their inclusion and preparing the organisation to do so requires additional capacity, according to interviewees. Added to this, the fact that the young people concerned may have very different support needs depending on their condition can lead to additional unexpected situations. Unexpected situations, constant problem-solving is part of youth work anyway, which causes a high psychological burden, so they would prefer to reduce it, thus saving their energy. A similar analogy can be found, therefore, in the functioning of youth organisations and formal educational institutions, where frontal education is not appropriate to include the masses of pupils with special educational needs, but differentiation is not prepared and costs a lot of energy.





#### 4.8. Lack of resources

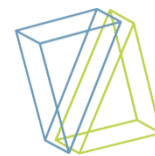
We have previously discussed material sustainability at length, but not fully explained it. Organisations are aware that project-by-project living is not conducive to sustainability, and since that is their primary goal - because if there is no organisation, there is no purposeful activity - they conserve their energy as best they can. One of the signs of this is that they take the easy way out and easier solutions wherever possible. For example, they don't reach out to hard-to-engage, invisible groups, they don't engage with hard-to-motivate volunteers, and they don't apply for funding that they are unlikely to win. Financial sustainability has an impact on the choice of target group and activities.

"Erasmus is not designed to support your organisation, and yet in Hungary so many organisations use it because they have very few other sources. If there were organisations who, if they could reach out to disadvantaged young people in general and sustain themselves really well and not worry about whether they have the capacity or whether they have the capacity or whether they can stay afloat or whether they can pay their staff or whether they can finance their bank charges or their maintenance, then probably more work could be put into using Erasmus+ for them (young people with fewer opportunities). But they don't, and so it's much harder." (44 years old, female)

Integration "may require more money, or I'm not saying it does... but, actually, it may require more money, yes, and that when you plan a budget, and say, you don't necessarily expect certain extra costs, but they will come along." (35 years old, male)

"We get operating grants, which are also from public funds, but they are very small, so that actually, because there are two of us in the organisation, it doesn't even cover the salaries of the two of us. So we're actually quite destitute actually, so the two of us are working for less than a teacher's salary and we're actually doing all the programmes voluntarily. The only benefit we get from that is a sense of freedom or independence. What we get... and the fact that we are doing very good things, there is a kind of rewarding feeling, so that there is a sense of meaning in our work, but even now, at the moment, I have more than two million forints of my own money in the organisation that I expect back, so that's the situation." and later in the interview "we have had a lot of experiences with Hungarian volunteering, that it is very difficult to make young people responsible, and then it is much more work than we get out of it, and we have to be very careful with our energy and our time, so that it is not spent on unnecessary things. Because it's all wasted on creating, because that's what's important for us." (51, male)





"we bought the flight ticket for a boy from Madrid in advance, and then a week before the flight he cancelled it because he changed his mind, and then we didn't know what to do with the flight ticket" (41 years old, male)

"a lot of people sign up, and then a lot of them don't show up. So you sign up, you register, you reserve a place, you send certain people, and then this one doesn't come, that one doesn't come, out of forty people, thirty come. And then in the meantime we rent places there, I don't know, all this organisation, all this... actually very little, so actually the organisation doesn't really benefit from it." (51, male)

"And we worked with him, we worked with him, we really thought this was a great opportunity for him, and now after four months he came back from Transylvania and said, yeah, he's finishing the project and he's coming home for good on Sunday. And I understand that this young person has been influenced by us, I understand that it has given him something or taught him something, but what you just said, one of you girls, that the organisation hasn't got anything... so now I have an empty room in my rent, I have to look for a volunteer, it's November-December. My dog won't be coming because Christmas is coming, so the earliest he'll be coming is January - that's a downer for me. So I tend to think that the girls are still very enthusiastic and congratulations for that, and I'm very old and I'm more about the numbers and the organisation." (41, male)

"people always think that if you are a civilian, you work for free. So I was also referring to the fact that, for example, an IT specialist earns between eight hundred and three million forints, and then you can obviously run an IT system on that, and here we can't necessarily pay the minimum wage, and there should be a website, there should be multiplication, there should be mentoring support for young people, we should be there, say, 12 hours a day behind them, and even if there is a contract, they think that a civilian doesn't work with a salary, but with enthusiasm." (47, male)

"Well, I think that for our association it's really just the visibility and the opportunity, because otherwise, financially, youth projects are, you know, very expensive. Actually we give all the members the opportunity to write a youth exchange or a training and then they get paid as a project manager and they manage the project quite properly. So it's absolutely not worth it financially for the association in my opinion. It's more the sporting events, so the ones that are financially worth it." (29 years old, female)







#### 4.9 Lack of capacity

It is clear from the quotes above and from Table 6 that organisations are reinvesting the money they receive through grants back into activities. In the case of international youth programmes, the costs finance accommodation, meals and, depending on the programme, even the pocket money of the young people, and only after all these obligations have been paid can one think of providing an income for the professionals or persons who provide support or perform other tasks. This in turn has an impact on the activities they undertake in general and, according to interviewees, on the involvement of young people with disabilities.

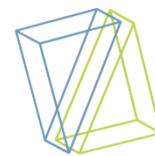
"we can only write a tender on our own, and then the tender has to be completed, and then we have to calculate it, etc., etc., so it's a lot of energy, but you obviously know that, so we can only take on another opportunity if we already have... we have ongoing tenders at the moment, and then to take on a new one is always difficult." (59 years old, male)

"The reason I say that is that I don't necessarily feel the urge on our part to look for (young people with disabilities), because we don't necessarily have the capacity. Neither the physical conditions nor the human resources. But I was just thinking that I would say no, but if he finds us, for example, I'm trying to do something about it, there are young people who are practically dwarfed, and then... so that he's stopped at thirty, and how can we take him away for a weekend, for example, so that he can keep up with the others. If it comes to that, I think we'll manage. But we, so that at the moment at our current level, we don't feel the urge to do as much involvement as we can because we're basically barely able to do the basic tasks that we've set ourselves. So for us it's a certainty that we will do something about it when it comes." (47-year-old man)

"there are mandatory tasks to be done in a project, and then there is a priority list, and it always slips, or often slips." (on the inclusion of young people with disabilities, a 46-year-old woman)

"there is no concrete idea that we want to deal with people with disabilities, and that we even have the capacity to do so, but on the other hand, I personally think that capacity is also an excuse, but on the one hand we don't know how to start, we don't even think about starting, because we have our own little problem, our own survival, and to take on another problem, so to speak, we have to get involved in something again" (29-year-old man)





"in order to survive as a civilian, you have to let go of certain things, because there is no apparatus, no real organisation behind us, in the sense that there is no office with at least three people sitting there to deal with economic and organisational matters, but we are the implementers of the artistic programmes, the writers of the proposals." (51, male, says why they don't have a community youth space open daily)

"lack of capacity and overload, etc., they say thank you very much, we don't have time for that right now." (46 years old, male)

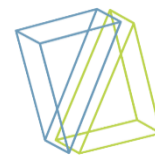
And 'problem' young people are a financial risk for organisations. And disability, as we will see later, is identified as a problem because it requires capacity to engage and retain young people with disabilities in the programme, and therefore the young person with a disability is a problem.

Not all interviewees attribute their reluctance to be inclusive to financial risks, but negative experiences with young beneficiaries, as in the examples of volunteering and the following examples, almost always have financial consequences if the situation is not managed properly. This is also unconsciously avoided.

"you don't have to have, so to speak, paper, but, let's say, there are four or five other volunteers, and on the one hand, how much capacity and attention is needed to make them still functional, on the part of the host organisation, but on the other hand, those other four volunteers, so to speak... how to say it so well... so their lives, their volunteering experiences are also very strongly affected. And that for me as an organisation, I have to look at them in the same way, that now they... they might say: listen, I didn't come here for that" (46 years old, female)

It is also implicit in these sentences that the well-being of the voluntary community, the majority, overrides individual needs, partly because of finite capacity and partly because of sustainability. If volunteers leave the programme prematurely, for example due to conflict situations, this represents a serious financial loss to the organisation. The idea that the inclusion of young people with complex support needs requires a competent professional, at least the lack of which was experienced when a young person with psychosocial disabilities could not be integrated into the volunteer community, emerges in this interview. They tried to help him in various ways, which isolated the volunteer more and more from other young people, while at the same time the voluntary community was unaware of their partner's condition. The young person concerned eventually left the project prematurely, after 3 and a half months. This organisational leader, for example, believes that the integration of young people with disabilities needs to improve, but because of the bad experience, he is reluctant to involve a young person with a non-visible disability in the future.





"So, as an organisation, and together with volunteers, and I think that we could certainly improve in this, in what form or in what framework, so I see this as a lack of capacity, for example, when we are running after ourselves, and I don't know, we are administering and managing projects and I don't know, that somehow this always slips down the priority list, while we know that this would be important, but we will continue without it." (46 years old, female)

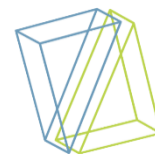
"I also wanted to say that you said that next time, so we have a feeling that we'd rather not. Because we don't work that way and we're not geared to that, so that's not our focus. And if one person... so for example we have young people who are very, so we always have a proportionately small number, one or two, but let's say, who come from a very, very difficult, let's say, social background, from an orphanage, I don't know, ... parents, and then from such a totally poor environment. So that we have these kind of young people and we see that we can achieve very good results and frameworks with these young people, so that I can say a little bit that maybe we can reach these young people and they are the ones who are quite hard disadvantaged or have less opportunities, but really, for me, not the psychosocially stuck people, and that I would say that given a choice, I would say that I can achieve more with these people than I can with people with psychosocial problems, because we don't have the level of professionalism, but also because we don't want to develop ourselves as an organisation to that level because we have a focus professionally." (46 years old, female)

Young people from third countries are also identified as a problem in a conversation, so it is not only the group of people with disabilities that is distanced. There is a perception that these young people are primarily interested in travel and tourism and not in the youth programme:

"The Azerbaijanis came and two days later they told us that they were going to Vienna, because they were happy to get a visa and enter the EU. I said they were not going anywhere. We closed the gate and they had to go through. There are cases like that. They wanted to go back, they went home, I could hardly keep them here, and a month later I get a phone call from the Hungarian ambassador in Baku to confirm that they are coming to me in two weeks for an exchange, because the invitation letter is there. Imagine, the old one was forged so they could come to the EU again. They didn't even want to come to me, they wanted to come somewhere else." (41 years old, male)

For example, in another organisation, participants identified as migrant youths escaped from the programme.





"We had young migrants who actually escaped from a youth exchange, two or three of them moved on nicely." (46 years old, male)

The financial consequence may be a refund for a youth exchange or training. In the case of international volunteers, if they do not complete their service and the organisation is unable to replace them with another young person, they lose their pro rata share of the grant, while they have both engaged with the young person and incurred costs beyond the time spent volunteering. Those who do not use the full amount of funding will be eligible for less funding in the next funding year due to the competitive allocation philosophy. *In this way, the funding scheme indirectly helps organisations to attract participants who can participate in youth programmes in a stable, predictable, problem-free way and avoid groups who are assumed to be capacity demanding.*

#### 4.10 The ideal E+ youth participant

The ideal E+ youth programme participant is not capacity-intensive, has high qualities that most disadvantaged individuals and groups do not have, as a consequence of their disadvantaged situation.

There are, of course, exceptions, the "good examples", with whom it is possible to achieve results in line with organisational objectives. These good examples distort reality and contribute to the perpetuation of structural problems. When the need for change is expressed in people, the "good examples" can be pointed to, which proves that the system is working well and therefore that change is unnecessary.

The main characteristic of an ideal Erasmus+ youth participant, therefore, as shown in Figure 4, is that he/she is *open*, which was expressed in 14 cases, often with different meanings. The following ideas were associated with this word by the interviewees:

"ideally, I think he's very communicative, very open-minded, very interested, and I think the most important thing for me is that he's proactive" (41, male)





According to the interviewee, openness is not related to the physical/mental condition of the participants or their social circumstances. He gives the following good and bad example:

"we sent a young person to Georgia who had been in foster care, then in foster care, and he went to Georgia and was perfectly fine, and we sent a young person who was living in Rózsadomb in Debrecen, and after a month he left the programme, and we had to apologise why he left because he didn't like where he was living. So it's not. I would rather just say in relation to this, but there may be a question of how far it reaches them, how much disadvantaged children, young people with disabilities, can be consumers of this." (41, male)

He argues that participation can also be affected by the visibility of youth programmes, which is certainly true, but this is only a small part of the complex problem.

For this interviewee, openness also refers to openness to circumstances, the ability to accept circumstances, the ability to adapt, as the following quote supports.

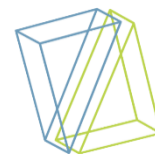
"So be, say, open. For example, we had a French young person come to us, we have volunteers who go to secondary schools to give foreign language clubs in their own language, and when we told the young person that he was going to do 15 hours out of his 35 hours a week, he said, well, that's not acceptable. So what is it that he has to teach 15 hours, when in France a teacher teaches 5-10 hours a week maximum, the rest is preparation. And then we told him that we would recommend Hungarian public education to French teachers, and he should see how many hours he has to teach, etc... But ideally I think he is very communicative, very open to the world, interested, and I think the most important thing for me is that he should be proactive" (41-year-old man).

Being proactive often means that interviewees see a problem they have ideas for solving, know how to get involved in situations easily, pick up the pace, so a high level of cooperation is possible with them.

For the next interviewee, openness has a different meaning. It refers more to openness to each other's personalities and to solving problems than to the ability to adapt.

"there is only one thing a young person needs to work - openness. If you're open, from then on, if you lack any skill, you can teach it, if you lack any competence, you can teach it. If she has language barriers, she can be taught, she can be unlocked, if she has any mental health issues, she can be managed, say she has anxiety or some experience of language use that she may not have had before, if she is afraid to stand up for herself and, say, her interests





or communicate her problem to decision makers or the organisation, then that too, if she is open to changing that, then it can be changed. I think the whole point of the programme is to be open to the actor coming in, but also to the organisation. And whoever the organisation invites, the trainers and the trainers, so there's openness and acceptance of each other." (27 years old, male)

In another organisation, the word open is a summary of a value system, similar to the previous example, but here it is more of a tolerant personality, associated with competences that release capacity in the organisation or contribute to the organisation's purposeful activities, which again requires a high level of interoperability.

"Well, for us it's important to have one, so that the focus of its values is openness and acceptance, and... so for us it's very important that it thinks in an accepting way, but beyond that, the ideal is actually when it has some proactivity, so that what we very often don't have the capacity for and it's a pity, is to be able to give tasks to the people around us, as I think I've just said, so that we can do it well. And that the best thing, rare but good and very high threshold thing, I know, is when someone has their own idea and we can help them to realise it, to develop it." (33, female)

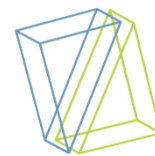
In the following two quotes, one of the interviewees associates openness with being outgoing, i.e. an open person participates and connects easily with others, while the other associates it primarily with learning, i.e. an open person is able and motivated to absorb new experiences and information.

"...you have to be really open, communicative. They are usually young people, so we don't usually go into these youth exchanges with such huge expectations." (29 years old, female)

"Openness is also, by the way, to learn from each other, to listen to each other. I really can't imagine that someone can learn properly without being open. So that's another thing that I think is very important." (24, female)

The interview snippets also present other qualities that are specific to the ideal E+ participant, however, what is rarely explicitly stated in the interviews is the need for English language skills, which is referred to at various points in the interviews. Moreover, one of the organisations does not have a Hungarian-language website or Facebook page - because its target group is mainly foreigners living in Hungary - which also indicates that some level of English is required for participation in international programmes.





"Well, because the project is still technically international, and although we've managed to get around that, it doesn't hurt to speak a foreign language, especially English. Even if you don't... so obviously you don't have to speak it perfectly, but it doesn't hurt if you can manage a conversation, for example, or express yourself." (35 years old, male)

- "Open, speaks English..."

- "How important is English language skills to you?"

- "Well, so they have to understand what the facilitator is saying. So that's important, but we've come across a number of times now where someone has absolutely not spoken in that way, and that's difficult. And it's hard to make friends, and it's hard to get involved, so they're a bit outsiders." (29, female)

"we have a plan to build on that, to have a youth exchange with the blind and visually impaired, but that language barrier is a difficulty, as it is in schools, for example, or with Roma youth, that you need to have a basic level of English to participate in a youth exchange. And that's included, it's just a difficulty I think, because not everybody arranges to have an interpreter or to have a helper there to bridge the language gap" (29, male)

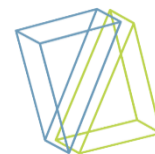
The following organisation, for example, does not expect, but definitely sees it as a problem to be solved if someone or the whole group does not speak English.

"in this situation, for example, I think it would have been right for the Turkish partner to ask us if we could have young people and the whole group, even the group leader, who don't know a word of English. And then I could say to them, "Sure, come, but at least have someone with you who will interpret" (41 years old, male).

There are different ways to deal with the lack of English language skills, one is for participants to translate for each other or use a Google translator, another is to use an interpreter.

"we had disadvantaged French children, they just didn't speak English, and we had disadvantaged Hungarian children and they didn't speak English, and then we had an English interpreter for the whole week. Okay, not a translator at the market price that we had, but we could pay one of the youth workers, who spoke good English, a really good daily rate for being there and just doing his job. Obviously he was doing a bit of a different job, but that way it was even better to have the professional context so he understood better what it was all about. And then... or it wasn't an English interpreter, because we had to have French, so we had to translate it into French, because we had





to have three languages, so we kept the Hungarian, the French for the instructions and everything, and we had to have English, because that was the only one where they could communicate with each other at least" (44 years old, female)

"Because if we're going international, sorry, but a disabled person can speak English. Or speak languages and communicate that way. Now, for a person with Down's syndrome or an intellectual disability, this may not work so well, adding that with today's innovations, I can't believe that there is no programme or symbolic or experiential education method that can be used to overcome this." (27 years old, male)

- "although I've taken kids to Ireland, Slovenia, I don't know, here and there, with me translating for them, they've done quite well and they've been able to participate, but basically when we organise I try to do more along the lines of involving them in the Carpathian Basin (disadvantaged/handicapped youth) and in the broader international line involving other young people."
- "So you see language as a barrier here?"
- "The (lack of) language skills is definitely a difficulty, yes. The developmental effects work to a certain extent, but not to the extent that he has learned English from that..." (47, male)

The last two quotes clearly show that the international nature of the programmes requires the use of a common language, English, which makes them high threshold. If the organisation does not have the resources and/or capacity and/or commitment to engage young people with complex support needs, then the young people concerned will be excluded from the opportunities offered by E+Youth, and it can be seen that it is not enough for a young person with complex support needs to know that there are international youth programmes, they need to have skills and competences that they may not have.

"I think it's a structural problem again that somehow Erasmus+ somehow reaches, I don't know, a very high percentage of cases, middle-class young people who go to university, or so that inclusion as such, and I'm not just talking about people with disabilities or mobility problems, but anyone who is not a well-off, big city, big urban young person who doesn't have any health problems." (44-year-old woman)

On the one hand, high expectations can have an exclusionary effect, and on the other hand, the interviewees' experiences of disability and people with disabilities can work against inclusion. In many cases, young people with disabilities are perceived as constantly in need of care, which is in contrast to the ideal youth, i.e. adaptable, easy to engage, proactive, communicative, full of ideas and able to implement them with little support. They formulate their ideas on the basis of few personal







experiences, and they know parents of children with disabilities, who mostly share the difficulties of their lives rather than the beauties of their lives.

#### 4.11 Exclusionary inclusion

*In most organisations, inclusion is an important goal, but in reality it is only applied to those young people who can meet the conditions for participation with a little support; non-formal learning methods are sufficient for inclusion, no need for e.g. accessibility, personal assistant, etc. We are talking about a higher degree of participation compared to formal education, but it is still below full inclusion, so it cannot be called inclusion.*

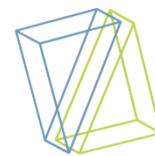
Part of this exclusionary inclusion is the high expectations of abilities and motivations mentioned earlier, which we have called "prior knowledge" in the diagram. Those who cannot meet this area are less welcome in international programmes. Part of this is also the lack of accessibility and the attitude of organisations towards accessibility and accessibility, as well as the thoughts, opinions and views that interviewees have about people with disabilities or associate with particular disability groups.

Interviewees were divided on whether or to what extent a youth programme should be inclusive, whether it should be based on knowledge and experience and, if so, how much effort should be invested in it.

"we're not doing favours when we create accessible projects, but that's the basis, and because I approach it from a human rights perspective, because that's just the way I've grown up and that's the attitude I have, and I think that everybody should have a dog licence, otherwise it's exclusionary. But not everyone does it that way, because they don't go there, because they feel they don't have the capacity, they don't have... of course, they won't come, they won't find you and they won't apply a lot of times young people with disabilities, but if you want to do something about it, you have to find an organisation that you can work with and that can send out young people who are interested in your programmes and have something to spare." (44-year-old woman)

From the above quote, it is clear that the organisation, which is fully committed to inclusion, believes that programmes should be designed to be accessible and that this has nothing to do with whether there will be participants who will be affected. If something is accessible, there will be a will to reach out to service users. However, this is still the classic 'chicken or the egg' dilemma for organisations. Should they be accessible first, in order to have accessible programmes at any time, or should there be participants first, who need to be made accessible?





One representative of an organisation lists several times during the interview what steps they are taking to engage, which is partly reassurance to them and partly an acknowledgement that they are not doing everything, and therefore not meeting their own organisational goals.

"So we are working together with a disabled organisation, which is not specifically for young people, ... but we are taking small steps, trying to make our board games, even our online games, as accessible as possible, so that, I don't know, at least to think about colour blind or colour blind people, but at the same time we are doing a lot of things that we know that even though it's about inclusion, there are people who find it exclusionary. But that we try to reflect that, but the fact is that we don't... so that we've worked with, say, disadvantaged Roma young people in the past, or we've worked with them or offered them opportunities, much more than we have with disabled people directly."

"For every event, for every training, we will indicate on the registration form if you have any special needs and you would like to have an accessible venue, because then we will move the event to another location and we will pay the room fee instead, but in no case should it be the case that someone cannot participate in a training or a programme because of a barrier."

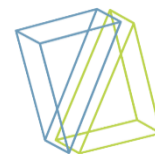
"the fact that a lot of our work is based on verbatim, and that we don't usually have a sign language interpreter on anything, so we could easily get around that, but the difficulty is that until we have *people like that coming to our programmes, it seems superfluous*, but obviously until then you don't even think about it, so we should somehow build it up, and I can imagine a way to address the target group in a direct way."

"I would imagine that so based on our signage or our programs, I think it's clear that we welcome people with disabilities to these events, but obviously that's not enough, so that we should be targeting people with disabilities directly."

However, another interviewee says that they rely more on their local contacts, i.e. organisations that work with people with disabilities and that they will do their best to get involved if they receive a specific request. Targeted involvement does not arise because they are not seen as a target group.

"....what would push us in the direction of okay, but thirdly, I don't even know who, say, ..... (name of the municipality) is involved in this. Because, in addition, we have... well, I'll move on then, sorry, because that's how the thoughts go in my head. There are organisations to help people with disabilities and mental health problems, so here we





have one or two organisations that help people with disabilities. We try to cooperate there, so if there is a need or a request, we try to cooperate." (47 years old, male)

Some interviewees say that the conditions of their programme are given - probably referring to a permanent implementation site - so that only those who can adapt to this condition can participate. If the focus of the organisation were different, i.e. if young people with disabilities were also a target group, the venue would be barrier-free.

"Obviously, if someone applies, we usually tell them what options are available, and if someone says that they'll do it and come and I don't know, then of course we'll figure something out, but it's not a filter, so to speak, that we want to incorporate it, but that what we can reach and what is nearby as a location is not suitable for people with any kind of disability, it narrows it down. We have worked with the mentally handicapped, let's say, occasionally, but it's very rare, and that's another barrier, and that some of us have some experience, but we're not really experts in this field. And that we don't want to pretend that we are, because then we would be straying into that area... Of course if the place where we are or the session where we are, let's say, a group comes and it's set up, then there is a part of openness, but that there are rather a lot of barriers that we could probably overcome if our focus was elsewhere or our target group was different." (36-year-old man)

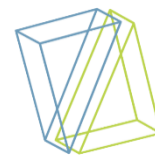
For example, the website of this organisation is in Hungarian, but the search engine for international youth programmes on the interface is in English, for example, which is a clear indicator for applicants. The project brochure shows that youth exchanges and trainings take place in the same permanent location, which, according to the interview, is not barrier-free. The following quotation also shows that inclusion and equal access are only achieved if the participant with a disability comes forward on his/her own and seeks the opportunity to connect.

"we are in a small town, if there is no disabled person on the ground, let's say, or someone we know about, I don't think we would put the focus on that, let's see how we can be more inclusive, even though we want to be as inclusive as possible." (36, male)

This is not an exceptional phenomenon, but rather common among the youth organisations interviewed.

"That was the reason, so that we could do something similar to what ... (another interviewee) said, that where, let's say, we do our own international mobility, in a village hospitality place in a small village of a hundred people, there are practically no conditions





for us to be able to include someone with a disability, it takes a lot of extra capacity and extra work to be able to accommodate someone. There hasn't been a precedent for this in recent years, but in the past, when they applied, we described to them what the places were, what we could provide for them, and then it was their decision not to take the opportunity." (34, male)

The latter organisation carried out an accessibility survey in the basement under renovation. The cost of the renovation would be so high that they could not afford to carry it out, which is why they try to send their volunteers to nearby institutions, such as special schools, to support young people with disabilities.

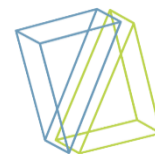
The lack of physical accessibility of settlements is a real phenomenon and a barrier to accessing services, but it can also be used as a "shield". In the following examples, programmes implemented in off-site locations are cited as a barrier to inclusion, indicating that the responsibility is shared, because even if they were to commit to making their programmes and activities accessible to all, municipal and urban public institutions will not meet these requirements.

"the environment that we're in, by the way, how much it's used to, and we don't necessarily have an effect on it anyway, so that it's not our organization's people or institutions, and that it's not necessarily built or thought through in a lot of places, which is the purpose of our organization, to make sure that, say, a reception like this is conceivable in any way." (36, male)

"let a young wheelchair user come for an international exchange, but then let's discuss whether I can bring him into every Hungarian public building as a wheelchair user. And let's say, if I can't bring him in, if I lift him from right to left with my two sons, he will experience it very badly or not so badly, and I can prepare him for the fact that, sorry, this is the way it is in Hungary." (41 years old, male)

For example, increasing knowledge and training in this area could help to promote the inclusion of young people with disabilities, but our questionnaire research already shows that there are E+ applicants who are reluctant to do this, so we asked interviewees for their views on this. All interviewees said that they would be happy to participate in such training, other organisations might not participate in training because of lack of capacity, lack of time and because they do not see young people with disabilities as a target group. The next interviewee also notes that an organisation that cannot or does not want to expand its target group loses competitiveness.





"I have a benign suggestion and a malicious one. The benign one is that they are afraid, and that's not a problem, fear can be overcome. The malicious one is that they don't want to open up to them and they are not considered important actors in society. Unfortunately, I have seen examples of both, I hope there is more fear because it can be managed and it can be resolved. But in a lot of NGOs when the problem is that I don't want to deal with volunteers, I'd rather not take anybody on because it's a nuisance, so if we go from there, the problem for disabled people is that they don't want to... so we are at the point where there is an opportunity to expand the portfolio of my organisation by saying that we can develop in equal opportunities and I say no, that will mean the death of the organisation in the long run because it shows a complete lack of openness, so to speak." (27 years old, male)

#### 4.12. Thoughts and experiences of disability

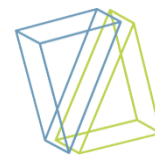
The involvement of young people with complex support needs is determined by what representatives of organisations, employees and volunteers think about people with disabilities. Figure 4-5 shows these ideas. In particular, Figure 4 shows that there is a tension between the ideal characteristics and the characteristics associated with disabled people. Figure 5 summarises them in three points: people with disabilities do not speak foreign languages, which is seen as a communication difficulty, and they require more and continuous care and therefore represent a greater responsibility for organisations. These thoughts and feelings are based on different experiences, in most cases not on direct involvement or professional experience.

The next two interviewees say that, because of their professional experience, if an organisation wants to involve young people with disabilities, it is first of all necessary to convince the parents of the young person why the programme will be good for them. This is said to keep the young people involved in a 'child's role' for longer and to keep their families safe for longer.

"Otherwise, my experience is that parents, if a professional goes with them, they let them go. So that there is trust and they know they are in good hands. Because it is usually the parent who finds it difficult to let them go, who is afraid and I don't know what, because usually the disabled person doesn't have any ..., so they are happy to go. He is happy to participate, because often he doesn't know what he is participating in or what situation he will be in, he can't assess it." (50-year-old woman working with people with intellectual disabilities)

"the young people that I've worked with before, and the ones I'm working with now, a lot of them have parents who are still quite involved in their lives, so yes, so they need to be





interested, they need to be convinced why this is good for their child." (35, male, working for an advocacy organisation for people with disabilities)

Therefore, it is undeniable that some of them (!) do need more care in a certain sense, so their involvement should not be only about competence development, language development and multiculturalism, but also about the inclusive youth programme, if they want to, to help them to leave their parents and to thrive in society.

"we had a young person who was struggling with schizophrenia, he was involved in a short-term, I think a short-term volunteering, but before that, or before that, we sent him on youth exchanges and as a result of that, he had such a significant improvement in his quality of life" (26, female)

Not only can the group of young people with complex support needs vary from disability group to disability group, but also within a given group, the condition of young people is very heterogeneous, and of course their personalities and abilities differ, so it is not possible to generalise about their needs.

When they see disability as a loss, a burden, an extra need, they are both generalising and taking a medicalised approach. *The problem lies in the individual and his or her abilities or inability. This approach is a fundamental obstacle to inclusion, because it is usually based on the assumption that the person's abilities need to be improved, that he or she needs to be cured, that a curing professional is needed.*

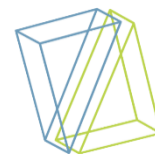
#### 4.12.1 What if a close relative has a disability?

Some of the interviewees see the problem not in the disabled person, but in the way society functions.

"Shit. Not because of my kid, obviously, but because I had a pretty good idea of what was in store for him, so that way...and how we're not getting help from anywhere, or very few places, so yeah. Well, I don't think my life is good. Obviously I'd learn to adapt to the situation and obviously, but that it wouldn't be good basically." (35 years old, male)

"you kind of instinctively, because you very rarely come across these things, especially very high profile problems, so you have this horror in you, and society has it even more. Let's not talk about prejudice, for the time being it's about being horrified, and then about regret, which we know very well, that people don't like you, so you're scared that you can say goodbye to the blind man or not, so we still have these problems.. in society there is more horror and pity, and we should somehow get to normal assistance, and then it would be much easier to accept, so that, as you say, if an organisation accepts a person, it is a





bag of tricks or not. We are still a long way from that degree of how to deal with it at all, these situations." (59 years old, male)

However, the majority of interviewees see the problem in the individual, in the disability, as the previous quote refers to, and thus there is a sense of regret, loss, and dread, which is reinforced by their life experiences and what they hear about it in their environment. Disability is not assumed to mean nothing to the person, or even to have a positive meaning, or to be an important part of their identity. Nor is it assumed that the feeling of disability is a consequence of the discriminatory behaviour of others, that the burdens experienced by parents of children with complex support needs, the worry about the future, are not a result of their child's condition but of a lack of solidarity in society, including the youth profession.

- "for me, for example, my dad died recently, and there's so much bad family stuff going on lately that I don't necessarily want to think about things that aren't necessarily positive" (like what it's like to have a disabled person in the family)
- "So is it related to such a sense of loss? So that disability would be a loss if, say, a particular person...?"
- "Well, in a way, yes, of course." (29, female)

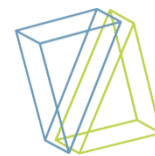
"Well, it depends to a large extent on the extent to which you can live an independent life or can be brought up to live an independent life, say, as a child. So I think it can be very different, there are families that I know where there are children with different levels of disability, so that I have some little bit of insight into maybe that. Not very close. Certainly the ones that I see that it's a big task....what I see, in many ways and not in order, is that it's kind of this kind of self-surrender on the part of the parent....it's up to the parent, and I see in many of them that it's a huge mental burden of what's going to happen to them, to their child, once they're gone." (47, female)

#### 4.12.2. Partner relationship with a disabled person

In the case of having children of their own, or a relationship with a relative that does not imply sexuality, the interviewees tended to express compassion, sympathy, difficulties and parental self-sacrifice. In the case of a partnership, the tone changes.

"as a sane person, you know what that entails. So, let's say, if you're disabled, it's certainly easier to have a sound mind, but that's difficult. So the prestige of a person in society, his status, is lowered from there. On the other hand, what I do with a disabled person, what I do with a disabled person, has to be taken care of. So I can, let's say, take care of him, but I can't, so I don't think he can relate to me as an equal spouse. But





typically disabled people seek each other's company and can live with each other" (50, female)

"They don't want to be bothered with them. Short and simple. So, knowing people, for the most part, at least eighty percent don't want to live their lives carrying that burden. It's one thing if they have a child they can't do anything about it, but if they have to choose a couple and they have the option, I don't think the majority will choose a disabled person." (41, male)

The next interviewee believes that people are basically not self-destructive, so they do not deliberately choose a situation that will turn out badly for them. Based on the example cited - I don't enrol my child in a school for disadvantaged children just because I help them - choosing a disabled person as a partner is self-defeating, there are limits to acceptance.

"So if you ask my wife - we have three children - if she would want my three children to go to, say, the primary school in Baktakék, where the children from Chenyete also go, my wife would say categorically no. Let me then answer this with another dilemma of the same kind. Very much, so if we have to flee from here, or if society here is very, very radically transformed, let's say, due to a crisis situation, then obviously those who are less able to survive will obviously have a lesser chance of survival." (51, male)

The next quote also says that acceptance works if the person was not born that way. If someone becomes disabled as a result of an accident, it is not ethical to leave the relationship.

"I've thought about it and it would certainly be harder, but that's where taking responsibility comes in. So if somebody is disabled, God forbid, but disabled or disabled by any accident or anything, there's no such thing as because they're in a wheelchair, because... that's not in my case, now in my case, that doesn't exist, I look at the person. So it would certainly be more difficult, it would certainly be full of questions that would then arise, and maybe then the person would reassess how lucky he is anyway. So here it is a two-sided issue: on the one hand, he would have difficulties, but on the other hand, he might be even more grateful for the fact that he has not had any problems, and that he should be able to assume the responsibility of a healthy person to help others. Because the basic question would always be: what if it happens to me." (27, male)

Luck appears, conversely becoming disabled is actually a misfortune, reminding the other person that they are otherwise lucky not to be in that situation. These assumptions are reinforced by the interviewee in the following statements:







"The average young person doesn't realise what they have, how much they owe to it, and that they should be thankful every day that they don't have any disabilities" (27, male)

Life with a disabled person is difficult, the relationship is difficult, there are financial burdens and the possibility of a fulfilling life is excluded for the partner.

"I think it's the fullness of life for you and for both of them. So if I want to watch a film, I want to watch it with my loved one, and with a visually impaired person there is no chance of that. And now we could list different examples... we could do everything together, you imagine, and if you don't have to, you don't want to make it difficult or put obstacles in the way. It's an attitude, so obviously taking on other difficulties can be a problem" (47, male)

#### 4.12.3. Fear - fear of others (?)

It is easier for the interviewees to talk about other people's experiences of people with disabilities than to voice their own attitudes. These experiences also influence their decisions and, indirectly, their involvement in youth programmes for young people with disabilities.

"it's a much bigger deal than we think, but I think a lot of people are afraid of it. They are afraid of these interactions, these extra psychological burdens that a first or second encounter can put on a person" (27 years old, male, on integration)

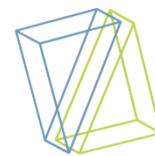
In this quote, too, the interaction with disabled people can be compared to some kind of poignant experience that is difficult to process. If not necessarily always associated with such deep negative feelings, the interviewees agree that there is a distancing from non-disabled people: 'I think a lot of adults are the same way and would just be so afraid of this situation.' (33, female)

This aloofness is partly due to the belief that people with disabilities need to be communicated with differently than non-disabled people and that their actions are unpredictable:

"often not because they are prejudiced, often these young people find the fear in themselves, how in God's name will they talk to a visually impaired person, how will they understand a hearing impaired person, and so.

"as soon as they encounter something unfamiliar, something strange, something unfamiliar. A fear, not knowing how to approach the situation, how to help. It's an uncomfortable feeling, I think. That when people encounter something like a person with a disability for the first time in a situation, which is, say, in a formal, say, work environment,





or say, customer and customer service representative. So that in those situations, or let's say, on public transport, I think it can be such an uncomfortable feeling, I think." (35 years old, male)

"So they took my sisters to a camp once, a primary school camp, because there was an institute next door, and the fence was not so well closed off, and some of the inmates wandered over. And it scared my sisters much more there, because they experienced such unpredictability in the whole thing" (36, male)

The fear is not only due to the unknown situation, but also to the perception of disability as a loss:

"I'm sure that one of my biggest fears was when I was expecting a child, I don't know, and somehow it was so roughly integrated, because it was like this, when there was no talk of a child, it was already in my mind and it was somewhere in the back, and it sounds really ugly, and obviously it's not the... so it was something like that, that I already felt how difficult it could be." (44 years old, female)

#### 4.12.4 Fear of people with intellectual disabilities and psychosocial disabilities

When interviewees thought of a disability, they mainly associated it with wheelchair users or people with intellectual disabilities. They were generally accepting of wheelchair users, believing that physical accessibility would solve their problems, and therefore they were seen as an easily included group who would be more welcome in youth programmes. Intellectual disability and psychosocial disability were in most cases identified as reasons for exclusion from youth programmes, and were thus the two groups that were overwhelmingly considered by interviewees to be the least inclusive. Moreover, these two groups are also the two groups that are thought to face the most prejudice within society.

"can't handle the situation and so they tend to push it away and become more excluded anyway. So they can deal with the body issues better in my opinion because they know what it is" (27, male)

"behave differently, and then you create fear. And I don't know what's going on, and then I react with fear, so that I would think something like that" (44, female)

"Well, the question is what it means to integrate. So that it means that he can lead his own life independently, then I think there are things that don't work for him to be able to lead an independent life. If we call that integration. If it's how much you can do within the group, I don't think it's integrable into every group either, especially if you're talking about





a person with severe mental retardation. Who, by the way, may also have different mobility handicaps." (29 years old, male)

#### 4.12.5. Lack of visibility

Distance, fear and exclusion from youth programmes are linked to a lack of visibility. This can be described as a trap situation, because people with disabilities are not visible on the street, in everyday life, they are not participating in society, which makes them not think about their participation, which makes them not provided with accessible programmes, public services, but because of the lack of access, the lack of inclusive programmes, their invisibility and exclusion persists. Fear and distance and fewer opportunities remain.

"we're talking about our society, that it's so marginalised here, so people don't face these problems or people with disabilities." (59 years old, male)

"We were talking to people in wheelchairs, that ...(city name) they can't really get out, because they can't get in the taxi, they can't get down the stairs, so what was said before, that you can't really see a lot of times these people with disabilities. You can see them here in our town from the day care centre for the mentally handicapped when they come out, or from residential institutions, and they walk around the town together, so I would say the same thing, that they are not very visible." (47, male)

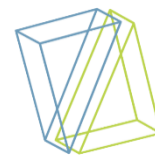
"maybe people see wheelchairs more, but what they see less of, maybe there. I think that the less you're exposed to, the less you can accept it, or the harder it is to, I don't know, understand it." (44, female)

In the context of youth work, the lack of visibility makes it difficult to engage young people, so even if the intention is there, it is difficult to reach them. For example, the following interviewee says that there are no young people with special educational needs in the secondary school of the municipality. And those attending special education schools are not yet a target group for youth work.

"There's ... (name of town) a CHILD'S INSTITUTE, but there are young people from first to eighth grade, where I would love to go and send young people, but they're not the right age for us. So I think it's a bit of a... I don't know how exactly we reach them." (26, female)

The youth service may be in a place that is popular with everyone, mostly without barriers, but young people with disabilities are not in sight. Organisations that have community spaces report a similar experience. The mere existence of a service does not guarantee that young people will use it.





"Here it's Christmas time, everyone's around Christmas, there's Christmas trees everywhere, I see a lot of mums, dads, kids, families, everyone's going, we're in the mall, so I should see, say, two wheelchair users, three hearing impaired, etc - I see very few of those. So that no, they don't visit our office, if that's what your question is about, they don't visit." (41 years old, male)

#### 4.12.6. Organisational unpreparedness

There is a need to recruit young people with disabilities directly, in the same way as they recruit young people without disabilities. Participants mention that they should establish contacts with disabled people's organisations, schools to reach the children and young people concerned. However, most of them do not do this, for the reasons already described - *no target group, no accessible venue, no capacity, personal views, attitudes* - and usually because of a lack of expertise. The lack of competence is indeed indicated by the definition problems that emerged during the interviews. It is not just a question of awareness of the use of professional language, but rather of the fact that some of the interviewees do not know who they are as a group of people with disabilities.

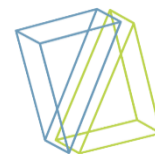
On the one hand, there is no exclusive definition of disability, and on the other hand, if we do have to take a position, the relevant legislation on the rights of persons with disabilities, or the WHO definition, or the Public Education Act, can give us a point of reference, as youth workers and volunteers in the youth sector usually work with young people who are students or pupils. In educational terms, disability affects a wider range of people, for a variety of legal, political and economic reasons.

#### 4.12.7. Who is a person with a disability?

On the one hand, the interviews show that, if we look at disability in a broader sense, it is more than likely that organisations have contact with young people concerned, but they did not know that these young people could fall under the category of disability. A classic example is the term learning disability, which is most often translated as learning disability in our country. As an adult, this is not assessed as a disability in Hungary. In the United States, the same term is used to refer to students with learning disabilities, which includes students with mild intellectual disabilities and students with borderline intellect (Fejes & Szenczi, 2010). The phenomenon observed in our interviewees draws attention to the need to avoid relativising definitions, e.g. young people with fewer opportunities (Salto Youth, 2023), it would be useful to lay down the criteria according to which someone can be considered as disabled for the purposes of the Erasmus+ Youth programme.

"A disabled person is someone who is mentally handicapped, blind, wheelchair-bound, etc., so that's what we used to think of as disabled, at least at the time. Now being different





educational needs, that was not classified here. So we obviously have children in the residential home who are told that they have different educational needs or need more attention, but they are not disabled. I can put him in the foreign group and he'll be fine. So I don't need a separate mentor and so on. We explain to him how to behave, what to do, where you are etc. and he understands and can do it." (41 years old, male)

The above comment clearly shows that there is a kind of prejudice against people with disabilities, i.e. that they are the ones who need long-term support, and the following opinion also confirms that disability is a serious condition that needs to be accompanied by expert support, while SNI in this sense - it seems - from their point of view, do not need long-term support from a specialist.

"Well, I, on the one hand, I have this need to clarify who we're talking about. Because young people with special educational needs come to us and we deal with them, so that if we bring them in, we're open and we put money into it and we deal with it, so that I say that for me it needs a definition, because obviously I'm talking about, I don't know, such an extreme spectrum where, I don't know, really the wheelchair, the I don't know, the intellectually so disabled, let's say you're disabled.. so that we don't have access to them or a specialist." (36 years old, male)

It is at this point in the conversation that another participant responds, explaining to the other two interviewees that

"SNI, which is a bit broader than disabled, but includes all disabilities, we can safely dichotomise it, yes, we can use the same term" (47 years old, male)

Interviewees disagree on whether or not specific expertise other than a trained youth worker is needed. One person representing an organisation of people with disabilities put it this way:

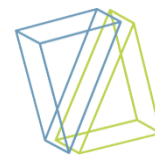
"so it's really not rocket science, it's just that you really need the right basic knowledge, but that it's not hard to get." (35 years old, male)

While a representative from a youth work organisation said that engaging young people with complex support needs is a difficult, skilled task.

"This is a serious task. And we certainly need training and a specialist, because it's not an easy task, I know that." (27 years old, male)

"I think it is also a profession. So, dealing with a young person is, I think, a youth profession. Working with, say, a young person with a disability, that's a separate profession again, and it's not enough just to have youth professional skills." (41, male)





Everyone agrees on the need for training, but opinions seem to be divided on the extent of it. Moreover, this qualification is not necessarily necessary for the development of a young person with complex support needs, but is necessary for successful integration. This integration is, however, top-down in the sense that there is no talk of using the experiential expertise of disabled people to develop the professional development of the organisation, but rather of the trained professional creating an atmosphere that is good for all, but most of all for the majority, non-disabled people.

"for other young people it can be an incredible learning experience and actually feel good for ourselves. It's really hard to prepare well. So now I'd rather say that we do these sensitisation sessions, we have these organisations, alternative theatres etc., we have these presentations, or we have deaf people, visually impaired people, people living on the streets, so we try to do that. So that if you prepare it well, the teacher or the group or whoever, the writer of the application, and you don't... so you have to be careful because it can go wrong. But if it's done well, it's a very big plus for the other participants, so to say, for the normal children, and it can be very, very effective in the long run and for society, to use words like that, but for society in the long run, there are benefits to a story like this." (59 years old, male)

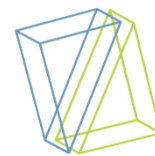
#### 4.12.8 Back to capacity - Young people with capacity needs

The lack of inclusion of young people with disabilities in youth programmes can only be understood as a complex phenomenon. In essence, it is influenced by eight interrelated causes:

1. financial difficulties and lack of capacity
2. high standards for the young people involved and the search for new talent
3. structural problems and a lack of precise knowledge of the opportunities arising from the Erasmus+ Youth programme
4. lack of commitment to inclusion
5. lack of accessibility
6. lack of training, knowledge about special educational needs and disabilities
7. negative attitudes, beliefs
8. lack of visibility of young people with complex support needs

Together, these result in a heterogeneous group of young people with complex support needs, who are basically assumed by the majority of interviewees to have capacity needs that their organisation cannot meet.





"we had expectations that we weren't even prepared for, because if... that's not how it works for us. And these were normal stories. I don't know if there are enough resources to pay for another four-hour job with a gross minimum wage of 130 thousand forints. So I think that these are not the... maybe these Erasmus+ programmes are designed, and we've come across this in France, in Germany, that you have a basic function that you bring these in as an extra for a project." (47 years old, male)

It is also the view of this interviewee that a long-term commitment to inclusion is possible when there is a team of professionals permanently employed, and the projects, together with the extra cost of special needs support provided by Erasmus+ Youth, are only complementary to the otherwise permanent operation. Other interviewees agree with this, despite being in a different focus group:

"I would very much welcome, say in ESC, a young person with a disability. I don't have the resources in the ESC to hire a professional who can take him through. So I don't have the resources to pay, let's say, the specialist for the whole 12 months. What do I tell the specialist? Come to me for 12 months, but if another young person doesn't come after that, I won't employ you after 12 months. So this project-based operation is not very family- and home loan- and so on-friendly in people's minds. And from then on it doesn't work." (41 years old, male)

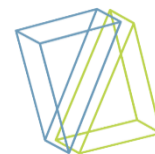
If they are committed to inclusion, they want to do it well, without doing harm, and they believe that the best way to do that is to respond to needs, and again, that requires a professional. There is no uniformity of vision when it comes to the qualifications and experience of the professional. Some believe that it depends on the severity of the disability, others believe that it is the professional's or expert's perspective rather than their qualifications that is important.

"in me, again, I can only speak for myself and my own organisation, that it is also in you as a fear, who you can accept, that I think that some people with certain disabilities function perfectly well and can do things perfectly well in their environment and do not need extra attention" (47 years old, male)

"they are not educated in this direction and therefore do not have the experience and competence to do so. So that could be a very big extra job for us" (34 years old, male)

"it's not necessarily education that would be important, but rather experience, experience in working with people with disabilities, and knowledge of their difficulties and obstacles, and I know I say this a lot about openness, but we really experience that openness and proactivity is what can really drive such a process, such a project forward." (33, female)





Qualifications are therefore not important, but the expectations - for the ideal professional who can integrate - are very similar to those of the ideal Erasmus+ youth participant. As there are different opinions on what qualifications and professional experience are needed for adequate inclusion, and as the capacity needs of young people with complex support needs cannot really be assessed in advance without knowing them, we agree with the following idea:

"this preconception of capacity I think also came from somewhere for me, that I have acquaintances or even family members, if not in the immediate family circle, but who really have some special needs, and you see how much extra energy either the parents or one parent has to put in to meet the needs that their child has. And that to me, for example, it follows from that, which may not be the right conclusion, but that if you are hosting young people with special needs in a circle, you have to put a lot more energy into it, or a lot more attention into it, than you do for the other participants." (29 years old, male)

## 5. Hypotheses

The hypotheses of our research were:

1. *It is assumed that youth workers are not prepared to involve young people with disabilities in E+ projects, as their everyday youth services are not accessible to young people with disabilities.*

Our hypothesis was partially confirmed, youth workers do not feel prepared to engage young people with disabilities, which they identify as a result of their lack of training and organisational capacity. There is also a lack of professional experience, but this is linked to the fact that young people with disabilities, young people with complex support needs, are not part of their target group and are therefore simply not the focus of their activities. Most of the youth organisations interviewed do not have a youth office or youth community space with permanent opening hours, but neither do those who are involved in local youth work have young people with complex support needs. The accessibility or lack of accessibility of the location only indirectly influences their participation, as organisations consider young people with complex support needs to be invisible. Reaching young people is generally difficult, participants need to be recruited for a programme, but a higher proportion of young people with complex support needs can only be reached through targeted outreach due to lack of visibility, which is discouraged by some youth service providers due to lack of capacity, skills, experience and accessible locations. In this sense, their activities, which are mainly international projects, are indeed not accessible.







*2. It is assumed that youth organisations do not have the resources to ensure accessibility and therefore young people with disabilities do not participate in their services.*

Based on the interview analysis, we consider our hypothesis to be partially confirmed. The majority of organisations operate on a project basis, which determines their operations and schedules their time. The financial means available to them do not allow them, for example, to provide a barrier-free environment, nor to employ, in the long term, professionals to support the inclusion of young people with disabilities, without which most of them cannot imagine the participation of the people concerned.

The average age of the interviewees is relatively high, and the civil sector, including youth work, is ageing because it cannot offer competitive wages. The main focus is on retaining and training young people who participate in a youth programme. At the same time, the extra cost of involvement in the Erasmus+ Youth facility is not called for, partly because they do not have enough information about it, i.e. what it is available for and under what conditions, and partly because they do not have a view of young people with complex support needs, so there is no guarantee that they will be involved if the project is successful. If no specific needs budget is foreseen, but a young person does apply, they will not be sent away without a reason, but they cannot guarantee them the necessary conditions. Restructuring the budget can be problematic, as it is not possible to ask for additional support for costs incurred ex post.

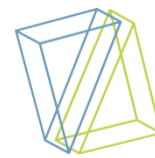
"Cost, it is, if we say, the extraordinary cost or the accompanying person, as a concept either in youth exchanges or in volunteer projects, so there is a possibility, you just have to find that person, so that if a foreigner comes, for us it is a big difficulty, for example, here in the county, to get a person in the area who speaks English." (29 years old, male)

"I think there is a separate line for extra costs. I'm not familiar with that, and I don't want to say anything stupid, because I don't see the numbers behind it, how much, but what you just said, that obviously assumes that there are people who can be involved in certain hours." (47, male)

- "What extra costs?"

- "Well, for example, let's say an equipment purchase or a loan, or let's say, providing a personal assistant, and okay, if you plan ahead, you know you have to plan ahead, you can do that. In hindsight, it can be said that any amount can be reallocated to that line from anywhere where money can be spent on it, but that... or that resources can be created for it, but experience shows that it is not always possible to reallocate any amount there, because the resources are tied up elsewhere for other purposes." (35-year-old, male)



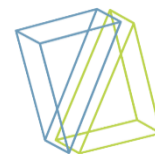


3. *It is assumed that the lack of experience and knowledge about young people with complex support needs has a negative impact on respondents' attitudes, which is related to the low participation of young people with disabilities in E+ projects.*

We consider our third hypothesis to be confirmed. The majority of the interviewees also perceive themselves as having little knowledge or experience of engaging young people with complex support needs. Basically, they believe that engaging young people with disabilities is capacity intensive because they require ongoing care and support, which requires the constant presence of an expert. Disability is therefore seen as a barrier to independent participation. In the absence of personal experience, they rely mainly on the opinions of acquaintances who have experience, for example, as parents. From them they see and hear that raising a disabled child is a burden and a sacrifice. The fact that these difficulties often stem not from the child's condition but from the lack of a care system and/or a lack of social solidarity is not mentioned. They do not get information from experts with experience and, as we saw in the questionnaire survey, they are not seen as key players in the inclusion process, which is a kind of *top-down integration* (Rapos et al., 2011, p. 34,43). This form of exclusion does not build on the principle of 'nothing about us, without us', but it does have a strong idea of how, along what values, the target group should be integrated.

Disabled people are not conceived as heterogeneous groups with heterogeneous abilities and needs. Inclusion is therefore also hampered by a mediatised approach - focusing on the deficits of young people with disabilities, promoting segregated specialist support, not building on the experiences of those affected (Goodley, 2019, p. 6).





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