



Strasbourg, 15 September 2010



Key-word summary of this report - *by wordle.net*



Chers participants francophones,

Pour des raisons financières, ce rapport n'a pu être traduit intégralement en français. Vous y trouverez une introduction dans les deux langues, suivie du rapport en anglais.

En cas de questions spécifiques sur certaines parties du rapport, nous restons à votre entière disposition pour faciliter votre compréhension.

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Introduction (version française)

De nos jours, les flux migratoires et la concentration urbaine dans une Europe mondialisée entraînent très souvent la multiplication des communautés et quartiers multiculturels. Dans et autour de nombreuses grandes villes, les disparités sociales et économiques associées aux groupes migrants et minoritaires ont conduit au développement de quartiers défavorisés où la diversité va de pair avec la pauvreté et souvent avec la marginalisation ou l'exclusion ; à cela s'ajoutent parfois divers types et degrés de ségrégation sociale, discrimination et violence de fait.

Les quartiers défavorisés à travers l'Europe ne sont pas principalement ou exclusivement le résultat de migrations, de même que toutes nos sociétés sont profondément multiculturelles, indépendamment du nombre d'immigrés. La ségrégation sociale, la pauvreté et le manque de perspectives de mobilité sociale sont une réalité pour la plupart de nos sociétés ; les immigrés ne sont pas les seuls à être victimes de discrimination.

En temps de crise sociale et économique, les sentiments d'impuissance et d'anxiété concernant l'avenir risquent de renforcer les tensions locales et les conflits sous-jacents. Les jeunes sont souvent au centre de ces tensions car ils sont plus vulnérables et ont moins d'assurance et sont plus directement touchés par les incertitudes concernant leur possibilité réelle de participer à la société, de contribuer à son développement et de devenir autonomes.

Dans les 47 Etats membres du Conseil de l'Europe, la situation est très différente d'un pays à l'autre et d'une ville à l'autre ; les réponses des autorités locales et nationales sont également diverses ; cependant, il est rare qu'elles s'attaquent de manière satisfaisante aux causes profondes ; au mieux, l'action des pouvoirs publics semble cibler des épiphénomènes (comme la violence ou la délinquance juvéniles) au moment où surviennent des événements graves ou lorsque les médias braquent les projecteurs sur ces questions. Les mesures de répression sont souvent plus visibles que les stratégies de prévention.

Les problèmes auxquels se heurtent de nombreux jeunes dans cette situation sont souvent complexes et multidimensionnels, engendrant parfois une spirale, ou un cercle vicieux, de *discrimination*, *violence* et *exclusion*. Les réponses doivent donc être intersectorielles et prendre en compte l'ensemble du contexte social - le quartier. Cependant, cette complexité ne peut justifier un manque d'action ou de réponse. Au contraire, elle devrait stimuler la coopération, la créativité et la détermination pour empêcher une escalade des conflits et, principalement, s'assurer que les droits sociaux des jeunes concernés ne sont pas déniés ou violés.

Pourquoi ENTER!?

La politique de jeunesse du Conseil de l'Europe vise à « ... offrir aux jeunes - filles et garçons, jeunes femmes et jeunes hommes - les mêmes chances et expériences leur permettant de développer les connaissances, compétences et savoir-faire nécessaires pour jouer pleinement leur rôle dans tous les domaines de la société »¹.

1 Résolution CM/Res(2008)23 du Comité des Ministres sur la politique de jeunesse

Le projet Enter ! sur l'accès aux droits sociaux des jeunes de quartiers défavorisés a été élaboré pour répondre à la préoccupation et à l'intérêt croissants que suscitent la cohésion sociale et l'insertion des jeunes chez les membres du comité directeur européen pour la jeunesse (CDEJ) et du conseil consultatif sur la jeunesse (CCJ), partenaires gouvernemental et non gouvernemental du secteur de la jeunesse du Conseil de l'Europe.

Le nom "ENTER!" a été choisi par l'équipe préparatoire du stage de formation à long terme après un long processus de réflexion sur ce que le projet devrait inclure. ENTER ! signifie « rentre », « inclure », ce peut être à la fois une action et une invitation. Enter ! est aussi une touche sur le clavier, qui réfère à la partie d'apprentissage en ligne du stage.

But et objectifs d'ENTER!

Le projet Enter ! vise à concevoir des réponses politiques à l'exclusion, la discrimination et la violence qui touchent les jeunes des quartiers multiculturels défavorisés.

Les objectifs du projet sont les suivants :

- S'attaquer aux situations de conflit et d'exclusion que vivent les jeunes dans leurs environnements multiculturels, au moyen de projets mis en œuvre dans les domaines de l'éducation non formelle et du travail de jeunesse ;
- Développer des outils pratiques et conceptuels pour favoriser la traduction du dialogue interculturel dans la réalité du travail de jeunesse ;
- Explorer et identifier les possibilités de projets novateurs dans le cadre du travail de jeunesse avec les jeunes en risque d'exclusion et de violence ;
- Lancer, soutenir et évaluer 35 projets pilotes novateurs avec un fort effet multiplicateur à travers l'Europe ;
- S'attaquer aux situations d'exclusion, de conflit et de violence qui affectent les jeunes, par le biais de partenariats entre le travail de jeunesse, la politique de jeunesse et les autorités locales ;
- Consolider les résultats de la campagne européenne de jeunesse « Tous différents - Tous égaux » sur les thèmes de la diversité, de la participation et des droits de l'homme.

Que trouve-t-on dans ENTER! ?

Enter ! combine différents types d'activités et interventions jeunesse qui, alors qu'ancrées dans la réalité des jeunes et basées sur la pratique du travail de jeunesse, ont pour objectif d'influencer les politiques de jeunesse en Europe du niveau local au niveau national.

Un **séminaire préparatoire** s'est tenu au début de mois de mars 2009, à Budapest, pour préciser le cadre du projet, réévaluer les besoins actuels et les questions liées aux enjeux du projet, faire le point sur les initiatives en cours, définir une

du Conseil de l'Europe

approche d'ensemble et concevoir un schéma opérationnel pour sa planification et sa mise en œuvre.

Un séminaire sur **l'égalité des genres dans les projets concernant la jeunesse**, tenu à Strasbourg en juin 2010, a approfondi les travaux menés par la Direction de la jeunesse et du sport sur « les questions d'égalité des genres » et la violence fondée sur le sexe, en mettant tout particulièrement l'accent sur l'égalité entre les sexes dans les quartiers défavorisés.

Une réunion consultative sur **l'information et le conseil pour les jeunes**, organisée en juin 2010 à Budapest, a examiné les moyens d'améliorer l'accès à l'information des jeunes et des travailleurs de jeunesse dans les quartiers défavorisés ainsi que le rôle des jeunes dans la production et la transmission de l'information.

Les nouveaux modes de participation dans le travail de jeunesse en milieu multiculturel ont fait l'objet d'un examen collectif lors d'un séminaire tenu en juin 2010, à Budapest. Le programme et la recommandation étaient centrés sur la participation des jeunes des quartiers défavorisés et les moyens de soutenir des formes de participation non reconnues, tout en œuvrant à l'égalité d'accès aux structures et processus de participation des jeunes déjà en place.

L'élément central du projet est le **stage de formation de longue durée** qui préparera et aidera les travailleurs et responsables de jeunesse intervenant dans les quartiers défavorisés à s'adresser aux jeunes qui rencontrent des difficultés dans l'exercice de leurs droits sociaux. Au cours du stage, les participants développeront leurs aptitudes et compétences à mettre en œuvre des projets d'intégration et à partager leur expérience avec leurs homologues européens.

Le stage de formation à long terme (LTTC)

Le stage a lieu sur une période de deux ans durant lesquels un groupe de travailleurs de jeunesse activement impliqués dans les quartiers défavorisés est formé sur les droits sociaux et développe des compétences sur comment adresser ces questions avec des jeunes dans les quartiers défavorisés.

Le stage inclut des séminaires résidentiels, de l'apprentissage en ligne et des éléments de tutorat entre les séminaires, ainsi qu'une dimension de développement de projets.

Les objectifs du stage ont été définis comme suit:

- Développer les compétences dont les participants ont besoin pour monter et mener un projet de jeunes contre l'exclusion sociale basé sur l'apprentissage interculturel, l'éducation aux droits de l'homme et la participation ;
- Familiariser les participants aux programmes et politiques européens pour la jeunesse (Conseil de l'Europe et Commission européenne) ainsi qu'aux valeurs, missions, structures et méthodes de travail du Conseil de l'Europe, et de la Direction de la Jeunesse et du Sport en particulier ;
- S'attaquer aux situations de conflit et d'exclusion que vivent les jeunes dans leurs quartiers multiculturels défavorisés, au moyen de projets mis en œuvre

par les participants au stage dans les domaines de l'éducation non formelle et du travail de jeunesse ;

- Explorer et développer des outils conceptuels et pratiques pour traduire le dialogue interculturel dans la réalité du travail de jeunesse ;
- Identifier et tester des critères susceptibles de guider des projets novateurs dans le cadre du travail de jeunesse avec les jeunes en risque d'exclusion et de violence ;
- Lancer, soutenir et évaluer 35 projets pilotes novateurs avec un fort effet multiplicateur à travers l'Europe ;
- Echanger des connaissances et des expériences sur les obstacles aux droits humains et sociaux que rencontrent les jeunes des quartiers défavorisés en Europe ;
- Faciliter la mise en œuvre d'une politique et d'un travail de jeunesse intersectoriels et interdisciplinaires en y associant les autorités locales, ainsi que les secteurs de la recherche sur la jeunesse et de l'élaboration des politiques de jeunesse ;
- Contribuer à la reconnaissance du travail de jeunesse et de l'éducation non formelle aux niveaux local et national ;
- Concourir à la réalisation des objectifs de l'Agenda 2020 du Conseil de l'Europe en relation avec l'exclusion sociale des jeunes.

En outre, les participants au stage concevront des **projets concrets avec les jeunes**, fondés sur la participation active, l'apprentissage interculturel et l'éducation aux droits de l'homme et s'attaqueront aussi aux problèmes particuliers que pose leur accès aux droits sociaux. Ces projets constitueront une base concrète pour apprendre comment promouvoir les droits sociaux des jeunes et exploiter au mieux les travaux de recherche sur la jeunesse pour engager des actions politiques.

Le stage LTTC, qui s'échelonne sur les trois années du projet, s'articule autour de trois séminaires de formation résidentiels au Centre européen de la jeunesse. Entre les séminaires, les participants travaillent à la conception et à la mise en œuvre de leur propre projet, tout en étant conseillés par des tuteurs priorité élevée aux projets du LTTC qui remplissent les conditions requises pour une aide financière en tant que projets pilotes. Une plate-forme d'apprentissage électronique permet d'approfondir certaines questions et donne aux participants l'occasion de coopérer et de partager leurs expériences.

Les enseignements tirés des projets des participants au LTTC serviront de point de départ à l'élaboration de recommandations politiques sur l'accès des jeunes aux droits sociaux.

Le premier séminaire résidentiel

Cette publication reflète le processus et les contenus du premier séminaire résidentiel du stage de formation à long terme sur l'accès aux droits sociaux pour les jeunes issus de quartiers défavorisés. Le séminaire s'est déroulé à Strasbourg en septembre 2009. Il a rassemblé 31 travailleurs de jeunesse impliqués professionnellement dans les quartiers défavorisés dans 24 pays. Les participants ont été formés par une équipe de formateurs multiculturels sur des concepts clés tels que les droits de l'homme, les droits sociaux, les quartiers défavorisés. Les

participants ont également bénéficié d'ateliers visant concrètement au développement de certaines compétences pour travailler avec des jeunes issus de quartiers défavorisés.

La deuxième partie du séminaire était consacrée principalement au développement de projets. Tous les participants ont développé un projet concret en implication avec les jeunes de leur quartier. Ces projets seront développés et mis en œuvre au courant de l'année prochaine dans le cadre du LTTC.

Ce document rassemble les discussions et contenus principaux du séminaire, tels que préparés par les formateurs du stage de formation (Alexandra Raykova, Athanasios Krezios, Matteo Fornaca, Nadine Lyamouri-Bajja et Peter-Jan Uyttersprot) et a été rassemblé et édité par Tony Geudens. Il présente également une vision d'ensemble des projets préparés par chaque participant à la fin du séminaire. Certains de ces projets pourraient avoir changé depuis.

Ce stage de formation, dans son format pilote, entraîne de nombreuses opportunités en relation à l'accès aux droits sociaux pour les jeunes issus de quartiers défavorisés. Mais il entraîne également nombreux défis, certains d'entre eux reflétant par ailleurs les défis quotidiens que rencontrent les jeunes dans les quartiers défavorisés.

De ce fait, ce stage de formation reste en construction, dépendant de changements personnels, structurels et communautaires auxquels font face et lesquels partagent les participants. Ainsi, ce document sera suivi par d'autres, similaires, reflétant d'autres phases du stage tel que les séminaires, les dimensions d'apprentissage en ligne, les projets et leurs évaluations. Des informations mises à jour sur le stage peuvent être trouvées sur www.coe.int/enter

Introduction (English version)

Today, migration flows and urban concentration in a globalised Europe have very often resulted in a growing number of multicultural communities and neighbourhoods. In and around many cities, the social and economic imbalances associated with migrant and minority communities have led to the development of disadvantaged neighbourhoods, where diversity is also accompanied by poverty and often with marginalisation or exclusion. This is sometimes combined with different forms and levels of *de facto* social segregation, discrimination and violence.

Disadvantaged neighbourhoods across Europe are not mainly or exclusively a result of migration, in the same way that all our societies are deeply multicultural regardless of the number of migrants. Social segregation, poverty and the lack of perspectives for social mobility are a reality for most of our societies; discriminatory phenomena are not targeted at migrants only.

At times of economic and social crisis, the feelings of powerlessness and anxiety about the future risk deepening local tensions and underlying conflicts. Young people are often at the centre of these tensions, because they are more vulnerable and more insecure, and because they are more directly affected by the uncertainties regarding their real possibility of participating in society, contributing to its development and developing their autonomy.

In the 47 member states of the Council of Europe, realities are very different from country to country and from city to city; the responses of local and national authorities are also diverse. Rarely, however, are the root causes adequately addressed; at best, policy responses seem to address epiphenomena (e.g. youth violence or delinquency) at times of critical events or media focus. Repressive measures often draw more attention than preventive approaches.

The problems faced by many young people in these situations are often complex and multi-dimensional, sometimes resulting in a spiral, or a vicious circle, of *discrimination*, *violence* and *exclusion*. Responses, therefore, need to be inter-sectoral and consider the whole social context - the neighbourhood. This complexity, however, cannot justify a lack of action or response. On the contrary, it should stimulate co-operation, creativity and determination in order to prevent the escalation of conflicts and, essentially, to make sure that the social (human) rights of the young people concerned are not denied or violated.

Why ENTER!?

The youth policy of the Council of Europe aims at “...providing young people, i.e. girls and boys, young women and men, with equal opportunities and experience which enable them to develop knowledge, skills and competencies to play a full part in all aspects of society”².

The Enter! project on the access to social rights for young people from disadvantaged neighbourhoods was set up in response to the growing concern and attention of the European Steering Group on Youth (CDEJ) and the Advisory Council on Youth (CCJ), the governmental and non-governmental partners of the youth

² Committee of Ministers Resolution CM/Res(2008)23 on the youth policy of the Council of Europe

sector of the Council of Europe, to matters of social cohesion and inclusion of young people.

The chosen name “Enter!” was chosen by the preparatory group of the long term training course after a long process of brainstorming on what this project should include. Enter! means “come in”, “include”, it can be an action and an invitation. Enter! is also a button on the keyboard, thus linking it to the e-learning dimension of the course.

Aims and objectives of ENTER!

The Enter! project aims at developing youth policy responses to exclusion, discrimination and violence affecting young people in multicultural disadvantaged neighbourhoods.

The objectives of the project have been defined as:

- to address situations of conflict and exclusion of young people living in multicultural environments through non-formal education and youth work projects;
- to develop conceptual and practical means of translating intercultural dialogue into the realities of youth work;
- to explore and identify means for innovative youth work projects with young people at risk of exclusion and violence;
- to initiate, support and evaluate up to thirty innovative pilot projects with a high multiplier effect across Europe;
- to address situations of exclusion, conflict and violence affecting young people through partnerships between youth work, youth policy and local authorities;
- to consolidate results of the All Different - All Equal European youth campaign in relation to diversity, participation and human rights.

What is in ENTER?

Enter! combines different types of activities and youth interventions which, while rooted in the realities of young people and based on youth work practice, seek to influence youth policies in Europe from the local to the national level.

A preparatory seminar was held at the beginning of March 2009 in Budapest to set a clearer framework for the project, review the current needs and issues related to the project’s aims, take stock of already existing initiatives, define the overall approach and develop an operational model for its planning and implementation.

A seminar on gender equality in youth projects, held in Strasbourg in June 2010, deepened the work done by the Directorate of Youth and Sports on “gender matters” and gender-based violence, with a special focus on gender equality in disadvantaged neighbourhoods.

A consultative meeting on youth information and counselling held in Budapest in June 2010, discussed ways to improve access to information for young people and

youth workers in disadvantaged neighbourhoods, including the role of young people in producing and providing information.

New ways of participation in multicultural youth work were shared and discussed at a seminar in Budapest in June 2010. The programme and recommendation focused on the participation of young people from disadvantaged neighbourhoods and the ways to support unrecognised forms of participation while working towards equality in the access to existing structures and processes of youth participation.

The central component of the project is the long-term training course that prepares and supports youth workers and youth leaders working in disadvantaged neighbourhoods with young people who face difficulties in exercising their social human rights. During the course, the participants develop their skills and competencies in setting up projects for integration and in sharing them with colleagues across Europe.

The Long Term Training Course (LTTC)

The course takes place over a duration of two years, during which a group of youth workers actively involved in disadvantaged neighbourhoods is trained on social rights and develops competences on how to address these issues with young people in the neighbourhoods. The course contains residential seminars, e-learning and mentoring elements between the seminars as well as project development dimensions.

The objectives of the course were set as follows:

- To develop participants' competences in developing and running a youth project for social inclusion based on intercultural learning, human rights education and participation;
- To familiarise participants with European youth programmes and policies (Council of Europe and European Commission) and the values, mission, structure and ways of working of the Council of Europe and in particular the Directorate of Youth and Sport;
- To concretely address situations of conflict and exclusion of young people living in multicultural disadvantaged neighbourhoods through non-formal education and youth work projects by the course participants;
- To explore and develop conceptual and practical means of translating intercultural dialogue into the realities of youth work;
- To identify and try out criteria for innovative youth work projects with young people at risk of exclusion and violence;
- To initiate, support and evaluate up to thirty five innovative pilot projects with a high multiplier effect across Europe;
- To share knowledge and experiences on challenges to human and social rights faced by young people in disadvantaged neighbourhoods in Europe;
- To support the implementation of cross-sectorial and interdisciplinary youth work and youth policy by associating local authorities, youth research and youth policy development to youth work;
- To contribute to the recognition of youth work and non-formal education at local and national levels;
- To support the implementation of the objectives of the Agenda 2020 of the Council of Europe in relation to the social inclusion of young people.

During the course, participants also develop specific projects with young people, based on active participation, intercultural learning and human rights education, and also address specific challenges in their access to social rights. These projects provide the practical basis for learning about how to promote the social rights of young people and how best to use youth research for youth policy action.

The LTTC is spread over the three years of the project and is structured around three residential training seminars at the European Youth Centre. In between the seminars, the participants work on the development and implementation of their project while being mentored by trainers. The European Youth Foundation has prioritised eligible projects of the LTTC for financial support as pilot projects. An e-learning platform provides deeper insights into specific issues and allows participants to co-operate and share experiences.

The experience gained from participants' projects of the LTTC will serve as a basis for the development of policy recommendations on the access of young people to social rights.

The first residential seminar

This publication reflects the process and contents of the first residential seminar of the Long Term Training Course on the Access to Social Rights for Young People from Disadvantaged Neighbourhoods. The seminar took place in Strasbourg in September 2009. It brought together 31 youth workers working in disadvantaged neighbourhoods in 24 countries. The participants were trained by a multicultural team of trainers on key concepts such as human rights, social rights, disadvantaged neighbourhoods. Participants also benefited from concrete skills development workshops in order to develop their own competences in working with youth in disadvantaged neighbourhoods. The second part of the seminar was devoted mainly to project development. All participants developed a concrete project involving youth in their neighbourhood. These projects will be developed and implemented in the next year within the frame of the LTTC.

This document puts together the main contents and discussions of the seminar as prepared by the trainers of the course (Alexandra Raykova, Athanasios Krezios, Matteo Fornaca, Nadine Lyamouri-Bajja and Peter-Jan Uyttersprot) and compiled and edited by Tony Geudens. It presents also an overview of the projects prepared by each participant at the end of the seminar. Some of these projects may have changed since.

This course, in its pilot format, does bring along many opportunities in relation to access to social rights for young people from disadvantaged neighbourhoods. But it also brings many challenges, many of which represent the daily challenges faced by young people in disadvantaged neighbourhoods.

The course therefore stays under construction, depending on personal, structural and community changes which participants of the LTTC undergo and share. This documentation will therefore be followed by similar ones reflecting other phases of the course such as the seminars, the e-learning dimension, the projects and their evaluations. Updated information on the course can be found at www.coe.int/enter

LTTC Enter > A long term training course about Social Rights

Have a look around Europe

Migration is on the rise. Cities are growing. The economy is in crisis.

This results all too often in **disadvantaged multicultural neighbourhoods** in urban areas: Services are less developed. People are poor and at risk of marginalisation and exclusion. The feeling of hopelessness leads to disengagement or violence.

Young people in these areas have difficulties to access their Social Rights:

- get the best out of education
- take care of their health
- find their way on the job market
- participate in social and civic life
- embrace their identity and culture

The Council of Europe's response

The youth policy of the Council of Europe (CoE) strives for equal opportunities for all young people - also those in Disadvantaged Neighbourhoods - and to enable them to develop the needed competences to play a full part in society.



Therefore the Directorate of Youth and Sports (DYS) of the CoE set up a two year project to develop **youth policy responses to exclusion, discrimination and violence** affecting young people in multicultural neighbourhoods:

- addressing conflict and exclusion by non-formal education
- integrating intercultural dialogue into youth work
- setting up innovative youth work projects with young people at risk
- creating partnerships between youth work, policy and authorities
- using the results and tools of the 'All Different-All Equal' campaign

This project is a key element of the 2009-2011 DYS priority on “**social cohesion and inclusion of young people**”. The DYS searches for youth work and youth policy responses to social precariousness and exclusion, promoting access of young people to social rights. Non-formal education/learning facilitates this process. Particular attention is given to young people's autonomy, health and well-being and access to decent living conditions.

Improving the access to Social Rights in Disadvantaged Neighbourhoods through:

- a consultative meeting to share ideas and set out the frame of this project
- a Long Term Training Course for youth workers working in disadvantaged areas
- a seminar on gender equality in youth projects in Disadvantaged Neighbourhoods
- a consultative meeting on youth information and counselling within those areas
- an expert seminar on new ways of participation in multicultural youth work
- a joint policy seminar with other Directorates of the CoE on access of young people to Social Rights
- a youth congress

...leading to youth policy recommendations

A Long Term Training Course (LTTC)



This two year course brings together youth workers who are working with young people in Disadvantaged Neighbourhoods. They will be trained to develop **projects to improve the access to social rights**, based on active participation, intercultural learning and Human Rights Education.

The experience from this course and from participants' projects will serve as a basis for **policy recommendations** on the access of young people to Social Rights.

The **participants** attending this course were either active grassroot youth workers/leaders or local authority representatives dealing with young people in disadvantaged neighbourhoods. **32 participants from 24 countries** were selected based on their experience and the projects they were running or planning on access to social rights for young people.

Features of the course

- The long term nature acknowledges that learning takes place over a longer time span. Three residential seminars are combined with a practice period to develop projects.
- A reference and support group meets regularly to lend their expertise to the course team and steers the course. A variety of stakeholders are represented in this group.
- An internet site and e-learning platform is used for communication between participants and team and for the online learning and training between the residential seminars.
- Participants develop and implement concrete projects to improve the access to social rights in their disadvantaged area, with the mentoring of the team.
- The practice projects or the participants make links with youth research and youth policy makers. Results and good practices are documented online.
- A documentalist captures all the methods, inputs and outcomes of the different seminars, projects and online platform in a reader-friendly way.

- An evaluator assesses the quality of the different course elements and the learning of the participants, extracting conclusions for future activities and policy.
- Results of this LTTC will feed into other dimensions of the Directorate's programme.



B Before the first seminar, selected participants were invited to register for the online platform. The team launched some practical assignments for the participants to get to know each other and at the same time familiarise them with the features of the e-learning platform (📖 19). It already got the participants thinking about the topic of the course and their learning.

1 The first seminar (➡ 17) aimed to prepare the participants for their projects improving the access to social rights. It gave them both a wider perspective, as well as practical competences to carry out practice projects back home in their Disadvantaged Neighbourhoods.

P The participants go home after the first seminar and put their **Projects into Practice** (➡ 19). They can use the online platform to document their project progress, as well as get support from peers or team (➡ 19). A system of mentoring and regional meetings will coach them towards successful projects that improve the access to social right for young people in their disadvantaged neighbourhoods.

2 The second seminar allows participants to share good practices and reflect on obstacles they might have encountered. It allows the team to have a progress report of the participant's projects. Any further training needs can be addressed at this moment. The participants continue the implementation of their projects.

3 A third seminar is planned to do a thorough evaluation. Both of the different projects that have taken place, as well as of the personal learning and development process of the participants. The different experiences of working on the access to Social Rights for young people in Disadvantaged Neighbourhoods could then be turned into policy recommendations.



Note: The arrows ➡ refer to narrative parts of this report - whereas the page symbol 📖 refers to individual course items e.g. session outlines

The launch > Story of the first seminar

The first seminar **prepared the participants** for their projects aiming to improve the access to social rights for the young people they work with in disadvantaged neighbourhoods. The trainees already had a chance to interact on the e-learning platform beforehand (📖 19), but this seminar was the first ‘real life’ occasion to meet and share their realities.

On the one hand, the introductory seminar gave the participants a **wider perspective**. Different speakers presented the Council of Europe’s approach to Human Rights, participation and social cohesion, and the tools it had developed (📖 19). A university professor added a theoretical framework to the discussions (📖 19).

On the other hand, the participants and team made an inventory of **needed competences** for developing projects improving the access to social rights of young people in their Disadvantaged Neighbourhoods (📖 19). Different sessions addressed these training needs (👉 19 & 📖 19). A substantial part of the time was also spent to prepare their projects (👉 19 & 📖 19).

The red line through the whole LTTC was participants’ **personal learning and development process**, which was measured at different intervals with a self-assessment questionnaire (📖 19). After the first seminar, the participants were also required to develop a Personal Learning Plan to keep track of their progress (📖 19).

What this seminar aimed at...

Objectives of the first seminar

- to introduce the framework of this LTTC (👉 18)
- to understand the realities and challenges faced by young people and youth workers from Disadvantaged Neighbourhoods (👉 19)
- to understand key concepts such as Social Rights, social inclusion, intercultural dialogue, Human Rights into projects and youth work practice (👉 19)
- to understand the relevance of key European mechanisms and instruments for the protection and promotion of Human Rights (👉 19)
- to develop key competences needed for quality youth work in Disadvantaged Neighbourhoods, such as intercultural learning (ICL), critical thinking, networking, communication skills, conflict transformation (👉 19)
- to develop youth projects for social inclusion based on intercultural learning, Human Rights Education and participation (👉 19)
- to train participants to use non formal education approaches in their youth work in Disadvantaged Neighbourhoods (👉 19)
- to prepare participants to use of all the features and support measures for learning and project development (👉 19)
- to enable participants to use the e-learning platform as a tool for the overall learning process (👉 19)
- to develop quality criteria for youth projects in disadvantaged areas (👉 19)

Getting started and setting the frame



As any training course, this first seminar started with an introduction to the people present and the project in which they participated.

Participants arrived in the European Youth Centre in Strasbourg and were invited to a **welcome evening** (📖 19). The team introduced themselves and organised a variety of activities to break the ice and learn each other's name. The trainees shared their expectations and motivations towards the seminar, as well as a bit about their background. A good occasion to get to know each other.

The next day continued with more **group building activities** (📖 19): creating a cohesive group dynamic is an important pre-requisite for fruitful group work afterwards. It was also a nice way to show that the group is at the centre stage of the course. They are important stakeholders of this project.

Once the group had gelled and felt more comfortable with one another, they were ready to dive into the programme. The Director of Youth and Sports, **Mr Weingärtner**, **officially opened the course** (📖 19). He emphasised that the Council of Europe empowers youth workers to make a difference in their realities, but it also looks to them for input for the work of the CoE.

The course organisers sketched the **frame of the course** (🔗 4 & 📖 19). This LTTC is a central element of a wider two year project of the Council of Europe to improve access to Social Rights for young people from Disadvantaged Neighbourhoods. The team explained the logic of the **programme** (🔗 19) and how it was going to address the **objectives** set out (🔗 17).

The main blocks of the first seminar

- exchanging participants' experiences and realities (🔗 19)
- seeing the bigger picture: concepts, institutions and tools (🔗 19)
- developing participants' skills and competences (🔗 19)
- working on projects - transferring the course into reality and practice (🔗 19)
- information on the support system in place (🔗 19)

Exchanging experiences and realities

The selected youth workers for this LTTC already started sharing a bit of the reality they live or work in on the online platform. Participants were asked to upload a **picture of their 'Disadvantaged Neighbourhood'** (📄 19) as you can see in the mosaic below.

At the same time participants were asked to fill out and upload their **self-assessment questionnaire** (📄 19) which allowed the team to adapt the programme to the needs expressed and will be an ongoing tool in the course as it will be used again at later stages. You can find a summary of the self-assessment and expectations further down in this report (📄 19).



In working groups the course participants shared more information about **their realities** (📄 19): the young people they work with, the limitations of their Social Rights,... They sketched a picture of the urban areas they work in and looked for similarities and differences. The context and target groups can be different, but the problems the young people face are similar.

Participants had the opportunity to compare the **challenges** young people face in their respective disadvantaged areas (📄 19) with some colleagues in a discussion group.

Challenges for young people & youth work in Disadvantaged Neighbourhoods

Summary of the working groups

- discrimination (majority-minority, between communities, by institutions,...)
- school (not being valued, excluded from school, school not being supportive,...)
- media (“moral panic”, blame for all societies’ wrongs,...)
- learnt expectations (low aspirations, pressure to have a family, “getting above your station”,...)
- conforming to the norm(ality) (clothes you wear, social behavior, lifestyle choices, job you aspire to have, housing conditions,...)
- money and employment (poverty, low pay, welfare state,...)
- geographical barriers (distance from other people/services, territorial divides, safety in different area, lack of public transport,...)
- lack of community facilities (no where to play sport, no green space, no leisure activities,...)
- violence (fear of violence, criminality, domestic violence, authoritarian relations,...)
- lack of recognition for youth workers leading to burnout and high turnover of staff
- difficult to do youth work because of lack of funding, political interference, safety and restrictive laws and regulations,...
- difficult relation with the young people (lack of confidence, suspicion towards youth workers, difficult outreach,...)
- there can be cultural, family and language barriers - difficult to counter influence from parents, community or peers

The group also had an opportunity to visit a project example in the Strasbourg area, which is working to improve the access to social rights for a specific community. They went to visit a **Roma traveller’s settlement** (📄 19). After introducing the group to the history and situation of the travellers, the Roma community invited the course participants for dinner. The two groups came closer together through games and a match of football. Course participants introduced themselves and young people from the settlement played manouche music.



Painting the bigger picture

1. A sociological view of 'Disadvantaged Neighbourhoods'

The team had invited Laurent Bonelli, a senior lecturer at the university of Paris-Ouest Nanterre and member of the reference and support group of the ENTER! project, to come and shed an **academic light** on the focus of this LTTC: 'Disadvantaged Neighbourhoods' (📖 19).

Mr Bonelli gave an overview of the **terminology** in use and the different sociological views of people living in poor urban areas.

- The approach towards disadvantaged areas differs according to whether you consider people as responsible for their own situation, or as mere victims of destiny.

In Europe one can distinguish 3 different **types of 'disadvantaged urban areas'**: the decaying city centres, slums built on available waste ground, or big cheap apartment blocks at the outskirts of the cities.

Mr. Bonelli outlined some of the **challenges** that people in Disadvantaged Neighbourhoods face (interesting to compare with the participants' view (👉 19 & 📖 19))

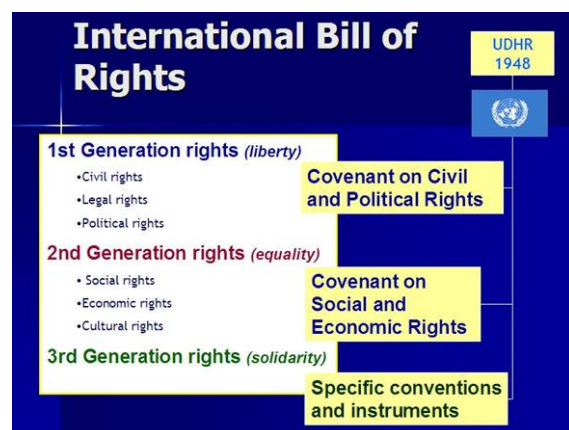
- Decaying social fabric - the we-feeling is breaking down
- Socio-economic transitions - people's manual skills are not needed anymore
- Reduction in public services - but increase in police presence
- Political exclusion (or self-exclusion) - no participation in decision-making

2. Social rights are part of Human Rights

Rui Gomes, head of Education and Training unit of the Directorate of Youth and Sports, presented how **Social Rights and Human Rights** are interlinked (📖 19). The whole LTTC was developed in a Human Rights framework, so it is important to introduce the main instruments for the promotion of Human Rights. This would enable participants to link Human Rights mechanisms and instruments to their local realities.

Rui explained that Human Rights are “the *entitlements* we deserve to have and ought to have because we are human beings”. Human Rights are universal - indivisible - inter-dependent - and inalienable.

The United Nations developed the **Universal Declaration of Human Rights** and a series of political instruments to protect these rights.



The **Council of Europe** member states voted legal documents and developed instruments to protect the Human Rights on their territory. Find them at ➡ www.conventions.coe.int.

- European Convention on Human Rights and Fundamental Freedoms
- Convention on the Prevention of Torture
- Framework Convention for the Protection of National Minorities
- European Social Charter
- Human Rights Commissioner

The **Social Rights** we are talking about in this course are:

- Housing
- Health
- Education
- Employment
- Social and legal protection
- Free movement of persons
- Non discrimination

From the European Social Charter

Rui asked the participants which rights were the most often violated in their neighbourhoods. All of the above were mentioned, but *employment*, *education* and *non-discrimination* seemed to be the main challenges faced by youth workers in this group.

3. Human Rights Education

Working towards the respect of Social and Human Rights in disadvantaged neighbourhoods, youth work and projects could make use of **Human Rights Education** (HRE) as a tool to improve the situation.

What is Human Rights Education?

These are educational programmes and activities that focus on promoting **equality in human dignity** in conjunction with other programmes such as intercultural learning and participation. It promotes awareness, understanding *and* action about individual and collective rights and responsibilities.

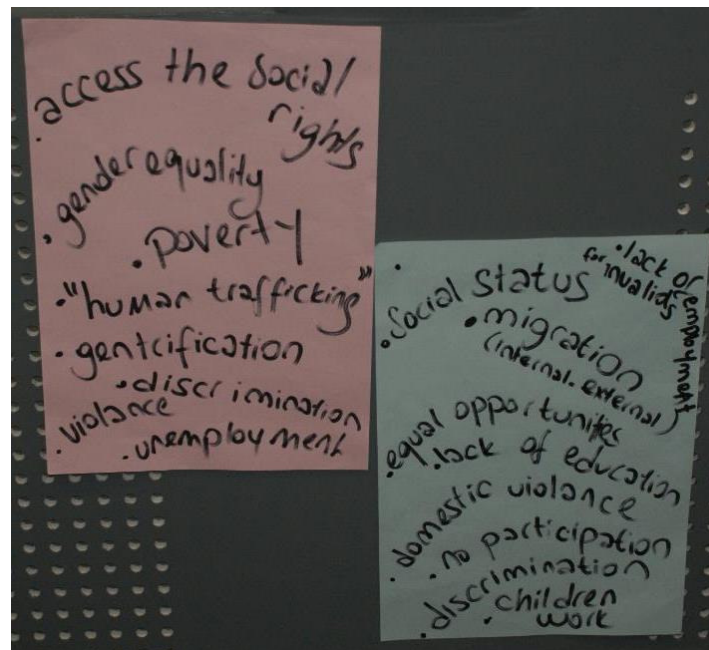
Human Rights Education is about:

- Knowledge - learning *about* Human Rights
- Skills - learning *for* Human Rights
- Attitudes and values - learning *through* and learning *in* Human Rights

Defininion from Compass

More about the practical implementation of Human Rights Education in Compass (➡ www.coe.int/compass/) and in the workshop description (📖 19)

Rui Gomes concluded his input with the following saying: “A *good carpenter is one who gets the idea that he is not just building a door, but a cathedral.*” In the same sense, the participants of the LTTC should not just aim to develop their projects, but to contribute to the respect and promotion of Human Rights in Europe.



4. Youth Participation in local and regional areas

Alexander Bartling from the **Congress of Local and Regional Authorities in Europe (CLRAE)** came to explain the work they are doing to promote the participation of young people in local and regional life (📖 19).

The CLRAE consists of representatives of local authorities and of regional institutions. They develop charters and resolutions to improve the life in local and regional areas. The most relevant tool for the participants of the LTTC was the **Charter on Youth Participation in Local and Regional Life**. (➡ <http://youth-partnership.coe.int/youth-partnership/ekcyp/BGKNGE/Participation>)

Based on this charter, the Directorate of Youth & Sports in cooperation with the CLRAE developed **“Have your say”**: a manual for youth workers to promote and strengthen youth participation at different levels: international, regional, national and local

The team of trainers brought the discussion from European level work on Youth Participation down to the grassroot level of the LTTC trainees. In smaller working groups they shared **experiences and tips** on how to involve young people in their projects.

Some tips for participation

from the working groups

- Face to face contact with young people - work where the young people are
- Foster sense of belonging and ownership of your activities and projects
- Use fun, creativity, arts, etc. to get them more involved: make it enjoyable
- Give recognition for being actively participating
- Create plenty of opportunities to volunteer within your organisation
- Conduct research to know the needs of young people
- Give young people choices, give them responsibility
- Let young people know their rights

- Be clear about what young people's benefits are when they join in
- Take young people seriously, as a partner in your work

The team added some definitions of participation, and how you can use Hart's ladder of Participation to increase the level of participation in the work with young people (📖 19)

"In a nutshell participation means to to be involved, to have tasks and to share and take over responsibility"

P. Lauritzen

"Participation in the democratic life of any community means is more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the **right** the **means**, the **space**, the **opportunity** and the necessary **support** to participate in and influence decisions and engaging in actions and activities so as to contribute to building a better society."

*revised European Charter on the Participation of
Young People in the Local and Regional Life*

5. The Council of Europe and Social Cohesion

Karl-Friedrich Bopp and Lindsay Youngs, policy officers from DGIII Social Cohesion in the Council of Europe briefly presented the work of the **Council of Europe on Social Cohesion** (📖 19). "*Social cohesion is the capacity of a society to ensure the well-being of all its members, minimising disparities and avoiding marginalisation.*"

The Council of Europe undertakes lots of work to foster social cohesion. Part of the work is on *Human Rights of vulnerable groups, access to health care, indicators of well-being, bio-ethics, equal opportunities, migration, etc.* to make European societies more oriented towards Human Rights, more democratic and more socially cohesive and fair.

It gave participants an overview of the **policy work** done by the Council of Europe on Social Cohesion, to put their practical grassroot work in this field in perspective.



After the presentation there was time for **questions and remarks**. One question raised by a participant was "How to bridge the gap between the policy, and the reality that the policy is about?" The gathering further discussed the need for a bottom-up approach in policy.

Participants also discussed the different approaches towards inclusion and access to social rights. The Directorate of Social Cohesion now focus on 'well-being' rather

than a ‘rights-based approach’ as the Directorate of Youth and Sports does. There is a need of clear indicators to measure whether the CoE works improves the life of its citizens, or of young people in particular.

Developing skills and competences

Now that participants had been introduced to the overall frame and main concepts of the course, they were going to **transfer these inputs into practice**, developing projects that they would carry out within the next year.

To support the participants in their projects, the team of trainers lead participants through a needs analysis, asking what competences participants wanted to improve (19). Following participants’ results, the team tried to respond to the most needed competences by organising a series of **practical workshops** (19):

- **Human Rights Education** (19): This workshop went deeper into the methods that can be used to make people aware of Human Rights and commit them to defending them. Based on the Compass manual. ➡ www.coe.int/compass/
- **Social rights** (19): This session clarified what Social Rights are. The participants had the opportunity to develop a strategy to explicitly integrate Social Rights in their projects.
- **Conflict transformation** (19): This session combined theory and practice to analyse and understand conflict behaviour and conflict management strategies. The participants also had the chance to exchange experiences with conflict in their own work.
- **Intercultural Learning** (19): This workshop aimed to deepen participants’ understanding of intercultural learning. The group reflected on the challenges and previous experiences with intercultural issues in their youth work.
- **Media & Fundraising** (19): A participant with lots of fundraising experience explained that media can play a big role in getting sponsorship for youth projects. She gave many practical tips for raising funds and contributions in kinds.
- **Presentation skills** (19): The trainees practiced giving a presentation and received feedback from their peers. The session was rounded off with a powerpoint presentation full of advice on how to prepare for a presentation.
- **Project evaluation** (19): Participants were asked to develop both a written as well as a creative evaluation outline for the first seminar. After this exercise they could compare their work with each other and a presentation of different types of evaluation based on the T-Kit on Evaluation ➡ http://youth-partnership.coe.int/youth-partnership/publications/T-kits/10/Tkit_10_EN.

Producing projects and putting it in practice

Over a 4 day period, participants had time to develop the outlines of their own **projects addressing Social Rights** of young people in Disadvantaged Neighbourhoods. They could draw on all the inputs from the speakers and the team. They could get inspired by the realities and practice of colleague participants from other countries. And they sat together at regular intervals in their reflection/mentoring groups with the team or in individual mentoring

sessions, to develop their project idea as far as possible during the first seminar. (📄 19 & 19)



The team of trainers had developed a set of **25 quality criteria** with accompanying indicators to check to which extent participants' projects would near the ideal project, as seen within the frame of the LTTC (📄 19). The participants had the chance to discuss this tool together with the team during the first seminar. The quality criteria for successful projects can serve as a guideline to make the most of their projects and not lose any opportunity for improvement.

On the last working day all participants proudly presented a **summary of their project** (📄 19).

A support system for successful projects

The first seminar came to an end and participants were ready to put their projects into practice. They had worked on them a lot during the seminar, but now they had to **bring the projects back to their reality**, to their colleagues and to the young people they worked with. Now it was their turn to add their ideas and needs to the project, which hopefully will gradually evolve into reality.

The LTTC offered a whole series of **support measures** to help participants with this reality-check. At the last day of the seminar, the team and different speakers came to present the support that they can offer for the implementation of their projects (📄 19):

- **European Youth Foundation:** the EYF funds international youth projects, from local to international ones. Participants who apply for an EYF grant for their LTTC project in 2010 will be given priority. (📄 www.eyf.coe.int/fej/)
- **Mentoring:** each team member is responsible for supporting about six participants with their project development and personal development over the next 2 years. Each mentoring group is in regular contact and set up their own way of communicating and working together. The trainers write monthly reports about their participants and how their projects evolve. These are shared within the team.
- **Online platform:** the participants started using the online platform already some weeks before the first seminar, and the team showed its possibilities during the first seminar. The platform will be used between seminars to share project ideas, to discuss experiences and it is also a space to develop further competences through specific assignments. 1-2 units should be put online each month and completed by participants. These are as important parts of the course as the residential seminars.

- **Website:** a website for the whole ENTER project will be developed to give visibility to participants' projects and the outcomes of the LTTC
- **Other activities within ENTER:** participants can apply for other seminars within the frame of the ENTER project, especially if the project they are working on is related to the topic of seminar in question. These opportunities are:
 - ↳ Seminar "Gender Equality in Youth Projects" (25-29 May 2010)
 - ↳ Seminar "Youth information and counselling" (25-29 May 2010)
 - ↳ Seminar "Youth Policy Approaches" in cooperation with CLRAE/DGIII (15-20 November 2010)
- **Project visits and/or regional meetings:** there is the possibility that trainers visit local projects to give support and oversee its implementation, depending on the need of the different projects. Another possibility envisaged is that each mentoring group meets in Spring 2010 to analyse how the processes are going and visit at least one of the projects together.
- **Networking:** the CLRAE (*Congress of Local and Regional Authorities in Europe*) will provide the contacts of local delegates or put participants directly in contact with their municipalities when this is otherwise seen as difficult and of course within the limits of the contacts available within the Congress, so that participants can ask for support to approach their local authorities for cooperation.



This was it > Outcomes of the first seminar

Evaluation of the first seminar

The team used a **mix** between formal and non-formal methods to evaluate the first seminar, collecting both quantitative and qualitative data. This will contribute to and feed into an overall evaluation of the LTTC prepared by the evaluator at the end of the 2 years.

Throughout the whole seminar, **reflection groups** (a small group of participants with a team member) were organised to allow participants to voice opinions about what they learned from the sessions (19). The team discussed the main comments in the daily team meeting and adapted the programme of the next day accordingly.

When the participants started working on their projects, the reflection groups turned into **mentoring groups** (19). The focus shifted from reflecting on the programme, to their project development. Nevertheless, these moments with a smaller group allowed the team to check how the participants were progressing.

Half way during the seminar, a **mid-term evaluation** (19) was held to give the participants the chance to voice concerns and give feedback to the team. The large majority felt the seminar was right on track, even though many were tired, both because of the programme, as well as because of informal activities.



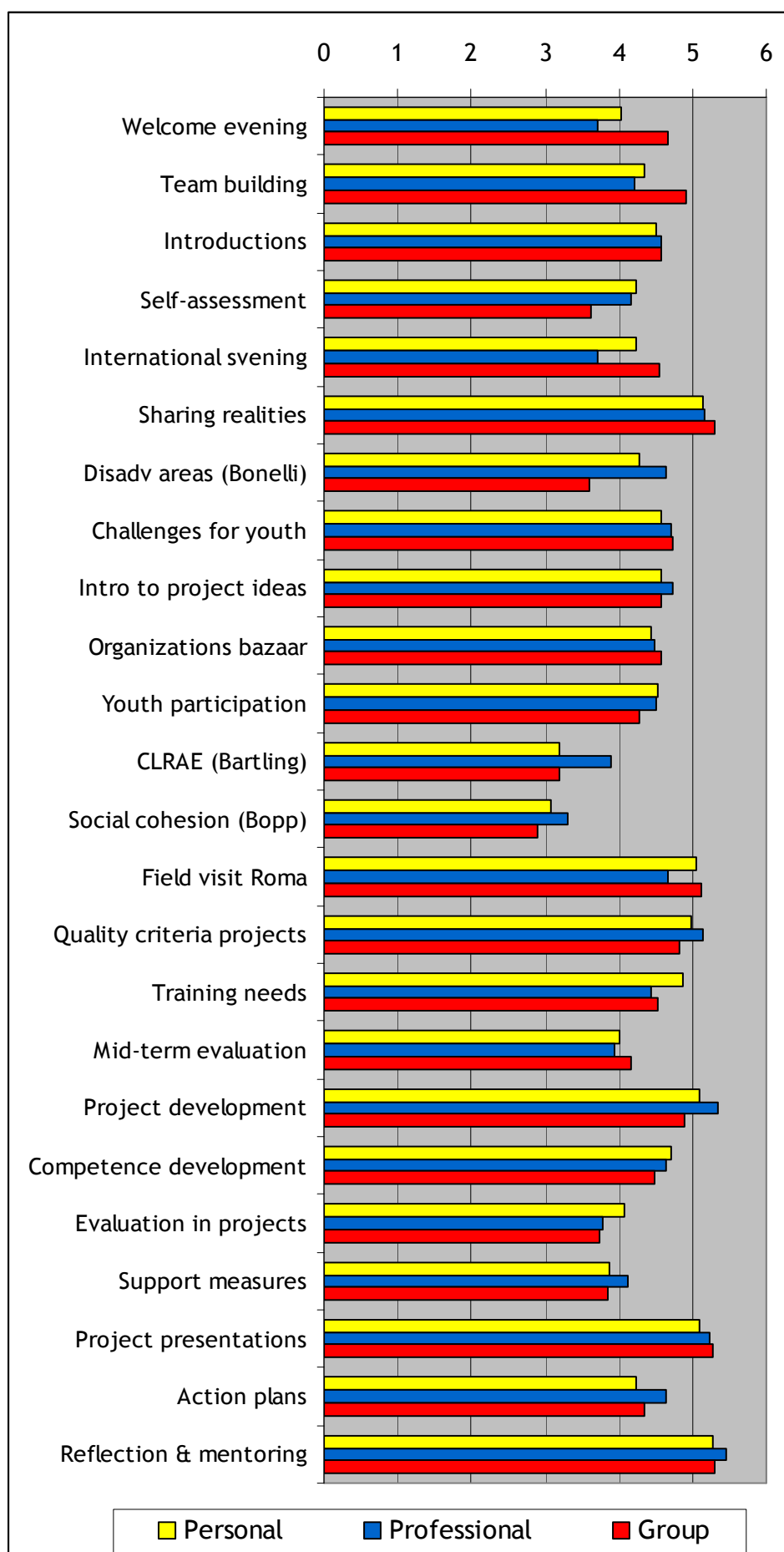
- **Many great projects**

You can also judge the success of the seminar by the **number and quality of projects** that participants developed during this first seminar. You can find a list of project descriptions further in this report (19).

During the seminar the team of trainers offered a **workshop on Evaluation of Projects** (19). In smaller groups participants were asked to suggest activities and questions to evaluate this first LTTC seminar. Part of their suggestions were integrated into the final evaluation questionnaire (19).

- **Some statistics**

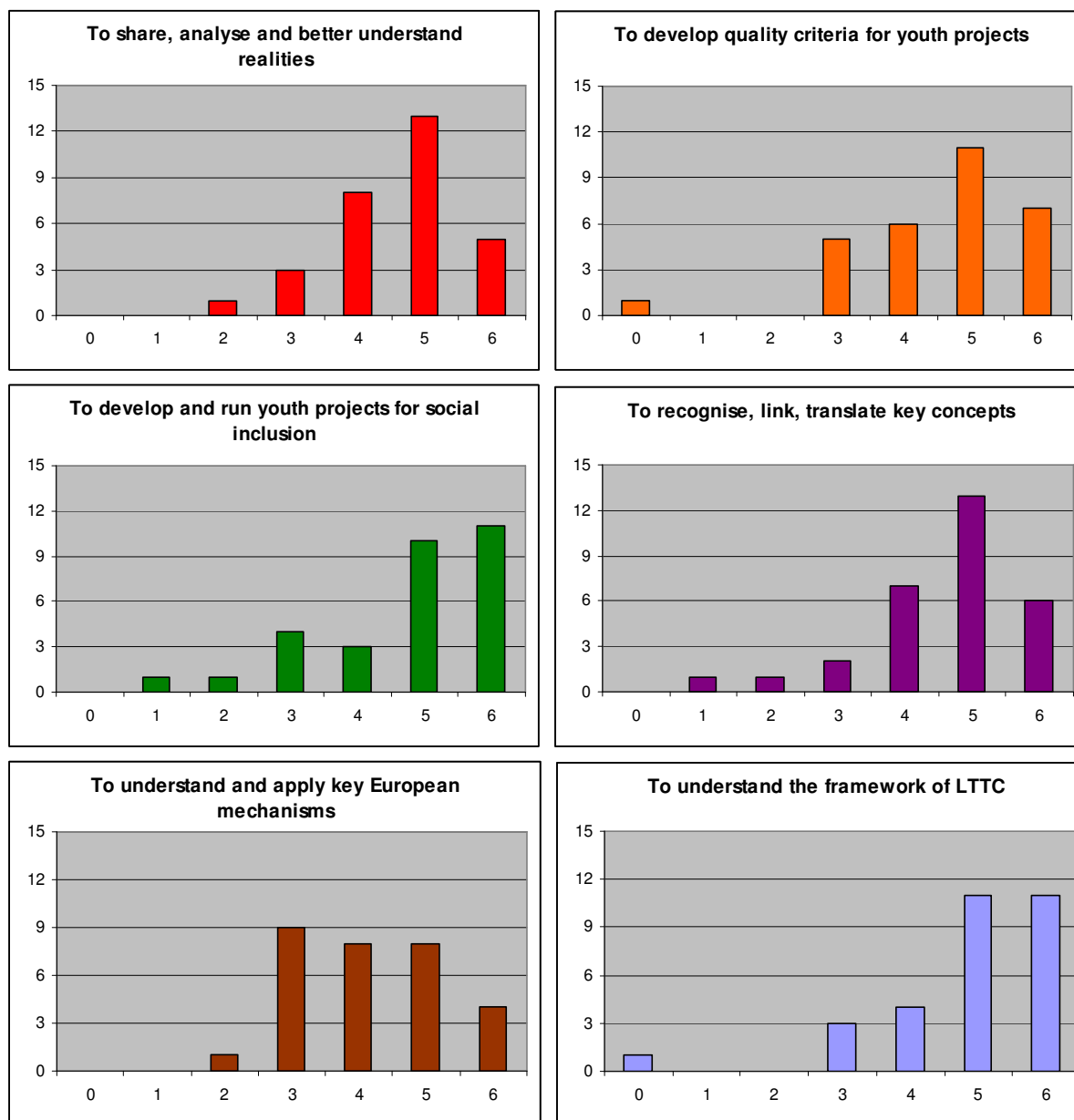
Some of the questions of the final evaluation questionnaire were quantitative, which allows us to get a **statistical overview** of what the group's average appreciation was of the different elements of the course: they were asked how relevant the programme elements were for their personal, professional or group development (0 = not at all, 6 = totally, very much).

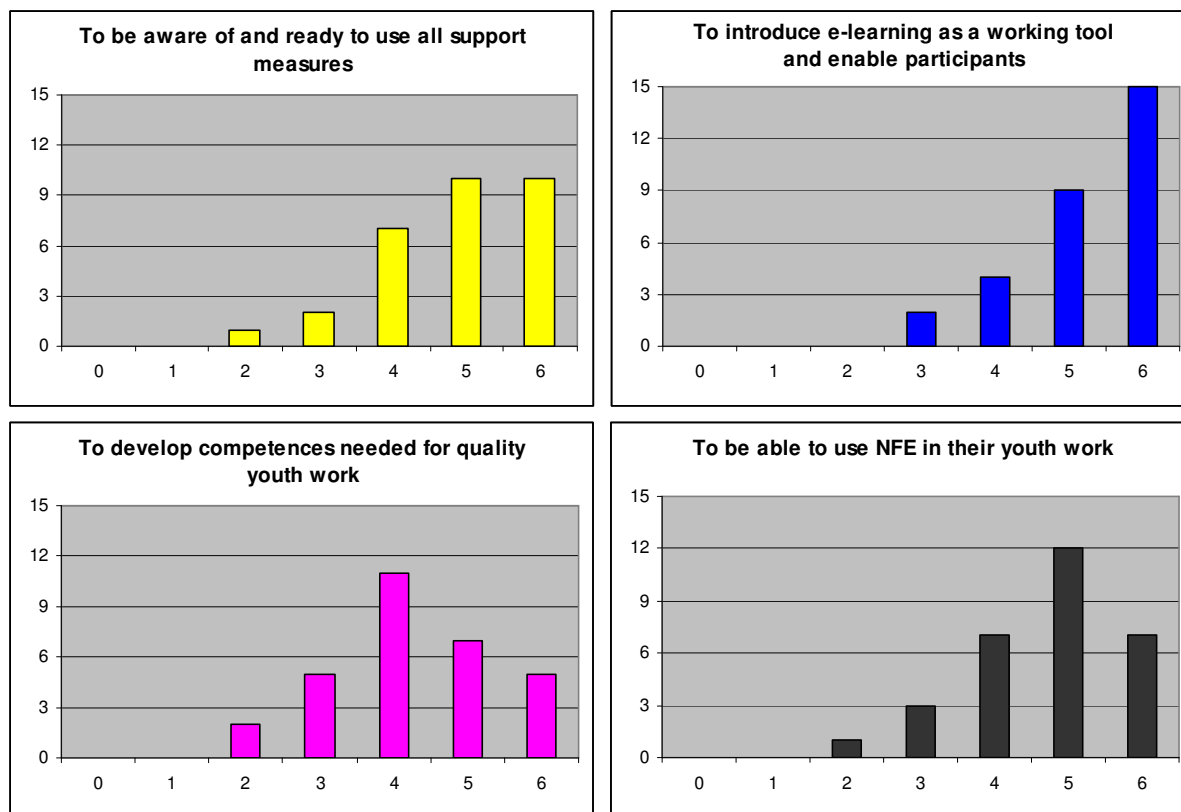


Did the first seminar reach its aims?

For the organisers, the evaluation also allowed them to see if the programme reached the **objectives** that were set out at the beginning (☞ 17). Participants were asked to indicate to which extent the objectives were met.

- The following graphs show the number of participants per value:
0 being 'not at all met' and 6 meaning 'completely met'.





Under each of the questions the participants had the opportunity to add comments, which will be used by the evaluator to give an interpretation to these evaluation results.

- **A web of interconnectedness**

The seminar ended on a more personal note. Participants were asked for a last statement about the seminar, each time throwing a ball of rope from speaker to speaker, creating a symbolic web of interconnectedness between participants (19).



Participants' project harvest

Project descriptions in alphabetical order per first name of participant

COLONIE INTERNATIONALE DES JEUNES – ABDENOUR LADJI – ACCOORD, FRANCE

A. Title / Titre

Colonie internationale des jeunes. Colonie jeunesse sans frontières

J'ai donné deux titres parce que je voudrais développé un projet plus grand sous le thème de "la jeunesse, en marche vers un avenir responsable et assuré" en collaboration entre des associations et la maison de quartier ou je travaille.

B. Background of the project / Contexte du projet

Partant de la réalité sociale que vivent les jeunes dans mon quartier, difficile à définir en quelques mots, et se basant sur mon expérience de travail et partage avec eux, j'ai toujours ressenti leur besoin de sortir du contexte (les blocs de cité HLM Habitations à loyer modéré), se qui fonde leur intérêt pour les séjours de vacances et le voyage.

Ils ont besoin de s'exprimer sur leur quotidien, sur leurs aspirations et de partager leur monde créatif, de musique, de sport, de traditions, etc.

C. Target group / Public cible

Le public que nous ciblons dans ce projet est jeune entre 12 et 25 ans. Ils vivent au cœur du quartier des Dérvalières et dans les maisons et pavillons autour de la cité. Une partie des jeunes est scolarisé, une autre en formation et recherche de stage, une autre en rupture scolaire ou sans projet déterminé. La plus part fréquentent le CSC le centre socioculturel du quartier. Le projet touchera une quinzaine de jeunes habitants le quartier et 15 jeunes d'autres villes (recherche de partenaire national et international)

D. Aim & objectives / But & objectifs

1. La participation. 2. L'échange. 3. La solidarité et le développement

A travers ce projet j'ai la volonté de développer une nouvelle approche dans l'organisation des séjours et les rencontres entre jeunes de différents milieux sociaux et pays. En donnant un caractère plus éducatif à ces activités.

Donc Le projet en lui-même est un cadre de formation aux droits sociaux et l'échange interculturelle, dans la construction d'un projet afin de connaître leurs droits en matière d'organisation, d'initiative, d'expression libre.

La participation :

- faire participer les jeunes
- associer les jeunes à la réflexion sur l'europe de demain

- encourager les jeunes à participer à la vie locale, à prendre la parole et s'impliquer dans les prises de décisions.
- faire évoluer l'autonomie des jeunes
- développer le travail de partenariat
 - ↳ avec les différentes institutions et acteurs de la vie associative
 - ↳ avec l'aide des travailleurs de jeunesse en mettant en place une méthode d'accompagnement avec les jeunes

L'Echange

- mettre en place un échange national, européen et international (selon les possibilités)
- favoriser les échanges culturels et linguistiques autour des animations, comme la musique, le sport, le voyage de découverte
- l'éducation et la pédagogie au vivre ensemble par la définition des règles de vie
- partir et changer d'environnement, le dépaysement pour les jeunes des quartiers
- la solidarité et le développement
- vivre collectivement dans la diversité et le partage des modes de vie
- prise de conscience sur les actions qu'on peut faire pour changer les choses autour de nous

E. Project summary / Résumé du projet

Les jeunes du quartier vivent un certain renfermement, vue la structure du quartier, le manque de mobilité et l'accès aux loisirs de qualité.

Les jeunes aiment le voyage et s'intéressent à tout projet qui les fait sortir du quartier.

Dans le quartier ils sont souvent associés à des projets de séjours qui ne sont pas forcément une occasion d'ouverture culturelle puisque ils restent "entre eux vivant le quartier en mobilité".

J'ai envie que les jeunes accèdent à une offre de vacances plus développée ou ils sont acteurs de leur projet, en même temps accompagné par des professionnels pour former des futures jeunes relais pour des actions d'échange national et international.



OPPORTUNITIES FOR YOUTH IN ORPHANAGES - AGSHIN ASGARBAyli - HUMAN RIGHTS IN THE XXI CENTURY, AZERBAIJAN

A. Title

Opportunities for Youth in Orphanages

B. Background of the Project

According to the government policy in Azerbaijan, people living in orphanages have to abandon orphanage schools. Real condition and the statistics of the Azerbaijan Republic shows that in this case most of those people are socially excluded from society, they encounter unemployment or are exploited by employers and consequently they don't live a healthy life.

C. Target Group

- the project will directly cover 100 young people
- who do not have opportunities/ access to social life
- who live in orphanage schools
- aged 14-18

D. Aim and objectives

- to give the orphanage youth the tools to integrate into the society
- to decrease their exploitation
- to facilitate their employment process
- to encourage common people to render assistance to them
- to raise youth awareness via trainings on social and economic rights
- to lobby governmental bodies by organising round-table meetings
- to appeal to common people via media
- to provide voluntary english lessons with the help of flex program alumnus

E. Project summary

The main idea behind the project is to enlighten and raise awareness of youth-orphanages on Social Rights as Human Rights, to train them to fight against human trafficking through conducting interactive trainings and through spreading very useful information among them and alleviate their employment obstacles.

Children living in orphanages can easily become targets of sexual exploitation and human trafficking due to their vulnerability in the society. That's why they need a specific education and awareness in the sphere of human trafficking and children's rights. The project is directed mostly to regional orphanage-schools.

**EURODéPAYSE TOI ! – ALEXANDRA BOUDIA – ASSOCIATION DES TRAVAILLEURS
MAGHRÉBINS DE FRANCE**

A. Title

EUROdépayse toi ! (*titre provisoire*)

B. Background of the Project

Contexte de la ville dans lequel le projet s'insère :

- **Argenteuil** ville de 100 000 habitants, située dans la banlieue parisienne (à 10 min train) : quartier du Val d'Argent Sud
 - grande **concentration** urbaine : grands bâtiments « cités », quartiers sensibles (émeutes 2005)
 - confrontés à de nombreux **problèmes** : racisme, discrimination, chômage,...
 - population essentiellement **composée** de migrants ou de descendants (2^{ème}, 3^{ème} génération) qui viennent surtout du maghreb mais aussi de l'afrique subsaharienne
- ⇒ **stigmat**e spatial, racial, économique, social,...

Les besoins identifiés pour le projet sont donc fortement reliés au contexte:

- problèmes de mobilité: au sein même de la région parisienne mais aussi à l'étranger. on ne sort pas du « quartier », cloisonnement. pas d'ouverture sur le reste du pays, du continent,...
- grande incertitude vis-à-vis de leur avenir et manque de perspectives d'avenir : problèmes notamment vis-à-vis de l'emploi
- la langue anglaise n'est pas très bien maîtrisée et pas souvent pratiquée
- méconnaissance de l'Europe qui paraît trop éloignée des préoccupations quotidiennes des jeunes alors qu'elle représente l'avenir (politique, professionnel,...)
- des problèmes sociaux comme la violence peuvent être engendrés par l'absence de perspectives

C. Target Group

Une dizaine de jeunes de 16 à 25 ans

D. Aim and objectives

Améliorer la connaissance de l'Europe des jeunes à travers l'éducation, la mobilité, le développement personnel (construction de la confiance en soi, considération et fierté personnelle).

Objectifs

- promouvoir l'apprentissage interculturel dans le groupe (éducation, protection sociale, lutte contre les discriminations)
- rompre les barrières à la mobilité (déplacements de personnes, employabilité), décroisonnement

- réduire la violence dans la communauté (sécurité, discrimination sociale) en leur offrant des perspectives d'avenir
- développer la dimension européenne pour prendre du recul par rapport à son quotidien

E. Project summary

Dans ce projet, je voudrais essayer de mettre en place une dimension européenne au sein de l'espace jeunes de mon association. Il s'agirait de familiariser les jeunes avec l'Europe car ils la ressentent souvent comme trop éloigné de leurs préoccupations quotidiennes.

Pourtant, l'Europe représente l'avenir que ce soit au niveau politique, économique et social. Il serait donc dommage que les jeunes ne se sentent pas impliqués dans le « processus d'européanisation » qui pourrait leur offrir des opportunités en terme d'emplois par exemple.

Voilà pourquoi je voudrais que les jeunes développent une certaine connaissance de l'Europe. Il faudrait en effet que les jeunes prennent conscience du potentiel et des opportunités offertes par l'Europe. Pour cela, je voudrais mettre en place des classes de langue: l'échange servirait alors de « prétexte » ludique pour développer la connaissance d'une langue étrangère et l'ouverture sur une autre culture. Des séminaires de développement personnel et d'orientation seront très utiles pour les informer très concrètement sur les possibilités. Enfin, la mobilité en elle-même par le biais de visites et d'échanges européens permettra aux jeunes de développer une vision très concrète de l'Europe.

A cet effet, je mettrai en place les **activités** suivantes :

- je vais organiser des groupes de travail sur le *développement personnel* (la construction du groupe et de l'identité, l'apprentissage interculturel et l'égalité des genres)
- je vais aussi organiser des *visites* (institutions comme le conseil de l'europe, un autre projet de jeunes, calais, connaissance de paris...)
- je vais mettre en place des séminaires ou des sessions d'informations sur les possibilités européennes dans le domaine de l'éducation (programme erasmus par exemple) et la sphère professionnelle
- j'organiserai des classes de *langue* en anglais
- je vais développer un *échange européen* afin de promouvoir l'interculturalité et de mettre en perspective la dimension européenne dans un autre pays

MY FUTURE - ALEX COLLOP - MUIRHOUSE YOUTH DEVELOPMENT GROUP, SCOTLAND**A. Title**

My future, social enterprise for young people in youth work

B. Background of the Project

Muirhouse Youth Development Group (MYDG), an NGO, has been working in the Muirhouse area for 25 years addressing the complex needs of the young people within the community. Alex has been employed (both part time and full time) as a youth development worker by organisation for 7 years.

Needs analysis

Muirhouse, the community MYDG works in, is an area termed as socially and economically deprived. The Social Rights of the young people can be affected as follows:

- Education - high rate of early school leavers, low mainstream educational attendance and attainment (exam results).
- Employment - high rates of local population, especially young people, experiencing long term unemployment, few opportunities, post code discrimination and lack of desirable employment.
- Sport, outdoor and leisure activities - lack of facilities to pursue normal sport, outdoor and leisure activities.
- Social rights - the media and public label the young people as 'problematic'. The Muirhouse area suffers from a very negative stereotype. There is also a lack of non-formal education in Social Rights therefore restricting access and knowledge among young people.

How to address these needs?

MYDG provides sport, outdoor and leisure activities to children and young people in Muirhouse area. The organisation has an indoor rock climbing wall, a mountain bike workshop, 15 mountain bikes and links to outdoor residential centres. Most of the expertise for delivering the programme lies within the full time staff team.

The organisation felt that young people, who have experienced or are experiencing difficulties within school, the employment market and community, could be trained to not only help facilitate the sport, leisure and outdoor components of the organisation's programme but have 'ownership' of these components. Non formal education around Social Rights would be a key component of the project.

- Social enterprise = "business models that combine a revenue-generating business with a social-value-generating structure or component" (Wikipedia)

C. Target Group

The project is targeting a group of 12 (minimum) young people aged 16 to 24 years from the Muirhouse area for the duration of the 2 year project.

Participants' projects

- some of the group have already been identified and have started a training programme
- some young people have still to be recruited
- some young people will join the project much later and mydg intend to include them as the project is to be long term and sustainable
- the wider population of muirhouse would participate through the programme

D. Aim and objectives

The aim of the 2 year project is to work with at least 12 young people from the Muirhouse area to develop a social enterprise to allow for young people to gain skills, experience and meaningful employment in youth work. The programme delivered by the young people aims to improve access to sport and leisure activities for the local community.

The objectives of the project are as follows:

- local community, including partner organisations, using project as a resource - at least 50 young people per week (immediate)
- young people aware of their Social Rights and active in campaigning for them (1 year)
- young people employed by project through the social enterprise model (1 year)
- other social enterprises being developed by young people (2 years)
- project recognised by local authority as a city wide resource (2 years)
- sustainability - young people managing project and mydg are able to withdraw their support from project (2 years)

E. Project summary

'Young people are at the heart of our community' (MYDG website)



PROJECT TITLE– AYSE DINCER – BEYOGLU YOUTH CENTRE AND INFORMATION HOUSE,
TURKEY

A. Title

No information received

B. Background of the Project

C. Target Group

D. Aim and objectives

E. Project summary

BIBLIOTHEQUE DU PORT DU RHIN – BADIA LOUKILI-RAIHANI – AU-DELA DES PONTS, FRANCE

A. Title

La bibliothèque du Port du Rhin

B. Background of the Project

Le quartier du Port du Rhin ou porte de France se situe à Strasbourg près de la frontière allemande. C'est un quartier défavorisé, c'est aussi le plus pauvre de Strasbourg. Le taux de chômage est le plus élevé. L'absence des institutions, de commerces, des services, l'accès à la culture, aux loisirs, ..

C. Target Group

Pour l'ensemble des habitants
Deux après midi pour les jeunes filles

- 12 à 18 ans
- 18 à 30 ans

D. Aim and objectives

Le but de ce projet est de faciliter l'intégration des jeunes filles de quartier multiculturel, renforcer les capacités de communications entre les habitants, l'accès aux informations, faciliter intégration et la non discrimination.

Objectifs

- l'estime de soi
- viser l'autonomie de la personne
- développer les méthodes d'expressions
- l'échange culturel
- développer le sens de la citoyenneté
- approfondir leurs acquis

E. Project summary

Approche éducatif

Mise en place des ateliers d'informations et de communication :

- formations aux droits sociaux
- organiser des sorties dans des lieux institutionnels

A travers ce projet, on veut créer un lieu de rencontre, d'échange, d'expression, d'entraide, afin de faciliter l'intégration des jeunes filles dans la vie communautaire.

TÁTORJÁN MINORITY-MAJORITY DIALOGUE PROJECT - BALÁZS LETTNER - PRO-CSEREHÁT ASSOCIATION, HUNGARY

A. Title

Tátorján project: increasing the dialogue between minority and majority through social voluntary work

B. Background of the Project

The needs and the problems

- least developed part of the country
- distant from the centres
- poor social and transport infrastructure
- high unemployment rate
- poverty, exclusion and discrimination
- shrinking and aging population.
- no access to the basic Social Rights
- tension between the roma and the non-roma population.
- stereotypes and prejudices

C. Target Group

- 60 youngsters
- 12-18 years old
- from small villages
- about 50% Roma and 50% non-Roma
- about 50% male and 50% female

D. Aim and objectives

- to increase the dialogue between minority and majority through social voluntary work

E. Project summary

First phase

- community-building activities
- intercultural activities
- workshops on human and Social Rights
- workshops to articulate needs and problems
- workshops to prepare the voluntary activities

Second phase

- local voluntary work

HIV/AIDS PREVENTION – BILJANA VASILEVSKA – CENTRE FOR HUMAN RIGHTS “AMOS”

BITOLA, FYROMACEDONIA

A. Title

HIV/AIDS prevention among young people in Bitola - Get more knowledge and skills

B. Background of the Project

According to the last demographic research in 2002 in Bitola there are 95.385 inhabitants. 20 868 or 21.87% are young people between 10 - 24 years of age. In the National HIV strategy of the republic of Macedonia 2007 - 2012 young people are considered a part of the high risk group for HIV infection. Besides the harm reduction program implemented by NGO Via Vita (in partnership with NGO AMOS) that works only with drug users and not only with young drug users, there are no other HIV prevention activities for young people in Bitola.



Young people are a very heterogeneous group, a small subset are much more vulnerable to HIV infection than others, namely those who buy/sell sex or inject drugs and young men who have sex with other men. For their protection prevention must be the mainstay of our response. The education sector is a crucial avenue for HIV prevention. Providing age-appropriate information on preventing HIV is essential and is related to their right for health protection, education and information, as is equipping them with the decision-making skills to put that knowledge into practice. There is strong evidence that comprehensive sexual health education, can be effective in changing the attitudes and practices that lead to risky behaviour. The European Union makes great efforts to improve the prevention of HIV infection among young people practicing this and other kinds of activities to increase the knowledge of young people on HIV.

C. Target Group

300 young people young people from 15 to 25 years of age that live in Bitola

D. Aim and objectives

Prevention of HIV infection among young people in Bitola, by increasing the knowledge and skills for HIV of 300 young people from 15-25 years of age that live in Bitola about HIV risks, ways of transmission and ways of protection.

The expected outcome is 300 young people educated in prevention of HIV infection and establishing (creating) a network of youth educators who will be able to continue with trainings after finishing of the project.

Objectives

- establishing a network of young peer educators that will provide information and education related to hiv infection
- education of 300 young people for HIV/AIDS

- raising the public awareness of specific ways for protection of young people concerning hiv infection

E. Project summary

The main idea is to prevent HIV infection among young people in Bitola, by increasing the knowledge and skills of 300 young people from 15 - 25 years of age that live in Bitola about HIV risks, ways of transmission and ways of protection.

First project phase:

We will start with basic preparations for the implementation of the project (supplying, making and printing the needed materials for the training and for future peer educations: leaflets, CDs with training presentations and educational and informational materials and documents for HIV infection, standards of peer education, materials for the connection between prevention of HIV infection and Social Rights, materials for human and Social Rights including European and other international documents for their protection, as well as information on every institution that work on their protection, etc. At the same time with those preparation activities, a call for participants will be sent to every secondary school and to young people included in the existing mailing lists of our organisation, as well as through some of the existing internet social networks like facebook, twitter, myspace, etc. In this project phase, by sending press releases, local media will be informed about the project and its activities. The project brief will be put on the web site of our organisation and of our partner organisation, as well as on some of the existing internet social networks like facebook, myspace, etc. After finishing the preparations and after the selection of 15 young people for training, we will implement a 5 days (3 hours per day) training for peer educators on HIV infection. At the end of the training the future peer educators will be divided in 3 smaller groups. Each group will have to pass the practical exam on how to prepare and implement peer education in front of their group. The trained peer educators will be certified by our NGO. In this phase we will start with distribution of prepared informational and educational materials and condoms among people in Bitola, an activity which will be present in every phase of the project implementation.

Second project phase:

The 15 trained peer educators divided in 3 smaller groups, together with the project trainers, will provide peer educations about HIV infection for a minimum of 300 young people, with a view to ongoing training after the life of the project. It is planed for each group to realise minimum 5 peer education sessions (each for a minimum of 20 young people). Simultaneously with the peer education, we will make two TV shows to increase public awareness and improve attitude towards the problem and distribution of prepared informational and educational materials and condoms among people in Bitola.

Third project phase:

We will organise a "Condom party" to mark the end of the project activities and we will evaluate everything that has been done in the months of implementation of the project.

**CHANGE FACTORY - DANIJELA LOVRIC - YOUTH CENTRE FOR NON-FORMAL EDUCATION-
CREATORS NOT CONSUMERS, CROATIA**

A. Title

Change Factory

B. Background of the Project

Young people in our region require support to see beyond the understandable hatred and mistrust that exists between communities after the war. The consequences of the war haven't been healed and they contributed to the development of problems such as unemployment, housing, social and Human Rights. Nearly two thirds of the country's young people are desperate to leave, according to a United Nations survey carried out in 2005. Reconciliation and intercultural dialogue is necessary with an emphasis on the marginalised and isolated or vulnerable youth in the region.

This project aims to bring together young people from different backgrounds and cultures of the Balkans, especially rural inflicted postwar areas. It is necessary to develop a longterm support system to the most needy and isolated, to act as a catalyst for intercultural dialogue and cooperation among different nationalities.

C. Target Group

With this project within two years we will directly involve 500 young people age range 16-25 years of age from the region through awareness programmes and non-formal educational methods.

D. Aim and objectives

To provide and create a sustainable environment for young people from the Balkans

Objectives:

- to create a sustainable training centre, which will provide the support system for young people from the Balkan region
- to develop the personal skills, knowledge and attitudes to act as educators and multipliers
- to raise awareness of the need of intercultural dialog
- to acknowledge and recognise the importance of non-formal education in addressing all forms of social and Human Rights;
- to introduce different youth programmes as key points in shaping activities;

E. Project summary

Expanding knowledge and sharing experience is needed in our post war area. Young people are deprived from non-formal education, because there are no opportunities to create a stable platform. By devolving the first training centre in the Balkan regions, where young people from different backgrounds are the

protagonists in a intercultural surrounding and where we will empower new generations of multipliers in the Balkan region.



**YOUTH MEDIA TO PROMOTE SOCIAL RIGHTS FOR MIGRANTS – DYNKA AMORIM – CITIZENS
OF THE WORLD/BUÉ FIXE, PORTUGAL**

A. Title

Youth media to promote basic Social Rights for young African migrants in Lisbon's Disadvantaged Neighbourhoods

B. Background of the Project

The main problems young African migrants face in Lisbon's Disadvantaged Neighbourhoods are:

- unemployment
- alcohol abuse
- drugs use
- discrimination
- social exclusion
- delinquency

So if we do not have work, we also have no conditions to study, because we can't pay for studies. We believe that this situation can improve if all of us create a way to solve these problems.

C. Target Group

The target group of this project are young African migrants coming from Portuguese-speaking countries in Africa and second generation migrants with fewer opportunities - between 18 and 25 year old.

D. Aim and objectives

The aim of this project is to inform young African migrants coming from Portuguese speaking countries in Africa and second generation African migrants about their opportunities related to basic Social Rights in education and health.

Objectives

- to initiate a radio show, interactive blog, video movies, information leaflet, youth magazine regarding opportunities related to job opportunity, training, seminar, workshop and basic public service for young migrant people in Lisbon Disadvantaged Neighbourhoods
- to increase skills in social inclusion, intercultural learning, Human Rights, intercultural dialogue and youth participation
- to support and educate young migrants to develop skills regarding basic Social Right
- to organise workshops for young people regarding Social Right, social inclusion, Human Rights, intercultural leaning and youth participation in non-formal education to empower young migrant people in all the Lisbon Disadvantaged Neighbourhoods

E. Project summary

The main goal of this project is using media and communication skills to inform and promote the Social Rights for Young African migrants in Lisbon's Disadvantaged Neighbourhoods. The media will play an important role in helping young people to know more about their basic Social Rights. Young Portuguese-speaking African migrants living in Portugal will work to produce a radio program, a youth magazine, Information leaflets, an interactive blog, video movies, informal meetings to talk about Social Rights "TO" them and "WITH" them. Our peers can discuss various topics of interest among themselves in order to mobilise actions in favour of social inclusion, intercultural dialogue and promotion of our citizenship in one year.



SOCIAL RIGHTS AND SOCIAL SERVICES FOR ROMA – ELEONORA POPOSKA - JOURNALISTS
FOR CHILDREN AND WOMEN RIGHTS AND ENVIRONMENTAL PROTECTION, FYROMACEDONIA

A. Title

Improving the access to Social Rights and social services for young Roma people in Disadvantaged Neighbourhood Saraj

B. Background of the Project

The project will take place in a Disadvantaged Neighbourhood Saraj, which is a peripheral area of Skopje, where Roma young people live in very poor conditions and face numerous problems such as: lack of information about their Social Rights and the manner of their fulfilment, lack of information on the social services, lack of education and in this regard lack of understanding about the importance of the education, dropping out of school, unemployment, discrimination, premature pregnancies, early marriages, domestic violence, alcoholism, begging.

Further on, a very important issue is that there is a lack of information and knowledge on the importance of having personal identification documents (birth certificate, certificate of citizenship, ID card, etc.) which are absolutely necessary to access any Social Right. Among this population is quite often that children are not registered in the register for newborns, and the result is that there are no records on them, basically, for the state they don't exist and therefore cannot have the Social Rights fulfilled.

In addition to this, they are neglected by the authorities, who have not developed the proper mechanisms and there are very little interventions by them to improve the situation. As for the other NGO's, it is necessary to emphasise that no other NGO is working in this neighbourhood and with this population in spite of all the problems that these young people are facing, which makes this the very first initiative.

C. Target Group

The target group is Roma young people at the age of 13-20 years living in the Disadvantaged Neighbourhood of Saraj. Initially, in the first phase it is expected to be trained 8-10 young people, while afterwards 50-70 young people will be reached.

D. Aim and objectives

The aim of the project is to raise awareness for the Social Rights and improve the access to social services for the Roma young people living in Disadvantaged Neighbourhood in Saraj municipality through non-formal education in order to improve their living conditions.

The objectives are as follows:

- to establish Youth Action Group composed of 8-10 Roma young people at the age of 13-20, living in the Disadvantaged Neighbourhood of Saraj
- to inform them and develop their understanding about their Social Rights
- to provide information on the existing social services and the manner in which they can be accessed
- to enable and motivate them to share their acquired experience with other Roma young people living in the community
- to organise leisure time activities
- to assist the young Roma people from the Disadvantaged Neighbourhood Saraj in decreasing the level of unemployment
- to motivate the local authorities to continue to increase the awareness about Social Rights and access to social services

E. Project summary

The project is divided in two phases: During the first phase, after the Youth Action group has been established of 8-10 Roma young people at the age of 13-20 from DN Saraj, they will be informed and educated in regards to their social rights and the access to social services through workshops and visits to the relevant institutions and services. The workshops will be conducted by a social worker, lawyer and representative of the municipality, and one representative of the target group will be acting as focal point.

In the second phase, this Youth Action Group will be conducting workshops in order to inform other young Roma people from the DN about their social rights and access to social services. This will provide a further distribution of the information and result with better social inclusion and improved living conditions of the Roma people from this DN, because after being introduced to their social rights and the way they can access them, they will be able to improve the situation regarding many of the problems they face, for example, improve their health condition, receive social assistance if they need one, to get the necessary documents and to have better access to their social rights in general.

During both phases, some leisure time activities are also foreseen, such as organizing sports, visiting cinema, theatre, Action Park, etc.

Another activity which will take place during both phases, which is directed towards decreasing of unemployment in this neighbourhood, is providing consultations on job search. This means that the daily advertisements on internet and newspapers will be consulted, cooperation will be established with the Bureau for unemployment, calls will be made to the potential employers on behalf of the young people in order to help them find a job.

The project will be based on non-formal education in regards to the social rights as part of the human rights. During the course of the project, several social rights will be addressed, such as: The right to protection of health, The right to social security, The right to social and medical assistance, The right to benefit from social welfare services, The right of social, legal and economic protection, The right to work, To equal opportunities. The workshops will be for informing and increasing the understanding of the social rights and the access to social services, information providing sessions, group discussions, visits to the relevant institutions and services followed by delivery of information by their employees.

INCLUSION OF YOUNG ROMA PEOPLE – ELEZ BISLIM – ASSOCIATION OF CITIZENS SUMNAL, FYROMACEDONIA

A. Title

Inclusion of Young Roma People



B. Background of the Project

- to the Topaana community the problem is unemployment, Social Rights, Health and Education
- in Topaana the unemployment rate is nearly 90%
- the Roma young people are rarely going to the doctor because they don't have documents for health insurance
- Topaana, Shuto Orizari and Singelik are Roma communities which are hard to integrate to the society

C. Target Group

- 60 Young Roma people from the 3 disadvantaged communities in Skopje: Topaana, Shuto Orizari and Singelik.
- age: 13-18 years old
- 6 Roma students

D. Aim and objectives

To raise the awareness among young Roma from 3 Roma neighbourhoods in Skopje about their Social Rights and to improve their access to employment and health services through HRE and mediation with social sector.

- to train 6 young Roma students to act as multipliers on Human Right Education with other young Roma from the neighbourhood
- to organise workshops on Social rights for young Roma from Topaana, Shuto Orizari, Singelik
- to establish links between Sumnal and the local employment and social services
- to provide concrete information and consultations regards employment and health services
- to decrease the level of unemployed young people among of the Roma

E. Project summary

Skopje has a problem with unemployment, Social Rights, HRE. Sumnal provides the Topaana community with education, health and information for young people. The young people from the Topaana community don't know about the Social Rights in their life. They only focus on the economical situation at home. 6 young Roma students will act as multipliers on Human Rights Education with other young Roma from the neighbourhood. The 6 Roma students will facilitate workshops on the following topics: Education, HRE, Social Rights, unemployment.

My organisation will bridge the gap between the unemployed youngsters and the available job offers. We will mediate between the young people and the employers on a daily base, amongst other activities.



**RAID SPORTIF AUTOUR DES PREVENTIONS – FADELA AOUIR – CENTRE SOCIAL ET CULTUREL
PAPIN, FRANCE**

A. Title

Raid sportif autour des préventions « Participe au projet Papin sans Pépin »

B. Background of the Project

A partir d'un questionnaire élaboré par le Centre Socioculturel Papin et la Coordination Territoriale de Prévention et Sécurité de la Ville de Mulhouse, à destination d'un public d'adolescents âgés de 13 à 16 ans habitant le secteur Franklin-Fridolin, il s'agit de proposer une action englobant quelques thèmes récurrents de la période de l'adolescence (addictions, prévention de la délinquance...).

D'autre part, il s'agit de mettre en évidence la propension qu'ont les adolescents à se mettre en danger en cherchant les limites à travers un comportement difficilement acceptable en société. Dans ce secteur particulier de la Ville de Mulhouse situé à proximité du centre ville et qui ne bénéficie pas de grands espaces de jeu, la configuration du quartier fait en sorte que les comportements de conduite de 2 roues de manière dangereuse sont très vite visibles de tous et entraînent quelques problèmes de circulation.

C. Target Group

Ce projet vise un groupe d'adolescents mixte âgés de 13 à 16 ans habitant sur le secteur Franklin-Fridolin.

D. Aim and objectives

Les objectifs de cette action se déclinent comme suit:

- prévention des addictions, notamment l'alcool, le tabac et la drogue, les adolescents constituant la catégorie qui semble le plus en situation d'être touchée en raison notamment de la volonté de braver les interdits
- prévention routière: l'usage des 2 roues par des adolescents constituent régulièrement des prises de risques surtout dans des secteurs où la circulation est particulièrement difficile en raison du peu d'espace et de la multiplicité des petites rues
- prévention de la délinquance: plusieurs phénomènes d'incivilités et de regroupement ont été constatés: comportements entraînant des nuisances, dans un secteur très dense en terme de population, taux de délinquance et de violences urbaines importants
- citoyenneté: permettre aux jeunes de savoir vers qui se tourner lorsqu'ils se poseront des questions concernant l'une des thématiques abordées lors de cette action - à partir de là, ils pourront prendre conscience de leur propre place dans notre société

Dans le cadre de cette action, le but recherché est de permettre à chacun de trouver des réponses aux questions qu'il se pose voir de donner les outils pour chercher ces réponses.

- redonner le goût de l'effort: le raid sportif qui constituera la base de cette action a également pour objectif de permettre à des jeunes de se dépasser d'un point de vue physique et mental afin de réussir les épreuves qui leurs seront proposées
- construire les bases d'un projet plus vaste: ce projet ne concerne que les jeunes du quartier Franklin-Fridolin, mais il pourrait être la base d'un projet sur tout le territoire mulhousien

E. Project summary

Actions prévues

- course d'orientation: par équipe, les jeunes devront se rendre dans des lieux situés sur le territoire de la Ville de Mulhouse afin de trouver un professionnel qui puisse répondre à des questions
 - il s'agit ici de permettre une rencontre entre différents professionnels intéressés par les questions de la jeunesse avec des approches différentes
 - il s'agit également de désenclaver le quartier en permettant aux jeunes de connaître le territoire de la ville où ils habitent
- soirée camping et théâtre forum : cette soirée clôturera une journée chargée, avec un barbecue et un théâtre forum sur les questions de nutrition et d'hygiène de vie, en conviant les parents des jeunes participants
 - les jeunes resteront passer la nuit sur place avant d'entamer une seconde journée d'activités
- canoë Kayak : les jeunes devront faire montre d'un certain courage pour pouvoir terminer l'épreuve en équipe - ceci donne le goût de l'effort et du dépassement de soi dans une logique collective
- parcours VTT: à travers ce parcours, les jeunes recevront une information concernant la prévention des addictions, le comportement sur les routes (cycliste, motocycliste, piéton...) et sur la citoyenneté

Partenaires prévus

Pour pouvoir mettre en place cette action, un travail en partenariat très étroit est nécessaire entre le centre social Papin et la Coordination Territoriale Centre. En outre, plusieurs partenaires peuvent et doivent être associés à cette démarche à savoir la PJJ, le CAP, la BPDJ, le Réseau Santé de la Ville de Mulhouse, le Commissariat, le Pole Prévention et Citoyenneté, Sémaphore, Thémis,...

WORK FOR REFUGEES – FEDERICO TSUCALAS – COOPERATIVA SOCIALE CAMELOT, ITALY

A. Title

Improve the access to the right to work for young refugees in Ferrara (Italy)

B. Background of the Project

The number of asylum seekers and refugees in Italy is continuously increasing, due to 3 different causes:

1. the high number of conflicts and Human Rights violations perpetrated all over the world
2. the Italian immigration law which is almost not allowing people to enter to Italy regularly to work
3. Italy could be defined as the *door to Europe* for young people migrating from Africans and Asian countries to escape from persecutions, war and hunger

My organisation is a social cooperative that works to promote social cohesion and integration of children, youngsters, migrants, asylum seekers and refugees. So this project could definitely be closely connected with the aim and the activities of my cooperative.

C. Target Group

25 asylum seekers/refugees living in Disadvantaged Neighbourhoods of Ferrara, Italy

D. Aim and objectives

The aim of the project is to improve the level of integration of the target group in the local reality through access to new working opportunities.

The objectives of the project are:

- to establish a new social service in the city of Ferrara helping asylum seekers and refugees to access the right to work
- to provide to 25 asylum seekers/refugees the possibility to challenge themselves in a vocational training and stage activity
- to create a multidisciplinary working group on the topic of the right to job for refugees in Ferrara
- to give asylum seekers/refugees skills to increase their integration in the city of Ferrara
- to reduce the amount of asylum seekers/refugees forced to survive through black job and illegal activities
- to increase the quality of life of disadvantaged neighbourhoods where asylum seekers/refugees generally live through their social inclusion
- to create a project which can be a good practice for other Italian and European projects on access to Social Rights for young people from Disadvantaged Neighbourhoods.

E. Project summary

The base of the project will be the "Information office for asylum seekers and refugees" of Ferrara, where I work. Italian and foreign citizens of Ferrara are already going there to get information about the asylum procedure in Italy.

The project will add a new service to the office, allowing young refugees to be addressed to Italian language and civic education courses, providing them vocational trainings and traineeships in local factories, increasing their skills and their possibilities to find a job in the local reality.



ACCESS FOR YOUTH – FIONA JOYCE – CANAL COMMUNITIES REGIONAL YOUTH SERVICE, IRELAND

A. Title

Access for YOUTh

B. Background of the Project

- The idea for this project came from a piece of research conducted by the Canal Communities Regional Youth Service (CCRYs) and the Canal Communities Intercultural Centre.
- The research showed that of the 60 clubs, groups and projects available for young people in the community, less than 1% of the young people taking part were from new communities or ethnic or cultural minorities.
- This figure is clearly in contrast to the actual percentage of diverse young people living in the area, which is as much as 75% in some areas.
- The research was part of a wider intercultural strategy, which CCRYs has committed to over the next three years.
- Having discussed this research with a group of interested young people, they decided that they wanted to make a change to promote social inclusion of all young people in the community.

C. Target Group

The project is for young people aged 16-19 years old. The young people involved have already taken on leadership roles in youth projects, clubs or groups in their community. They have expressed an interest in suggested actions of the intercultural strategy, which we have developed over the last two years. These young people have also expressed an interest in developing their level of volunteering within the community.

D. Aim and objectives

To promote and facilitate inclusion of young people from New Communities and Ethnic or Cultural Minorities in youth services across the Canal Communities by working with a group of young people on ways to ensure equal access and inclusion of all local young people.

Objectives:

- to work with young people to research and investigate the reasons for the lack of inclusion of young people from NCs & E/CMs in local youth services
- to investigate and discover ways of promoting and facilitating inclusion in youth services
- to upskill young people to share their learning and to carry out the project
- to establish a power balance of shared responsibility within the group
- to work with the group to raise their awareness of their own Social Rights, and those of all young people in the community

- to respond to the needs identified during the research phase, by linking with parents, young people and youth workers and volunteers, to share learning
- to develop a strategy for supporting parents, volunteers, young people and youth workers in their endeavours to actively promote and facilitate inclusion
- to continue to support volunteers, youth workers and young people in a practical way, to promote real inclusion during the next club year (September - June)
- to evaluate the process at regular intervals
- to record the process and statistics regarding percentages of young people from NCs & E/CMs involved in youth services
- to share learning through peer education, to ensure that this supporting role is upheld as long as necessary
- to publicise and recognise the work of the group, and all partners, in a positive manor

E. Project summary

- to promote & facilitate inclusion of young people from New Communities & Ethnic/ Cultural Minorities in youth services across the Canal Communities
- there will be a maximum of 15 participants form the area, who already have a leadership role in their clubs, groups or projects and who have expressed an interest in carrying out this action in the intercultural strategy
- the project will be run across the three communities of Inchicore, Rialto and Bluebell
- the project will look at the reasons why young people from NCs and E/CMs are not accessing local youth services, and will look at ways to address these reasons and change the situation to promote inclusion
- the Social Rights I will address in this project are:
 - ↳ legal & Social Rights - protection from ill treatment and abuse; protection against poverty & social exclusion.
 - ↳ education - the right to access (non-formal) education
 - ↳ non-discrimination - the right to access services and social integration



DROITS SOCIO-ECONOMIQUES DE LA JEUNESSE RURALE – FRANSUA TULIKUNKIKO –
ORGANISATION HUMANITAIRE DE LA REGION DE PSKOV "HEUREUSE ENFANCE", RUSSIA

A. Title

Promotion des droits socio-economiques de la jeunesse rurale du nord-ouest de la Russie

B. Background of the Project

La zone rurale de la Russie, y compris sa partie Nord-Ouest, continue d'être l'abri d'un immense nombre de jeunes défavorisés. Ceux-ci ont un grand besoin de réalisation de leurs droits élémentaires: avoir accès à l'alimentation complète et suffisante, aux soins médicaux, à l'éducation, au logement, à l'emploi et réaliser leur droit et devoir de participation civile et sociale (prise de décisions).

L'expérience de travail au milieu rural et la consultation de différentes sources, parmi lesquelles les rapports annuels de la Chambre Civile de la Fédération de Russie, parlent de façon claire de:

1. l'ignorance d'une grande partie de la population, y compris la jeunesse, de ses droits et moyens légaux de leur défense
2. l'absence de culture de droits chez plusieurs autorités locales (manifestée en l'ignorance et violation des droits socio-économiques en particulier par beaucoup de représentants des administrations locales)
3. la nécessité de sensibilisation de la jeunesse à ses droits socio-économiques et de création des conditions lui permettant d'en avoir une meilleure connaissance et l'accès
4. la contribution que toute personne consciente doit apporter pour prévenir le racisme, xénophobies, antisémitisme et améliorer les relations interethniques, promouvoir la diversité culturelle parmi les jeunes
5. l'empirement par la crise économique des conditions de vie des personnes les moins sécurisées

C. Target Group

Le projet cible 2 catégories:

1. catégorie I: enfants, adolescents et autres jeunes de 10 à 30 ans appartenant à différents groupes ethniques - un minimum annuel de 1500 jeunes fera l'objet direct des activités du projet
2. catégorie II: représentants des principales institutions affectant l'éducation de la nouvelle génération (parents, enseignants, fonctionnels du secteur social et les représentants des structures de la sécurité publique/départements du ministère chargés des mineurs et de la jeunesse)

D. Aim and objectives

Le présent projet a pour but la promotion des droits socio-économiques de la jeunesse vivant en milieu rural de la Région du Nord-Ouest de la Russie à travers

l'éducation aux droits de l'homme, le développement d'échanges interculturels et de bonnes pratiques à dimension européenne.

Objectifs:

1. éducation de la jeunesse aux droits humains en général et à ses droits socio-économiques en particulier; information sur les instruments de défense
2. formation des multiplicateurs et adaptation des outils pédagogiques européens d'EDH, en premier lieu les manuels «COMPASITO» et «REPERES» pour la jeunesse rurale du Nord-Ouest de la Russie
3. prévention et lutte contre le racisme, antisemitisme, xénophobie et toute forme de discrimination
4. identification des facteurs d'exclusion sociale de la jeunesse rurale et mise en oeuvre des mesures visant la création des conditions d'amélioration de la situation des jeunes défavorisés
5. organisation d'activités de formation des jeunes, d'information et d'échange d'expériences en matière de résolution des problèmes liés à l'exclusion sociale de la jeunesse rurale
6. préparation des adolescents à la vie adulte: choix d'initiatives des jeunes et élaboration de projets-propositions de la participation publique dans la résolution des problèmes socio-économiques de la jeunesse rurale du Nord-Ouest de la Russie
7. promotion de la coopération entre la jeunesse rurale et la jeunesse des grandes villes dans la résolution des problèmes sociaux de diverses catégories de citoyens de la société contemporaine
8. étude, comparaison de la situation sociale que connaît la jeunesse rurale dans divers pays européens et formation de partenariats à dimension locale, régionale, nationale et/ou européenne
9. organisation de réseau d'interaction et développement d'initiatives de partenariat avec des établissements éducatifs du Nord-Ouest, structures administratives, des ONG de la Russie et de l'Europe
10. éducation de respect aux droits et libertés de la personne et création d'un climat d'interaction positive parmi les jeunes; formation de tolérance à travers l'exemple de leçons de l'Holocauste
11. organisation d'une "Plate-forme de la Citoyenneté"
12. élaboration des recommandations pratiques en faveur des innovations dans le domaine de résolution des problèmes des jeunes socialement exclus

E. Project summary

Pour résoudre les problèmes de la jeunesse rurale, se réaliseront des activités de sensibilisation, de formation et d'éducation de la jeunesse rurale: tables rondes, ateliers de formation, trainings, camps d'été, etc. Seront également organisées des activités d'échange interculturel et de coopération de la jeunesse à dimension européenne.

La réalisation des activités prévues dans le cadre de ce Projet reposera sur une méthodologie participative, tandis que les méthodes de travail seront avant tout interactifs. Seront utilisés les instruments pédagogiques européens, avant tout les manuels «REPERES» et «COMPASITO». De part ces instruments et l'intervention des collègues qui seront invités d'autres pays, ce projet aura une dimension européenne.

SOCIAL RIGHTS FOR DISADVANTAGED YOUTH – IHAR ZAHUMIONAU – SCAF YOUTH CENTRE, BELARUS

A. Title

Promoting access to Social Rights for disadvantaged youth in Belarus communities

B. Background of the Project

The major problem is that currently in Belarus disadvantaged youth stay passive and expect the government to solve their problems from the top-down. They need to become actively involved in meeting the challenges they are facing . But to become active they need to be fully aware of their Social Rights, about services and opportunities provided by the civil society organisations (CSOs) and government agencies (GA) in support of these Social Rights, opportunities for disadvantaged youth to get engaged in the activities of civil society organisations who serve their needs and promote their Social Rights.

C. Target Group

a) ethnic minorities, b) handicapped, c) orphans, d) girls and young women as potential victims of discrimination and violence. Each cycle of the project will involve 300 representatives of these target groups. Through 6 cycles 1800 disadvantaged young people will be involved. These will be young people from 14 to 31 years old as in Belarus this is exactly the age of people who are officially referred as “youth”. Minimum 50% of this target group will be girls and young women.

D. Aim and objectives

The project is aimed at promotion of access to Social Rights for disadvantaged youth in Belarus communities through raising their awareness about their legitimate Social Rights; services and opportunities provided for them by the civil society and government organisations and through their engagement in the civil society activities.

- to develop a database of youth civil society organisations (CSOs) and government agencies (GA) that provide or promote access to Social Rights of disadvantaged youth in the targeted communities (list of 90 CSOs and GAs)
- to develop a database of disadvantaged youth (ethnic minorities, handicapped, orphans, girls and young women as potential victims of discrimination and violence) that are need of support and empowerment (list of 1800 disadvantaged young people to be involved in the project activities)
- to establish a platform for a dialogue and cooperation of the government and NGOs stakeholders that implement programs and initiatives in support of the disadvantaged youth (6 roundtables)
- to prepare and organise in cooperation with the CSOs and GAs social events for and with disadvantaged youth to raise their awareness about their legitimate Social Rights; services and opportunities provided for them by the civil society and government organisations and to engage them in the civil society activities

(6 big social events, including presentations by CSOs and GAs, performances of popular Belarus music groups, photo and art exhibitions, slides and video presentations, presentations and demonstrations of activities by interest and hobby groups, including the ones already established by disadvantaged youth).

- to organise an extensive publicity and media outreach around the project events via major TV and radio channels, printed media, and also through video displays in the Minsk subway and central railway station to positively change attitudes in Belarus society in support of Social Rights of disadvantaged youth in Belarus communities.
- to develop and produce CDs in 3000 copies (500 x 6 cycles) to be further used by the CSOs and GAs to promote Social Rights of disadvantaged youth. These CDs will include the recordings of the music groups that participate in the Social Event, also video, slides and other presentations made during the event.

E. Project summary

The project will promote access to Social Rights for 1800 disadvantaged youth in Belarus communities such as ethnic minorities, handicapped, orphans, girls and young women as potential victims of discrimination and violence, through raising their awareness about their legitimate Social Rights; services and opportunities provided for them by the civil society and government organisations and through their engagement in the civil society activities.

This will be done through 6 cycles. During each of the cycle the databases will be developed on disadvantaged youth and on civil society organisations (CSOs) and government agencies (GA), providing and/or promoting access to Social Rights of disadvantaged youth; platforms for a dialogue and cooperation of the government and NGOs stakeholders will be initiated that implement programs and initiatives in support of the disadvantaged youth; social events for and with disadvantaged youth will be organised to raise their awareness about their legitimate Social Rights; services and opportunities provided for them by the civil society and government organisations and to engage them in the civil society activities; publicity and media outreach will be organised to positively change attitudes in Belarus society in support of Social Rights of disadvantaged youth in Belarus communities; printed and electronic resources will be developed to be further used by the CSOs and GAs to promote Social Rights of disadvantaged youth in Belarus communities.

CIRQU'LONS BIEN – JULIE MERCIER – ARPOMT, FRANCE

A. Title

Cirqu'lons bien

B. Background of the Project

The travelers live and move in caravans.

It is their culture, their way of life, so it's a choice and not fate.

Nevertheless this way of life is seen very badly in France, they suffer discrimination every day.

There are not many parking areas (with electricity, water,...) and a lot of time situated in remote areas: at the edge of the city, in the heart of an industrial zone,... The shops, schools and the others institutions and social services are far away. This way they're hardly integrated in the society: they face problems to access work and school, people look at them in a strange way and have lots of prejudice,...

The children and young people often stay within the community, in the parking area, there is almost no exchange with the « outside ». When they go to school, the children are not really integrated, there is a lack of communication, of mediation between the family and the teacher, and prejudice again,...

To be at school doesn't mean necessarily to be integrated!

C. Target Group

The project Cirqu'lons bien! is addressed to the young people of the parking area of Strasbourg and the urban community of Strasbourg (CUS), they're between 8 and 14 years old.

This project will target their families and their schools (teachers and school friends)

D. Aim and objectives

To allow young people to have knowledge and to be aware of the existence of Social Rights and that they are accessible to for everybody. Through formal or non formal educational activities and cultural activities (theatre, circus, show...) to give them the possibility to express, to exchange about the subject, to understand and to act by themselves.

To know = to understand better !

- to show them the Social Rights
- to discover the travelers' culture
- to reach out to young people
- to discover the art of circus

- to give them a means to express themselves

E. Project summary

1. first meeting with youths and their families on the parking area and simple trust-building activities and presentation activities: analysis of the young people's needs and desires
2. first circus workshop: « le carnet du voyage »*
3. contact with a school and partners
presentation « carnet de voyage » : mediation
4. workshop « Social Rights for everybody » on the parking area then at the school
5. circus and theatre workshop, in parallel with the school or not?
6. show for and by the youth producing the Social Rights' access for everybody

CONCLUSION

It is a first project for this year. The idea will be to involve more schools in the future and other structures to improve information, training and access for all young people to their Social Rights.



PARTICIPATION OF YOUNG PEOPLE IN LOCAL AND REGIONAL LIFE – KAREN MKHITARYAN –
CAUCASIAN INSTITUTE FOR PEACE PROBLEMS RESEARCH, ARMENIA

A. Title

Participation of young people in local and regional life

B. Background of the Project

According to our survey done in the region the majority of youth workers and young people have no information on the local and regional level participation based on the revised European charter, therefore they are deprived of instruments of participation in local and regional life.

Now Armenia has a strong need of a new generation of educated and active citizens in all fields for the effective and successful realisation of the process of democratic reforms. Young people are a source of creativity. They learn quickly and adapt readily. Given the chance to be full member of society, they will contribute hugely and participate actively in development and social progress.

C. Target Group

In the first phase of the project the main target group are 20 disadvantaged young people between 18 and 30 years old. They are students and youth workers with fewer opportunities from the Shirak region of Armenia which is a peripheral region lacking behind economically.

D. Aim and objectives

To foster greater participation of young people in the democratic structures and processes at local and regional level based in the principles promoted by the revised European Charter on the Participation of Young People in Local and Regional Life

Project objectives

- 20 young people gained in-depth knowledge of the revised European Charter on the Participation of Young People in Local and Regional Life
- 20 young people with developed understanding of the relationship between concepts of citizenship, participation, democracy and civil society in order to better identify suitable approaches to the promotion of youth participation at local and regional levels
- 20 young people gained competences for developing and implementing local and regional level projects for young people, in co-operation with local and regional authorities
- 20 young people raised their awareness of the possibilities for developing and promoting contacts and co-operation between young people and their organisations, and local and regional authorities

E. Project summary

Methodology

The focus is put on participation, active involvement, sharing of thoughts and feelings, learning by doing, group work and the intercultural dimension. Creativity & a variety of the methods are important in our approach. Main methodologies are learning by experiencing, communication, reflective approach and the educational approach. A range of methods will be used: interaction, task-orientated, cooperation, game, instruction and reviewing methods.

Activities

- organisation of a training courses for 20 young people on the development and implementation of participation projects at local and regional level
- in parallel of training courses organisation round table discussions related to youth participation with involvement of young workers/leaders, municipal officers and regional governmental representatives
- study visits of youth workers/leaders to municipalities and Shirak region government to gain skills about the mechanisms of local democracy and decision-making processes
- organisation of press conferences related to youth participation
- establishment of network of young multipliers promoting citizenship education and youth participation at local and regional level



ACT'HEURE – LYSIANE SCHMITZ – VILLE DE NAMUR, BELGIUM

A. Title

Act'heure (Act'hour)

B. Background of the Project

Besoins identifiés:

- éclatement du lien social entre les habitants du quartier
- accès aux droits sociaux, présence de familles primo arrivantes
- Créer un lien de confiance face aux problèmes liés à l'ancienne équipe (deux partis)
- besoin de reconnaissance, valorisation des compétences

C. Target Group

Age: 12 - 18 ans

Spécificités :

- groupe en structuration des adolescents
- multiculturel
- mixte
- comprenant une partie de primo-arrivants

Population touchée:

- habitants des quartiers à forte densité de population
- travailleurs sociaux des quartiers
- jeunes, effet multiplicateur

D. Aim and objectives

D'octobre 2009 à juin 2011, les jeunes ados du Quartier de Germinal vont créer un voire plusieurs supports (spectacle, blog, folder, exposition itinérante,) afin d'informer et de donner accès aux droits sociaux à la population des quartiers, dans lesquels les citoyens pourront trouver tous les services et infrastructures qui leur donneront accès à ceux-ci.

Les objectifs

1. Etre informés de ses droits sociaux dans leurs dimensions locale et européenne
2. Approche du Conseil de l'Europe
3. Retisser du lien social au sein du quartier de Germinal
4. Visibilité d'un groupe multiculturel
5. Initiation aux outils liés à l'informatique
6. Développer l'initiative citoyenne des jeunes
7. Promotion des services de la Ville de Namur et des infrastructures liées à l'accès des droits sociaux
8. Evaluer le projet de manière continue
9. Offrir un outil aux personnes nécessitant une aide dans le cadre d'accès aux droits sociaux

E. Project summary

Au travers des points suivants:

- mise en avant des droits sociaux face au vécu
- approfondissement de la connaissance du Conseil de l'Europe et de la Charte Sociale
- création d'un blog, un documentaire - un support promotionnel - voire plusieurs
- développement du projet par les jeunes
- présentation et échanges dans les différents quartiers

Prendre conscience des droits sociaux et en informer les quartiers par le biais de l'outil EPN et faire connaître les services communaux ainsi que les structures à disposition des citoyens pour accéder à leurs droits sociaux ; dans un second temps créer un outils pour les travailleurs sociaux et les personnes ayant besoin d'un renseignement concernant des démarches éventuelles.



HARBOUR OF CITIZENSHIP – MARCO SANTOS – EESTI ERINOORSOOTÖÖ ÜHING NOOR,
ESTONIA

A. Title

Harbour of CitizenShip

B. Background of the Project

The project is embedded in a larger 'Sailors on the CitizenShip' project which consists of citizenship training and workshops on different levels: international, national and local



C. Target Group

- Young people - 15 to 20 year old in general from three main backgrounds: students from Tallinn outskirts, young people from specific rural areas and people with a disability.
- Multipliers - Youth Workers, Youth Leaders or facilitators from Estonia. Mostly working in the youth centres, schools or disable centres with whom we have partnerships and who might want to join.

D. Aim and objectives

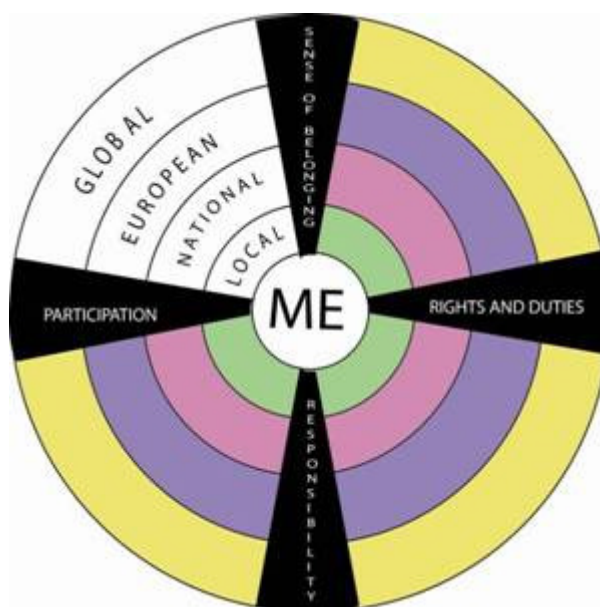
Harbour on the Citizenship is a training course that aims to support the professional development of young trainers and to raise the quality of their projects concerning (European) citizenship.

Objectives

- pointing out the connection between citizenship, responsibility for one's immediate environment and society and Human & Social rights
- experiencing, discussing and sharing historical and recent understandings of citizenship and its implications for participation
- approaching different levels of citizenship (local - national - international/European and Global)
- sharing different visions and understandings of citizenship through Social Rights
- reflecting on the notion of European identity and its underlying values (democracy, tolerance, plurality, Human Rights)
- experiencing European citizenship in practice through simulations, cases and method development

E. Project summary

The concept of Citizenship has 4 levels and 4 dimensions



EMIS PROJECT – MARY DROSPOULOS – INSTITUTE FOR EUROPEAN AND MEDITERRANEAN STUDIES, GREECE

A. Title

EMIS project (emis means 'we' in Geek)

B. Background of the Project

Greece has been shaken lately by issues concerning immigration and violence. The overwhelming rise of criminality and terror in the streets has turned everyday life into an adventure. The news that monopolised the media during 2009 had to do with riots in the streets initiated by frustrated and raging youths complaining about the inefficient educational system and unemployment. The situation got quickly out of control and riots climaxed to vandalisms, terror attacks, street violence and eventually the death of a 15 year old student.

The claim of some part of the Greek press and certain politicians that the immigrants were partly to blame for this lamentable situation in Greece opened the way for feelings of xenophobia and racism to emerge. This national feeling got soon out of control. We believe that the key to prosperity is education and culture

C. Target Group

Young people aged 14-30 in Thessaloniki

D. Aim and objectives

The EMIS institution aspires to launch in Thessaloniki, Greece a 9-month campaign (November 2009-June 2010) against xenophobia and racism, addressed to youths aged 14-30, using non-formal education, art and culture as a vehicle to promote equal opportunities and to defend the social and Human Rights of equality, employment, social inclusion, cultural identity and artistic expression.

Objectives:

- combat racism and xenophobia through education, culture and art
- promote human and Social Rights such as equality, freedom of expression and right to social security and proper working conditions
- make non-formal education more accessible to young people
- offer the prerequisites for professional and academic progress, so as to fight unemployment, which leads to poverty and consequently, criminality

E. Project summary

9 month project (Nov.-June 2010) against xenophobia and violence, addressed to youths aged 14-30, in Thessaloniki, Greece,

Using non-formal education, art and culture as a vehicle to promote equal opportunities and to defend the social and Human Rights of equality, employment,

social inclusion, cultural identity and artistic expression.

The activities will include research on issues related with xenophobia, a campaign against racism, language and art classes, publications, artistic and intercultural activities, workshops and conferences.



DROUBNA (NOS QUARTIERS) – MOHAMMED MARFOQ – ORGANISATION INTERNATIONALE POUR LES MIGRATIONS ET ENTRAIDE NATIONALE, MOROCCO

A. Title

Droubna (nos quartiers) - Festival des arts de la rue de Khouribga

B. Background of the Project

Ce projet s'inscrit dans le cadre de la stratégie préventif de la migration irrégulière des jeunes issues des quartiers défavorisés de la ville de Khouribga.



Des nouveaux genres musicaux, tels que le rap et le hip-hop, break-danse, popping, marquent aujourd'hui fortement le langage des jeunes dans tout le monde. Au Maroc en compte désormais plus de 1762 groupes des arts de la rue qui ont édité des albums, des chorégraphies, des vidéo clips soit dans le marché de la musique soit dans des sites Internet et à peu près 2.000.000 de fans des arts de la rue seulement au Maroc.

Malgré ses dimensions et sa croissante appréciation auprès des jeunes, ce mouvement trouve néanmoins très difficilement des espaces d'expression et de visibilité et, en trouvant dans la rue son principal espace de pratique, il reste confiné dans une perception générale assez négative. Notamment, à Khouribga l'absence d'espaces d'expression artistique conçus pour les jeunes aussi bien que le manque d'un accompagnement poussent beaucoup d'entre eux à pratiquer leurs disciplines artistiques de manière tout à fait autonome et dans les rues.

C. Target Group

Ce sont les jeunes issues des quartiers défavorisés, qui ont une situation précaire, entre 15 et 28 ans.

- les bénéficiaires directes du projet : 20 personnes
- les bénéficiaires indirectes : 1000 jeunes

D. Aim and objectives

Structurer le mouvement de la jeunesse de la ville de Khouribga

Objectifs :

- accompagnement artistique des jeunes
- mis en place d'espaces d'expression des jeunes
- sensibilisation des jeunes au niveau des droits de l'homme et l'accès aux droits sociaux a travers l'éducation non formelle
- l'échange interculturel entre plusieurs pays

E. Project summary

Par la présente proposition d'organiser la deuxième version du Festival « Droubna » des Art de la Rue à Khouribga: en donnant visibilité au travail des jeunes participant aux ateliers, il pourra constituer pour beaucoup d'entre eux une occasion de:

- s'approprier d'un espace citoyen trop souvent ressenti comme hostile aux jeunes car trop renfermé sur les besoins et les raisons des adultes,
- une occasion de tester la signification des concepts tels que « protagonisme, expression de soi, citoyenneté participative, accès aux droits sociaux, droits de l'homme. »

Au de-là de la valeur artistique de l'événement, il pourra devenir un exemple pour la construction d'un espace d'expression ouvert, d'une démocratie citoyenne à l'écoute de tous. Espace de rencontres entre jeunes de différentes couches sociales et de différents pays ; mais aussi entre jeunes et adultes. Il pourra constituer un premier pas pour rapprocher de la ville des catégories souvent à la marge et exclues des parcours normaux d'insertion et partage de l'espace public.



THE MEGAPHONE – RAMI AL-KHAMISI – MEGAFONEN, SWEDEN

A. Title

The Megaphone

B. Background of the Project

The organisation was created from the needs that we, the young people had in the neighbourhood. As I am young myself and live in the area, a couple of friends and I identified some of the needs we felt were important.

We feel that the mass media in Sweden is contributing to a lot of difficulties that many young people with multicultural backgrounds face in their lives, problems such as racism, discrimination and poor self confidence. The problem is that the media often is focusing on the negative aspects of the life in the suburbs. Young people from these neighbourhoods are often described as criminals, unemployed, uneducated and having a lack of hope for the future. We think that this is contributing to a stigmatised and more stereotyped picture of young people from these areas. With this kind of news that young people read about themselves, they start to believe that the whole of society has the same negative opinion of them. The saddest thing about this is that the young people of the suburbs start to identify themselves as the picture that the media is reporting of them. It is likely that they may begin to live up to this negative reputation.

C. Target Group

- My target group for this project is young people in the age 16 to 25. They will come from the multicultural neighbourhoods in Stockholm.

Its very difficult to tell how many people we will involve since we will have young people working on the project as well as having young people reading, seeing what published. Hopefully in one year's time we hope to involve 30 young people what will directly work on the project.

D. Aim and objectives

The aim of the project is to create a platform, a web magazine were young people from the age 16 to 25 in the suburbs of Stockholm can be aware of and discuss issues such as racism, violence and discrimination.

1. get young people involved in the project because they are the target group we want to work with
2. train the young people in media skills, so they can work on the website by creating new material
3. to share responsibility and promote participation so the young people can feel that's its their project
4. to introduce young people to professionals, so they can broaden their skills in different areas
5. raise awareness of their Social Rights so they can show their learning on the website to other young people

6. experience shared learning with other communities
7. have an ongoing evaluation of the programme

E. Project summary

We will achieve our objective first of all by inviting friends, students and other young people in the area. We will find interested youngster among our friends, youth centres and in the schools nearby the neighbourhood.

- having workshops where we try to improve different skills for example writing, photo skills
- by have ongoing group meetings with the participant to discuss future work and to make sure that everyone are involved in the process
- invite professionals such as journalists, politics, entrepreneurs etc. to hold workshops
- workshops, visits, games explorations on the topic
- reaching similar projects and having a exchange programme
- have participative evaluations sessions



FROM SOCIAL EXCLUSION TO OPPORTUNITIES – RIFAT DEMALIJA – YOUTH IN FREE INITIATIVE, ALBANIA

A. Title

From social exclusion to opportunities

B. Background of the Project

Demographic movement in Albania recently has changed the balance of neighbourhoods in local, regional and national level even further. The integration of newcomers in the society is difficult because of social exclusion, discrimination, economical situations and infrastructure. In this regard youth cannot be excluded from this situation, they are part of it and they are directly concerned by these situations.

A high number of people have moved to the urban areas recently in our region. The phenomenon is accompanied by different social problems and difficulties for the newcomers. They face difficulties on: employment, integration, educations, lack of participation on the decision making, lack of information on Social Rights, access to formal and non-formal education, social insurances, etc.

A specific group of socially excluded people are young people, mainly girls & young women specifically in the low-income neighbourhoods, without medium & high education and who are facing strong challenges to be integrated in the society and to have access of Social Rights. In this context we have identified young people, as a potential group being discriminated and completely excluded from Social Rights.

C. Target Group

- 60 youngsters from 18 to 30 years old (25 boys & 35 girls) from low-income neighbourhoods.
- 25 local governance councillors, and 3 social workers from the municipality
- 20 youth workers, social workers & local leaders from different background and organisations working on local level of Kukes region,
- 5 private business sectors on local level will be identified as a opportunity for the youth people to be employed
- 30 volunteers members of our organisation (young people, students 19 - 24 years old)

D. Aim and objectives

Combating social exclusion by creating opportunities for young people by cooperating with local authorities to develop new youth policies based on needs of young people.

Objectives:

- to initiate a new campaign & network of local authorities, CSO's youth workers and educators on protection of Social Rights

- to educate through HRE training 25 young people to prevent conflicts, discrimination, violation and social exclusion
- to provide vocational trainings for 15 youngsters from Disadvantaged Neighbourhoods
- to provide a basic overview of Human Rights tools and mechanisms tackling social exclusion for young people, local governance people and NGO partners
- to promote access of young people to Social Rights through local media, campaigning, meetings and awareness campaign
- to influence on local governance on youth policy prioritisation through campaigning, media & meetings

E. Project summary

We are going to work on Social Rights inclusion with young people from low-income neighbourhoods, in Kukes municipality. There is a neighbourhood with newcomers from different villages in the city, which have no access to Social Rights; such as employment, integrations, lack of participation on non-formal educations, lack of information on Social Rights, social insurances, etc.

We are going to work with:

- youngsters from low-income neighborhoods on providing vocational trainings, trainings on Social Rights & HRE
- local governance, civil society & educators on networking and prioritising the issue of Social Rights
- youth workers and social workers on campaigning about the Social Rights protection
- local media as a tool to promote the inclusion of youngsters and the access to the Social Rights
- local private sector, as a source to create job opportunities for youngsters trained on vocational trainings

The educational approach we aim to use

Action oriented research:

1. collect and analyze information through field visits, questionnaires and interviews
2. organise three focus group discussions in the region with the participation of the target group
3. baseline study on social exclusion in Kukes Region

Capacity Building

1. training course on HRE & Social Protection
2. vocational trainings of Young people socially excluded

Awareness raising

1. use local media addressing social exclusion
2. use posters, leaflets, T-shirts throughout the region addressing, etc. - the media will be a very important partner as all activities will be media transmitted in order to have a multiplier effect

Networking

1. set up a regional network addressing social exclusion and information sharing with the participation of key Local Government representatives and Civil Society partners

YOUTH EXCHANGE ON PARTICIPATION AND SOCIAL RIGHTS – SAMIUELA ELONE – CITY OF HELSINKI, FINLAND

A. Title

Intercultural Learning, Youth Active Participation and Access to Social Rights (2010 Multilateral Youth Exchange in Finland)



B. Background of the Project

At our Vuosaari Youth Work Unit (Vuny), most of the young people are from ethnic minority backgrounds. Their families moved to Finland for different reasons such as refugees, asylum seekers, family reunification, marriage, economic reasons and so on. Regardless of their ethnicities, the people live in the area also have fewer opportunities due to economic and social reasons/problems such as unemployment.

This Youth Exchange Project is a continuation from past years' similar projects. It is a tool we use to facilitate young people's participation in decision making process, to learn about their identity as a European citizen, to learn about other cultures, to promote their active participation, give mobility to young people and to share ideas and experiences.

As a result of the LTTC, Access to Social Rights will be introduced to the project in order to raise awareness about Social Rights and facilitate young people's participation in promoting and defending these rights.

C. Target Group

A group of 10-12 young people age 14-16

D. Aim and objectives

1. to promote active participation of the young people...

- in decision making process.
 - deciding what we should do as activities
 - making rules for the group
 - how we collect money for the project
- in promoting access to Social Rights
 - awareness raising

2. to improve young people's self confidence and competences...

- in learning by doing of small activities and tasks
- in group working skills
- setting goals and targets for the group

3. to promote intercultural learning and reduction in racism, discrimination, phobia and etc.

- through sharing and learning about each other's cultures
 - food preparation, music, language, etc.
- roleplays, games and workshops

4. raise awareness on access to Social Rights

- what are their Social Rights?
- what should they do to promote access to sr?

E. Project summary

Youth Exchange: A multilateral Youth Exchange in Finland between 4 groups of young people from four different countries Finland, Spain, C3 and C4. It will be from Sunday 1st of August to Sunday 8th of August 2010. There will be 8-10 young people age 14 to 16 plus 2 youth workers per group. The young people should be from disadvantage neighbourhood, from ethnic minorities and are/or having fewer opportunities.

The Project title is ***Intercultural Learning, Youth Active Participation and Access to Social Rights***. Different activities will be organised such as workshops, role plays, games, outdoor activities, and excursions to promote active participation and to learn more about each other's cultures. There will be a workshop on Social Rights in order for the young people to learn about the subject and to facilitate their active participation on promoting access to Social Rights.

The youth exchange is only one part of the project. We will finalise the group members in few weeks' time and will start with their preparation. We will meet often and work on the aim and objectives before the actual exchange. The process of developing competences, learning about other cultures, active participation, raising awareness on access to Social Rights will start as soon as we start the group.



YOUTH THEATRE OFFICE BERLIN – SANDRA RABOW – INITIATIVE GRENZEN-LOS!,
GERMANY

A. Title

“Youth Theatre Office Berlin“

The subtitle still has to be discussed with the youngsters

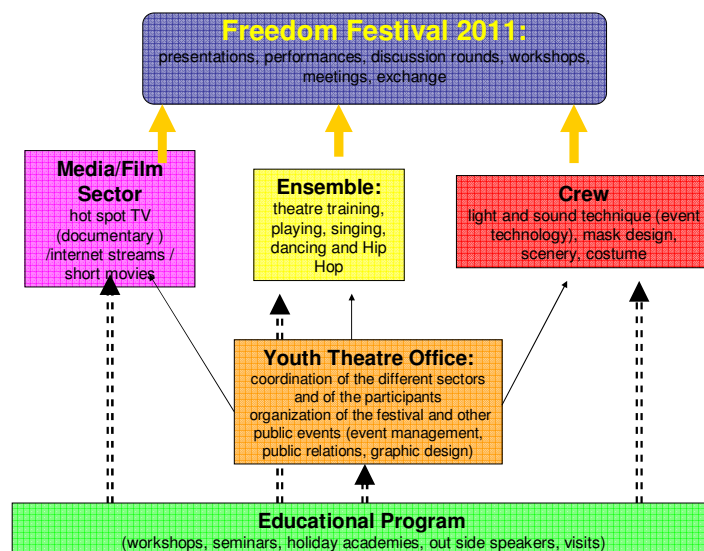
B. Background of the Project

My organisation Initiative Grenzen-Los! e.V. is working since more than five years with young people from one specific Disadvantaged Neighbourhood of Berlin, called Moabit. In the past several theatre productions with young people has been developed.

Since July 2009 the organisation opened a “Youth Theatre Office” with the aim to plan, organise and run an international youth theatre festival, the “Freedom Festival” with (inter-)national guests in autumn 2011. This festival is the highlight of a three year project, which will be realised (as far as possible) by the youngsters themselves.

This project includes aspects of vocational orientation and training for young people in Disadvantaged Neighbourhoods and therefore support them in developing a perspective for the future and facilitate access to the job market

- All relevant disciplines for running a theatre festival (acting, filming, lights, sound, PR, administrative work, construction of masks, decor, costumes, teaching and presentation methods...) are potential fields of activities for the participants.
- The management of the festival will given step by step into the participants own responsibility
- The project I will present here is part of the overall project and attached to the educational program



C. Target Group

- The target group of the project are young people (male and female) in the age between 14 -22 years old
- The project is addressed to youngsters in Berlin, especially from Berlin Moabit, one of the 17 Disadvantaged Neighbourhoods of the city ; most of them with migration background and often belonging to Muslim communities

- The aim of the project is to reach around 25 to 50 youngsters directly during the duration of the project and indirectly up to 300 persons (other youngsters as well as adults like parents, teachers, social workers, local authorities, etc.) through public performances and discussion rounds.

D. Aim and objectives

Working in the cultural field - mainly using theatre as a tool - the project wants to empower young people for self-determination, social participation and active Citizenship in order to improve their future prospects.

Objectives:

- to provide space for young people to discover their potential and utilise it
- to raise knowledge and awareness of their human and Social Rights and how they influence their everyday reality
- to encourage them to become more active citizens
- to support young people to discuss their issues and problems and share them with the local community

E. Project summary

Inside the frame of the overall “Youth Theatre Office” project I wish to explore four main topics with the youngsters. Structured in periods of trimesters the participants will work on subjects in the fields of a) identity, b) hate and love, c) freedom, d) social exclusion and how these are related to the wide framework of human and Social Rights. These topics have been chosen because of our work experience with young people in the field during the last five years. They are key subjects for the youngsters and strongly connected to their daily life. As the process itself plays an important role for our work the more defined content will depend very much of the needs and interests of the youngsters themselves and the focus they might put.

Especially during the trimesters about freedom (July-October 2010) and social exclusion (October 2010-March 2011) we will work exclusively on the subjects of human and Social Rights and address those to them by using the following activities:

- workshops
- field visits in the community
- expert inputs (outside speakers)
- researches
- discussion rounds

These activities will allow and encourage young people to take up concrete actions in the local community that will address problems linked to Social Rights of the community.

SOCIAL RIGHTS FOR ALL – SEAN PETTIS – PUBLIC ACHIEVEMENT, NORTHERN-IRELAND

A. Title

Social Rights for All

B. Background of the Project

Different ethnic and religious communities living together in Belfast



C. Target Group

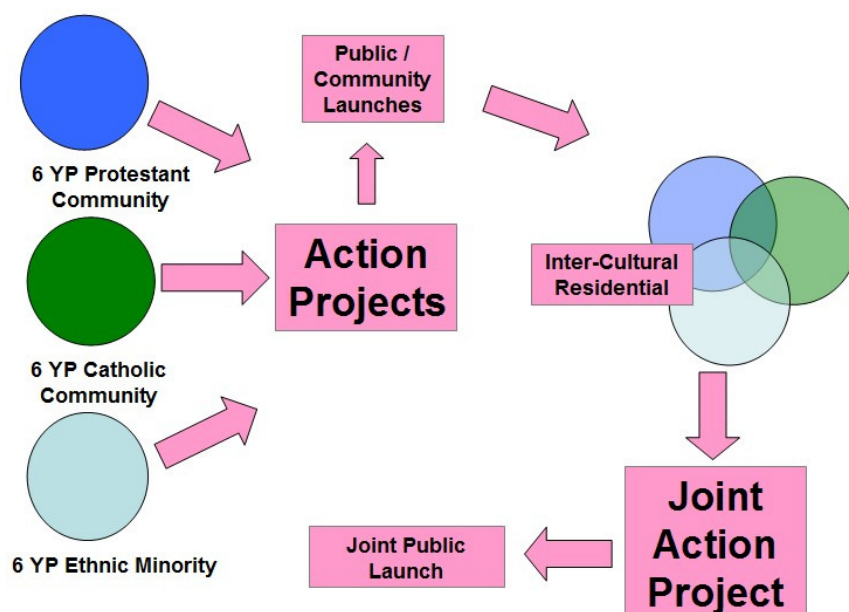
18 young people from 3 disadvantaged communities in Belfast

D. Aim and objectives

To support 18 young people from 3 disadvantaged communities in Belfast to identify important Social Rights issues and undertake four action projects that seeks to address their issue as means to increase young people's active participation, awareness of Human Rights and understanding of political processes and structures

- build new relationships:
young people across divides
young people and power structures
- develop critical consciousness:
young people and their communities
young people and their Social/Human Rights.
- challenge adults negative perceptions of young people

E. Project summary



EUROPE COMES TO YOU – SINTIJA LASE – RED - CREATIVE EFFECTS' WORKSHOP, LATVIA

A. Title

When you don't go to Europe, Europe comes to you

B. Background of the Project

- Rural youth is not provided enough with the access to education - formal, non-formal and interests' education as well.
- The motivation to participate in social and cultural life in rural areas is very low.
- That brings less paid jobs, economical and social problems, discrimination, prejudices, social exclusion, non-tolerance, unemployment, violence, drugs' & alcohol problem, crimes, etc.



C. Target Group

High school students from rural area in Latvia and in other 3 partner countries

D. Aim and objectives

We want:

- to understand better rural youth needs and problems
- to create the good connection between our NGO's activists and rural youngsters
- to provide rural youth with information what they are looking for
- to support them in the future development of their personal skills and talents

E. Project summary

Step 1 - The research

- information research about the situation in certain rural area in all 4 partner countries
- focus groups/visits in 10 rural schools x 4 partner countries

Step 2 - Experience sharing meeting & workshops in Latvia (14 days)

- experience sharing (first 7 days): rural youngsters from 4 different countries (16-20 people) will share their experiences and information to create the program for workshops in Latvian rural high schools using non-formal education methods
- workshops in rural high schools (next 7 days): working in international groups, youngsters will organise the workshops in 10 rural high schools in Latvia (~1 day for 1 school) using non-formal education methods, talking about youth issues and EU

Step 3 - Evaluation + follow-up

- to repeat similar international workshops in other partner-countries
- to organise local long-term workshops (once a week, duration 1 semester) in rural high schools with less access to leisure time activities (EVS as a tool to do that?)
- to create an international monthly/quarterly youth magazine about career and education, etc. (this follow-up project's part is still under construction..)



PLAY AND LEARN TOGETHER – SUZANA KAPLANOVIC – RED CROSS BELGRADE, SERBIA**A. Title**

Let's play and learn together

B. Background of the Project

The project will be implemented in school near the biggest unhygienic Roma settlement in Belgrade. School faces many problems because of diversity of cultural, national, social, financial educational background of pupils. School faces problems with pupils, parents and teachers as well.

Those needs are identified from cooperation between Red Cross and school, from information in newspapers, from project report "Possibilities for improvement the Roma settlement Deponija" run by SILRC, financed by European Commission, etc.

Needs of project

The problems indicated in school are:

- exclusion of Roma pupils in the school (low level of cooperation between majority and minority)
- prejudices, stereotypes, discrimination and on the end the high level of violence, as a result
- Cultural and social differences
- Language barriers (school does not provide lecture on Roma language, Roma parents does not know the language of majority as well, and children can not follow the lectures as well)
- lack of education level of Roma parents are directly connected with lack of school achievements of their children because they can not provide any support
- The final result of all mentioned above is high percent of drop out of school of Roma pupils, almost 95 %. Example, if 50 Roma pupils enter the school only 2 finish Elementary school

Proposed activities are the logical continuing in dealing with the problems of drop outs and exclusion.

C. Target Group

- all pupils in school (from Serbian majority and Roma minority)
- 10 teachers and 10 volunteers (with basic knowledge of participative method - workshop of work with children and youth)
- indirect beneficiaries are: teachers, parents, school, and community

D. Aim and objectives

The aim of project is to create a positive and friendly environment in school contributing to inclusion of Roma pupils.

- to provide a knowledge of TO training method to 10 teachers and 10 volunteers for future implementation in practice
- to provide dialogue between Roma and Serbian pupils addressing the discrimination as a main issue (400 pupils)
- to increase level of social relations and reduce cases of discrimination
- to contribute in other activities to increase inclusion and reduce drop outs of Roma children from school
- to bring children together to openly discuss a problem
- to involve the whole person when participating in a drama—the mind, emotions, prejudices, and passions; therefore, the experience and learning is not easily forgotten
- to research local realities, presenting real life situation
- to use a common language, the language of theatre, which is less based on words and more based on images; images are easier to understand mutually and there is no hierarchy of images, like in languages where the “official” language is always considered superior
- to allow young people to be part of the solution of problems instead of being only part of the problem; this can be very empowering
- to promote tolerance and mutual understanding by allowing the audience or actors to experience a different point-of-view or a role. In facing the problems another character faces, someone who was previously regarded as “the other” becomes familiar and gains empathy
- to encourage participation and self-expression, especially from those who often go unheard
- To provide entertainment! Many people learn best while enjoying

This project is in line with HRE, Strategy of poverty reduction in Serbia, Mission and principals of Red Cross and Serbia Red Cross Strategy 2010.

E. Project summary

The problem of discrimination and exclusion is often problem between Roma minority and majority population in Belgrade. Red Cross Belgrade expects to use participative drama especially Theatre of the Oppressed technique as a tool to provide better inclusion of Roma children in school and promote peace, tolerance, solidarity and non discrimination.

The project will follow next activities: training for teachers and volunteers, workshops in school with pupils in classes, (each class will pass the process of prepared workshops), meetings and evaluation. Volunteers and teachers will continue workshops in next school year.

The Red Cross Federation's vision:

We strive, through voluntary action, for a world of empowered communities, better able to address human suffering and crises with hope, respect for dignity and a concern for equity. Our mission is to improve the lives of vulnerable people by mobilising the power of humanity.

SOCIAL RIGHTS = MISSION POSSIBLE – TANIA TISHEVA – BULGARIAN GENDER RESEARCH FOUNDATION, BULGARIA

A. Title

Access of disadvantaged young people to Social Rights - mission possible!

B. Background of the Project

The project will take place in three locations in Bulgaria, in a youth centre in Sofia, a school in Disadvantaged Neighbourhood in Dimitrovgard town and in orphanage in the city of Bourgas. It is developed to respond to the identified needs of the target group (young people from 13 to 25), which are the following:

- Young people there do not attend HRE activities because such are not offered to them. They have expressed willingness to participate in Human Rights Educational activities in their free time and to improve their knowledge about prevention of discrimination and violence. They want to learn more about what opportunities for spending of their spare time are available to them. The project will respond to those needs by promoting the access of disadvantaged youth to HREducation
- Young people from the target group in the three project locations face everyday manifestations of violence (in school, among young people, in the family), discrimination and social exclusion.
- In Bulgarian schools there is still no comprehensive education on gender equality, prevention of violence and discrimination, despite the clear provisions of the international instruments and of the Law for Protection from Discrimination. Bulgarian educational system is experiencing a deficiency of educational tools that directly tackle gender-based inequalities and discrimination. As a consequence, teachers and youth workers do not have coordinated approach when dealing with young people on these issues. Non-formal education is not enough developed in Bulgaria neither. These deficiencies in the Bulgarian education system may be one of the explanations for the low awareness of young people in Bulgaria about their Human Rights (Social Rights in particular).

Through a national representative survey in 2005 the BGRF identified the main issues affecting Bulgarian youth. The age group 16-25 the access to education is the main problem for social realisation. For the age group 25-30 years old finding a good job is the main preoccupation. The research showed that young people need more information and opportunities for spare time activities. Another result is that 30 % of young people say that they have been discriminated in the society (on the ground of gender, age or other). The project activities will address those issues by improving young people's knowledge on Social Rights (particularly the right to education, non-discrimination and the right to rest and leisure).

C. Target Group

Young people from Disadvantaged Neighbourhoods aged 13-25 (30) years. They are *pupils in a school* in Disadvantaged Neighbourhood in Dimitrovgrad and Haskovo

towns, *orphans* in an orphanage in the city of Bourgas and *young people spending their free time* in the National palace of children in Sofia.

D. Aim and objectives

The aim of the project is to promote access to Social Rights and the right to education of disadvantaged youth in Sofia, Dimitrovgrad and Bourgas through HRE (in particular on prevention of discrimination, gender equality and Social Rights)

Objectives

- study the needs that disadvantaged youth have for HRE, non-formal education and in terms of information for Social Rights - study the relevant existing practices at local level in three Bulgarian municipalities.
- to involve young people in non-formal education activities, education for Social Rights, gender equality and prevention of discrimination
- to develop the competences of youth workers for HRE and non-formal education for the promotion of Social Rights
- to raise public awareness on the educational needs of young people from Disadvantaged Neighbourhoods in terms of access to Social Rights (right to education, non-discrimination and the right to free time and leisure activities) and non-formal education.
- to improve young people's knowledge on Social Rights (particularly the right to education, non-discrimination and the right to rest and leisure)
- to improve the HRE education practices for social inclusion of young people and of the existing non-formal education initiatives at local and national level

E. Project summary

The project has four main activities: studying the needs of disadvantaged youth regarding HRE, implementation of workshops on HRE, prevention of discrimination and gender equality in a school in Dimitrovgrad, an orphanage in Bourgas and in the National palace of children in Sofia, campaign for awareness raising and a report. HRE education activities will improve the knowledge of Social Rights of the target group, with an accent of the right to education, non-discrimination and gender equality.

The Educational approach used in the project will be based on the methods of non-formal education and HRE, as well as intercultural learning. The methods used will vary from interactive sessions, role-plays and simulation games, discussions, case work, competence building through lectures and expert's input, participatory approach which ensures that young people's interests, educational needs, questions and suggestions for the whole programme will be taken into account.

Quality criteria for good projects

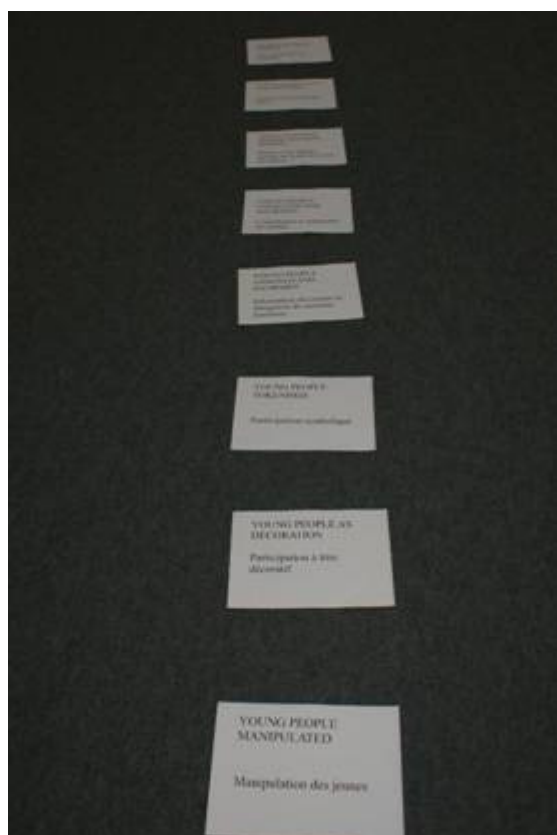
Developed by the team of trainers

Quality in project development is about standards and definitions of a successful project, related to its essence and to the overall aim of the long term training course (LTTC). It refers to what should be in certain projects, but also to how they should be prepared, implemented and evaluated.

Quality in training and education is about minimum standards and definitions related to the essence or type of activities. It refers to what should be in certain activities and also relates to how they are prepared, delivered and evaluated.

Quality standards in projects of the LTTC should serve as an assurance to all partners involved and concerned (course participants, young people, local authorities, supporting institutions, trainers, sending organisations), that the stated aims and objectives of a given project are adequately defined and will be pursued so as to be made fully achievable.

Quality concerns the whole spectrum of context, partners, people, methods and stages of the project. It is defined implicitly or explicitly, but a minimum common understanding of what it entails has to be secured, the minimum being the quality standards referred to in this document.



Many of the quality standards described below may be difficult to measure in the short or even medium term; however, this does not mean that they cannot be evaluated.

Quality in project development should be seen as a never-ending process in development.

Quality standards and criteria of projects

The purpose of these standards is to ensure that the projects developed by course participants can benefit from the best conditions possible and are run according to the most efficient and effective usage of educational, financial and technical resources.

Quality standards are...

as defined by the organising team of the long term training course

The project...

1. is based on identified needs of participants
2. is participatory
3. has a bottom-up approach
4. has a direct link with/to young people
5. includes research
6. liaises with local authorities
7. includes networking with other community actors
8. has a European dimension
9. ensures a multiplying effect
10. is sustainable
11. is SMART
12. contributes to improving access to Social Rights in Disadvantaged Areas
13. responds to situations of exclusion/ discrimination and violence
14. includes a Human Rights Education approach
15. makes use of intercultural learning
16. include an integrated approach of non formal education
17. Secure timely accessible documentation
18. Apply open and thorough evaluation
19. have adequate educational support
20. is innovative
21. contribute to the ENTER project
22. is based on/ include a conflict transformation dimension
23. Make use of information and communication technology (ICT)
24. is open for development and learning
25. is set in a Disadvantaged Neighbourhood

Criteria to measure if the quality standards are met

1. Based on identified needs of participants
 - 1.1. young people/beneficiaries are consulted
 - 1.2. research/study has been conducted
 - 1.3. colleagues/other organisations confirm the defined needs
 - 1.4. beneficiaries/partners are consulted in the evaluation/during implementation
 - 1.5. participants are able to present a social analysis of the project

2. Is participatory

- 2.1. young people have clear roles
- 2.2. young people are invited in the decision making process
- 2.3. participants are running the projects
- 2.4. participants are invited in the evaluation
- 2.5. participants are running needs analysis
- 2.6. projects promote participation of young people in civic/social life
- 2.7. young people contribute to the LTTC

3. Have a bottom-up approach

- 3.1. young people are involved in the development, implementation and governance of the projects
- 3.2. project idea comes from the participants
- 3.3. projects can be adapted (room for change)

4. Link with young people

- 4.1. project allows young people to be informed on youth policies affecting them
- 4.2. project promotes/improves competences of young people to influence and propose changes
- 4.3. european youth policies and framework are visible in the project;
- 4.4. project is linked with local authorities
- 4.5. project seeks to influence local youth policies
- 4.6. participants take into account existing youth policies in the project description
- 4.7. project reflects (explicitly) the Social Charter
- 4.8. project contributes to promoting the Social Charter and its context

5. Include research

- 5.1. research/study has been conducted
- 5.2. researchers are involved in the project
- 5.3. researchers have access to results of the project (including evaluation)
- 5.4. European research trends are taken into account in the project

6. Liaise with the local authorities

- 6.1. local authorities are informed of the project
- 6.2. local authorities support the project
- 6.3. local authorities are active partners of the project
- 6.4. local authorities are involved in the LTTC
- 6.5. work and expectations of the local authorities are taken into account;
- 6.6. local authorities secure continuity of the project
- 6.7. the expectations of the Congress of Local and Regional Authorities of Europe are reflected in the project
- 6.8. a person/interlocutor in local authorities in charge of the project is identifiable/appointed

7. Network with other community actors

- 7.1. beneficiaries/partners are consulted in the evaluation/ during implementation
- 7.2. project is run in cooperation with other community actors
- 7.3. project is supported by other community actors
- 7.4. project needs are mainstreamed in the organisation policy
- 7.5. youth issues are mainstreamed in general policies targeting the community or neighbourhood
- 7.6. elements of the project are multiplied within the community
- 7.7. project has an impact on the community
- 7.8. more young people want to participate than possible
- 7.9. new alliances are created

8. Have an European dimension

- 8.1. project is open to participants/partners from other countries
- 8.2. Project receives European funding
- 8.3. participants are acquainted with priorities of European youth policies and their respective instruments
- 8.4. Issues and problems reflect also European perspective and realities
- 8.5. Project contributes to European policy development
- 8.6. Project is linked with European youth NGOs
- 8.7. Project takes into account European policies
- 8.8. Project contributes to create/develop a sense of European citizenship
- 8.9. project takes into account existing good practices

9. Have a multiplier effect

- 9.1. 1000 people benefit from LTTC
- 9.2. project is continued
- 9.3. elements of the project are taken up by other actors
- 9.4. project needs are mainstreamed in the organisation policy
- 9.5. project approach/results are accepted by other lttc participants
- 9.6. project is documented
- 9.7. young people not directly involved benefit from outcomes
- 9.8. project is translated into new youth policies
- 9.9. young people develop new projects themselves
- 9.10. participants are empowered to continue working on access to social rights of young people
- 9.11. participants develop new projects as result of LTTC
- 9.12. other institutions/organisations take up the results of project

10. Be sustainable

- 10.1. project goes on after the end of LTTC
- 10.2. project is financially feasible
- 10.3. local authorities secure continuity of the project
- 10.4. project has an impact on the community
- 10.5. project makes efficient use of resources

- 10.6. project is supported/ carried by more than one youth worker
- 10.7. project is supported by organisational structure
- 10.8. project contains a planned follow up
- 10.9. project should survive local political changes
- 10.10. project has different sources of income

11. Be SMART

- 11.1. participants are able to formulate & explain clear and understandable (and smart) aims & objectives
- 11.2. participants have a clear view on the context of their project, their target group and their competences and resources and are able to link them/combine them in the creation and implementation (governance) of their project
- 11.3. participants put a realistic time-frame on the stages of their project
- 11.4. participants know and make use of all available resources they have
- 11.5. participants can clearly state concrete results from their project
- 11.6. participants can generally positively answer to all the other indicators of the other criteria

12. Improve/establish access of young people to Social Rights

- 12.1. young people are aware of their Social Rights & those they have access to
- 12.2. youth workers are able to identify which Social Rights their project addresses
- 12.3. participants are able to use existing instruments and approaches for Social Rights
- 12.4. improvements in access to Social Rights are identifiable, (raisable)? and a direct consequence of project
- 12.5. youth policies (local and European) reflect needs related to access to Social Rights in Disadvantaged Neighbourhoods

13. Responding to situations of exclusion, discrimination and/or violence (EDV)

- 13.1. participants identify concrete situations of exclusion, discrimination, violence in the life of young people
- 13.2. social analysis reflects exclusion, discrimination, violence
- 13.3. approach and methodology of the project are adequate to address EDV
- 13.4. project seeks to address causes of EDV
- 13.5. project is based on non-violence, non-discrimination and inclusive approach
- 13.6. project seeks to promote inclusion of Disadvantaged Neighbourhoods in local communities
- 13.7. project uses existing tools
- 13.8. project takes into account perspectives of different actors involved in conflict
- 13.9. project involves young people that are directly concerned by EDV
- 13.10. level of EDV within the community decreases as a result of the project
- 13.11. participants in project are empowered to become active against EDV
- 13.12. project links with/takes into account other initiatives against EDV in the community

14. Include a Human Rights Education approach

- 14.1. participants develop competences on Human Rights as a framework for Social Rights
- 14.2. participants are able to apply HR/E approaches/methodologies to their project
- 14.3. participants are able to connect their projects and local policies to the instruments at national and/or European level
- 14.4. participants project make Human Rights more tangible and real to the young people they address to relate to the Human Rights framework
- 14.5. Human Rights inform on the way project is run and governed
- 14.6. project and results connect with European & international agenda on Human Rights
- 14.7. Human Rights/Education are explicit in the project description
- 14.8. young people promote/stand for Human Rights or become directly involved in Human Rights Education

15. Make use of ICL

- 15.1. project promotes diversity as an asset
- 15.2. participants develop competences in area of tolerance, empathy and respect for diversity
- 15.3. project is able to identify processes of discrimination in their neighbourhood
- 15.4. project allows young people to reflect on identity and belonging
- 15.5. project reflects the multicultural reality of their neighbourhood
- 15.6. project improves communication and cooperation between different social and cultural groups
- 15.7. participants are able to recognise own biases and prejudices

16. Include an integrated and consistent approach of Non Formal Education (NFE)

- 16.1. project is learner centred
- 16.2. project is participatory
- 16.3. participation and involvement are on voluntary basis
- 16.4. project has clear educational objectives
- 16.5. seek to develop knowledge, skills and attitudes (holistic approach)
- 16.6. diversity of methods is applied
- 16.7. learning through cooperation
- 16.8. project is properly evaluated

17. Secure timely accessible documentation

- 17.1. documents are comprehensive to those not directly involved
- 17.2. participants have the possibility to be informed about others project along the way
- 17.3. participants are regularly updating their project description on the platform
- 17.4. project is documented in the language of the community and made available to community members

- 17.5. project and outcomes are public
- 17.6. media coverage is collected and filed

18. Apply evaluation (open and thorough)

- 18.1. evaluation is a concrete part/element of project planning
- 18.2. all actors are involved in all evaluation phases
- 18.3. project evolves according to ongoing evaluation and its outcomes
- 18.4. project includes pre-, ongoing, final and post-evaluation
- 18.5. participants process, collect and share their project evaluation outcomes in the seminar

19. Have adequate institutional support

- 19.1. project is implemented and supported in the framework of participants' organisation
- 19.2. project is supported by the European Youth Foundation or other institution
- 19.3. project is supported by local/regional/national authority
- 19.4. participants get in contact with local authorities through the support of Congress of Local and Regional Authorities of Europe
- 19.5. project is supported by international youth NGOs

20. Be innovative

- 20.1. project targets young people with no previous experience/ participation in projects of similar nature
- 20.2. project uses new approaches, methods and methodologies
- 20.3. project has not been implemented in the specific context
- 20.4. project makes use/incorporates good practices from other similar projects from elsewhere in Europe and/or beyond
- 20.5. project uses new tools such as information and communication technologies

21. Contribute to the ENTER project

- 21.1. project directly responds to the overall aim of "ENTER"
- 21.2. project addresses situations of conflict and exclusion of young people in Disadvantaged Neighbourhoods
- 21.3. project has a direct link with other activities of the "ENTER" project
- 21.4. project involves partners from the other activities of the "ENTER" project
- 21.5. project results contribute to the development of a policy document

22. Be based on/include a conflict transformation dimension

- 22.1. participants are able to describe the conflicts in their reality/context
- 22.2. participants are able to analyse the causes of conflicts
- 22.3. participants develop conflict management/transformation skills and are able to apply them in their local reality

- 22.4. participants are able to propose possible solutions to dealing with conflicts in their context

23. Make use of ICT

- 23.1. e-learning is used as an integral element of the course
- 23.2. participants develop ICT competences through the use of the e-learning platform and the website
- 23.3. participants develop competences relevant to the objectives of the course through the use of the e-learning platform
- 23.4. participants are active on the platform for at least two hours per week
- 23.5. participants make use of the available tools to share their projects and other relevant information
- 23.6. all stakeholders make use and benefit from the website
- 23.7. the website is regularly updated and plays a vital role in the "ENTER" project
- 23.8. all users of the website have access to relevant information about other "ENTER" elements/ activities

24. Be open for development and learning

- 24.1. participants accept and admit that their project can change
- 24.2. projects are updated and/or adapted as a result of an integrated evaluation process
- 24.3. projects take into account changing needs of the beneficiaries and are adjusted accordingly
- 24.4. competences developed by the participants are used in their project
- 24.5. participants are able to recognise own biases and prejudices
- 24.6. participants and beneficiaries are taking advantage of other training opportunities within the "ENTER" project and beyond
- 24.7. participants are able to value and integrate e-learning into their learning process
- 24.8. participants are able to regularly assess their learning and to identify their needs for further development
- 24.9. participants make use of the available support measures and are able to look for others in order to enhance their learning

25. Projects are set in Disadvantaged Neighbourhoods

- 25.1. beneficiaries of the project are young people and communities living in Disadvantaged Neighbourhoods
- 25.2. projects are set in Disadvantaged Neighbourhoods
- 25.3. projects are set in multicultural areas
- 25.4. projects respond to situations of discrimination, exclusion and violence in Disadvantaged Neighbourhoods
- 25.5. participants are able to describe the reality of the context they work in and present a social analysis of the neighbourhood
- 25.6. participants are able to describe what makes their area of intervention disadvantaged

Conclusion of the first seminar

The “Enter!” Long Term Training Course is part of the Council of Europe’s response to the **problems young people are facing to access their social rights**, especially in disadvantaged neighbourhoods. 32 youth workers and local authority representatives from Europe and beyond took part in this first seminar, kicking off a 2 year process.

This seminar brought the participants together face-to-face for the first time and created a **supportive learning environment** and **positive group dynamics** amongst participants and team. The seminar programme equipped the participants with the necessary **tools and competences** to set up projects aiming to improve the access to social rights in the neighbourhoods they are working in. A variety of experts gave the participants **deeper insights** regarding social rights and disadvantaged areas. During the first seminar participants worked on **concrete projects** to address social rights in their realities back home.

Before and after the first seminar, the online <http://act-hre.coe.int/> platform supported the learning of participants. The team launched different online activities and exercises to stimulate **further learning** and to keep the **connection** between participants, the team and the course.

Participants evaluated the sessions of the first seminar very positively and indicated that the **objectives** set out for this seminar were largely met. Two months after the seminar, the **projects** of the participants were well under way and documented in this report for inspiration.



Ask the experts > Inputs of the speakers

Official opening – by Ralph-René Weingärtner

Director of Youth and Sports, Council of Europe

Mr. Weingärtner opened the first seminar of the two year Long Term Training Course, emphasising that the LTTC is a give-and-take opportunity: the selected youth workers get a unique training opportunity and the Council of Europe gets new ideas and input for its work on Social Cohesion.

“The Council of Europe is known for working on concrete issues, and this one is a fundamental one for us. We are dealing with values, not cucumbers. The CoE’s values are Human Rights, democracy and the rule of law.

Barriers preventing young people from having access to Social Rights are many: lack of education, housing, discrimination, violence. The role of our institution is not only to draft speeches and legal documents, but to empower people like you to make a difference in the field you’re working in. The main difference between the CoE and the European Union is that we work with everybody.

We work with multipliers, with young people who are talented enough, have the will and idealism to work with others. Empowerment is not only training and education. Together with our educational advisors, we try to help you to be more empowered through the exchange. Youth in Disadvantaged Neighbourhoods in Moscow are not the same as in London, but many commonalities can be found. The diversity of experiences and solutions are what you can bring to this course. Many of you will surely become friends after a while, and develop a multiplying effect by telling others about the experience.

An issue like the one you are tackling today needs time and continuity, evaluation and sustainability. You are not just important for your work, but also for us. We are hoping to get new ideas from you for the further development of our programmes.

Together with the Congress of Local and Regional Authorities of Europe (CLRAE) and DGIII Social Cohesion, we developed a set of conferences called the “Berlin Process”. These focused exactly on how to help young people in Disadvantaged Neighbourhoods. Unfortunately, there was no real follow-up to these conferences. Your project is not only something where we want to give, but we also expect to receive inputs and initiative from you. We do not see you as passive participants, but rather as actors and ambassadors for this institution working on Human Rights. There are many obstacles to access to Social Rights. We do not have a magic stick to solve it all at once, but maybe some mosaics to contribute to changing the big puzzle. “

What is a Disadvantaged Neighbourhood? – by Laurent Bonelli

Senior lecturer Political Science at the University of Paris-Ouest-Nanterre, France

A sociological view on ‘Disadvantaged Neighbourhoods’.

Professor Laurent Bonelli introduced some terminology for disadvantaged urban areas, he shared a typology of those neighbourhoods and outlines some problems in those areas.

- Terminology for disadvantaged city areas - words and their meanings
- Typology of neighbourhoods - ways of classifying disadvantaged areas
- Problems in those areas: discrimination, violence & exclusion

Terminology: ‘Disadvantaged Neighbourhoods’

There are many words for the urban areas we are referring to in this course: *disadvantaged area*, *poor neighbourhood*, *‘quartiers populaires’*, *migrant neighbourhood*, *ghetto*, etc.

1. Ghetto

Even though used a lot, ghetto is not the right word to use for the disadvantaged urban areas in Europe. Traditionally ‘ghetto’ refers to an area with its own rules and structures, separated from the dominant group. They are left to organise their own community without much state intervention. In a ghetto different social strata are present because it is the race that separates them from the rest, not their occupation or class. Often the communities are forced to live in ghettos.

In Europe, the state still intervenes in disadvantaged urban areas, providing services such as police, water, electricity, post, political parties, local authorities,... The population of disadvantaged urban neighbourhoods depends on social division (e.g. poor people, unemployed,...) rather than race. They are not forced to live together in specific areas, as opposed to a ghetto.

2. Disadvantaged neighbourhood

This term refers to an area with problems or people with problems, but also to areas and people that are problematic themselves. We can see the people living in those areas in different ways, according to two dimensions:

- A ‘populist’ versus a ‘miserabilist’ view
- A ‘conservative’ versus a ‘progressive’ vision

	Populism (people are autonomous & responsible)	Miserabilism (people are victims of destiny and situation)
Conservative view	People are barbarian, rough, wild,...	People are stupid, uneducated, ignorant,...
Progressive view	People are revolutionary, looking for redemption	People are alienated by their life situation

3. 'Quartier populaire' (working class neighbourhood)

Note: The translation of the French 'quartier populaire' could be translated to 'working class area' in the 50s. However, as the structure of these neighbourhood changed, we should also update the English translation.

The population of the 'quartier populaire' stands on the lowest rung of the social ladder. They nevertheless have cultural autonomy. People from the 'quartier populaire' use their area as a form of identification. In these areas, the social fabric between people is stronger than in middle class neighbourhoods. They have a strong 'we-feeling' and consider outsiders 'them' (e.g. police, authorities, etc.)

Typology of disadvantaged urban areas.

We can distinguish three big types of disadvantaged city neighbourhoods.

1. City centres

Traditionally industry used to be located in the centres of big and middle-sized cities, and the workers settled around the factories. When the industry moved out of city (because of expansion etc.) the working class neighbourhoods remained.

There is currently a trend to 'gentrify' these central workers areas. Upper class intellectuals and cadres re-appropriate the city centres. In this case, the only way for the workers to stay in the city is either in social housing or run down buildings.

2. Slums ('bidonvilles')

Slums (improvised housing) are usually built on waste ground. They would appear together with new arrivals of migrants (internal or external). The phenomenon is especially happening when entire families arrive, as they would not live together in hotel rooms as single male workers would do. Nowadays, Roma settle down in areas of unused properties.

3. Big constructions at the outskirts of cities

Industry needs space and cheap property, so it usually settles down at the outskirts of the cities. The factories provide employment and attracts workers. Their arrival generates a scarcity in housing, which is solved by building quick, big and cheap apartment blocks, often of low quality.

Problems in disadvantaged areas

1. Decaying social fabric

Whereas usually the ‘quartier populaire’ has a tight-knit social fabric and a lot of cultural autonomy, this is disappearing gradually. The population of disadvantaged urban neighbourhoods are mainly poor people, often unemployed, facing health problems, etc. The ‘We-feeling’ is undermined by internal competition within the community.

Social homogeneity only exists in the richer neighbourhoods - in the ‘quartiers populaires’ there is an increasing social (and cultural) diversity. There are obvious concentrations of internal & external migrants, but their presence is not necessarily stable. They are not integrated into the community.

2. Shift in needs in the disadvantaged urban areas

The resources present in the ‘quartiers populaires’ are the following

- intellectual: social workers, educators,...
- economic: shop keepers, business owners,...
- physical: workers, labourers,...

Nowadays, the physical resources are less needed and recognised. On the other hand, there is an increased need for intellectual resources. Many people are lost because of this de-valorisation of the physical resources. Some turn their physical capital into violence.

3. Reduction in services and increase in police

In problem areas there is a tendency to reduce social services. Doctors set up practice in nicer areas, teachers get de-motivated, social workers are burnt out, etc. At the same time, there tends to be an increase in police forces, to ‘restore order’ in the difficult areas, with often a counterproductive effect.

4. Political exclusion

To come to structural improvements the people from the disadvantaged areas should be part of the decision making process. However we see a high level of political exclusion. Migrants (e.g. non-EU citizens in the EU) cannot participate in elections or have a fragile political status (e.g. asylum seekers).

Another element is ‘self-exclusion’: Many people from disadvantaged areas have lost interest in elections and civic life, which shows in low turnout in elections. This leads to a ‘conservative miserabilist’ discourse (people are stupid and disinterested). The result is that they don’t have their own voice for their revindications. Instead others speak for them.

The input was followed by **questions and answers**.

Understanding Social and Human Rights – by Rui Gomes

Head of the Education and Training Unit, Directorate of Youth and Sports, Council of Europe

As an introduction to his input, Rui asked participants four main questions:

- **Do you think that you have Human Rights?** If yes, stand up.
And everyone stood up.
- **Have your Human Rights ever been violated?** If yes, which rights were these?
Participants shared their stories amongst themselves in small buzz groups.
They came up with the following violations:
 - ✎ Right to expression
 - ✎ Right to electricity in war
 - ✎ Right to equality
 - ✎ Right to drink water
 - ✎ Freedom of speech
 - ✎ Freedom of movement
 - ✎ Right to vote
 - ✎ Right to work
 - ✎ Right to health
 - ✎ Social security
 - ✎ Right to family lifeA discussion followed about which of these are Human Rights and which are specifically Social Rights
- **Who considers him/herself a Human Rights activist?**
More than half of the participants did.
- **List the Human Rights the young people you are working with have no access to:**

✎ Desirable work (9)	✎ Rest and leisure (2)
✎ Access to education (7)	✎ Social integration of people with disabilities (2)
✎ Non discrimination (6)	✎ Information
✎ Social security (4)	✎ Mobility (2)
✎ Adequate living standards (2)	✎ Family (2)
✎ Housing (2)	✎ Gender equality (2)
✎ Health care (2)	
✎ Cultural rights	

Rui continued to present how **Social Rights and Human Rights** are interlinked. The whole LTTC was developed in a Human Rights framework, so it is important to introduce the main instruments for the promotion of Human Rights. This would enable participants to link Human Rights mechanisms and instruments to their local realities.

Human Rights and Social Rights

Some quotes to start off with:

- “Human rights is what no one can take away from you” (René Cassin)
- “Human Rights start with breakfast” (Léopold Senghor)

Rui explained that Human Rights are “the *entitlements* we deserve to have and ought to have because we are human beings”. It is the right to ‘humanity’ or as the Universal Declaration of Human Rights puts it:

”All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

Human Rights are - universal - indivisible - inter-dependent - and inalienable.

The United Nations developed an **International Bill of Human Rights** and a series of political instruments to protect these rights.

- The Covenant on Civil and Political Rights protects the 1st generation rights (civil rights, legal rights, political rights)
- The Covenant on Social and Economic Rights safeguards the 2nd generation rights (Social Rights, economic rights, cultural rights)
- Specific conventions and instruments promote solidarity and the so-called 3rd generation rights.

The **Council of Europe** member states voted legal documents and developed instruments to protect the Human Rights on their territory.

🔗 Find them at <http://www.conventions.coe.int/>

- European Convention on Human Rights and Fundamental Freedoms
- Convention on the Prevention of Torture
- Framework Convention for the Protection of National Minorities
- European Social Charter
- Human Rights Commissioner

The **Social Rights** we are talking about in this course are:

- **Housing:** access to adequate and affordable housing; reduction of homelessness; housing policy targeted at disadvantaged; limit forced eviction; equal access for non-nationals; housing construction and benefits related to family needs
- **Health:** accessible, effective health care facilities; policy for preventing illness and a healthy environment; elimination of occupational hazards; protection of maternity.
- **Education:** free primary and secondary education; free and effective vocational guidance; access to initial training; special measures for foreign residents; integration of children with disabilities into mainstream schooling; access to education and vocational training for persons with disabilities.
- **Employment:** prohibition of forced labour; prohibition of the employment of children under the age of 15; special working conditions between 15 and 18; the right to earn one’s living in an occupation freely entered upon; economic and social policy designed to ensure full employment; fair working conditions as

regards pay and working hours; protection from harassment; freedom to form trade unions and employers' organisations; freedom to join them or not; promotion of joint consultation, collective bargaining, conciliation and voluntary arbitration; protection in case of dismissal; the right to strike; access to work for persons with disabilities.

- **Social and legal protection:** legal status of the child; treatment of young offenders; protection from ill-treatment and abuse; prohibition of any form of exploitation (sexual or other); legal protection of the family; the right to social security, social welfare and social services; the right to be protected against poverty and social exclusion; childcare; special measures catering for the elderly.
- **Free movement of persons:** the right to family reunion; the right of nationals to leave the country; procedural safeguards in the event of expulsion; simplification of immigration formalities.
- **Non discrimination:** the right of women and men to equal treatment; all the rights set out in the Charter apply regardless of race, sex, age, colour, language, religion, opinions, national origin, social background, state of health or association with a national minority; prohibition of discrimination on the basis of family responsibilities; right of persons with disabilities to social integration and participation in the life of the community.

From the European Social Charter

Quote:

"We suffer from an incurable disease: Hope" (Mahmoud Darwich)

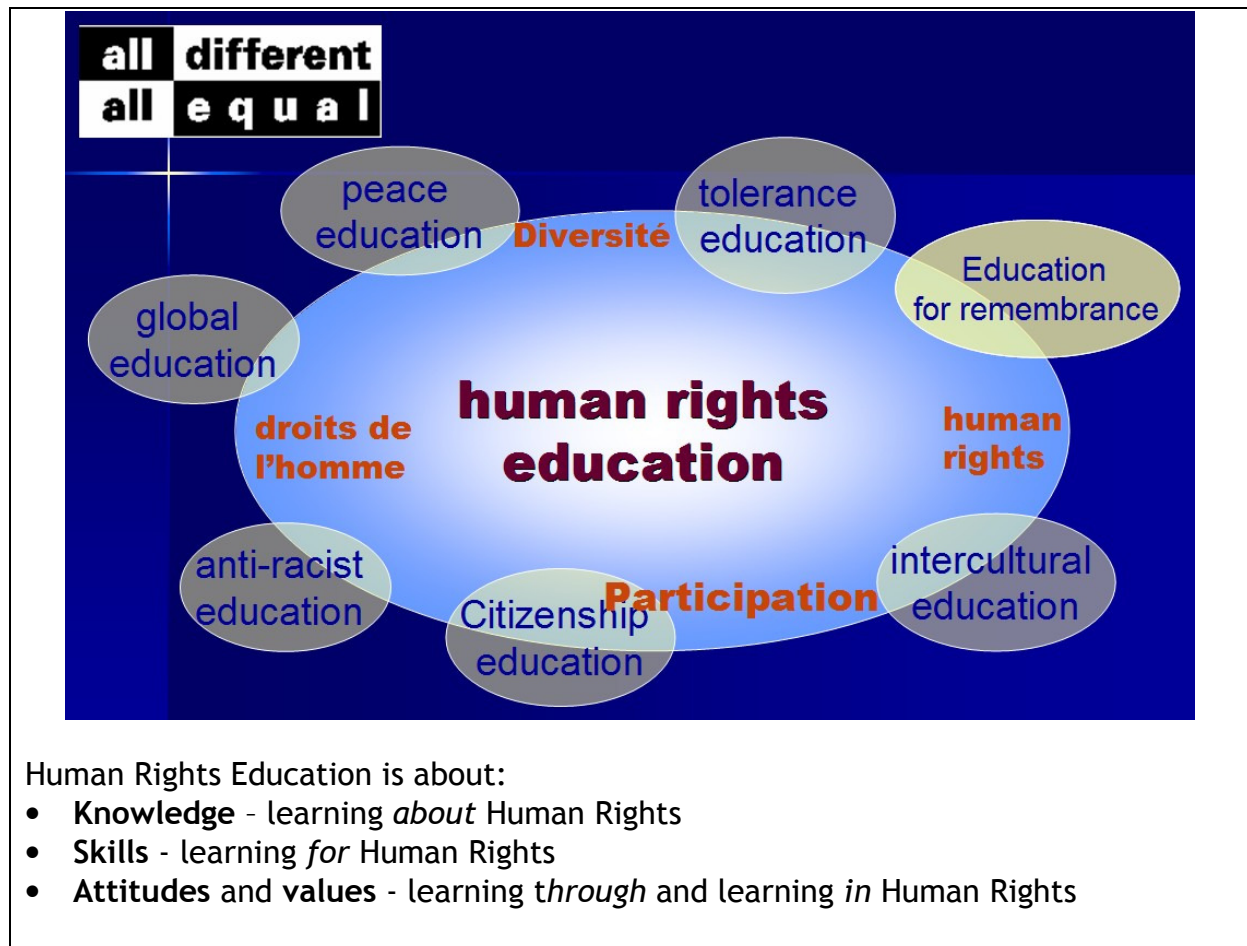
Rui asked the participants which rights were the most violated in their neighbourhoods. All of the above were mentioned, but *employment*, *education* and *non-discrimination* seemed to pose most problems for the youth workers in this group.

Human Rights Education

Working towards the respect of Social and Human Rights in disadvantaged areas, youth work and projects could use **Human Rights Education (HRE)** as a tool to improve the situation.

What is Human Rights Education?

These are educational programmes and activities that focus on promoting **equality in human dignity** in conjunction with other programmes such as intercultural learning and participation. It promotes **awareness, understanding and action** about individual and collective rights and responsibilities.



Quote:

“Human rights education is about reducing the levels of tolerance of humiliation”
(Shulamit Koenig)

More about the practical implementation of Human Rights Education in Compass
(➔ <http://coe.int/compass/>) and in the workshop description (📖 19 & 19)

Human Rights, Social Rights and the LTTC

The long term training course is one element in the development of youth policy responses to **exclusion, discrimination and violence** affecting young people in multicultural Disadvantaged Neighbourhoods.

It is clear that the **LTTC is based on a Human Rights approach**, because exclusion, discrimination and violence (to name but a few problems of Disadvantaged Neighbourhoods) are Human Right violations.

- Human rights can be used as a key to conduct a needs analysis in those disadvantaged urban areas.
- Human rights education is a tool to empower socially excluded young people in those neighbourhoods and can transform the situation for the better.
- The projects coming out of this LTTC are most likely going to be Human Rights Education projects.

Rui Gomes concluded his input with the following statement: *“A good carpenter is one who gets the idea that he is not just building a door, but a cathedral.”* In the same sense, the participants of the LTTC should not just aim to develop their projects, but to contribute to Human Rights in Europe.

- ✎ The powerpoint presentation is available in English on the e-learning platform <http://act-hre.coe.int>



Congress of Local & Regional Authorities in Europe - by Alexander Bartling

Administrator, Congress of Local and Regional Authorities of Europe, Council of Europe

Mr Bartling presented a brief overview of the **Congress of Local and Regional Authorities in Europe (CLRAE)**. The CLRAE has 380 members elected from the 47 Council of Europe member states. It has two main chambers:

- the Chamber of Local Authorities is comprised of representatives from city and local councils
- the Chamber of the Regions is made up of representatives from regional institutions

The CLRAE has **four committees** working with different topics

- Institutional (Charter on Regional Self-Government)
- Culture and Education (has media, youth, sports and communication in it's remit)
- Social Cohesion (employment, citizenship, migration, inter-community relations, gender equality, solidarity)
- Sustainable Development (environmental issues and town/country planning)

The CLRAE develops **charters and resolutions** which are addressed to members (municipalities and regions). For example, the Local Self Government Charter which includes a monitoring mechanism.

The charter most relevant for the LTTC is the Charter on Participation of Young People in Social and Political Life. Based on this charter the Directorate of Youth & Sports in cooperation with the CLRAE developed **"Have your say"**: a manual on the Revised European Charter on the Participation of Young People in Local and Regional life. A short description:



Youth participation is not an end in itself, but a means of achieving positive changes in young people's lives and of building a better society. In recent years a growing number of initiatives promoting and strengthening youth involvement at different levels – international, regional, national and local – have emerged. New tools have been created for different actors working in this area. One such tool is the revised European Charter on the Participation of Young People in Local and Regional Life, adopted in May 2003 by the Congress of Local and Regional Authorities of the Council of Europe.

The manual "Have your say!" answers questions such as "What is real Youth Participation? What do I do with the charter? Why should I be interested in this document?" and is targeted at youth organisations and young people who want to have their say as well as at governmental representatives who want to increase active Youth Participation.

You can order it from <http://book.coe.int> (19€) or request a copy from the EYCS

The Congress in brief *(from www.coe.int/t/congress/)*

The Congress: making pluralist democracy grow

The Council of Europe has always recognised the crucial importance of democracy at local and regional level. That is the reason for its commitment to promoting a style of local self-government that meets the needs of the citizens wherever they may be.

The Conference of Local Authorities of Europe was created within the Council in 1957. It becomes then, the Conference of local and regional authorities, bringing together the elected representatives of the local and regional communities. The European Charter of Local Self-Government is its magnum opus. Opened for signature by Council of Europe member states on 15 October 1985, it came into force on 9 September 1988. This is the instrument in which the signatory States undertake to recognise the principle of local self-government in domestic legislation.

In 1994 the Congress of Local and Regional Authorities succeeded the Conference as a Council of Europe consultative body. Being intended to genuinely represent both local and regional authorities, it comprises two chambers: the Chamber of Local Authorities and the Chamber of Regions.

To reinforce regional participation in the Congress, as well as the stipulated electoral character of the mandate held by the Congress members, a Statutory Resolution (2000) 1 brought greater clarity to the functioning of the Congress.

No democracy without local democracy

- The Congress is therefore a political assembly composed of representatives holding an electoral mandate as members of a local or regional authority appointed each by a specific procedure. Its 318 full members and 318 substitute members, representing over 200 000 European municipalities and regions, are grouped by national delegation and by political group. Thus the Congress offers an ideal forum for dialogue where representatives of local and regional authorities discuss common problems, compare notes about their experiences and then put their points of view to the national governments.
- As promoter of local and regional democracy, since its inception it has produced a body of international treaties such as the European Charter of Local Self-Government, which has become the authoritative international treaty in this sphere. Likewise, a draft European Charter of Regional Democracy is expected to supplement this machinery in order to establish the fundamental principles

of regional democracy more firmly while taking account of the specific circumstances of the member states.

A prime mover in terms of furthering local democracy

It helps the Organisation's new member states in tangibly introducing real local and regional self-government. Speaking for Europe's regions and municipalities, it delivers its support in founding the actual units of local and regional self-government while encouraging consultation and political dialogue between the national governments and the territorial entities.

The Congress moreover performs a function of keeping watch on local democracy in Europe, by producing "monitoring reports" on the situation in the member States. In this way, it verifies the effective application of the principles set forth in the European Charter of Local Self-Government, and of the major principles of local democracy.

It is also in charge of local and regional election monitoring and of setting the standards for Europe in electoral matters.

Now that new states with varying political and economic profiles are coming on the scene, a reappraisal and a redefinition of the goals of the Congress is in progress. For instance, the Congress needs to aid effective organisation of local and regional authorities in the new democracies by encouraging regional and transfrontier co-operation.

The Congress organises hearings and conferences at the local and regional levels to reach the general public whose participation remains essential if true democracy is to be established, and acts in close co-operation with the national and international organisations representing local and regional authorities.

Lastly, it advises the Committee of Ministers and the Parliamentary Assembly of the Council of Europe on all aspects of local and regional policy.



Social Cohesion in the Council of Europe – by Karl-Friedrich Bopp

From www.coe.int/t/dg3/

Definition of Social Cohesion:

"Social cohesion is the capacity of a society to ensure the well-being of all its members, minimising disparities and avoiding marginalisation."

(Report of the High Level Task Force on Social Cohesion in the 21st century)

What is Social Cohesion about?

"Social cohesion is a political concept that highlights the strong relationship between the core values of the Council of Europe. It provides the absolutely necessary condition for democratic stability and sustainable development throughout Europe.

In this context our most challenging priority is promoting Social Rights which are considered, especially in today's economic crisis, "the bread and butter of Human Rights". We are also concerned with such basic Human Rights as the right to health protection and the right to have equal access to health care. "No poor health for poor people" has always been our motto. Guaranteeing the quality of medicines is another major task of our work in the area of public health.

Our activities also focus on the whole variety of Human Rights of vulnerable groups such as migrants, Roma and people with disabilities (the latter are, by the way, numerically the most important vulnerable group in Europe counting more than 80 million people). We pay particular attention to the future of Europe - to children, protecting their rights in the same manner as the rights of adults. We are strongly convinced that children are not mini human beings with mini Human Rights.

Empowering the poor, measuring the progress of societies by developing indicators of well-being as well as promoting good governance in health care and patient's participation are valid contributions to promoting another core value of the Council of Europe - democracy.

A jewel in the crown of our Directorate General is the Oviedo Convention on Human Rights and biomedicine, the only legally binding international instrument helping to strike the right balance between freedom of research and the protection of the individual.

These do not constitute the complete range of our activities but they are major examples of what we are doing to create European societies which are more oriented towards Human Rights, more democratic and more socially cohesive and fair.

Following the Conference of Ministers responsible for social cohesion held in Moscow in February 2009, we are currently working on a new Strategy for Social

Cohesion and on an Action Plan for Social Cohesion which will provide further orientations and guidance both to the Council of Europe and to its member states.”

Overall mandate of the Directorate General on Social Cohesion

To foster social cohesion and promote the improvement of the quality of life in Europe for the genuine enjoyment of fundamental Human Rights and the respect of human dignity.

Main objectives

- To elaborate and promote European standards, policies, practices and tools in the social, disability, health, bioethical, migration and Roma fields, and to support non-discrimination and equal opportunities as well as ethnic and cultural diversity, with a view to reducing inequality and building confidence in a common and secure future for all
- To assist and advise the Secretary General on matters pertaining to social cohesion - social, disability, health, migration and Roma policies and bioethical standard-setting and to provide support and advice to the Committee of Ministers, and, as appropriate, the other statutory organs of the Organisation, whenever such matters arise
- To assist and supervise the European Directorate for the Quality of Medicines and Health Care, the Secretariat of the Partial Agreement on the Council of Europe Development Bank and the Co-operation Group to Combat Drug Abuse and Illicit Trafficking in Drugs (Pompidou Group) in the implementation of their programmes in accordance with the specific terms of reference of these partial agreements.



A bit more detail > Session outlines

Before the course

Bingo

1. Title	Bingo
2. Date	<i>E-session - August 2009</i>
3. Authors	<i>PJ Uyttersprot</i>
4. Background	<i>First activity on the platform in which participants need to contact each other using the platform, e-mail,...</i>
5. Aims	<ul style="list-style-type: none"> • participants get to know each other and discover basic platform uses
6. Objectives	<ul style="list-style-type: none"> • participants discover a first assignment • participants start to interact with each other by the platform or by other means • participants try to win as much bingo's as possible
7. Competences addressed	<ul style="list-style-type: none"> • basic IT competences • communication skills
8. Methodology and methods	Description on line Participants have 2 weeks to fill in the bingo grid
9. Programme	On 23 July we uploaded the assignment and participants need to upload their answer sheet filled in by 1 September PJ provides help if needed.
10. Outcomes	19 participants did the assignment full or partly
11. Evaluation	19 participants have uploaded the assignment full or partly. As it was the first activity we felt a big engagement on the part of the participants, even if not all understood everything of the assignment. They started to send e-mails & messages to each other which we perceived as a positive sign of willingness from their part. So we see it as a positive start for the e-learning & interacting phase.
12. Follow-up	During the welcome evening we did a giant bingo all together where we tried to fill it in as complete as possible.
13. Materials and hand-outs	See platform <ul style="list-style-type: none"> • assignment description • bingo sheet (see below)

Human Bingo Grid

Who has his / her birthday during the first seminar?	Who can tell a good joke?	Who feels like they belong to a minority?	Who speaks more than 3 languages?	Who likes to and can cook?
Who already did a TC with the CoE?	Who is living in a Disadvantaged Neighbourhood?	Who knows nice energisers?	Who has minimum 3 brothers and sisters?	Who was already in the European Youth centres?
Who knows how to draw?	Who has domestic animals?	Who is experienced in E-learning ?	Who plays an instrument?	Who can walk on his / her hands?
Who already read the European Social charter?	Who has a unique Hobby? And what is it ?	Who has already organised a European project?	Who is employed by his /her organisation?	Who can give a good massage?
Knows all the capitals of the CoE member states?	Who has ever received a CoE grant?	Who has a tattoo?	Who has already travelled in at least 3 continents?	Who has ever milked a cow?



Self-assessment

1. Title	Pre- course self assessment and questionnaire
2. Date	<i>Before the start of the Initial seminar in EYCS</i>
3. Authors	<i>Alexandra Raykova, Nadine Lyamouri-Bajja</i>
4. Background	<p><i>This questionnaire is meant to help participants to assess and clarify their learning needs and expectations towards the course and support their learning process during and after the course.</i></p> <p><i>It will also help the team of trainers in the final design of the programme for the first residential seminar and in planning of its follow-up phase.</i></p> <p><i>This information will be processed and will not be used for any other purpose than to improve and evaluate the quality and the impact of the training course.</i></p> <p><i>Also it will be used at different moments in the residential seminar in particular:</i></p> <ul style="list-style-type: none"> <i>• at the introductory session to provide a brief summary of the results</i> <i>• at the session on definition of training needs for the workshops</i> <i>• at the follow-up session to identify further training needs to be addressed after the initial seminar</i>
5. Aims	<ul style="list-style-type: none"> • to improve and evaluate the quality and the impact of the training course
6. Objectives	<ul style="list-style-type: none"> • to support participants in assessing and clarifying their learning needs and expectations towards the course • to support their learning process during and after the course • to provide relevant information to the team of trainers in the final design of the programme for the first residential seminar and in planning of its follow-up phase
7. Competences addressed	Self-assessment and evaluation
8. Methodology and methods	<p>The participants will receive the PCQ through the platform and once completed will upload them on the platform before the beginning of the Initial seminar at the EYCS.</p> <p>The questionnaires will be processed and a summary of the results will be presented to participants at the introductory session of the seminar.</p> <p>Further the PCQ will be used other moments in the programme:</p> <ul style="list-style-type: none"> • at the session on definition of training needs for the workshops • at the follow-up session to identify further training needs to be addressed after the initial seminar. <p>Each team member will also have on their disposal a set of the questionnaires of the participants in their reflection/mentored group. A set of all questionnaire will be made available for reference by the team in any moment of the programme planning.</p>
9. Programme	<p>21 September</p> <ul style="list-style-type: none"> • introductory session (19) • introduction to "Summary of results from PCQ" <p>25 September</p> <ul style="list-style-type: none"> • definition of training needs (19) <p>After the seminar</p> <ul style="list-style-type: none"> • as reference for the preparation of the Personal Learning Plan
10. Outcomes	The participants assessed their own competences in relation to the theme of the LTTC

	They got an overview of the results from the PCQ for the entire group at the beginning of the Initial seminar Developed competences in relation to self-assessment and self-evaluation Are enabled to go back and use this tool (the PCQ) at different moments of the LTTC in order to assess their learning progress and assess their remaining training needs
11. Evaluation	We have to check if there is anything in the evaluation forms on that.
12. Follow-up	The participants will use during the Initial seminar the PCQ as reference to define their further learning needs and then in the follow-up of the seminar to prepare their Personal Learning Plans. Further the team should define if and how the summary and the PCQs could be used at later moments of the LTTC.
13. Materials and hand-outs	PCQs PPT presentation on the “Summary of the results” (p. 19)
14. E-learning unit related	PCQ should be up-loaded on the platform before the Initial seminar in EYCS. Furthermore the PPT presentation with the summary of the results will be up-loaded at the e-platform as a reference document from the Initial seminar.
15. Required from participants	To complete the PCQ and up-load it at the platform. To use their PCQ as a reference document at other moments of the Initial seminar and the LTTC.
16. Appendices	PCQ in English and French PPT presentation “Summary of the results” (p. 19)

Pre-course self-assessment questionnaire

Dear participant,

This questionnaire is meant to help you to assess and clarify your learning needs and expectations towards the course and support your learning process during and after the course. It will also help the team of trainers in the final design of the programme for the first residential seminar and in planning of its follow-up phase. This information will be processed and will not be used for any other purpose than to improve and evaluate the quality and the impact of the training course. Also it will be used at different moments in the residential seminar, therefore is important that ALL participants will complete it BEFORE the beginning of the residential seminar in Strasbourg.

We appreciate if you can take some of your time to reply to the questions and complete it by 18 September 2009. You do not need to write a lot, but try to answer to all the questions. Once you are ready, please up-load the document on the platform.

Thank you!
The course team

Your name:

PART I - YOUR EXPERIENCE ON ACCESS TO SOCIAL RIGHTS OF YOUNG PEOPLE FROM DISADVANTAGED NEIGHBOURHOODS

1. Your definition of a Disadvantaged Neighbourhood?

2. Your evaluation of your experience in working with young people from Disadvantaged Neighbourhoods?

no experience

highly experienced

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain or comment your most recent experiences:

3. How do you evaluate your level of knowledge and understanding of Social Rights?

no knowledge

highly knowledgeable

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain or comment:

4. Your understanding of the challenges that young people from Disadvantaged Neighbourhoods that you work with face in their access to Social Rights:

no experience

highly experienced

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe the major challenges that young people face in their access to Social Rights :

5. How do you evaluate the exposure of young people you work with to problems of discrimination, exclusion and violence?

not exposed at all

very exposed

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain and comment:

6. How do you evaluate the participation of the young people you work with in the community life?

no participation

active participation

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain and comment:

7. Which activities do you use to promote the access to Social Rights of young people from Disadvantaged Neighbourhoods?

8. Which Social Rights do you address in your work with young people from Disadvantaged Neighbourhoods?

9. Based on your previous experiences, how experienced do you consider yourself on:

a) the concepts of Diversity, Social inclusion and Participation

no experience

highly experienced

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your choice and comment:

b) the concept, practices and values of non-formal education

no experience

highly experienced

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your choice and comment:

c) intercultural learning in youth work

no experience

highly experienced

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your choice and comment:

d) Human Rights Education

no experience

highly experienced

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your choice and comment:

e) Knowledge/level of familiarity with the work of the Council of Europe and the Directorate of Youth and Sports

no experience

highly experienced

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your choice and comment:

10. Your experience as project manager:

a) In project design:

poor

high

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain and comment:

b) In project implementation:

poor

high

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain and comment:

c) In project evaluation:

poor

high

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain and comment:

d) In fundraising

poor

high

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain and comment:

e) participation of the young people you work with in the project management

poor

high

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain and comment:

f) networking with local authorities

poor

high

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain and comment:

PART II - YOUR COMPETENCES IN THE LTTC

11. Which skills/competencies do you hope to gain or improve during this course?

12. How should the trainers' team support your learning in the course?

13. What do you expect from the group of the participants?

14. What do you expect from yourself?

PART III - YOUR FOLLOW-UP OF THE INITIAL TRAINING

15. What type of support you will need to implement your project?

16. What do you expect to gain through the e-learning platform?

17. What are you expecting to gain through mentoring?

18. What type of support will you need from the trainers' team?

19. What type of support would you need from the local authorities?

20. What type of support you expect from the Council of Europe and an institution?

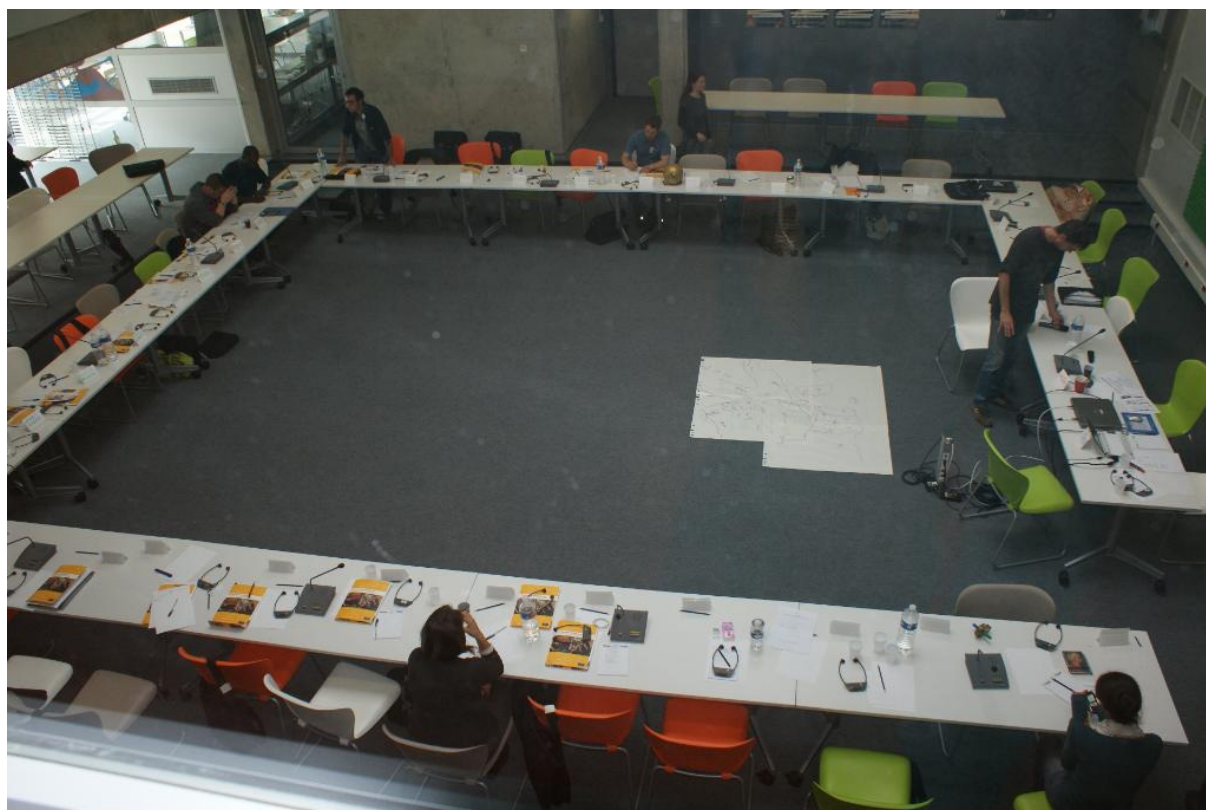
21. Please describe the state of preparation of your project.

Glossary

1. Title	Glossaries
2. Date	September 2009
3. Authors	<i>Alexandra Raykova</i>
4. Background	<p>At the first preparatory meeting for the Initial seminar the team decided that one of the on-line units to be proposed to the participants to start communication and exchange definitions, should be a glossary.</p> <p>The unit was up-loaded as a Glossary in September 2009. At the initial seminar it was again introduced to the participants. It will be a unit that will remain at the platform.</p>
5. Aim	<ul style="list-style-type: none"> to support the communication within the group by providing space where both participants and trainers can share terminology and definitions on the working languages of the LTTC
6. Objectives	<ul style="list-style-type: none"> encourage participants to create their own tool to support communication in the LTTC to provide space to share definitions of concepts and terminology used in the course
7. Competences addressed	<ul style="list-style-type: none"> communication skills understanding of relevant to the LTTC terminology ability to formulate and propose definitions of terminology used
8. Methodology and methods	<p>Two glossaries were created. One on terms and a second one on abbreviations.</p> <p>All participants and trainers in the course can propose terminology, add definitions and abbreviations.</p> <p>There is no time limit for that on-line unit as it is planned as ongoing and therefore the glossaries can be up-dated at any moment of the LTTC.</p>
9. Programme	<ul style="list-style-type: none"> preparation and opening of the on-line unit: September 2009 recalling the objectives and the possibilities of the glossaries: Initial seminar
10. Outcomes	It seems that so far the glossaries were not used at all. The team has to discuss and decide if there is need to recall the glossaries and how these could be used.
16. Appendices	List of terms and abbreviations

Words/ English	Mots/ Français
Access	Accès
Activities	Activités
Aims	Buts
Authorities	Autorités
Community	Communauté
Competence	Compétence
Culture	Culture
Disadvantaged neighbourhood	Quartier défavorisé
Discrimination	Discrimination
Diversity	Diversité
Human Rights	Droits de l'Homme
Identity	Identité
Intercultural dialogue	Dialogue interculturel
Majority	Majorité
Methodology	Méthodologie

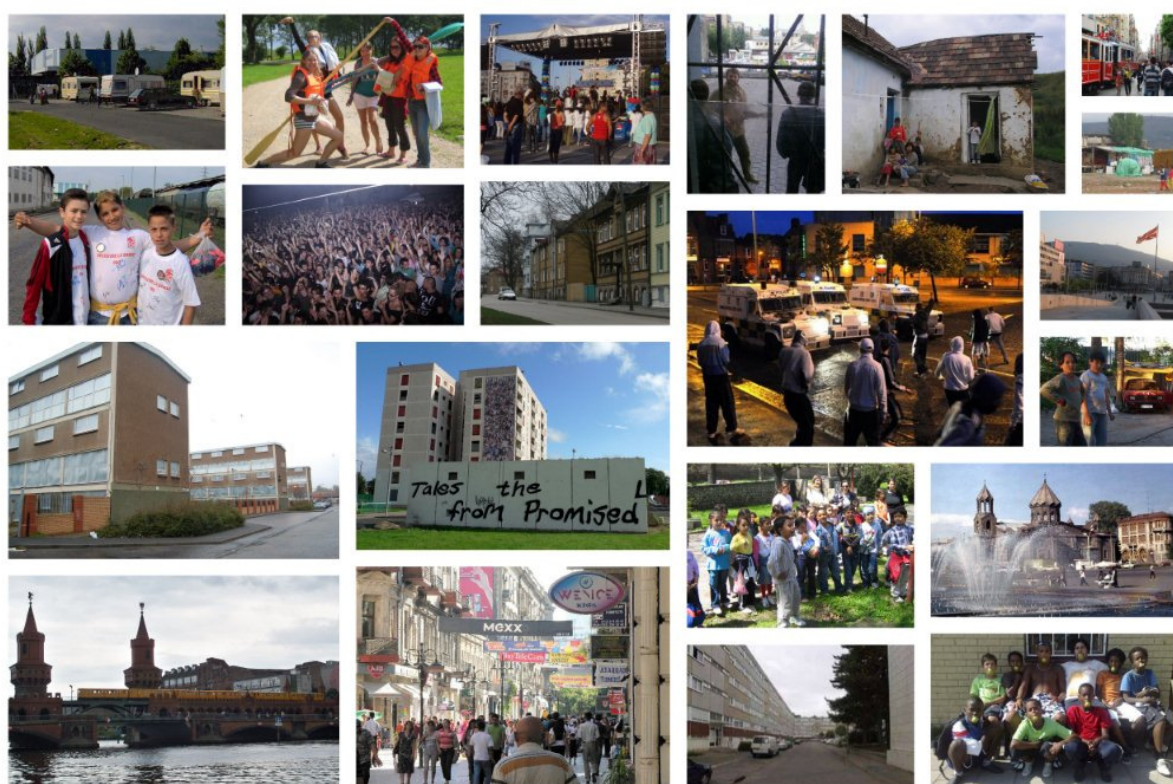
Methods Minority Motivation Multicultural Network Objectives Participant Participation Partners Project Racism Segregation Social Exclusion Social Inclusion Social rights Society Trainer Training Young people Youth Youth organisation Youth worker	Méthodes Minorité Motivation Multiculturel Réseau Objectifs Participant Participation Partenaires Projet Racisme Séparation/ Ségrégation Exclusion sociale Inclusion/ insertion sociale Droits sociaux Société Formateur (ice) Formation Jeunes Jeunesse Organisation de jeunesse Travailleur de jeunesse
Abbreviations/ English	Abréviations/Français
CoE: Council of Europe E.C.: European Commission EYF: European Youth Foundation YiA: Youth in Action Programme	Conseil de l'Europe Commission Européenne Fonds Européen pour la Jeunesse Programme Jeunesse en Action



Pictures of your area

1. Title	What about your neighbourhood
2. Date	10/09/2009 - ongoing
3. Authors	Athanasios (Sakis) Krezios
4. Background	<i>Participants of this course are mainly asked to develop projects that will positively affect their neighbourhoods. But what do their neighbourhoods look like? Descriptions do not usually suffice and a picture speaks a thousand words!</i>
5. Aims	<ul style="list-style-type: none"> to initiate a discussion on participants' neighbourhoods using visual aid (photos).
6. Objectives	<ul style="list-style-type: none"> to enhance participants' understanding of each other's background to allow participants express themselves creatively to create a "visual data base" to be variably used during the residential seminar
7. Competences addressed	Digital competence, ability to express one's own ideas and perceptions creatively
8. Methodology and methods	<p>Self initiative and interaction are the key elements of the methodology.</p> <ul style="list-style-type: none"> Participants had to go out in their neighbourhood and take a picture that illustrates some aspects of it (especially those that make this neighbourhood a disadvantaged one). This photo had to be uploaded in a dedicated forum and others had the possibility to comment.
9. Programme	It is worth mentioning though that the pictures uploaded were used during the residential seminar and also that even after the residential seminar, participants still upload photos.
10. Outcomes	<ul style="list-style-type: none"> Everyone had the chance to express herself creatively and thus symbolising the multiple sources, methods and processes for meaningful learning during the course. More practically, an illustrative set of pictures was collected, printed and displayed during the residential seminar offering inspiration and foundations for further discussion to everyone. The forum is still open and the process ongoing. It will be particularly interesting if at the end of our course (2011) pictures from the same neighbourhood are taken and substantial changes differences can be spotted.
11. Evaluation	<ul style="list-style-type: none"> 14 participants uploaded their photos before the residential seminar. That is less than 50% and is mainly due to the short notice, parallel to the fact that expectedly participants faced several difficulties working on the platform. 10 more participants uploaded their photos during the residential seminar. An observation that practically shows what the trainers' team has agreed on: that the e-learning platform should be used transversally despite if we are during a residential or not. 3 more participants uploaded their photos after the residential seminar. This was not explicitly asked and a certain extend of self initiative can be drawn from this fact. <p>In general, not all photos really displayed those aspects of participants' neighbourhood that make them disadvantaged but a lot of them were really inspiring and relevant. With some fine-tuning and further explanations done during the residential seminar the photos uploaded hence after were more relevant and some people that</p>

	uploaded not so relevant photos beforehand, found other ones and re-uploaded them.
12. Follow-up	Mentioned already that participants keep uploading photos after the residential seminar (the unit was designed primarily as a pre-seminar preparatory unit). As well, in the end of the project participants might be asked to re-take pictures, probably depicting significant changes in their neighbourhood (and it will be superb if those changes are directly or indirectly related to the projects that they will develop)
13. Materials and hand-outs	A digital camera
15. Required from participants	To take pictures, upload them and comment on theirs or on others'.



During the course

Welcome evening

1. Title	Welcome evening
2. Date	20/09/2009, 20h30
3. Authors	Athanasios (Sakis) Krezios, Matteo Fornaca
4. Background	<i>The welcome evening was built on the “contact” already nourished through the e-learning platform (first phase of the course). It consisted of interactive activities but also informal time for people to get to know each other better. The fact that people were travelling for long during that day and also that not all subscribed participants were present in the activities was taken into consideration.</i>
5. Aims	<ul style="list-style-type: none"> to set a friendly and relaxing atmosphere that will help participants to feel comfortable
6. Objectives	<ul style="list-style-type: none"> to get to know each other to foster team spirit and belonging to familiarise participants with the context
7. Competences addressed	Communication and team work competences
8. Methodology and methods	<p>The applied methodology triggered interaction and socialisation between the participants. It also gave space to participants for creative expression and amateur artistic work.</p> <ul style="list-style-type: none"> Round of names & Ball toss. Participants had to say their names in a circle. After that a ball was introduced. Every participant had to toss the ball to another one while thanking by name the one that tossed the ball to him/her and saying to whom s/he is tossing the ball to. When the ball reached the last participant it had to go back in the same way as it came! Big Bingo. An activity that took as a starting point the “bingo” activity realised in the platform. On a very big paper, a bingo was created (identical fields with the ones used online). Every participant had to ensure that his/her name is put in all relevant boxes but: s/he couldn’t do it him/herself, s/he could only ask another person to do it and not the same person more than once. SOCIALise. Participants had to create an accessory (tie, hat etc.) for themselves (one each) on which they had to respond to the following questions: <ol style="list-style-type: none"> 1) What brings them in this course?/What is their background? 2) What they will bring/can contribute to this course?
9. Programme	<ul style="list-style-type: none"> welcome note introduction of the team round of names & ball toss bingo SOCIALise informal time (participants are asked to use their accessories to get to know each other better)
10. Outcomes	A nice and friendly atmosphere. People started to talk further about their backgrounds during the informal time. The tone was set for the activities that followed the next day. The “big bingo” and the accessories created were displayed creating not only a nice decoration but also a space where participants felt it theirs.

11. Evaluation	The welcome evening was short and rather effective. During the activities, “just-arrived” participants were jumping in and although this was destructing the implementation of the activities it was bring cheerfulness and warmth in welcoming them. By 21h30, participants could already enjoy their free time and continue the discussions started during the ice-breakers. The space used was not ideal (for example, a “circle” couldn’t be created due to the limitations) but was better than the plenary and,... warmer than outside.
12. Follow-up	Ice breaking was continued the next day in the morning session, where participant had to work in teams
13. Materials and hand-outs	Standard seminar gear (markers, paper, 1 or 2 balls etc.), Music
14. E-learning unit related	Getting to know each other



Team building

1. Title	Team Building & getting to know each other
2. Date	<i>21/09/09 Morning</i>
3. Authors	<i>PJ Uyttersprot, Alexandra Raykova</i>
4. Background	<i>In order to start the 2 year process we chose to dedicate a morning to this part as we feel it crucial in the process.</i>
5. Aims	<ul style="list-style-type: none"> • setting a positive atmosphere in the group by playing, working and cooperating together so participants can feel part of the group and feel confident for the rest of the LTTC to feel good and work well together
6. Objectives	<ul style="list-style-type: none"> • get to know each others names • get to know a bit more who the others are • get a first chance of working together • get to feel the group in terms of dynamism, initiative and cooperation • feel comfortable to continue working together
7. Competences addressed	Mostly based on team competences like <ul style="list-style-type: none"> • communication • entrepreneurship • social skills • creativity
8. Methodology and methods	Playing, working and cooperating together so participants can feel part of the group and feel confident
9. Programme	<u>The session contained 4 parts:</u> <ol style="list-style-type: none"> 1. the blanket name game 2. collective activities in and around the building 3. the swamp 4. short debriefing Descriptions below
10. Outcomes	<ul style="list-style-type: none"> • The group was actively involved in all the activities and enjoyed them • They were cooperating very well
11. Evaluation	In the debriefing they mentioned all the objectives we had concerning the session and seemed agreeing that they were reached.
12. Follow-up	Some other activities like the international evening, the BBQ,... and mostly informal evenings will hopefully contribute to the process of team building.
13. Materials and hand-outs	Flipchart paper, markers, tape, photo camera

Name game: Drop the blanket

Divide the group in two camps, on either side of a held up blanket. Each group selects in secret one person to go and sit close to the blanket (without the other group seeing). The team drops the blanket and the 2 selected persons (1 from each group) has to shout the name of the opponent as quick as possible. The person who calls out the other participant's name first wins this participant over to that group.

Cooperative games: Mission (im)possible

They get a series of missions on different locations in the EYCS of which each element should be fulfilled in order to win as a group. They need to organise themselves as a group fulfil all the tasks within the given time.

- Take a “crazy” group picture in front of the building
- Drawing a map of CoE territory with all countries & capitals on it
- Create a „google earth“ map with all the represented neighbourhoods on it
- Solve a number of riddles
- Find out how many different nationalities work in this building
- Add as many “intercultural / international” elements to the next coffee break

The swamp

The group needs to cross a swamp (a grid drawn on the floor) one by one, finding the path through the swamp (series of squares to follow). There is only one correct path through the grid drawn on the floor (only the facilitator knows, and will indicate if the steps through the different fields of the maze is correct or not). If a participant sinks (steps on a wrong square in the grid) the whole group has to start from zero and cross again. Participants cannot talk during the exercise.



Introduction to the first Seminar

1. Title	Introduction session to the LTTC and 1st seminar
2. Date	21/09/09 14h30-16h00
3. Authors	Nadine Lyamouri-Bajja
4. Background	<p><i>The LTTC first seminar has started. The welcome evening and group building activities of the first morning enabled participants to get to know each other in a non-formal and informal way. This session played an important role, as it was the first official session of the course and should enable participants to understand the overall framework in which the course is set.</i></p> <p><i>The political priority given to the ENTER project and more specifically to the LTTC should be made clear to participants through the opening speech of the Director of Youth and Sport.</i></p> <p><i>Participants should get introduced to the Council of Europe, to the Youth Centre, the overall project on the access of young people from Disadvantaged Neighbourhoods to Social Rights and the LTTC as such. Setting the frame properly will also determine the continuation of the course and ensure that all participants are aware of the importance of the process they are starting and of the possible impact their participation could have.</i></p>
5. Aims	<ul style="list-style-type: none"> clarifying the framework and context of this course, particularly in relation to the institutional aims, the participants, the trainers and the programme
6. Objectives	<ul style="list-style-type: none"> to introduce and clarify the role of the course in the Council of Europe's youth policy and in the overall ENTER project on the access to Social Rights for young people from Disadvantaged Neighbourhoods to introduce all the actors and stakeholders of the training course to clarify and introduce the rules for communication in the group to introduce the programme and methodology of the course to enable participants to contribute to the implementation and evaluation of the programme
7. Competences addressed	<ul style="list-style-type: none"> knowledge about the Council of Europe, its institutional priorities and its approach to Social Rights and Human Rights ability to understand the role of the LTTC in the overall ENTER project and to link all elements of it to the overall aim ability to communicate in a multicultural setting ability to relate training with institutional and political objectives
8. Methodology and methods	<p>The methodology is a combination of formal and official elements with interactive and participatory methods. This should allow for the institutional style of the opening and for the introduction of group work and communication methods that should be predominant in the rest of the course. The first official session is though most of the time the most formal one and includes many power-point presentations or other methods of information delivery. This will not be the case so much in the other parts of the programme.</p>
9. Programme	<ul style="list-style-type: none"> official opening and welcome, Ralph-René Weingaertner, Director of Youth and Sport welcome by Tina Mulcahy, Executive Director of the EYCS introduction to the CoE and its approach to Social Rights introduction to the overall ENTER project: elements, political framework and Agenda 2020, stakeholders and partners

	<ul style="list-style-type: none"> • introduction to the LTTC: Aims and objectives of the course, structure and calendar • introduction to the 1st seminar: aims, objectives, programme • self-assessment (📄 19)
10. Outcomes	Participants got a clearer idea of the overall frame of that course and its potential meaning both at political and youth work level. They understood what their role would be and how their projects could possibly feed into a European policy recommendation.
11. Evaluation	<p>Although this first afternoon was very heavy in terms of information and theoretical, participants enjoyed the fact of getting a clearer picture of the LTTC and its overall frame.</p> <p>They appreciated that both the Director of Youth and Sport and the Executive Director of the EYCS came to meet them, which also gave the course some official importance.</p> <p>For many participants, this was the first encounter with the Council of Europe, and they appreciated the presentation on the institution.</p>
13. Materials and hand-outs	<p>A power-point presentation on the CoE was made available on the platform.</p> <p>Participants got a programme of the 1st seminar and an overall project description handout in their welcome folders.</p>
14. E-learning unit related	<p>Making documents available on the e-learning platform, 1st seminar unit...but nothing requested from participants at that stage.</p> <p>A link to Agenda 2020 was provided in the library of the platform</p>
16. Appendices	The speech of Ralph René Weingärtner (📄 19)



Sharing expectations

The team of trainers had made a summary of the **Self Assessment Questionnaire** (☞ 19) that participants had filled out before the course and posted on the e-learning platform. Here are the main points:

Your definition of a Disadvantaged Neighbourhood?

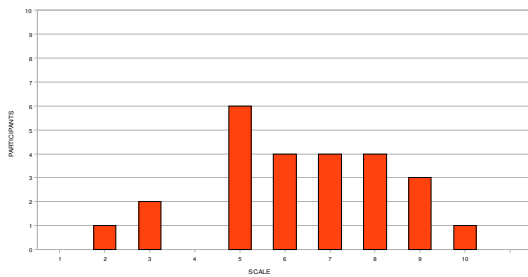
- „A place where the community has fewer opportunities, which enables or empowers to integrate into society“
- „Area highly disadvantaged both socially and economically“
- „A neighbourhood, where the population does not have the same access to Social Rights in comparison to the rest of the population“
- „The people who are often unheard. The people who live beside us, but their children are not in school, and parents are not our colleagues“
- „A poor socio-economic, uneducated and unemployed neighbourhood. Where drug, poverty and „just living“ are constantly present“
- „Is a place where live people in difficult situation like social exclusion“

Some elements of a Disadvantaged Neighbourhood

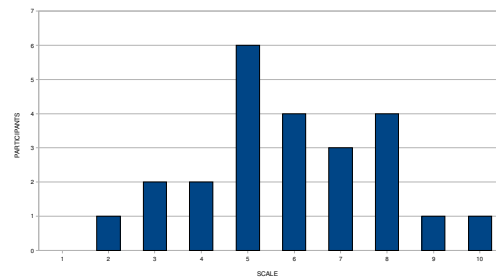
- rural communities
- discriminated from others
- not having the same rights
- no communication with other communities
- lack of infrastructure (incl. street lights, green areas, places for young people and youth activities, libraries, etc.)
- poverty
- dependant on social welfare
- multiple circumstances (economic, social, historical, ethnic, religious..)
- unemployment (both adults and youth)
- low education levels
- single parent families compound with other social problems
- lack of appropriate housing
- high levels of depression (alcohol and drug abuse)
- lack of social support mechanisms
- high concentration of immigrants and ethnic minorities
- residential instability

How do you rate ...

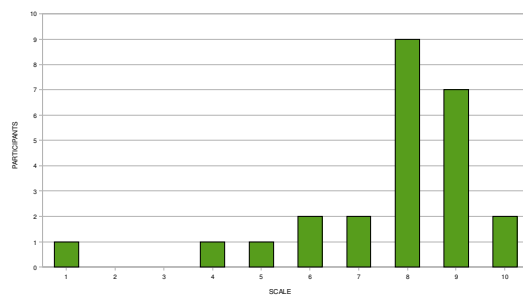
Your experience in working with young people from disadvantaged neighbourhoods



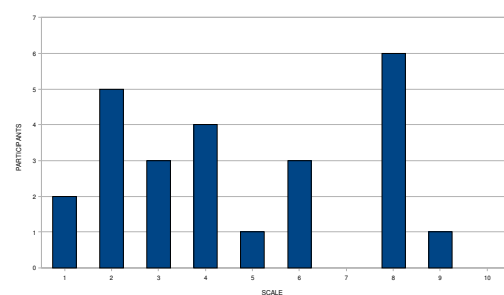
Your level of knowledge and understanding of social rights



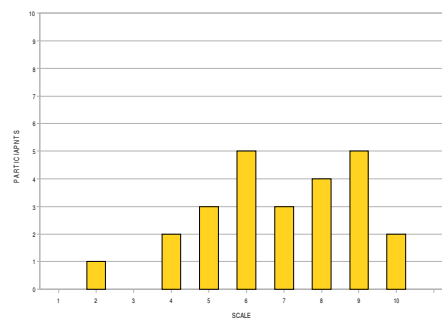
Exposure of the young people you work with to problems of discrimination, exclusion and violence



Participation of the young people you work with in the community life



Understanding the challenges for young people from your disadvantaged neighbourhoods to access social rights



Which activities do you use to promote the access to Social Rights of young people from Disadvantaged Neighbourhoods?

- NFE (3)
- HRE (4) + children rights
- vocational trainings 3 + new forms
- trainings for capacity building
- orientation courses
- workshops on prevention of anti-social behaviours
- trainings
- leadership programmes
- mentoring
- monitoring and Evaluation
- support after school activities
- development meetings
- campaigning (4) + information and public awareness raising
- local media/nat. media

- public debates
- publications
- web-recourses
- cultural activities (2)
- arts (music, theatre..) (2)
- networking + Lobbying
- „civic youth work“ - process - action project cycle
- language courses
- communication workshops
- intercultural exchange
- citizenship issues
- mobility projects
- international projects
- leisure time activities
- sports and outdoor activities
- camps (2)
- excursions
- counselling
- small group activities/ group work
- open house activities
- thematic days activities
- weekend activities
- research
- children's Parliament
- young people's forum
- field work - distribution of drug injection equipment; condoms
- stationary and field voluntary counselling and testing
- free medical help
- social worker's help and assistance
- free psychiatric help and assistance
- free legal assistance

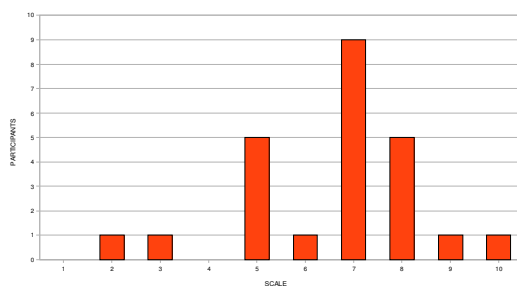
Which Social Rights do you address in your work with young people from Disadvantaged Neighbourhoods?

Access to

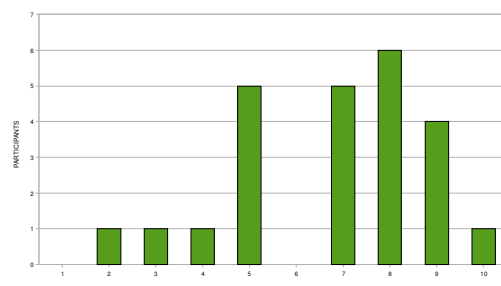
- housing
- employment
- education
- health care
- legal and social protection
- culture
- gender equality
- equality
- non-discrimination
- free expression
- participation

How experienced do you consider yourself...

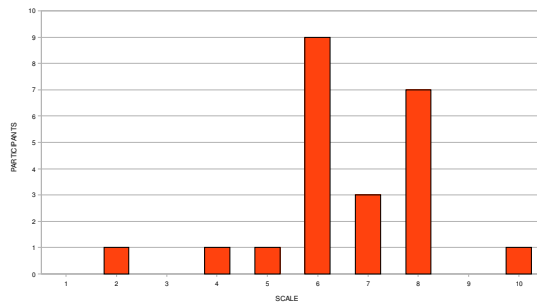
... on the concepts of Diversity, Social inclusion and Participation?



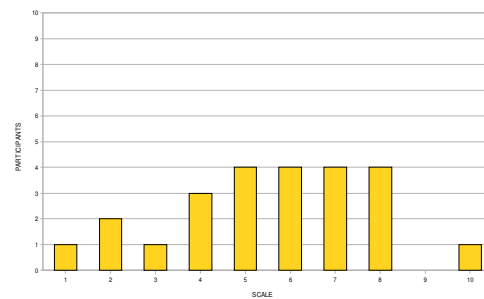
...on the concept, practices and values of non-formal education?



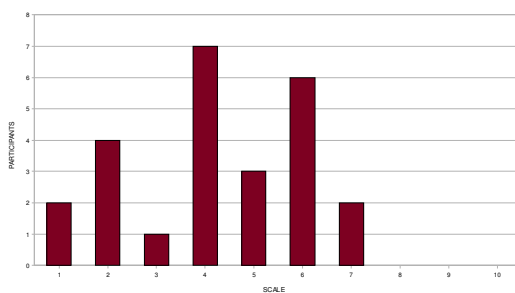
... on intercultural learning in youth work?



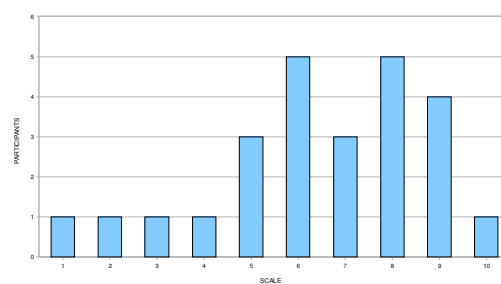
... on Human Rights Education?



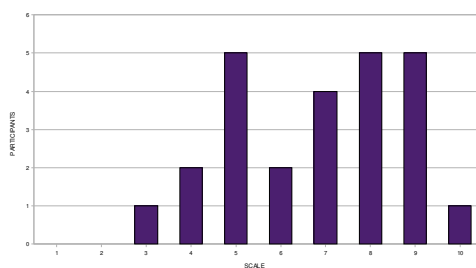
Knowledge of the work of the Council of Europe and the Directorate of Youth and Sports?



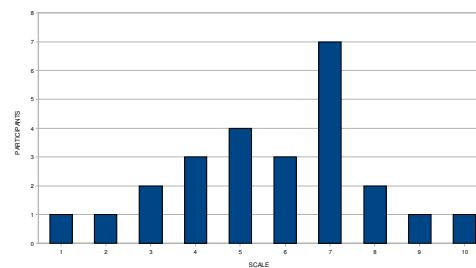
... in project design?



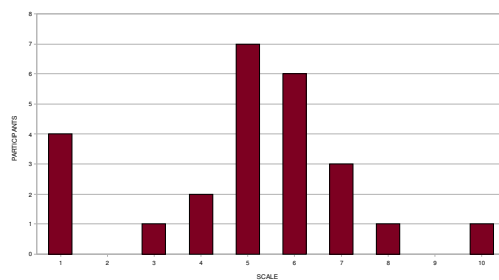
... in project implementation?



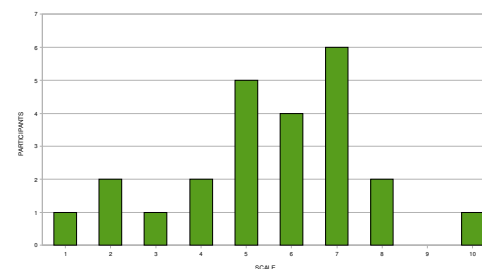
... in project evaluation?



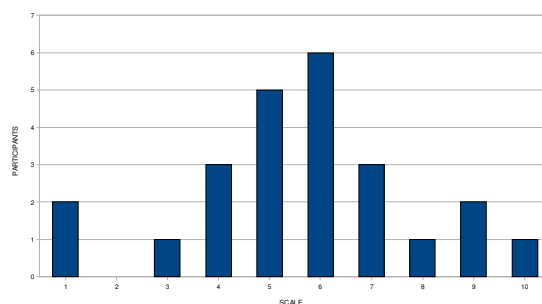
... in fundraising?



... in participation of the young people you work with in the project management?



... in networking with local authorities?



Which skills/competencies do you hope to gain or improve during this course?

- relevant concepts
- approaches to work with youth
- new knowledge and skills on Social Rights
- methods to provide better access to institutions for youth
- to learn methods from COMPASS
- better skills to work with young people in Disadvantaged Neighbourhood/situations
- how to mobilise young people to take part in activities
- identify and test criteria for innovative projects
- leadership
- project planning and implementation
- fundraising
- instruments to work on projects
- information about existing possibilities
- project evaluation
- funding possibilities
- new methods to work with young people from Disadvantaged Neighbourhood
- ICL dialogue into youth work practice
- management of cultural diversity
- get acquainted with European Programmes and Instruments
- gain competences to train multipliers/trainers

How should the trainers' team support your learning in the course?

- answer questions
- share real experience
- to be open and cool
- be constantly present and active
- involve everyone in the activities
- to challenge participants
- provide usefull information
- be available
- give guidelines and advices
- constructive criticism
- use youth language
- be yourself and believe in what you do

- give plenty of information about well developed and successful projects
- take into consideration my ideas and reflect on their feasibility
- coherence, funding..
- monitoring, motivating, coaching during the entire lttc
- be attentive

What do you expect from the group of the participants?

- support
- collaboration
- open to exchange culture and experiences
- nice atmosphere
- interesting discussions
- build network of co-operation
- to have a lot of fun
- be communicative
- share good practices
- exchange experience
- new friendships
- good relationships
- examples of problems-solving
- commitment and good mood
- innovative ideas, enrichment

What do you expect from yourself?

- punctuality
- be yourself and believe in what you do
- to be able at the end of the course to design, implement and evaluate project individually
- be able to share own experience
- commitment and good mood

The state of preparation of your project:

- permission from the government but project preparation is incomplete
- successful initiation of project-brainstorming, etc.
- completion of base line study, and guaranteed support of local authorities
- recruiting young people for project, looking for partner organisation or country
- project outline complete
- project is in very early stages

Introduction to the e-learning platform

1. Title	Introduction to the e-learning platform
2. Date	21/09/2009, 17h45
3. Authors	Athanasios (Sakis) Krezios, Pieter-Jan Uyttersprot
4. Background	<i>By the time this short session took place, participants had already used the e-learning platform to carry out some tasks. Trainers' team presumed that participants had taken a look into the "introduction to moodle" unit, available online. Still, once the e-learning platform is an integral element in the course and also because it was extensively used during the residential seminar, clarifications were made and questions were dealt with.</i>
5. Aims	<ul style="list-style-type: none"> to further familiarise participants with the e-learning platform
6. Objectives	<ul style="list-style-type: none"> to get to know the mostly-used features of the e-learning platform to provide participants with answers to possible questions they might have concerning the platform
7. Competences addressed	<ul style="list-style-type: none"> ability to work efficiently with the e-learning platform features
8. Methodology and methods	<p>Instruction-based followed by discussion/questions</p> <ul style="list-style-type: none"> presentation of the platform a flipchart paper with the title "how to" or "iASK" was displayed in the room and participants could write questions about the e-learning platform throughout the course. Trainers collected them and in different times during the course, responded
9. Programme	<ul style="list-style-type: none"> the e-learning platform on screen and brief explanation of the features (mainly main page, forums & assignments) - 10 min discussion/questions - 5 min
10. Outcomes	It became more clear for the participants "how to" actually use and benefit from the platform. As well, it was a good moment to be reminded which activities had still to be carried out (the neighbourhood photo etc.). Moreover, the role and importance of the platform in the overall course was highlighted.
11. Evaluation	The session was finally much more limited in time than actually planned (which was already not enough). Nevertheless, this session was not the only one dedicated exclusively to the platform and trainers held "platform interventions" during different moments in the course.
12. Follow-up	This session was followed up next days with the "platform interventions" (showing a possibility of the platform every once so often) and also during the session on support measures with the presence of the platform administrator (19).
13. Materials and hand-outs	Internet connection necessary

Reflection groups

1. Title	Reflection Groups
2. Date	21-22-23/09/2009, 18h
3. Authors	Matteo Fornaca, Athanasios (Sakis) Krezios
4. Background	<i>The day-by-day needs an immediate feedback from participants to see if the single elements of the programme are fulfilling their needs and expectations. Reflection Groups provide a space to discuss the programme and the needs of participants as youth workers in Disadvantaged Neighbourhoods.</i>
5. Aims	<ul style="list-style-type: none"> to provide participants with a safe space where they can discuss their needs as youth workers and where they can give their impressions on the flow of the programme in relation with their expectations
6. Objectives	<ul style="list-style-type: none"> to create a space for discussion to discuss and reflect on different elements of the programme to discuss on needs and expectations of participants to organise a group presentation for the field visit
7. Competences addressed	<ul style="list-style-type: none"> constructive thinking and criticism ability to analyse the process creative group work
8. Methodology and methods	The methodology will be based on interactive discussions. Participants are divided in 5 mixed groups facilitated by a trainer (groups have been defined already). The discussion is on the programme of the day, on the competencies involved, on the methodology used and on general questions about the seminar. Participants give their feedback and discuss all the issues related to their training needs in relations with the seminar.
9. Programme	<ul style="list-style-type: none"> division in 5 groups (first day) presentation of the reflection groups group discussion > around 30 min/day depending on the needs identified by each team facilitator/mentor <p>The reflection groups took place in the first 3 days of the seminar from 18 to 18.30 (according to the needs of each group); after this first phase they turned/evolved into mentoring groups, which are still active now on project development and implementation.</p>
10. Outcomes	Single elements of the programme have been discussed, and it's been possible to adjust part of the programme according to participants needs. It's been possible as well to organise the workshops on development of further competences according to the needs expressed (s. session 19)
11. Evaluation	The reflection groups have responded to the need for feedback from participants on the day-by-day flow of the programme. It helped the assessment of needs and the cohesion between participants, as they are now asked to work in the same group on their projects.

12. Follow-up	The reflection groups took place in the first three days, and then they evolved to mentoring groups, so participants already knew their group mates. - the workshops on the development of competences were partly designed on the needs expressed in the reflection groups.
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Sharing participants realities

1. Title	Sharing realities: What makes a neighbourhood disadvantaged?
2. Date	22/09/2009
3. Authors	Nadine Lyamouri-Bajja, Alexandra Raykova
4. Background	<i>On the first day of the course, participants got to know each other, and got introduced to the overall project and the LTTC. This session was the first real opportunity for participants to exchange in small groups about their realities in Disadvantaged Neighbourhoods. In the first part of the morning, they had a chance to reflect on what makes their neighbourhoods disadvantaged, and to share different realities and experiences with other participants. The expert input should on one hand create some common understanding on what a Disadvantaged Neighbourhood is and on the other hand pose some concrete questions and dilemmas on Disadvantaged Neighbourhoods on which participants should reflect throughout the course and project development.</i>
5. Aims	<ul style="list-style-type: none"> to create understanding of the background and the common characteristics of Disadvantaged Neighbourhoods including social mechanisms leading to violence, discrimination and exclusion faced by young people in Disadvantaged Neighbourhoods
6. Objectives	<ul style="list-style-type: none"> to share experiences on working in Disadvantaged Neighbourhoods to try to define what makes a neighbourhood disadvantaged in the context of participants' work to provide some theoretical background on the structure and development of Disadvantaged Neighbourhoods in Europe to reflect on main dilemmas in relation to this course and to the work on access to Social Rights in Disadvantaged Neighbourhoods
7. Competences addressed	<ul style="list-style-type: none"> ability to share own experiences in groups ability to analyse the own professional context and present it to others in relation to the session' topic to develop knowledge on the development and history of Disadvantaged Neighbourhoods in Europe to develop critical thinking skills
8. Methodology and methods	The session started with group work. Participants were asked to feedback on their main results in plenary. An expert input followed, together with a discussion and debate. The morning mixed formal and non formal work methodologies.
9. Programme	<ul style="list-style-type: none"> introduction to working groups on "sharing realities"- participants' photos of their neighbourhood are displayed in plenary feedback of the working groups in plenary input by laurent bonelli (📄 19) discussion in plenary and conclusions
10. Outcomes	<p>The geographically mixed groups worked on the question "what makes the neighbourhood you work in a Disadvantaged Neighbourhood?". It was the first real exchange between participants on their work and realities.</p> <p>The 5 groups feed-backed their results in plenary:</p> <p><u>Group 1:</u></p> <ul style="list-style-type: none"> Poverty, alienation, lack of education (leading to unemployment), discrimination, exclusion, intolerance (leading to violence), lack of services, desperation, crowded blocks, lack of identity <p><u>Group 2:</u></p>

	<ul style="list-style-type: none"> Ghetto-isation, micro-societies, degradation, bad living conditions, lack of intimacy, alcohol, drugs, violence, unemployment, lack of motivation, criminality, children leave school too early, difficult integration, language barrier, irregular migrants, illiteracy, discrimination (disablism, ethnic, religious, last name), lacks (economic, employment, education, housing, motivation, trust, family nucleon, autonomy, transports), young girls (very often the focus in Disadvantaged Neighbourhoods is on boys): sexuality, early pregnancy, abortion, suicide, violence, early marriages, prostitution, machismo, sexism <p>Group 3: There are big differences between urban neighbourhoods and rural areas. Common disadvantages:</p> <ul style="list-style-type: none"> Lack of education, unemployment, exclusion from mainstream social life, Non Formal Education not developed, low motivation, aspiration, lack of vision of the future, no status in the country, institutional gaps <p>Group 4: They chose a song to present the situation and to summarise: Nina Simone- Ain't got no: www.youtube.com/watch?v=PiaNIskNdzu</p> <ul style="list-style-type: none"> Poverty, no access to Social Rights, human trafficking, gender inequalities, migration, children's labour <p>Group 5: They split their results into commonalities to all Disadvantaged Neighbourhoods and differences. Differences (situations which are specific to some countries or contexts where participants work):</p> <ul style="list-style-type: none"> disabilities (mental and physical), rural areas, political conflicts, ex-colonial conflicts <p>Commonalities:</p> <ul style="list-style-type: none"> immigrant community, unemployment, education, lack of mobility, violence, racism, fractured families, nationalism, cultural integration
11. Evaluation	Participants very much enjoyed the opportunity to share realities and experiences and to find out more about each other's working life. The input by Mr. Bonelli was appreciated, although sometimes judged too theoretical and not easy to follow. Some participants would have liked too have more practical examples accompanying his theoretical input. In general, participants agreed that the input was interesting and relevant to set a common understanding of concepts and to define the context on which participants would be working.
13. Materials and hand-outs	Printed photos of participants' neighbourhoods (📄 19)
14. E-learning unit related	Photos of participants' neighbourhoods (📄 19)

Presentation of organisations

1. Title	Presentation of organisations
2. Date	22/09/2009, 20h30
3. Authors	Athanasios (Sakis) Krezios, Matteo Fornaca
4. Background	<i>This seminar is rather focused on project development and for projects to be developed, cooperation, exchange and sharing of experiences between organisations is needed. This session was a good opportunity for organisations to start networking and possibly exploring ideas for project development.</i>
5. Aims	<ul style="list-style-type: none"> to nurture cooperation and networking between participants
6. Objectives	<ul style="list-style-type: none"> to create an exhibition of organisations that can stay on for the duration of the seminar to allow participants to express themselves creatively to offer space for communication and cooperation between potential partners
7. Competences addressed	<ul style="list-style-type: none"> creative expression cooperation abilities presentation skills
8. Methodology and methods	<p>The methodology will be based on interaction and creative expression.</p> <ul style="list-style-type: none"> Participants were given a “model” out of which they can create their organisations profiles. But of course they could follow their own ideas once some basic common information was included. They used the available panels to display their creations/posters. A “corner” was set up, where participants could use a laptop/projector to display visual material. No “official presentation” was made. Participants could go around the profiles in an “exhibition” fashion and more specifically in 3 round (10 people presenting simultaneously while the others were visiting).
9. Programme	<ul style="list-style-type: none"> presentation of the model preparation of the profiles exhibition & visual corner
10. Outcomes	<p>Participants get to know further information about the background of each other and the activities they do. In many cases this had a great inspirational effect and it was already happening that participants were exploring possible collaborations. The “exhibition” stayed available during the whole duration of the residential seminar and it was quite often seen that participants were going around it. Last but not least, although it happened quite late, the visual corner was visited by several participants while quite a few had material to present. Very fruitful discussions were following the presented materials.</p>
11. Evaluation	<p>The methodology followed was much appreciated by the majority of the group. Participants had a chance to get “enough” information about organisations without losing their attention or feeling overloaded with information (a possible case if one by one was presenting his/her organisation). The space used was adequate although some organisations were exhibited in a finally not-so-visited part of the space. The fact that the exhibition remained available throughout the seminar had a very positive effect and enhanced inquiry and collaboration.</p>
13. Materials and	A suggested model on the flipchart. Standard seminar gear (markers,

hand-outs	coloured paper etc.)
15. Required from participants	To actually create the exhibition

Some pictures from the Organisation's Exhibition



International evening

1. Title	International evening
2. Date	21/09/2009, 21.00
3. Authors	<i>Athanasios (Sakis) Krezios, Pieter-Jan Uyttersprot</i>
4. Background	<i>International evenings develop participants' knowledge about other countries and cultures while they offer an informal space and atmosphere for interaction and relaxing.</i>
5. Aims	<ul style="list-style-type: none"> to further “break the ice” and to create an atmosphere for dialogue and exchange on issues related to culture
6. Objectives	<ul style="list-style-type: none"> to allow participants to express themselves creatively to get information about other countries/cultures
7. Competences addressed	<ul style="list-style-type: none"> creative expression knowledge about other cultures
8. Methodology and methods	<p>It was based on creative expression and interaction.</p> <ul style="list-style-type: none"> Participants prepared “corners” with their countries’ food, drinks, leaflets, etc. No “official presentation” was made. Participants could visit the tables after - during the informal time - and get to know things about each “corner”. The facilitator created 6 papers that included the following tasks: <ul style="list-style-type: none"> ✎ Say 3 things that you assume the others don’t know about your country. ✎ Create a statue/building/else,... using your body, representing your country. The others may guess. ✎ Teach the group 5 words of the national language, in 2 minutes. ✎ Tell us a recipe of a traditional dish ✎ Dance! ✎ Sing a traditional or popular song.
9. Programme	<ul style="list-style-type: none"> preparation of countries’ corners tasks informal time/going around the corners <p>The facilitator may consider breaks in between the tasks, so people can go to the already presented countries and continue with the tasks after 5 - 10 minutes.</p>
10. Outcomes	<p>Participants had a great fun, especially when carrying out the tasks! This helped them to feel even more comfortable within/as a group. Moreover, further “ice-breaking” was achieved and we shall not neglect that information about different countries was exchanged.</p>
11. Evaluation	<p>The way the international evening was held prevented the lengthy and sometimes unnecessary presentation of countries. It was more fun and action based rather than information based. Cultural exchange was achieved through personal initiative and not through one-way, speech-based, transmission.</p>
15. Required from participants	Food, drinks, leaflets etc. from their countries.

Session outlines for inspiration

Pictures of the international evening



Challenges of young people and youth work in Disadvantaged Neighbourhoods

1. Title	Challenges of young people and youth workers in Disadvantaged Neighbourhoods
2. Date	22/09/2009 Afternoon
3. Authors	Alexandra Raykova, Matteo Fornaca
4. Background	<p><i>The background of this session is addressing directly the need for this LTTC. Young people and youth workers in Disadvantaged Neighbourhoods face numerous challenges either to access Social Rights or to work on it.</i></p> <p><i>Very often these challenges experienced by young people in Disadvantaged Neighbourhood are direct result from situations of discrimination, social exclusion and/or conflicts that they experience. The youth workers on the other hand may face different challenges when working on Social Rights in Disadvantaged Neighbourhood, such as: lack various type of needed support; could be challenged by the low interest and level of participation of young people in Disadvantaged Neighbourhood; could be lacking access to relevant information and resources, etc.</i></p> <p><i>This session is basically linked to most of the sessions in the seminar. The analysis and the presentation of the CHALLENGES will facilitate the understanding of the following presentations of the project ideas.</i></p> <p><i>The outcomes can be used as a reference points in the following input on “Human rights and Social Rights” as well as the session on “Social rights as possible approach to work on the situation and needs of young people from Disadvantaged Neighbourhoods”.</i></p> <p><i>The session is linked also to the project development work in in the seminar. One of the pre-conditions for participants to develop a quality projects on access to Social Rights and to co-operate with their colleagues on the elaboration of such - is to ensure that they not only understand the different realities and challenges faced by young people in relation to the theme of the LTTC, but are able also to develop empathy and to increase their motivation to work on this issues.</i></p> <p><i>This session is therefore fundamental.</i></p> <p><i>In the programme it will follow the initial session on “Sharing realities” and the input of the expert on “What is Disadvantaged Neighbourhood?” and will be followed by the “Presentation of the project ideas”.</i></p>
5. Aims	<ul style="list-style-type: none"> • to enable participants to understand better the challenges to access Social Rights faced by young people in Disadvantaged Neighbourhood and the challenges faced by youth workers that are working on these issues
6. Objectives	<ul style="list-style-type: none"> • to provide space to participants to share and discuss the challenges faced by young people and YW • to provide for developing pax' empathy and for increasing their motivation work on addressing these challenges

	<ul style="list-style-type: none"> • to open reflection on the needs and possibilities to work on these challenges as well as to consider the existing (if any) opportunities in their context
7. Competences addressed	<ul style="list-style-type: none"> • understanding the challenges to access Social Rights faced by young people and youth workers • ability to analyse the local context of young people and youth workers in Disadvantaged Neighbourhood • presentation skills • empathy • motivation to work on these challenges
8. Methodology and methods	<p>The methodology proposed are working groups, which will contain:</p> <ul style="list-style-type: none"> • discussion of the challenges faced by young people or youth workers • preparation of a creative presentation • presentation in plenary of some of the challenges identified by the group <p>The participants will be divided in 6 groups. 3 groups will discuss the challenges faced by young people from Disadvantaged Neighbourhood and the other 3 the challenges faced by youth workers in Disadvantaged Neighbourhood.</p> <p>The groups will be asked to nominate a group member in charge of recording the main outcomes from the discussion and uploading them on the platform.</p> <p>After 45 min. discussion, the trainers will inform the groups about the type of (creative) presentation that they will have to prepare.</p> <p>The presentations will take place in plenary after the coffee break. After each group participants will be able to put questions for clarification and/or to comment.</p>
9. Programme	<ul style="list-style-type: none"> • introduction to the working groups • working groups on challenges • preparation of presentations • presentations of the working groups • presentations of the project ideas
10. Outcomes	<p>The results from the WG discussions (from the platform):</p> <p>Youth work</p> <ul style="list-style-type: none"> • lack of recognition of the work done • funding problems (not enough money, complicated funding structures, many formalities and paperwork that take time away from the real work) • political interference • safety and security of youth workers can be an issue • child protection or other laws and regulations can be restrictive • young people see youth workers as role models - you are a youth worker 24/7 • difficult relation with the young people (lack of confidence, suspicion towards youth workers, difficult outreach) <p>which leads to lots of turn-over, de-motivation, burnout of youth workers</p> <p>Young people</p>

	<ul style="list-style-type: none"> • ignorant of their own rights (e.g. social & economic rights), difficult or no access to information • suspicious of interventions, of social and youth workers • some have difficulties engaging in positive relations • lack of motivation, lack of positive examples • language obstacles (for finding a job, doing well in school, socially,..) • gender balance, gender specific work • low level education, school drop outs <p>Community</p> <ul style="list-style-type: none"> • lack of understanding (suspicion) of youth work • lack of parental support for youth work projects • need to interact with local schools, government officials, etc. • sometimes there is a language barrier to overcome • cultural, family pressure on what is 'done' and 'not done' • poverty and precarity <p>External pressures</p> <ul style="list-style-type: none"> • school (not being valued, excluded from school, school not being supportive) • media ("moral panic", blame youth for all societies wrongs) • learnt expectations (low aspirations, pressure to have a family, "getting above your station") • conforming to the norm(ality) (clothes you wear, social behavior, lifestyle choices, job you aspire to have, housing conditions, "on the tick") • money (poverty, low pay, welfare state) • geographical barriers (distance from other people/services etc., territorial divides, safety in different area) • lack of community facilities (no where to play sport, no green space, no leisure activities) • violence (fear of violence, criminality) • discrimination (in the street, at school, for jobs, etc.)
11. Evaluation	<p>The evaluation of the session in the reflection groups was very positive. Participants had possibility to deepen the exchange on realities that they started in the morning session on "sharing realities" and to identify common or specific issues and challenges.</p> <p>Participants also appreciated the possibility to choose a creative method for their presentations.</p>
12. Follow-up	<p>Participants up-loaded their reports on the platform.</p> <p>The session was followed by the session on "Presentation of project ideas" (📄 19)</p>
14. E-learning unit related	<p>Participants were requested to up-load on the platform the main outcomes of the working groups discussions. The reports from the working groups are available for further reference at the platform.</p>
15. Required from participants	<p>To up-load the reports from the working groups on the platform.</p>

Project ideas

1. Title	Introduction to project ideas
2. Date	22/09/2009, 17h-18h
3. Authors	Matteo Fornaca, Athanasios (Sakis) Krezios
4. Background	<i>Participants should have an idea of an action addressing a concrete problem faced by them/by the young people they work with. This is the moment when, in one minute, they present their idea to change reality.</i>
5. Aims	<ul style="list-style-type: none"> to introduce participants to project presentation
6. Objectives	<ul style="list-style-type: none"> to create a general outline to give a brief presentation of projects to allow participants to present their project idea in 1 minute
7. Competences addressed	<ul style="list-style-type: none"> presentation skills “creativity in relation with effectiveness.”
8. Methodology and methods	Individual work & plenary presentation
9. Programme	<ul style="list-style-type: none"> time to prepare a very short and general presentation of their project idea one-by-one exposition of their project ideas (1 minute each) questions and debriefing
10. Outcomes	Participants have uploaded their one-minute presentation on the platform and they will use it as a starting point for their project development.
11. Evaluation	It really seems that participants found very useful the test of their presentation skills, as some of them asked for a specific workshop on it. It was challenging for many of them, but gave the opportunity to start reflecting on what is relevant in a presentation.
12. Follow-up	By the end of the seminar participants will be asked to present again their project and to confront it with the presentation they did in the beginning.
13. Materials and hand-outs	Worksheet on project presentation (below)
14. E-learning unit related	Project development
16. Appendices	Worksheet (below)

Worksheet – Presentation of Project Ideas

You never know when you'll have the chance to present your project: it might happen on a train, in a bar, while your flight is taking off, even between two metro stops, on the tube.

Here comes the first moment to present your project in plenary: can you do it 1 minute?

Probably your interlocutor is interested in knowing:

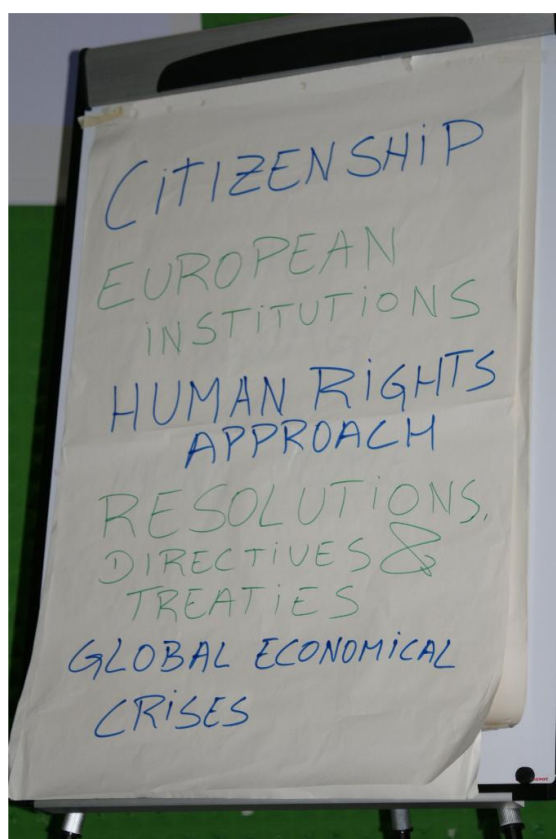
- To Whom is the project addressed?
- Why is a project necessary?
- What are you actually going to do?
- Where is it going to take place?
- When is it going to take place?

Take some minutes to note your ideas, and be ready to present in plenary!

Introduction to Human Rights and Social Rights

1. Title	Introduction to Human Rights and Social Rights
2. Date	23/09/2009, 9h30-13h
3. Authors	Nadine Lyamouri-Bajja, Rui Gomes
4. Background	<i>Participants have been introduced to the course and have started sharing realities on Disadvantaged Neighbourhoods. A first input has been made on what makes a neighbourhood disadvantaged. This session should put the context of the LTTC into a broader Human Rights framework, by introducing participants to the main instruments for the promotion of Human Rights. Furthermore, Social Rights should be explained in the context of Human Rights. Participants should be able to link Human Rights mechanisms and instruments to their local realities in Disadvantaged Neighbourhoods. The whole LTTC was developed and will be run in a Human Rights framework.</i>
5. Aims	<ul style="list-style-type: none"> to introduce participants to Human Rights and Social Rights mechanisms and instruments and to relate these to participants' work in Disadvantaged Neighbourhoods
6. Objectives	<ul style="list-style-type: none"> to introduce the European Convention of Human Rights and existing mechanisms and instruments for the promotion and protection of Human Rights to introduce Social Rights in the broader Human Rights context and within the Council of Europe's work to reflect on Social Rights as a possible response to the challenges faced by young people in Disadvantaged Neighbourhoods to discuss how European Human Rights instruments can be used at local level in Disadvantaged Neighbourhoods to improve the access to Social Rights of young people to introduce main dilemmas faced by youth workers, policy makers and young people in relation to access to Social Rights for young people in Disadvantaged Neighbourhoods
7. Competences addressed	<ul style="list-style-type: none"> knowledge of the European instruments for the protection of Social Rights and Human Rights ability to link the instruments to local realities ability to translate the key instruments into concrete practices to improve the access to Social Rights for young people in Disadvantaged Neighbourhoods
8. Methodology and methods	<p>The session will start with an expert input by Rui Gomes, Head of the Education and Training unit of the DYS ➡ 19 & 19</p> <p>It should be followed by a moderated discussion in plenary on dilemmas related to access to Social Rights for young people from Disadvantaged Neighbourhoods</p>
9. Programme	<ul style="list-style-type: none"> input by Rui Gomes: introduction to Human Rights and Social Rights instruments within the Council of Europe discussion in plenary based on main dilemma related to access to Social Rights and Human Rights instruments as a response to young people's situation
10. Outcomes	<p>Participants got an introduction to Human Rights and Human Rights principles. They also had an opportunity to understand how Social Rights are part of the overall Human Rights framework.</p> <p>Although the Social Rights as such were not listed in detail, the session enabled participants to grasp the concept of Human Rights</p>

	and to link it to their local reality and work in Disadvantaged Neighbourhoods. Participants were introduced to the fact that Human Rights do not simply need to be understood, but also defended (action) and respected (attitudes). The power-point presentation helped to visualise and clarify the concepts.
11. Evaluation	The session was highly appreciated and valued by participants. Through the interactive approach of the lecturer, questions could be asked throughout the session. Participants explained that they finally managed to relate to Human Rights and that the simple approach chosen to present them made them much clearer and close to their realities. Participants still have many questions and therefore expressed the wish to have more inputs and further deepening in the future, mainly in relation to Social Rights. They also expressed their wish for more interaction with and interventions by Rui Gomes. All participants are motivated and willing to introduce Human Rights explicitly into their projects and to develop HRE approaches and practices. Many participants also realised that they had been working on the protection of some specific rights with their youth groups without being aware of it.
12. Follow-up	A workshop on Human Rights Education (19) and a workshop on Social Rights (19) will be proposed in order to deepen the issues in small groups. An online unit will be prepared after the initial seminar (19).
14. E-learning unit related	A unit on Human Rights and Social Rights should be planned after the residential seminar to deepen some of the aspects (19).
16. Appendices	Powerpoint presentation (available on the platform).



Human Rights Education in Practice

1. Title	Human Rights Education & Non-Formal Education
2. Date	23/09 - afternoon
3. Authors	PJ Uyttersprot, Nadine Lyamouri-Bajja
4. Background	<i>This module aims to introduce HRE and NFE and the Compass manual. We decided to let participants experience an activity in order to better understand what HRE/NFE is by analysing the shared experience.</i>
5. Aims	<ul style="list-style-type: none"> to understand and recognise HRE and NFE as tools transferable and usable in their work with young people in Disadvantaged Neighbourhoods
6. Objectives	<ul style="list-style-type: none"> to experience a non formal example of HRE to introduce to Compass as a tool for HRE to understand the principles of HRE and NFE
7. Competences addressed	<ul style="list-style-type: none"> Analysing skills and being able to link different activities to their experience and neighbourhood Self - criticism and reflection
8. Methodology and methods	<p>Methodology is NFE/experiential learning</p> <ul style="list-style-type: none"> One activity from Compass, debriefing, discussion in small groups, inputs, presentation in plenary.
9. Programme	<ul style="list-style-type: none"> statement exercise the activity : “win as much as you can” debriefing (emotional) debriefing (content & methodological) input on HRE + Compass participative input on NFE conclusion
10. Outcomes	<p>Results of the debriefing of the 2 activities ...</p> <p>Links they see between the activities and their working realities:</p> <ul style="list-style-type: none"> <i>trust issues</i> <i>we might think that we have a common goal but we don't always have it</i> <i>conflict management</i> <i>need for tolerance</i> <i>not all understand the rules always</i> <i>we need negotiations - concessions</i> <i>we can not judge the others</i> <i>if in a team we don't agree on values. which messages do we pass on to the young people</i> <i>different opinions can be enriching</i> <i>we need teamwork</i> <i>not all people have “good” aims</i> <i>in life we need to win</i> <i>better a bad decision than no decision</i> <i>be clear and respect your principles</i> <i>sometimes we need to “break” or be flexible with the rules</i> <i>never forget your aims</i> <i>information isn't always understood / interpreted the same way</i> <i>it's always the same that loose</i> <i>it is difficult to share resources</i> <i>shit happens</i>

	<ul style="list-style-type: none"> • <i>different expectations lead to misunderstandings</i> • <i>you always have a choice</i> • <i>resources are not always available</i> • <i>we can never give up</i> • <i>opinions can change</i> • <i>process is more important than results</i> • <i>it can be hard to take decisions in a group</i> • <i>values are not always negotiable</i> • <i>listening is important</i> • <i>we need frustration management</i> • <i>be a team player</i> • <i>you need to express yourself</i>
11. Evaluation	<p>Participants appreciated the session and found it useful for the group and for their learning.</p> <p>They were able to link it concretely to their daily work and quite some said that they could use these activities with their young people.</p> <p>On an organisational level it went fine but as it took a bit longer as planned we changed the small groups into staying in plenary and question answer system.</p> <p>It also meant that we needed to go faster over the concepts HRE & NFE but as they will be tackled further in the course it is not a problem.</p> <p>The statement exercise went good and people were eager to discuss and share their opinions, it made quite some people changing positions and they later were happy to have done so, because they realised that they can be convinced by new arguments.</p> <p>During the “win as much as possible” participants were generally very into the game (feeling good and bad, confused, un-understanding...)</p> <p>So it created some new dynamics because some people took it serious and others played to win, so some surprised each other positive & negative.</p> <p>During reflections after some people felt judged by others and hoped that the tensions wouldn’t influence the group life!</p> <p>But they managed well afterwards.</p>
12. Follow-up	<p>During different moments in the course we can and should make links refereeing to NFE & HRE.</p> <p>On Sunday morning we also had a separate workshop on HRE as such (☞ 19).</p> <p>At a later stage we will probably also come back to these approaches using the platform (☞ 19).</p>
13. Materials and hand-outs	<p>A4 papers on HRE with the following principles on them</p> <ul style="list-style-type: none"> • HRE is learner centred • It is based on Understanding - Defending - Respecting • Knowledge (savoir) - Skills (savoir-faire) - Attitudes (savoir-être)
16. Appendices	<p>The 4 statements used for the exercise were:</p> <ul style="list-style-type: none"> • If rights cannot be guaranteed, there is no point in having them; • It’s more important to have a roof over your head than be able to say what you want; • People have a duty to work, but not a right; • If cultural traditions do not follow Human Rights, they should be forbidden.

Youth Participation

1. Title	Youth participation
2. Date	24/09/2009, Thursday Morning
3. Authors	Alexandra Raykova, PJ Uyttersprot
4. Background	<p><i>The challenges to Youth Participation of young people from Disadvantaged Neighbourhoods (DN) are essential part of the analysed needs for this LTTC. The low level of participation of young people from Disadvantaged Neighbourhood was pointed also in the pre-course self-assessment questionnaires by the participants. In the previous sessions the participants analysed the challenges that young people and youth workers face in relation to Social Rights issues. They also developed their understanding of Social Rights in the general framework of HR. They also developed their competences in relation to HRE and examined the role of NFE in relation to the work they are doing and the projects planned. This session will provide for deepening participants understanding of Youth Participation and possibility to apply this concept to the reality they work and live in as well as to provide bases to start reflecting how participatory are their organisations and the project they plan.</i></p> <p><i>The CLRAE will be invited at this session to introduce the Charter and to explain how they are working to promote the Charter at the local and regional level in their work with the local and regional authorities as well as to define possible co-operation strategies between participants and the CLRAE in their work on Youth Participation (19).</i></p> <p><i>The session will be followed by introduction by DG III on approaches to social cohesion and a field visit to the Roma Travellers camp.</i></p>
5. Aims	<ul style="list-style-type: none"> • to deepen the understanding of the concept of Youth Participation and to define ways to promote effective participation of young people from Disadvantaged Neighbourhoods (DN) • to define possible co-operation strategies between pax and CLRAE in promoting the Charter at local level
6. Objectives	<ul style="list-style-type: none"> • to provide space to participants to reflect on their own “participation timeline” • to define some tips/guidelines to involve young people from disadvantaged neighbourhood in youth work/activities • to explore and deepen pax' understanding of the concept of Youth Participation • to introduce and explore the working approaches of the CLRAE on Youth participation and to define possible co-operation strategies
7. Competences addressed	<ul style="list-style-type: none"> • understanding of Youth Participation • ability to assess own practices of Youth Participation on the levels of Disadvantaged Neighbourhood, YNGOs, projects • awareness on the work of local and regional authorities on Youth Participation and instruments to promote Youth Participation • perceptions of co-operation strategies with local authorities
8. Methodology and methods	<p>The session will have 3 parts:</p> <ol style="list-style-type: none"> 1. individual reflection and group work on defining “Tips to involve young people from Disadvantaged Neighbourhood in youth work/activities” 2. introduction to Youth Participation

	<p>3. input by CLRAE on the possible co-operation strategies between local and regional authorities and participants projects (19)</p> <p>The following methods will be used: "Participation time line" - (adapted from the "Have your say manual" page. 115) The guiding questions for the exercise could be:</p> <ul style="list-style-type: none"> • How I became involved in youth work? • What motivated me? • What kept me involved? <p>Buzz groups to share the timeline and feedback on "How to involve young people from Disadvantaged Neighbourhood in youth work/activities?" 5 tips Introduction to Participaton (Definition/s, Ladder, Charter) CLRAE - how they promote the Charter at LRA and how they can promote the participation of young people from Disadvantaged Neighbourhood at LRA (19) Discussion - possible co-operation strategies to enhance participation of young people from Disadvantaged Neighbourhood.</p>
9. Programme	<ul style="list-style-type: none"> • "participation time line" - individual - followed by buzz groups • feedback on 5 tips to involve young people from Disadvantaged Neighbourhood • introduction to Participation (Definition/s, Ladder, Charter) • CLRAE - how they promote the Charter at LRA and how they can promote the participation of young people from Disadvantaged Neighbourhood at LRA (19) • discussion - possible co-operation strategies to enhance participation of young people from Disadvantaged Neighbourhood.
10. Outcomes	<p>The participants defined tips for involving young people from Disadvantaged Neighbourhood in youth work/activities. These are available on-line at the platform. A possibility to add further to the list prepared and to elaborate on the tips was introduced to participants.</p> <p>The concept of Youth Participation was introduced to participants. The CLRAE was introduced, questions regarding the possible co-operation with participants projects were raised and a proposal from the representative of the Secretariat of the CLRAE was made.</p>
11. Evaluation	<p>The feedback received from participants on this session was mostly on the input of CLARE. Participants raised some critical points regarding the way the presentation was done. Some required a visual aid to support and understand better the presentation. However the participants understood the purpose of the presentation and the role that the CLRAE can play in supporting the implementation of their projects.</p> <p>Some points from the initial evaluation of the team regarding this session was that a more concise input on Youth Participation was needed in order to meet the time plan and that in general a lot was planned for the session.</p>
12. Follow-up	<p>The Tips are available on-line at the e-platform. The team should see if needed to go to that list at one point and how it can be used further by participants and in the LTTC.</p> <p>The contact with the CLARE will be maintained as the Secretariat was present at the presentation of the participants projects and proposed concrete ideas for follow-up co-operation. Furthermore the CLRAE id present at the RSG.</p>

	A workshop on Participation was proposed as an option to participants, but did not take place. The team will have to discuss if there is a need for a related session to be introduced through the e-platform.
13. Materials and hand-outs	PPT presentation on Youth Participation (see below) Interactive DVD on the Revised European Charter for Participation of Young People in the Local and Regional Life Manual “Have Your Say”
14. E-learning unit related	Tips on involving young people from Disadvantaged Neighbourhood in youth work/activities uploaded on the e-platform
15. Required from participants	To complete the list with the tips and elaborate them, include examples from their practice
16. Appendices	See list of tips for Youth Participation (below)

Tips for Youth Participation

- raise awareness/provide information
- face to face contact/work where young people are
- visibility/promotion of work
- foster sense of belonging
- use of fun/arts, make it enjoyable
- recognition
- opportunities to volunteer
- discussing/reflecting with young people
- share
- conduct research/know the needs of young people
- avoid manipulation
- give young people choices, give them responsibility
- let young people know their rights
- be clear about what young people's benefits are
- take people seriously

From the powerpoint

Participation - Some definitions:

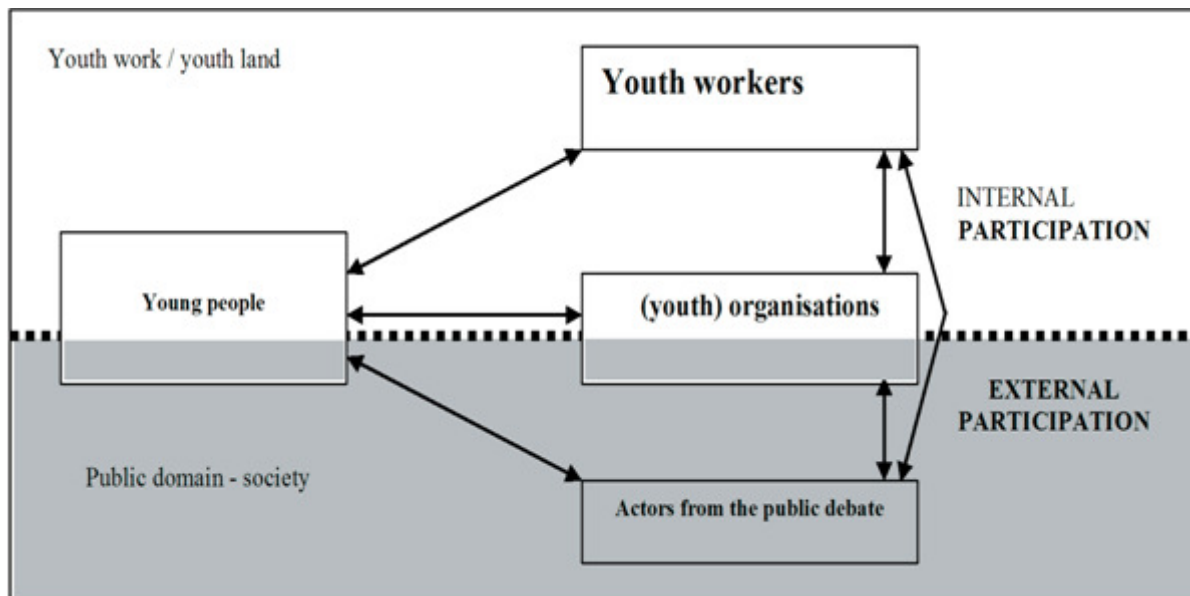
“In a nutshell participation means to to be involved, to have tasks and to share and take over responsibility“

P. Lauritzen

“Participation in the democratic life of any community means is more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the **right** the **means**, the **space**, the **opportunity** and the necessary **support** to participate in and influence decisions and engaging in actions and activities so as to contribute to building a better society.“

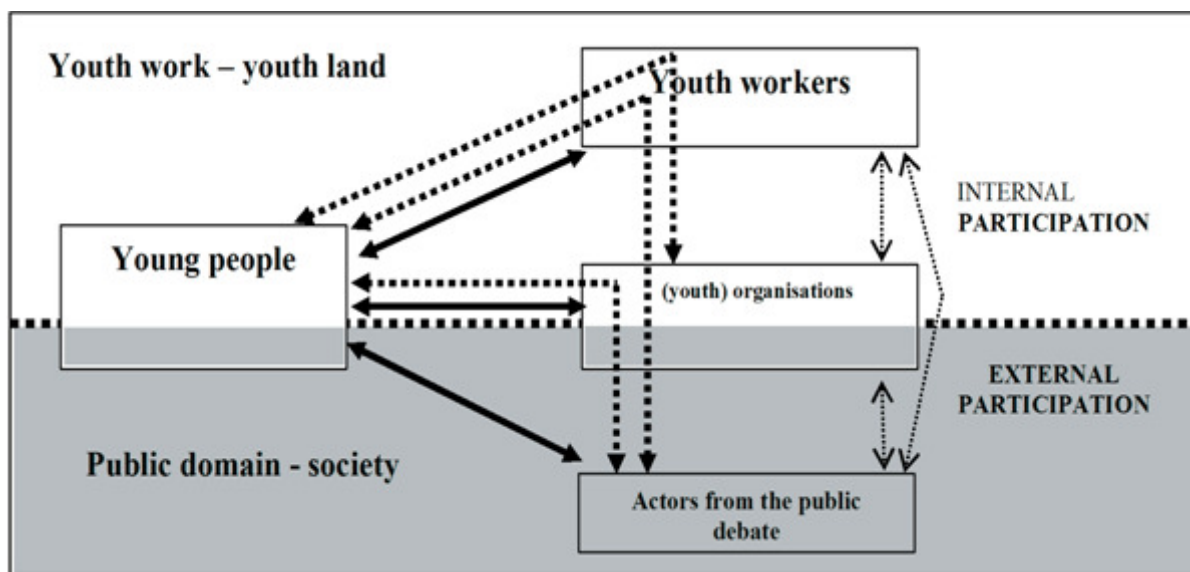
*revised European Charter on the Participation of
Young People in the Local and Regional Life*

Dimensions of Youth Participation



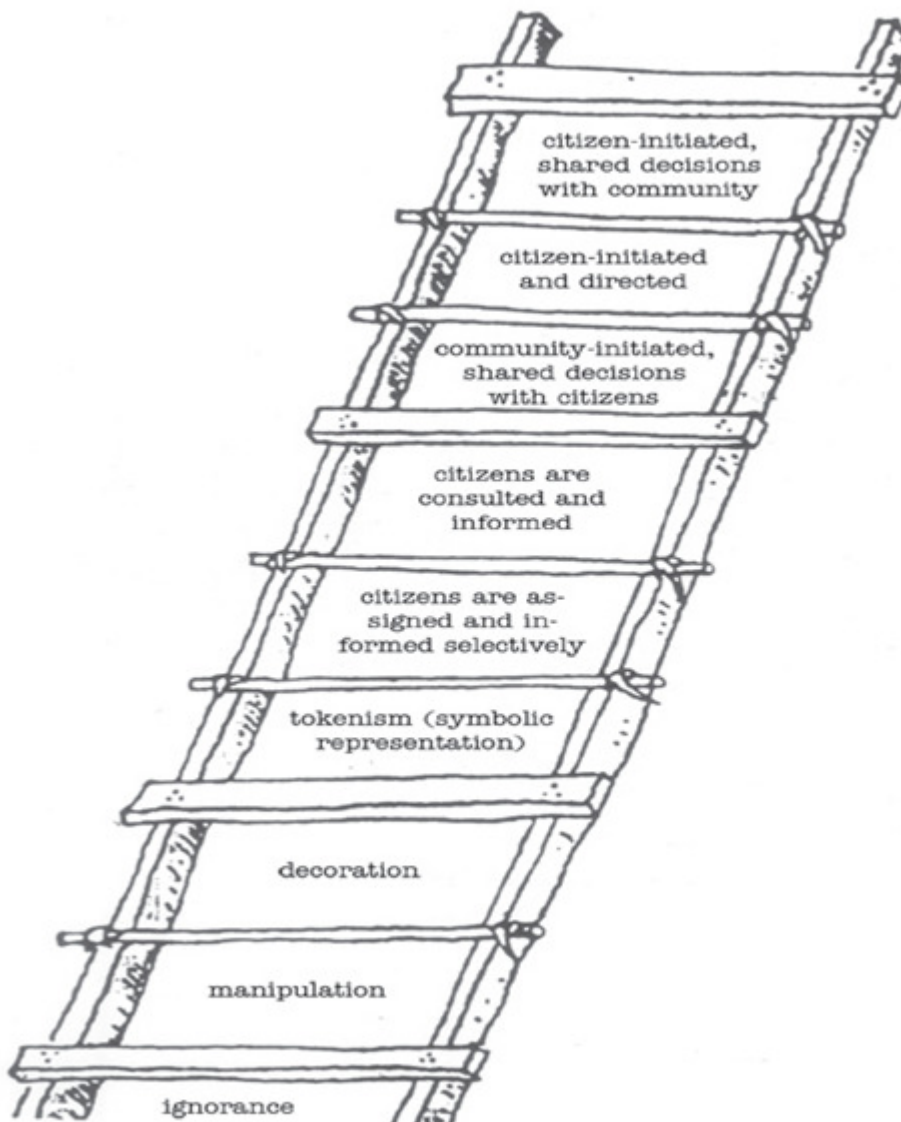
Jans & de Backer

Internal/external versus direct/indirect Youth Participation



Jans & de Backer

Hart's ladder of participation



Field visit to a local project

1. Title	Field visit to local project: ARPOMT
2. Date	<i>24/09/2009 Evening</i>
3. Authors	<i>Nadine Lyamouri-Bajja</i>
4. Background	<i>Participants have worked together on Social Rights and Human Rights for a few days. Before moving on to the practical project development part of the course, a field visit to a concrete local project should take place in order to share one local reality on Disadvantaged Neighbourhoods. As one participant is from Strasbourg, the opportunity was used to visit her organisation's project in a traveller's settlement.</i>
5. Aims	<ul style="list-style-type: none"> to share a common experience on how a local organisation works with young people in Disadvantaged Neighbourhoods
6. Objectives	<ul style="list-style-type: none"> to raise awareness about the challenges faced by young people and youth NGOs working in Disadvantaged Neighbourhoods in Strasbourg to introduce the relevant strategies and projects implemented by a local organisation to provide space for reflection upon any alternative practices of the local organisations in dealing with young people in Disadvantaged Neighbourhoods in comparison with the participant's own practices and projects to provide space for critical analysis of the presented projects (What works? What does not? What could have been better/ different?) to get to know the culture of Roma travelers by spending some time together in their settlement and sharing realities with participants
7. Competences addressed	<ul style="list-style-type: none"> ability to understand other working realities ability to extract the experience and transfer it into own realities and target groups ability to analyse a concrete situation of young people in Disadvantaged Neighbourhoods ability to share experiences in an intercultural environment
8. Methodology and methods	Our participants had been asked to prepare small presentations and/or animations in their reflection groups for the children of the settlement. In the end, the traveller community had been split, so that there were only very little children. Participants arrived in the settlement and were first introduced to the history and situation of travellers by the President of ARPOMT. An exchange of questions and answers followed. Further on, participants played games and sports together with young people from the settlement. The evening was followed by a common meal and some icebreakers. An educational caravan was set up where participants could learn about the history of travellers, their challenges and situations of exclusion, violence and discrimination. Manouche music was played by young people in a relaxed and warm atmosphere.
9. Programme	<ul style="list-style-type: none"> introduction to the community, place and culture common dinner
10. Outcomes	Participants had an opportunity to learn about a culture and community which is strongly excluded and discriminated against, and with whom most participants had never had a chance to interact. The fact that one participant of the LTTc works with this group and

	<p>will be developing her project in that context helped to break the ice and discuss concrete challenges and situations faced by Roma travellers.</p> <p>The exchange was a good mixture of cultural/ leisure activities and educational exchange of experiences and work on access to Social Rights.</p>
11. Evaluation	<p>Participants were extremely thankful and happy about the experience and opportunity to meet Roma travellers. For many of them, own stereotypes were confronted and it was a first opportunity to meet with this community. Although some were worried about the intrusive approach of entering a community with such a big group, participants were satisfied and learnt a lot. It was empowering for the local association and the travellers' group to have such exchange. It contributed a lot to the development of group cohesion and offered a great introduction to project work by having shared a common field experience of exclusion and discrimination. The welcome was very warm and adapted, even if the food was not sufficient for all, and the vegetarian dish had been forgotten.</p> <p>Some participants found the stay a bit too long as they felt they were imposing their presence for too many hours to the hosts.</p> <p>Some members of the community also came to the EYCS one night to visit participants and spend another informal moment together.</p>
12. Follow-up	<p>Julie will be sharing her project development with other participants.</p>



Quality Criteria for youth projects in Disadvantaged Neighbourhoods

1. Title	Quality criteria
2. Date	25/09/09 Morning
3. Authors	PJ Uyttersprot
4. Background	<i>During the preparation meeting the team has set up a list of quality criteria for pax' projects in order to help them develop good local projects in the framework of the LTTC according to the topics of the LTTC.</i>
5. Aims	This session is for participants to get acquainted with these quality criteria, to understand them and to relate them to their realities and project ideas.
6. Objectives	<ul style="list-style-type: none"> • to understand the quality criteria and the related indicators • to evaluate which of these criteria are more useful & or appropriate to their local projects • to reflect on extra criteria and indicators specific to their projects
7. Competences addressed	<ul style="list-style-type: none"> • linking given criteria to their local reality & projects
8. Methodology and methods	Plenary introduction + mentoring groups.
9. Programme	<ul style="list-style-type: none"> • 10 minutes of plenary introduction to the why and what of the criteria • mentoring groups in which each trainer chooses his or her way of working adapted to the group
10. Outcomes	<ul style="list-style-type: none"> • Depending on each mentoring group. • In general we felt that participants understood the criteria and could link them to their projects. • Participants also agreed with the set up criteria and indicators. • Participants started to reflect on the use of this way of working and some of them also found specific quality criteria and indicators to add to the list.
11. Evaluation	<p>The team felt that the chosen method was the most appropriate according to the objectives.</p> <p>The fact to do it in the mentoring groups was helpful to answer to individual questions and remarks, which would have been very long and exhausting in plenary.</p>
12. Follow-up	After these criteria were brought back to their attention once they started more concretely to develop their projects (evaluation phase).
13. Materials and hand-outs	The list of quality criteria (p 19)
15. Required from participants	Their brain and project ideas (p 19) + knowledge about their neighbourhood (p 19)

Assesment training needs

1. Title	Training needs
2. Date	25/09/2009 Morning
3. Authors	Alexandra Raykova
4. Background	<p><i>The methodology of the Initial seminar was designed in a way that will help participants to develop various competences related to access to Social Rights of young people from Disadvantaged Neighbourhood.</i></p> <p><i>Among others during the first week of the seminar the participants worked with concepts such as: Disadvantaged Neighbourhood, Human Rights and Social Rights, social cohesion, Youth Participation, etc. However the team decided that is important before entering the project work to provide space to participants to reflect and identify any remaining training needs that could be addressed trough workshops. Theretofore a session on identifying training needs is proposed. Within that the participants will have possibility to also look again into their pre-course self-assessment questionnaires. Further to that the team will propose a final list with workshop themes and participants will be invited to make a final choice for workshops, which they would like to attend.</i></p>
5. Aims	<ul style="list-style-type: none"> • to support the learning process of participants by providing them possibility to reflect on their competences and to identify their further training needs in relation to youth work in Disadvantaged Neighbourhood as well as their project implementation
6. Objectives	<ul style="list-style-type: none"> • to provide space to participants to reflect of their competences • provide space to identify their remaining training needs • to introduce the following steps on organising the workshops
7. Competences addressed	<ul style="list-style-type: none"> • self-assessment • ability to identify learning needs • ability to set learning priorities
8. Methodology and methods	<p>The session will take place in plenary. The team will propose a list of topic for workshops identified on the bases of previously expressed needs by participants.</p> <p>Each of the participants will receive their PCQs and some post-its to indicate their training needs or any additional topics to introduce. Once collected the post-its the team will indicate which workshops are likely to take place considering the number of the interested participants.</p> <p>A list with participants interested to propose workshops on the topics will be collected.</p>
9. Programme	See above
10. Outcomes	<p>The team has identified a list of 6 topics for workshops:</p> <ul style="list-style-type: none"> ↪ Social Rights (19) ↪ Human Rights Education (19) ↪ intercultural learning (19) ↪ conflict transformation (19) ↪ presentation skills (19) ↪ media and fundraising (19) <p>In addition a workshop on Fundraising at local level and working with media was proposed as well as working groups on Sharing practices on working on Social Rights.</p> <p>A list with the choice of the participants and additional topics was prepared by the team in order to finalise the workshops schedule.</p>

	A schedule with a final list of workshops was presented to participants. <i>See Workshops (page 19).</i>
11. Evaluation	None so far from participants. There could be in the evaluation forms.
12. Follow-up	Some of the topics proposed for group discussion were further proposed and took place within the Open Space session.
13. Materials and hand-outs	PCQs (pre-course self-assessment questionnaires) completed by participants (see page 19).



Project development & practice phase

1. Title	Project development
2. Date	26/09/2009 Afternoon, 27/09/2009 Afternoon, 28/09/2009 Morning, 29/09/2009 Morning
3. Authors	PJ Uyttersprot
4. Background	<i>Participant arrived with a project idea, and had the chance to present it during 1 minute to the others.</i>
5. Aims	<ul style="list-style-type: none"> • participants get the individual possibility to develop their project ideas supported by the mentoring groups and the designed trainer following the project development form • participants prepare a presentation
6. Objectives	<ul style="list-style-type: none"> • to allow participants to develop quality projects aiming at improving access to social rights for young people from disadvantaged neighbourhoods they work with • participants understand the logic in the steps and project elements • participants use their peers to get constructive feed back on their projects
7. Competences addressed	<ul style="list-style-type: none"> • analysing their realities • formulating & description competences • giving and receiving feed back
8. Methodology and methods	Individual reflection and work, small group work and mentoring. <ul style="list-style-type: none"> • inputs • self reflection • small group work • mentoring groups
9. Programme	<p>In the beginning of the first session, the team gave an input on</p> <ul style="list-style-type: none"> • What is a project? • Project lifecycle • What is an aim (linking with the LTTC & local example) • What is an objective (linking with the LTTC & local example) <p>Then they went into mentoring groups where we checked if all is clear and give them the first project development steps.</p> <p>Then they worked individual on the first steps. Each mentoring group organised as they chose e.g. meeting before the diner / lunch, or everybody together in plenary to see how things were going.</p> <p>This process was more or less the same for each moment on project work. This way the team gave participants each day some new steps depending on their advancements.</p> <p>The team gave specific inputs on:</p> <ul style="list-style-type: none"> • methods / methodology / educational approach • evaluation • presentations
10. Outcomes	<p>Participants reflected and worked on their project ideas and made it more adapted to their realities and to the topics of the LTTC.</p> <p>They took time to write (and type) the ideas down and shared it within the mentoring groups and have put it on the platform so that all can take a look at it.</p> <p>Each of the participants has presented it to the others and to some of the partners (Jean Claude Lazarro from EYF and Alexander Bartling from the CLRAE).</p> <p>The participants can go home with a concrete action plan to continue working on their projects.</p>

11. Evaluation	Mostly inside the mentoring groups the trainers had a view on the quality and feasibility of the different projects. By the presentations all the people also got a little idea of the different projects. The evaluation of the different projects and their development will be ongoing all through the third phase of the project mostly by the mentoring groups. Generally speaking most of the participants found the project development sessions very useful. The team also was very satisfied with the work produced by participants as well as with their engagement in the given time and we look hopeful to the following year to see the concrete implementation.
12. Follow-up	This work will be followed up using the mentoring groups after the meeting by means agreed upon in each mentoring group.
13. Materials and hand-outs	The project development form.
14. E-learning unit related	Participants each have a page in the forum where they post their project ideas and when they progress, they will each time upload the newest version. This will be followed by the mentor in charge of the project.
15. Required from participants	Hard work. They need to put their results on the platform after the different steps so others can take a look at them.
16. Appendices	Project development form (below).

Project development form

Step 1

1/ For Whom is the project?

Your target group (age, specificities...) and how many people do you aim to reach directly?

2/ Who is running the project?

Your project group, who, number of people...

3/ What is the place of the project in the overall strategy of your organisation?

How many of the people in the organisation will actually beside you work on this project?

Step 2

Please give a short and clear description of your project.

Step 3

WHY is this project needed?

The identified needs (needs / problems of young people in your neighbourhood) and how did you identified those needs?

Step 4

1/ What is the Aim of your project?

What do you want to achieve, change? What do you want to have in the end?

Please try to write the overall aim in 1 or maximum 2 sentences in a clear and understandable manner including answers to Who, Why, What, when, where and how?

2/ The objectives of your project?

Through what steps do you achieve the above aim?

Objectives should be SMART? (Specific, measurable, achievable, relevant and timeframe)

Step 5

Could you please describe **the educational approach** you will use for the project?

Step 6

What concrete activities you need to do in order to achieve your aim and objectives (please refer the activities to the objectives)

ACTIVITIES (in chronological order if you can).

Can you place the project (maybe divided into activities) into the “**ladder of participation**”?

YOUNG PEOPLE MANIPULATED

YOUNG PEOPLE AS DECORATION

YOUNG PEOPLE TOKENISED

YOUNG PEOPLE ASSIGNED AND INFORMED

YOUNG PEOPLE CONSULTED AND INFORMED

ADULT INITIATED, SHARED DECISION MAKING

YOUNG PEOPLE LED AND INITIATED

SHARED DECISION MAKING

Step 7

1/ **The resources** (people, financial, logistical, material ...) you will need. Please specify which you have and which you will need to find.

Also reflect on the resources the LTTC & Council of Europe offers you and how and when you might use them.

2/ Who will be your concrete **partners** in this project? (other actors in the neighbourhood that will concretely work with you in this project).

Step 8

Please frame your project to the topic of the LTTC

Activity	Related Objective	Related Social Right	Indicators

Step 9

Do you use **Human rights education** in your project? Y/N and how and why?

Do you use **Non formal education** principles in your project? Y/N and how and why?

Step 10

The **ACTION PLAN** (what needs to be done by when once you get back home and who will do it?)

WHAT needs to be done	WHO will do it?	DEADLINE by when should it be done

Step 11

Evaluation

How do you plan the transversal evaluation?

Please look at your objectives, your indicators

WHEN	HOW	WHO IS INVOLVED

Step 12

1/ How do you intend to make your project and your results **visible** to the LTTC group and to the other people from the neighbourhood?

2/ How do you plan possible **Follow Up** after this project within your organisation?

Step 13

The **BUDGET**

IN		OUT	
WHAT	PRICE	WHAT	PRICE
TOTAL	X=	TOTAL	Y=
IMPORTANT !! X = Y			

Competence development workshops

1. Title	Workshops on competences development
2. Date	27/09/2009, 9h15-13h
3. Authors	Matteo Fornaca, Athanasios (Sakis) Krezios
4. Background	<i>During the seminar, participant have the opportunity to express which competencies they would need to develop further: this analysis happens during the mid - evaluation, can be a result of reflection groups, and is a result of the reflections of the team on the needs of participants.</i>
5. Aims	<ul style="list-style-type: none"> to develop further relevant competencies according to the participants' needs
6. Objectives	<ul style="list-style-type: none"> to confront the needs expressed by participants with the overall programme to organise a structured way to develop participants competencies according to their learning needs to organise 2 to 6 workshops on topics relevant to the 2 years programme
7. Competences addressed	<ul style="list-style-type: none"> Social Rights Human Rights Education intercultural learning conflict transformation presentation skills media and fundraising
8. Methodology and methods	Different interactive workshops
9. Programme	<ul style="list-style-type: none"> On friday 25th participants have the chance to express which competencies they would develop during the initial seminar. On sunday 27th 2 rounds of workshops take place. Identified needs to develop on the basis of the reflection groups and of the assessment done on the 25th are: <ul style="list-style-type: none"> ↪ Social Rights (19) ↪ Human Rights Education (19) ↪ intercultural learning (19) ↪ conflict transformation (19) ↪ presentation skills (19) ↪ media and fundraising (19) <p>Participants could attend 2 workshops, the 1st one from 9h30 to 11h, the 2nd from 11h30 to 13h.</p>
10. Outcomes	Participants agreed on the need to develop some key concepts in a more structured way, also because the perception of some issues is different in different countries. Some participants had the chance for their first time to explore some group dynamics, or to challenge themselves.
11. Evaluation	Some of the participants are very experienced and, and for them it's been useful to explore more in details some of the key concepts of the LTTC. For less experienced participants it's been important to get to know more. In general, it seems that, during such a long seminar, especially while working hard on projects, giving the chance to participants to explore more what they are working on and what are their needs is useful for the project development itself. Also considering that the needs identified will be explored using the e-learning.

12. Follow-up	The workshops have been the beginning of a process of development of competencies and skills involving the needs of participants, their self assessment and the key contents of the LTTC. The e-learning will follow this path, and the units planned are in this direction.
13. Materials and hand-outs	Standard seminar gear (markers, paper), manuals (T-Kits, Compass, Education Pack), Social Charter.
14. E-learning unit related	Upcoming units on HR, HRE, Social Rights (19)



Workshop on Human Rights Education

1. Title	Workshops on Human Rights Education
2. Date	27/09/2009, 9h15-11h
3. Authors	Matteo Fornaca
4. Background	<i>During the seminar, participant had the opportunity to explore HRE and to reflect on the role of NFE. Still, some of them expressed the need to develop further competencies on it.</i>
5. Aims	<ul style="list-style-type: none"> • to develop further competencies related to HRE
6. Objectives	<ul style="list-style-type: none"> • to experience new activities from Compass • to reflect on the development of some NFE activities and, in particular, on the development of the Compass manual throughout the CoE • to experience and acquire knowledges on different educational approaches in the Compass manual • to reflect on HRE in practice
7. Competences addressed	<ul style="list-style-type: none"> • critical thinking • the ability to apply HRE in different projects • the ability to choose the right activity in the right situation
8. Methodology and methods	Intercative WS and input on HRE and the Compass
9. Programme	<ul style="list-style-type: none"> • workshop “take a step forward” + debriefing • input on HRE and Compass manual, Questions & Answers
10. Outcomes	Some of the participants already knew the activity, but it has been done in a slightly different way from usual: different participants had the same character, so we could also work on the difference in perception. In general, participants found useful to explore new methods and also to feel part of a long process: they already had some experience with NFE but they didn't know very much about it.
11. Evaluation	It's really important, although this is not a Training of Trainers, to keep in mind that many participants will make use of HRE in their projects: for this reason I think it should be clear the role of it, why it's been developed, which competencies it addresses. After the WS they had a general view of Compass and HRE.
12. Follow-up	As mentioned before, many participants will use HRE within their projects. This is why in the e-learning phase we will work on the development of competencies related to it, and we will be in close touch with mentees working with HRE.
13. Materials and hand-outs	Standard seminar gear (markers, paper), manuals (T-Kits, Compass, Education Pack).
14. E-learning unit related	Upcoming units on HR, HRE, Social Rights (📄 19)

Workshop on Social Rights

1. Title	Workshop on Social Rights
2. Date	<i>27/09/2009 Morning</i>
3. Authors	<i>Alexandra Raykova</i>
4. Background	<i>The workshop on Social Rights was proposed by the team and there was high number of participants interested to participate in it.</i>
5. Aims	<ul style="list-style-type: none"> to enable participants to understand better Social Rights and to consider some possible strategies and instruments, which could be used in planning and implementing their projects on the theme of the LTTC
6. Objectives	<ul style="list-style-type: none"> to enable participants to recognise and define Social Rights to introduce the Social Charter (as CoE instrument to promote Social Rights, (including background and mechanisms, etc.) to define possible working strategies on promotion of Social Rights of young people from Disadvantaged Neighbourhood to provide space to exchange working practices to raise critical reflection on the link with participants projects
7. Competences addressed	<ul style="list-style-type: none"> understanding of Social Rights experience in various working strategies to address access to Social Rights of young people from Disadvantaged Neighbourhood ability to share practices critical reflection on the link between access to Social Rights and the project proposals developed by participants
8. Methodology and methods	<p>The expectations of participants will be collected and the content of the workshop will be introduced and discussed with the participants; The starting point for the workshop will be to clarify “What are the Social Rights?”. An input on the brief version of the Social Charter will be used for that. Questions and comments will be collected and lead to a discussion with participants. Further a question on whether and how their projects are addressing Social Rights will be raised. The participants will be divided in two groups to work on two case studies addressing the access to Social Rights of young people in Disadvantaged Neighbourhood. The groups will feedback the results and a general list on some possible strategies to work on Social Rights in Disadvantaged Neighbourhood will be created. Participants will have possibility to share own experience and to present any relevant practice. Finally the workshop will be briefly evaluated by participants.</p>
9. Programme	<ul style="list-style-type: none"> opening the workshop expectations introduction to the workshop introduction to the Social Charter case studies feedback and list of strategies evaluation
10. Outcomes	<p>In the workshop was clarified what are Social Rights. The Social Charter was introduced as a concrete CoE instrument on promotion of Social Rights.</p> <p>Participants got to reflect and work on a concrete strategy to address access to Social Rights with young people in Disadvantaged Neighbourhoods and to reflect on their own project proposal from a Social Rights perspective.</p>

	A list with strategies was proposed by participants.
11. Evaluation	The “dart board” was used as an evaluation method. In both workshops apart of one who has evaluated the workshop as very good the rest of the participants placed their evaluation in the centre of the dart or almost in it.
12. Follow-up	The workshop has to be up-loaded on the platform. It could be possible to come at later point on the question of the working strategies and practices in working on Social Rights with young people from Disadvantaged Neighbourhood and add on the list or discuss how we can use it further.
13. Materials and hand-outs	Social Charter in brief from COMPASS Case studies
14. E-learning unit related	The workshop will be up-loaded on the e-platform
16. Appendices	PPT presentation on the Social Charter case studies List of points from the feedback

From the powerpoint on the Social Charter

Rights guaranteed by the Social Charter

Housing:

- construction of housing in accordance with families' needs
- reduction in the number of homeless persons
- universally assured access to decent, affordable housing
- equal access to social housing for foreigners

Health:

- accessible, effective health care facilities for the entire population
- policy for preventing illness with, in particular, the guarantee of a healthy environment
- elimination of occupational hazards so as to ensure that health and safety at work are provided for by law and guaranteed in practice

Education:

- a ban on work by children under the age of 15
- free primary and secondary education
- free vocational guidance services
- initial and further vocational training
- access to university and other forms of higher education solely on the basis of personal merit

Employment:

- a social and economic policy designed to ensure full employment
- the right to earn one's living in an occupation freely entered upon
- fair working conditions as regards pay and working hours
- action to combat sexual and psychological harassment
- prohibition of forced labour
- freedom to form trade unions and employers' organisations to defend economic and social interests; individual freedom to decide whether or not to join them
- promotion of joint consultation, collective bargaining, conciliation and voluntary arbitration
- the right to strike

Social protection:

- the right to social security, social welfare and social services
- the right to be protected against poverty and social exclusion
- special measures catering for families and the elderly

Movement of persons:

- simplification of immigration formalities for European workers
- the right to family reunion
- the right of non-resident foreigners to emergency assistance up until repatriation
- procedural safeguards in the event of expulsion

Non-discrimination:

- the right of women and men to equal treatment and equal opportunities in employment
- a guarantee that all the rights set out in the Charter apply regardless of race, sex, age, colour, language, religion, opinions, national origin, social background, state of health or association with a national minority

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Case study 1

You are a youth NGO working in Disadvantaged Neighbourhood in country X. The neighbourhood has multiple problems and has a very bad image in the entire country. In order to gain political credits some politicians stated that they/respectively their government will solve „the problem“ or will „clean“ the neighbourhood. The young people in the neighbourhood are very passive and do not believe in any perspectives about future. Most of them are second generation immigrants and have an identity problem. The level of unemployment and drug abuse among them is very high. Recently there was a case where some young people from the neighbourhood destroyed a private property. Many young people were arrested by the police. This act led to polarisation in the public opinion and raised debate about the need of action in this neighbourhood.

You have organised urgently a meeting of your organisation in order to discuss:

- How are you going to address this situation?
- What are the immediate actions that you will undertake as NGOs?
- What are the working approaches/strategies that you would use in long term period?

Feedback Case 1

Immediate actions:

- neighbourhood meeting with all actors
- invite politicians and demand respect and clarify positions
- talk with the group
- propose an alternative activity (fun..)
- contact other actors on the field
- explore ideas/meet gov.
- Trust building/find examples
- engage the group with local authorities
- publicise positive aspects/+ media
- work with the majority

Long-term strategy:

- set up local association
- transform the conflict
- channel energies
- work on daily bases
- address public opinion/images
- social regeneration
- PPP public private partnership
- consultation with the community
- social enterprises (ownership)
- training
- physical regeneration
- ongoing support
- continue maintaining link with young people + young people from Disadvantaged Neighbourhood

Case 2

You are members of an NGO that is based in the capital of the country Y.
You are working on different issues from access to health care to anti-racism.

Recently in the country side there was a case where a group of skinheads attacked small neighbourhood populated by a large ethnic minority and burned some houses. A 5 years old child and his father died.

This ethnic minority is facing a number of Human Rights violations and their Social Rights in particular are in question. The public opinion is polarised. A debate started in media recently too, that something has to be done..

Your organisation is concerned and wants to start working on the issues of this minority.
You have organised urgently a meeting of your organisation in order to discuss:

- How are you going to address this situation?
- What are the immediate actions that you will undertake as NGOs?
- What are the working approaches/strategies that you would use in long term period?

Feedback Case 2

Immediate actions:

- examine the situation
- get in touch with other NGOs
- voice the problem in media
- organise meeting with other minority representatives in order to prepare policy recommendations
- policy recommendations
- humanitarian aid
- decrease the tension
- get the youth leaders to speak with them
- get more info
- consult community on the needs
- write a statement
- building networks
- start a campaign

- organise demonstration (incl. other NGOs that are working on the issues)
- minority dialogue with LA
- empower the community
- majority/minority dialogue / interaction anti-bias approach
- change of mentality
- convict the perpetrators (recognise as act of racism and not just as incident)

Long-term strategy:

- dialogue between majorities/ minorities + (government) to prevent future practices
- improve the living conditions
- set group wg to work with the gov. to present work on measures
- get in touch with the leader of the skinhead group

Other:

- collect information/be informed
- address local problems /be concrete
- raise awareness on Social Rights (HRE)
- intercultural dialogue
- advocate policy change
- change image of the community + young people/visibility
- litigation
- use international instruments
- disseminate results



Workshop on conflict transformation

1. Title	Workshop on conflict transformation
2. Date	27/09/2009 Morning
3. Authors	Nadine Lyamouri-Bajja
4. Background	<i>The workshop on conflict transformation was initially proposed by the trainer's team but raised a lot of interest by participants.</i>
5. Aims	The aim of this workshop was to introduce participants to conflict transformation theory and practice through the experience of their own conflict behaviour
6. Objectives	<ul style="list-style-type: none"> • to provide participants with space to analyse and understand their own conflict management strategies • to introduce participants to main conflict transformation theory • to share experiences on concrete conflicts faced by participants in their work in disadvantaged neighbourhoods • to introduce participants to possible methods of working on conflict with young people
7. Competences addressed	<ul style="list-style-type: none"> • the ability to analyse and understand own behaviours in conflict situations • the ability to understand conflict theories • the ability to transfer some theories into their local practice in Disadvantaged Neighbourhoods
8. Methodology and methods	The workshop focused first on participants' individual reflection on their approach to conflict. They then worked in pairs on the way they deal with conflicts in general. This was followed by group work on sharing real conflicts experienced by participants in their work practice. Basic forum theatre methods were used to present the result of their discussions (statues)- other participants could intervene and propose constructive changes. Discussion and short theoretical input followed.
9. Programme	<ul style="list-style-type: none"> • introduction to the workshop • expectations • exercise: I am conflict... • group work: exchange of experiences on concrete conflicts • statue presentation • discussion • short presentation to conflict transformation theory • evaluation
10. Outcomes	Participants' main expectation was to get tools to work with their young people in conflict situations. The workshop brought various methods of working on/with conflict and enabled participants to become aware of their own behaviour and other peoples' behaviour. The second part of the workshop helped them to analyse a concrete real conflict and to propose solutions to overcome these together. The opportunity to share concrete situations and think of common ways to overcome them was empowering for participants. The input was very appreciated to wrap up and put it all into a theoretical framework.
11. Evaluation	Participants regretted that time was so short and that none of the steps could be done deeply. A whole morning would have been needed. The workshop nevertheless gave them some concrete information and ideas on how to tackle conflict with young people in Disadvantaged Neighbourhoods. Through sharing real experiences, they also got encouraged and confirmed in their practice as youth

	workers, as they shared concrete tips on how to deal with some situations all of them seem to face equally.
12. Follow-up	The workshop results and presentations still need to be uploaded on the platform
13. Materials and hand-outs	When I get angry...booklet
16. Appendices	Ppt presentation Instructions for activities

From the powerpoint presentation

What is conflict?

- in the most violent form
- conflict through the media
- conflict in your immediate environment, in your work, in your organisations
- conflicts within yourself, e.g. when your personal values clash with the environment you live in

Different types of conflict

Conflict can be:

- inter-, intra- personal
- cultural, ethnic, religious, socio-economic, political, class, etc.
- inter-community, inter-group, organisational
- gender, homosexual/heterosexual, generational, minority/ majority
- civil, local, national, regional, international
- military, armed, violent

How can we understand conflict ?

- Who are the parties involved?
- What are the parties' interests, needs?
- What are the conflict's causes?

Reasons for conflicts

- Personal: Needs for confidence, trust, appreciation, etc.challenged
- Values: Personal, cultural, political values, which are worth dying for
- Interests: How to share ressources (money, space, things, time)
- Instrumental: Disagreements on goals, methods, structures, and procedures

Conflict can be defined...

- Negatively:
 - a fight for struggle
 - a disagreement between people with different ideas and beliefs
 - a clash of ideas, interests, behaviours or two or more individuals or groups
- But also positively:
 - an honest confrontation that honours diversity, creates environments where differences can be expressed
 - an integral dynamic in the growth and development of individuals and groups.
- **Conflict as a process of learning and growth**

Conflict can also be defined as a natural interaction between two individuals and/or groups with different values, interests or needs, which changes over the time.

Approaches to dealing with conflict:

- conflict avoidance

- conflict prevention
- conflict resolution
- conflict management
- conflict transformation

Conflict transformation is...

- A process by which a conflict is changed in a creative way so that it is no longer destructive and becomes constructive
- A process that allows people to express diversity and deal responsibly with conflicts that arise in their environment



Language and behaviour that...

... escalate the conflict	... de-escalate the conflict
<ul style="list-style-type: none"> • interrupting • asking closed questions • ignoring • rejecting body language • focusing on the person (blaming) • generalise • focusing on the past • making 'you'-statements 	<ul style="list-style-type: none"> • listening • asking open questions • show interest • open body language • focusing on the problem (show understanding) • give specific/concrete examples • focusing on the future • making 'I'-statements

Non-violent communication

- Marshall B. Rosenberg: „Non violent communication“
- separate observations from judgments
- learn to formulate
 1. observations
 2. feelings
 3. needs
 4. demands

- Example: „You don't love me anymore“ (judgment and observation are mixed, we talk about the other person's feelings).

Conflict ≠ Violence

- Here is a table describing different types of violence and conflict, going from small-scale violence to full-scale wars.
- However, not all conflicts are violent.

Small-scale →

→ Large-scale

Domestic Violence	Group violence	Violence through-out society	Violence of a state against its citizens	War within a country	Regional war	International war
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Perceptions in conflict

- Of the other:
 - Negative - The others have a different culture, they can't understand us, they are the ones to blame.
 - Positive - The others are more clever than us, they enjoy more privileges.
- Of oneself:
 - Negative - I have no power to do anything in this conflict.
 - Positive - We are the honest and truthful party in this conflict.

Attribution theory

- Ingroup favourisation
- outgroup discrimination
- Common goals as conflict resolution?
- Sherif, M.(1966): Summercamp Experiments
- Zimbardo: Stanford prison experiment

Instructions for conflict transformation workshop activities

I am conflict:

In the beginning of the workshop, I placed myself in the middle of the room and told participants that I am conflict. I then invited them to place themselves around me according to how they usually deal with conflict. Everyone then had an opportunity to explain why they were standing where they were standing and what it said about themselves.

I get angry when...

Participants were asked to sit in pairs. Each pair got a booklet with 11 unfinished sentences to be completed by them. For each sentence, each one of them should share their approach with their pair, before moving on to the next sentence.

- 1) I get angry when...
- 2) When I get angry, I....
- 3) When someone I like hurts me, I...
- 4) What I do to calm down is....
- 5) When I see a conflict starting between people, I....
- 6) Now I feel....
- 7) Conflict can be positive for me when....
- 8) I think that when you are openly confronted in front of other people, you...
- 9) When my boss gives me less responsibilities because I'm a young person, I...
- 10) When the young people I work with get into conflict, I...
- 11) To improve my conflict resolution strategies, I have to....

Statues

Participants were asked to split into 3 groups. In each group, everyone shared one conflict they faced in relation to their work. They were then asked to pick one which was most representative of the group and to present it as a statue. The 3 groups then got together, and each of them presented their statue. Participants could come on stage and propose one concrete change in the statue in order to improve the situation. A discussion followed on what the statues represented and what was interpreted by the audience.



Workshop on intercultural learning

1. Title	Workshop on intercultural learning
2. Date	27/09/2009 Morning
3. Authors	Nadine Lyamouri-Bajja
4. Background	<i>The workshop on intercultural learning was initially proposed by the trainer's team but raised a lot of interest by participants.</i>
5. Aims	<ul style="list-style-type: none"> • The aim of this workshop was to provide space for deepening participants' understanding and knowledge of intercultural learning with regards to youth work with young people from Disadvantaged Neighbourhoods
6. Objectives	<ul style="list-style-type: none"> • to make participants aware of the importance and relevance of intercultural learning in youth work, specifically with young people with minority background <ul style="list-style-type: none"> ▪ to give participants a space to share their challenges and experiences in using intercultural learning in their local reality ▪ to analyse the processes of intercultural learning and its use in non formal education youth work ▪ to get participants to critically reflect on their own practices and limits on intercultural learning
7. Competences addressed	<ul style="list-style-type: none"> ▪ the ability to use intercultural learning as a tool for working with young people ▪ the ability to analyse one's own behaviours and challenges when working in multicultural contexts ▪ the ability to understand the meaning of intercultural learning and its educational purpose
8. Methodology and methods	<p>This workshop gave participants the opportunity to experience their own behaviour and limits in ICL through an exercise which challenged participants' stereotypes and prejudices and made them think about their own values and limits.</p> <p>Finally, a theoretical input helped to conclude and wrap up the discussions in the group and redefine what intercultural learning is/isn't.</p>
9. Programme	<ul style="list-style-type: none"> • introduction to the workshop • expectations • introduction to abigail (2 groups) • debriefing and discussion short presentation on intercultural learning • wrap up • evaluation
10. Outcomes	<p>Although participants' expectations were quite different, they all managed to make own conclusions on the challenges of intercultural learning through the individual exercise first, and then by having to compromise on values which were more or less important to them. Whereas some participants simply refused to do it, others got frustrated by trying to compromise with themselves and with others. An interesting conversation followed on what intercultural learning is and how much we can actually learn and know about other cultures. Participants understood that "culture" is not a static concept, and that intercultural learning is about more than sharing food and music. Participants then transferred the exercise and the discussions to their reality with young people in Disadvantaged Neighbourhoods and how intercultural conflicts could be tackled.</p> <p>In order to introduce an additional discussion on gender and culture,</p>

	the two groups worked on a different scenario as in one case all genders in Abigail had been inverted. This enabled the group to discuss whether in certain cases a situation was more acceptable than in another.
11. Evaluation	Participants appreciated the opportunity to work first on their own value system and then in groups. They said that it really helped them to become conscious on some of their own limits and intolerance. The final short presentation was successful as it enabled participants to wrap up and summarise their ideas. Running the workshop bilingually was challenging as it took more time and cut off some of the spontaneous discussions.
12. Follow-up	The workshop results and presentations still need to be uploaded on the platform
13. Materials and hand-outs	Abigail, Education Pack page...
16. Appendices	Ppt presentation

From the powerpoint presentation

What is learning: 3 kinds

- cognitive learning: knowledge and beliefs
- emotional learning: feelings, nothing more than feelings
- behavioural learning: the visible part of learning

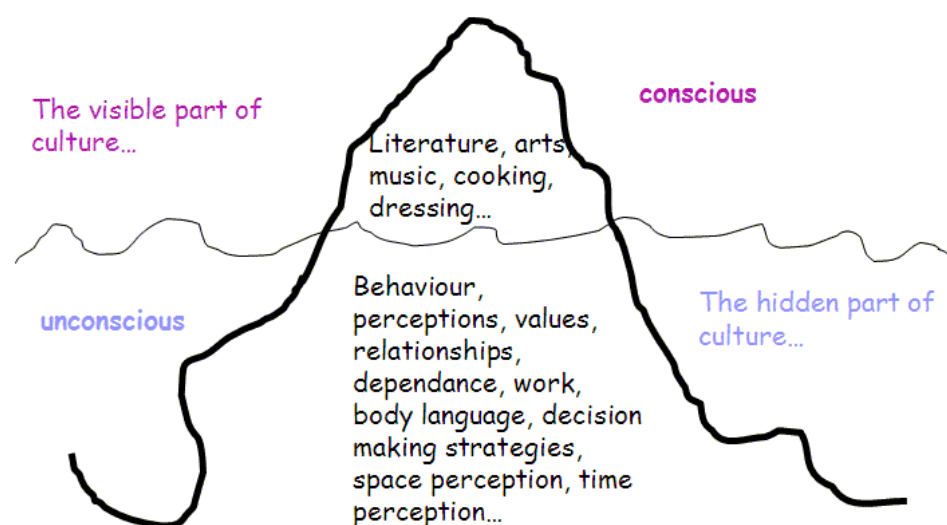
What is intercultural learning about?

- How to go beyond our mental borders in order to discover how rich our culture makes us?
- How to perceive others who are especially different from us?
- Fostering respect, promoting dignity amongst cultures.

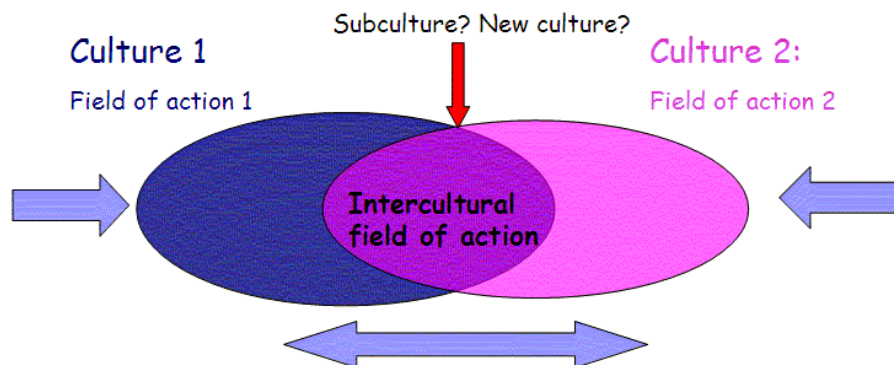
What makes me a cultural being?

- values, perceptions, beliefs, tastes, habits,...

The iceberg model of culture...



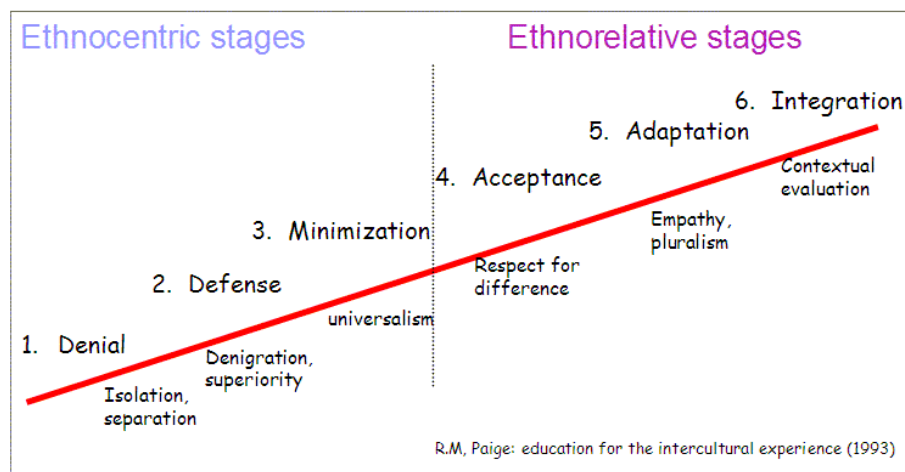
When cultures meet...



Different cultural interpretations of...

- time (overlapping/ chronological)
- space (private/ public)
- distance/ proximity (body contact)
- communication (direct/ indirect)
- focus (subject-relation/ object-cause)

A development model on intercultural sensitivity:



Just try to...

- observe
- think about yourself
- be curious (look, listen, taste,...)
- explore

Workshop on media and fundraising

Useful tips by Danijela Lovric

Statement: You need media to get fundraising

How to prepare a press release

- You should have an activity or event in order to send a press release.
- Be specific and concise. Your text should not be longer than one page, otherwise it will probably be not read.
- Find a discreet way to thank your sponsors, so as not to make it look like advertising. Ex. "This activity would not have been possible without the support of BlaBla and Co"
- It is recommendable to get other people to talk about your work, such as beneficiaries, students, members of your institutions, etc. This will show everyone that it is not about you, but about the people.

How to find sponsors

- Never ask for money, ask for products. 90% of the times the sponsorships are in the form of a useful product, such as refreshments for a workshop, chocolates, pencils, or even furniture or used computers.
- The sequence followed to contact a possible sponsor is:
send a fax or e-mail b) call them c) send a fax again d) call again
Most of the times, they do not respond immediately, so you may have to insist, but always in a very polite a diplomatic way. Also, make sure you do this some weeks in advance, because this process may take time.
- The person you need to conquer to get to the director of a company is usually the secretary. She has the power, so be nice to her. Always call her "miss" on the phone. This is a nice compliment. Be polite, but also concise, specific and determined. Sound sure of what you are talking about. Never smoke, drink or eat during a telephone conversation.
Ask for a small amount of products first.
- Make sure you thank your sponsors afterwards, by sending a thank you note, preferably by post. Do not forget to mention the names of the people who helped you, i.e. the secretary and the director and anyone else involved.
- The sponsors need motivation to offer their help and the strongest motivation for them is publicity.
It is good to mention your sponsors in press briefings and articles about your activities, so afterwards, fax this article over to your sponsors to see that you are promoting their product. You can even take a picture of people of your organisation with the logo of the sponsoring company right behind them.
- Keep a contact with your sponsors. You may need them again.
- Ask the local authorities for their support.
If you want to organise an event and enrich it with shows and performances, try contacting the local authorities and municipalities. Most communities have their own traditional dancers or musicians, whom they can offer to organise shows that will advertise the city. Now, if you do not want to include these artists, you can only ask for their equipment (instruments, costumes etc.). Therefore, you will organise an event which will be with the support of the community. Media and sponsors prefer this kind of activities. Usually, the local authorities also offer installations and most of the times this kind of events have a small entry fee, which will help you raise some money.
- To get money, you should invest some money.
Prepare a leaflet/brochure with photos and activities of your organisation. In one part of the leaflet, note down some bank information so as to encourage people to donate

some money. You could make it in the form of a telephone bill, where in the space where the amount of money to be given is usually mentioned, you can write something like 1 euro. There are people who are willing to donate money, and even a humble amount such as one euro, given by many members of the community can be a useful help.



Workshops on presentation skills

1. Title	Presentation skills
2. Date	27/09/09, 09h30-11h
3. Authors	PJ Uyttersprot
4. Background	<i>Some participants expressed the need to work on their presentation skills linked to the 1 minute presentation they had done before of their project.</i>
5. Aims	<ul style="list-style-type: none"> • participants express their fears and weak points they feel they have concerning presenting something and by doing a presentation they get feed back from others
6. Objectives	<ul style="list-style-type: none"> • participants name their weak points they consider they have concerning presenting something • participants present something they wish and evaluate themselves • participants get and give feedback concerning their presentation skills to each other
7. Competences addressed	<ul style="list-style-type: none"> • managing nervousness • organisational skills • general communication skills
8. Methodology and methods	<ul style="list-style-type: none"> • self reflection • presenting their project • feedback (giving & getting)
9. Programme	<p>Participants where asked why they chose this workshop and what they feel are their working points.</p> <p>Each of them prepares a presentation of their project (short)</p> <p>They presented 1 by 1 and after each person we gave a short feedback.</p> <p>In the end we looked at a general ppt on presentation skills.</p>
10. Outcomes	<p>Participants where happy with the workshop, they felt it was a useful exercise to get over some basic fears of presenting something.</p> <p>They also were very constructive and willing in giving each other feedback and felt it helped the others as well as themselves in their self reflection and work on their skills.</p> <p>By watching and listening to the others they felt like they also discovered about themselves and started to take the remarks into consideration when they had to present next.</p>
11. Evaluation	<p>The main problem was that I (PJ) had to translate everything all the time so it gave only very short time to go deep in certain things and it made us lose some time but participants understood it.</p> <p>But beside this I was satisfied with the general and individual results of the workshop.</p> <p>The participants were very active and participative and had very good reflections on themselves and very concrete and positive feedback on each other.</p>
12. Follow-up	<p>Hopefully they take the outcomes into consideration further down the road.</p> <p>But as it was only a workshop for part it was not concretely followed up in the programme.</p>
13. Materials and hand-outs	Power point presentation on the platform - summary below

Powerpoint: Preparation is the Key

Preparation/Planning is the first step on the ladder to success

- Think about the subject (Material), about the Audience and about Yourself

Complete the following sentence: “*I want (who) to (what) (where, when and how) because (why)*”

- *Who* is your audience?
- *What* do you want to present (content)?
- *Why* do you want to present (purpose)?
- *Where* will you be presenting (place)?
- *How* do you want to present (words to be used or not, slides to be used)

Preparation: Audience Analysis

- What is the audience interested in?
- What does the audience want?
- What does the audience already know and needs to know?
- What are their needs, expectations from this presentation?
- How will the audience benefit from this presentation?

Structure the content in line with the audience’s needs

- What do you want to tell the audience?
- What is your objective?
- prepare keeping in mind the time allotted
- anticipate the questions and prepare
- collect material from a variety of sources
- arrange points logically and sequentially
- prepare handouts as well

Structuring the presentation

- 2 to 2.5 mins - opening/beginning
- 20 to 21 mins - middle section
- 2 to 3 mins - closing/end
- 5 mins - questions

The beginning

- should be carefully designed
- get attention
 - ↳ shock, humour, question, story, facts & figures
 - ↳ well rehearsed yet natural
- motivate audience to listen
 - ↳ listen to their needs

Structure

- sequence should be logical & understandable
- interim summaries - recaps
- value of visual aids-flip charts, handouts, etc.
- use the 4 Ps
 - Position - Possibilities
 - Problem - Proposals

Prepare Closing

- last 2 to 2.5 minutes are as critical as the first five minutes for a successful presentation
- summarise - highlight important points
- suggest action - what to do and when, where and how to do it

Effective Delivery

- be active - move
- be purposeful - controlled gestures
- variations - vocal (pitch, volume, rate)
- be natural
- be direct - don't just talk in front of the audience talk to them

Verbal communication-barriers

- speaking too fast
- using jargon
- tone and content
- complicated or ambiguous language
- not questioning
- physical state of the audience

Sensitivity to the audience

- "see" the audience
- take non-verbal feedback - see body language
- modify to meet audience needs
- don't just make it as a presentation

Handling Questions

- do not get confused
- you are not supposed to know everything
- anticipate and keep answers ready
- sometime questions themselves give you a lead to highlight your point of view

Visual Aids

- while using a over head projector face the audience while talking
- point with a pen
- appropriate lighting
- watch the colours
- ensure clear visibility
- 10 lines, 10 words per line



Evaluation of projects

1. Title	Workshop on evaluation
2. Date	28/09/2009, 9h30-13h00
3. Authors	Nadine Lyamouri-Bajja, Alexandra Raykova
4. Background	<p>Participants have started working on their projects, following the project management cycle in the T-Kit number 3.</p> <p>Evaluation will be an essential part of the project development, and participants should already start planning all evaluation phases now. One of the quality criteria developed for participants' projects is about "an open and thorough evaluation".</p> <p>This workshop should clarify what evaluation is, who should be involved and how to do it in different phases of the project development. Participants should also have a chance to practice and then to transfer the acquired competences into their project development.</p> <p>A proper evaluation allows the project manager to reconsider the project and to adapt it or make changes accordingly when needed. Therefore, it has to be considered as an integral part of the project as such, starting during the preparation and development of the project and ending after the end of the project.</p>
5. Aims	<ul style="list-style-type: none"> to provide participants with knowledge and skills to develop a proper evaluation plan for their projects
6. Objectives	<ul style="list-style-type: none"> to make participants aware of the place and importance of evaluation in their overall project to improve participants' knowledge about the different aspects of evaluation to provide participants with an opportunity to design the evaluation of this seminar to provide participants with an opportunity to transfer the results of the workshop into their project development
7. Competences addressed	<ul style="list-style-type: none"> the ability to plan an evaluation and to evaluate their project in all its phases understanding and realisation of the importance of evaluation in all stages of their project
8. Methodology and methods	<p>The workshop will give participants a chance to get an introduction to what evaluation is and/or is not, based on the T-Kit on evaluation. They will then be asked to develop an evaluation plan for the first seminar of the LTTC (both written form and/or creative evaluation). The workshop will be run in 2 parallel groups, one in English and one in French.</p>
9. Programme	<ul style="list-style-type: none"> introduction to evaluation basics working groups on developing an evaluation for the seminar presentations of evaluation in plenary project development: participants work on the evaluation plan of their project with the support of their mentors
10. Outcomes	<p>Participants were split into 4 groups. 2 groups were asked to develop an evaluation questionnaire, the 2 other groups were working on a creative evaluation method for this seminar.</p> <p><u>Group1:</u> They prepared a written evaluation with questions related to:</p> <ul style="list-style-type: none"> contents (whether interesting or not and whether learnt or not) participation (of pax and of team) methods (theory, practice, visuals, etc.)

	<ul style="list-style-type: none"> • timing (daily rhythm, time to express themselves, etc.) <p>They chose a scale from 1-10 to evaluate and actually already proceeded to the evaluation of this seminar.</p> <p><u>Group 2</u>: They split the questionnaire into the following points, using a scale from 1-5:</p> <ul style="list-style-type: none"> • practical announcements • expectations • group events • participation of pax • experts/guest speakers • project ideas and developments • team performance <p><u>Group 3</u> proposed a non formal education evaluation tree. The tree should be the frame for evaluating through using various colours which meant different aspects of the seminar. Various animals had special meanings and could be used by participants to position themselves (worm has no brain, squirl collected info but cannot use it yet, owl is happy high in the tree, bird is flying in the sky...)</p> <p><u>Group 4</u> prepared an “evaluation tarte flambée”. Each piece was representing one session or element of the seminar, and participants were invited to put their colour dots closer to the middle if they appreciated, or further away if not (eg. Dart board)</p>
11. Evaluation	<p>Participants appreciated the short and basic input on evaluation as they could use it to think about their own project evaluation plan. They regretted to not have more time to discuss their evaluation proposals and to be able to get feedback on what was missing, etc. The team initially considered using some of the participants’ proposals in the actual evaluation of the seminar, which was not done in the end mainly due to a lack of time, but was regretted.</p>
12. Follow-up	<p>Participants will work further on their evaluation plans with the support of their mentors</p>
13. Materials and hand-outs	<p>PowerPoint presentation evaluation</p>
15. Required from participants	<p>The evaluation proposals made for the seminar by both groups should be put on the platform</p>

Available support measures

1. Title	Available support measures
2. Date	28/09/2009, 14h30
3. Authors	Matteo Fornaca, Nadine Lyamouri-Bajja
4. Background	<i>The LTTC is a two year programme, including a crucial part of project implementation and of e-learning. To help participants in facing these two key elements, different support measures are offered.</i>
5. Aims	<ul style="list-style-type: none"> to provide essential information about the support, the programmes and the funding possibilities within the LTTC frame
6. Objectives	<ul style="list-style-type: none"> to define together with participants an e-learning strategy to develop their competencies to analyse the possibility to develop a website as a tool for projects visibility to provide participants with information about the funding possibilities from the EYF to develop their projects to explore the possibility of project visits as a help for project implementation to present the programme of the whole ENTER project to the participants
7. Competences addressed	<ul style="list-style-type: none"> fundraising e-learning project development
8. Methodology and methods	Plenary presentation/inputs from external experts or from team members. Floor for questions, discussion
9. Programme	<p>Introduction to support measures in the LTTC (☞ 19)</p> <ul style="list-style-type: none"> mentoring e-learning (with Gabriele Francescotto, platform administrator) funding: the European Youth Foundation (with Karen Palisser) website other training and seminars part of the enter project project visits
10. Outcomes	<p>Participants showed interest in the follow up of the first seminar, and raised question on how we could be in touch for such a long period. Many questions raised concerned the features of the platform, although most of them were about the instant messaging feature. The interest was mainly on the funding possibility from the EYF, and for participants is now clear the role of the EYF, how it works, who can apply, when, etc.</p> <p>Some participants already showed interest for the upcoming activities, and it was good for them to know that they will be asked, if their projects are related to the topics of the seminars, to take part in next year's activities of the project ENTER.</p>
11. Evaluation	<p>Very useful, because it showed the way the overall structure of the LTTC was designed to help them throughout the whole project implementation phase: as it's a 2 years' project, it's very important for participants to feel that the team and the institution (CoE) support them.</p> <p>One relevant support measure was not presented, as it had been presented before: the role of the CLRAE (Congress of Local and Regional Authorities in Europe) already presented by Mr Alexander Bartling (☞ 19).</p>

	It's been very important to talk about support measures such as funding possibilities at this stage, and not before (even though some participants asked to discuss about it since the very beginning): it focused the fact that a project start from needs, and not from resources.
12. Follow-up	Participants want to know more about different funding possibilities, but it's very hard to talk about donors and funds on European level: this question will be part of the mentoring groups. In general, participants will implement their projects also helped by the structure of support developed by the LTTC: the platform is already a crucial tool for the development of projects and of key competencies, the EYF showed interest towards the projects of participants and offered the opportunity to talk to participants individually, and also the website development as a tool for visibility raised interest.
13. Materials and hand-outs	Platform act-hre (http://act-hre.coe.int/), the EYF website (http://www.eyf.coe.int/fej/), powerpoint presentation to be put on the platform
14. E-learning unit related	Project development (which is not a unit itself but rather a continuous topic)



Evaluation of the seminar

1. Title	Evaluation
2. Date	25/09/2009, 12h30 & 30/09/2009, 16h30
3. Authors	Athanasios (Sakis) Krezios, Nadine Lyamouri-Bajja
4. Background	<p><i>“What can’t be measured can’t be managed”. This laconic phrase describes the essence of evaluation.</i></p> <p><i>This notion becomes especially important for this long term course once the outcomes of the residential seminar will greatly influence the system of support to be offered afterwards (either through the on-line platform or else). In other words, there is room for change and improvements.</i></p> <p><i>T-Kit No 10 “Educational evaluation...” has been of inspiration to the design and consequently execution of the methods therein.</i></p>
5. Aims	<ul style="list-style-type: none"> to measure the impact of the educational activity mainly towards improvements of the following steps
6. Objectives	<ul style="list-style-type: none"> to allow participants to contribute to further shaping the concept to get a clear idea about the achievements of the seminar to help the trainers’ team re-consider goals and desired outcomes (especially through the mid-term evaluation)
7. Competences addressed	Participants can be inspired to use techniques and approaches applied in their own context
8. Methodology and methods	<p>The methodology was based on interaction/expression, filling questionnaires and group discussion.</p> <p>Mid term evaluation</p> <p>Statements’ exercise. 20 minutes</p> <ul style="list-style-type: none"> the schedule is tight the activities so far respond effectively to my expectations balance between theory/practice, reflection/interaction satisfaction of my achievements atmosphere in the group effective conduction/delivery <ul style="list-style-type: none"> 3 chairs were made available, titled Yes, No, Partly respectively. Participants according to their reaction on the statement were choosing a chair; if more than one person chosen a chair then the rest should sit on the knees of the person in the back! <p>Plenary discussion. 10 minutes</p> <ul style="list-style-type: none"> Participants and trainers shared impressions about the seminar in the plenary. <p>Final evaluation</p> <p>Video message. 30 min.</p> <ul style="list-style-type: none"> Participants were split into their reflection groups. Every facilitator/mentor had a camera and each participant had to be filmed saying a message according to the question: “How do you see yourself in 1 year”. The clips recorded are kept confidential and will be screened suggestively in the beginning of the evaluation seminar (Sep. 2010). <p>“Pizza” exercise. 15 min.</p> <ul style="list-style-type: none"> Several statements were read out (such as: tempo of the seminar, programme etc.) and participants had to position themselves according to the level of satisfaction. So the more satisfied, the closer to the centre, the less the more far. <p>Questionnaire. 30 min ➔ 19</p> <p>The Web</p>

	<ul style="list-style-type: none"> Participants stood in a circle. A string/rope was used and the floor was given to all participants. After someone talked, s/he to throw the string/rope to another person while holding one edge. Everybody had the chance to talk. At the end a large “spider web” was create, symbolising the connections that created and had to be nurtured further.
9. Programme	<p>Mid term evaluation, 25/09/2009, 12h30</p> <ul style="list-style-type: none"> Statements - 20 minutes plenary discussion - 10 minutes. <p>Final evaluation, 30/09/2009, 16h30</p> <ul style="list-style-type: none"> video message - 30 min pizza - 15 min questionnaires - 30 minutes the web - 15 minutes.
10. Outcomes	<p>Mid term evaluation:</p> <ul style="list-style-type: none"> Very positive feedback. Very few critical comments (mainly referred to the balance between theory & practice). The exercise used (statements) had a team building element and it brought the participants closer together. The discussion in the plenary symbolised that this course is happening “with them” and not “for them”. <p>Final evaluation:</p> <ul style="list-style-type: none"> The video messages; a good memorial but also a <i>touching</i> and connecting way to start off the next year’s seminar (Sep. 2010) Questionnaires to which the team can base an analysis and draw useful conclusions for further development. Possibility to symbolise interconnectedness, interdependence and cooperation (the Web).
11. Evaluation	<p>Mid term evaluation</p> <p>The mid term evaluation lasted much less than initially planned (30 minutes instead of 90). This was due to the final length of the previous activity. Nevertheless, it made use of a dynamic and interactive method (see above) that not only highlighted some points to be taken into consideration but had an essential team development element alongside a celebratory scent (especially useful once the mid term evaluation took place just before the 1-day break). The plenary discussion, although short and a bit in a rush worked very positively for the seminar; not only because it raised some issues to which everyone could respond but mainly because it openly gave the floor to the participants to influence the “2nd part” of the residential and thus demonstrated part of its “democratic” character.</p> <p>Final evaluation</p> <p>Proper time (90 minutes) was given for the final evaluation. A variety of methods was used and everyone, through several and different ways, had the chance to express him/herself. The “video message” ensures connectivity and continuity between what’s past and what will come and it already raised the curiosity of many of the participants (questions like “when are we going to watch it”, “will they be uploaded in the platform”, were repeatedly posted). Last but not least the evaluation questionnaires will be properly analyzed and their messages synthesised, towards further improvement of the concept and its practical implementation. An observation that gives an indication about the strong group bonds was that when the string was over and there were still people to talk, the whole group,</p>

	autonomously and with no instructions, made it possible that everybody could have his/her hand on the string! The balance between getting clear messages and ensuring group well being and enhanced bonding was rather successfully achieved.
12. Follow-up	The trainers' team held an evaluation meeting the 1 st of October which was greatly informed by the questionnaires and the overall input of the previous day's evaluation. Evaluation/feedback activities might be included in the online units (for each, separately).
13. Materials and hand-outs	Questionnaires (📄 19). Digital cameras for the final evaluation. A string.
16. Appendices	Final evaluation questionnaire (📄 19) Summary of the evaluation questionnaires (👉 19) Comments from "The Web" exercise (👉 19)



Final evaluation questionnaire

1) Below you can find the objectives of the 1st residential seminar. To what extent do you think they have been achieved? (1=low, 6=high)

	1	2	3	4	5	6	COMMENTS
To share, analyse and better understand the realities and challenges faced by young people and youth workers from Disadvantaged Neighbourhoods							
To develop quality criteria for youth projects addressing young people in Disadvantaged Neighbourhoods							
To develop and run youth projects for social inclusion based on intercultural learning, Human Rights Education and participation							
To recognise, link and translate key concepts such as Social Rights, social inclusion, intercultural dialogue, Human Rights into their projects and youth work practice							
To understand and apply key European mechanisms and instruments for the protection and promotion of Human Rights							
To understand the practical and institutional framework of the LTTC							
To be aware of and ready to use all support measures available for the long term training course							
To introduce e-learning as a working tool and enable participants to use the platform and understand its importance for the overall learning process							
To develop competences needed for quality youth work with young people in Disadvantaged Neighbourhoods, such as intercultural learning (ICL), critical thinking, networking, communication skills, conflict transformation							
To be able to use non formal education in their youth work with young people from Disadvantaged Neighbourhoods							

Any general comments?

2) Relevance of programme elements. (1=low, 6=high)

Programme element	Relevant for my personal development						Relevant for my professional development						Relevant for the group development						COMMENTS
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	
Welcome evening																			
Team building																			
Introductions (CoE, ENTER, seminar)																			

Programme element	Relevant for my personal development						Relevant for my professional development						Relevant for the group development						COMMENTS
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	
Summary of the self-assessment questionnaires																			
International evening																			
Sharing on participants' realities																			
Disadvantaged neighbourhoods? - by Laurent Bonelli																			
Challenges in Disadvantaged Neighbourhoods																			
Introduction to project ideas/"1 minute speech"																			
Organisations' bazaar																			
What is Youth Participation																			
Participation by Alexander Bartling, CLRAE																			
Social Cohesion - Input (Palais de l'Europe)																			
Field Visit - Roma community																			
Quality Criteria for projects -																			
Expression of training needs																			
Mid - term evaluation																			
Project development																			
Workshops on competence development																			
Evaluation - How does it work?																			
Introduction to support measures																			
Projects' presentations																			
Action plan / Next course phases																			
Transversal element: reflection and mentoring groups																			

Any general comments?

YOUR LEARNING

3) How far has the methodology followed in the seminar responded to your learning needs?

4) How satisfied are you with regards to your contribution in the seminar?

5) How satisfied are you with regards to the contribution of the *group* to your learning & development?

6) How satisfied are you with regards to the contribution of the *trainers' team* to your learning & development?

7) How satisfied are you with regards to your learning achievements during the course? What do you think was missing?

8) Were you expecting to learn something during the seminar and you didn't? Please explain

9) Did you learn something during the seminar that you didn't expect/plan? Please explain.

10) What did you learn about Social Rights as a result of the seminar?

TRANSFER AND FOLLOW-UP

11) How do you plan to transfer the learnt/your experience to the local reality?

12) Do you feel more confident in realising your project as a result of this seminar? Please explain

13) What kind of support do you think you will need? Where could you get it from?

14) How do you intend to share the information you received with your organisation/ structure?

15) Did you receive enough information about / Is it clear to you what the following steps of the Long Term Training Course are? If No, please let us know what still needs to be clarified for you.

E-LEARNING

16) How confident do you feel in using the e-learning platform?

17) What are your expectations for the e-learning phase after the residential seminar? In other words, what would you like to see in/learn through the platform in the coming months?

RESOURCES AND FACILITIES

18) How satisfied are you with regards to the facilities of the European Youth Centre Strasbourg?

19) Do you think you made adequate use of the resources available? Please explain.

20) How would you describe the atmosphere in the group?

21) Your comments on the trainers' team.

22) In brief, what did you like the most in this seminar?

23) In brief, what did you like the least in this seminar?

22) Any other comments

Name & Surname (optional):

Date:

Some quotes from the final round of comments: Web exercise

- "I am very lucky to have had the opportunity to be in the training course"
- "I am really happy to be in such a group like this, to have the opportunity to know you all from your different cultures"
- "I am feeling tired but inspired"
- "I am looking forward to continuing the work over the next two years"
- "I have a very big bag full of memories and of resources"
- "I was not sure it was the right thing for me to do before but now I am happy to be here"
- "even if we have some language issues between French and English it has never been an issue to understand each other and to enjoy each others' company"
- "For me its fantastic to feel the commitment to the local reality and the group"
- "Even if it will be difficult to leave tomorrow, it will be great to work together again"
- "It's a shame I don't speak any English, because otherwise you would have discovered another person than this *enfant terrible* of the *quartier*"
- "I got motivated, I got knowledge and I enjoyed"
- "thank you to my mentor for his patience for explaining the things I didn't understand"
- "I feel like a new person, I rocked my boat and changed my mind about many things"
- "I feel grateful to everybody, I do not feel alone anymore"
- "I am so happy to have such a good team"
- "It was a very reflective week, useful and motivating"
- "I feel energetic, not tired, very motivated"
- "it can be complicated to do this work with young people from Disadvantaged Neighbourhoods so if you are de-motivated let us know and we can try to support you"



After the course

Personal Learning Plan

The participants were asked to read the definition of a competence and reflect on the competences developed during the first seminar of the LTTC. They were invited to add any additional competences they thought were developed, on the Wiki-page on the online platform (<http://act-hre.coe.int>).

A definition of competence:

„As in French, competence can be broken down into three components:

- savoir: knowledge [such as knowing about different phases in conflict]
- savoir faire: knowing how to do [such as knowing how to communicate in different situations]
- savoir être: knowing how to be [such as empathy]

From the European Portfolio for youth leaders and youth workers

...

The competences developed for the LTTC ‘Enter’

The course will develop the participants’ skills and competences in setting up projects for integration and in sharing them with colleagues across Europe. In view of this, the participants/youth workers will receive training on:

- A thorough understanding of social rights as human rights and of the main European mechanisms and instruments for their protection and promotion at international and European level, including the European Social Charter
- Knowledge about the relevant programmes and instruments of the Council of Europe and other international organisations;
- Knowledge about recent research results and the ongoing research projects in relation to access to social rights and young people
- Critical thinking skills and the ability to create multiple perspectives on contemporary human rights issues and dilemmas related to young people in disadvantaged neighbourhoods or exposed to conflict and violence
- Needs-based youth policy approaches and its relevance in youth projects
- Intercultural learning and its applicability in local youth work
- Management of cultural diversity with youth groups
- Integrated policy approaches to local youth projects, in particular in relation to the development of partnerships with various institutions and partners concerned by youth policy and youth work at local and regional level
- Non-formal learning and its role in promoting the autonomy and social integration of young people
- Conflict transformation with young people
- Developing democratic and participatory approaches with young people
- Project planning and project management cycles
- Communication and presentation skills
- Networking and negotiation skills
- Fund-raising and financial management
- An understanding of key concepts related to the youth work and their role in transformative learning approaches
- European youth programmes and policies (Council of Europe and European Commission)

Based on the reflections about competences, and more in particular those that the LTTC aimed for, the participants were asked to fill in their Personal Learning Plan, taking into account their responses to the Pre-Course Self Assessment Questionnaire (19). This will be the basis for their learning for the next seminars of the LTTC.

Personal Learning Plan

After the first residential seminar and looking back to the list of the competences and your pre-course self-assessment questionnaire, what are the competences that you would like to develop further within the LTTC „Enter!“:

PART 1: IN RELATION TO FURTHER DEVELOPMENT OF YOUR COMPETENCES IN THE LTTC

Please add as many rows as you will need.

What do I need to learn?	How?	When?	With whom?	Achievements at the end of the Initial seminar:	Still to be achieved:
Example: About CoE relevant programme and instruments of the CoE and other international institutions	Get informed about the previous	During the follow-up phase and the seminar in Budapest	With the LTTC; With my colleagues from my organisation, ...	I know about: the Social Charter, the priorities of the DYS... I am able to: Apply to the European Youth Foundation...	Knowledge about the European Court of Human Rights, other instruments of the CoE to protect social rights, instruments of other institutions...
...

PART 2: YOU AS A LEARNER:

How do you learn best?

What aspects of training you enjoy most?

What competences are essential for your personal development?

Which ones could be addressed within the LTTC?

Where can you get the rest?

What type of competences will help you most to be more efficient as an advocate for social rights for young people in disadvantaged neighbourhoods?

PART 3: IN RELATION TO YOUR PROJECT FINALISATION AND IMPLEMENTATION:

Is there any aspects of your project, which need to be further developed or clarified?
Please list it.

With whom are you going to discuss your project proposal?

What type of support are you expecting from your organisation/colleagues in the finalisation of the project proposal?

What type of support are you expecting from your organisation/colleagues in the implementation of the project proposal?

How are you going to involve the young people in the finalisation of your project proposal?

How are you going to involve the local authorities and/or other community actors in the finalisation of your project proposal?

How are you going to involve the local authorities and/or other community actors in the implementation of your project proposal?

Do you have plan where to apply for funding of your project?

What might be the obstacles that you will face in the project implementation?

How do you plan to overcome it?

Do you need any support from your mentor to finalise the project proposal?

How can your mentor support you during the project implementation?

Any other comments on your following steps related to the project implementation?

PART 4: ON - LINE LEARNING:

Having in mind the above listed competences and your needs to work on their development:

Which should be the themes of the first 5 on-line learning units proposed by the team?

How would you like to use the e-learning platform to develop your competences?

Any other comments on the on-line learning:

Session outlines for inspiration

Session about Human Rights and Social Rights

Coming up - session outline developed by Nadine Lyamouri-Bajja

You want more? > Annexes

Resources & references

1. COUNCIL OF EUROPE - DIRECTORATE OF YOUTH AND SPORT - Information on the structure, activities and policy of the Council of Europe's youth field. You will also find documentation on previous courses and activities run within the DYS in the last years.

www.coe.int/youth

Particular attention could be drawn to Agenda 2020, the policy document defining the Council of Europe's work priorities in the future.

www.youthministers2008.org/documents.phtml

2. HUMAN RIGHTS EDUCATION YOUTH PROGRAMME - the Council of Europe portal on Human Rights Education with many useful resources.

www.coe.int/hre

Some of these resources are:

- Compass: A manual on Human Rights Education with young people
- Companion: A campaign guide about education and learning for change in Diversity, Human Rights and Participation
- All Different All Equal Education Pack: Ideas, resources, methods and activities for informal intercultural education with young people and adults

3. SOCIAL COHESION IN THE COUNCIL OF EUROPE

The Council of Europe has a directorate of Social Cohesion working on all aspects to Social rights, social cohesion and inclusion. You will find many useful resources and information on activities, publications and policy documents:

www.coe.int/t/dg3/default_en.asp

You might want to have a closer look at their approach on the access to Social Rights:

www.coe.int/t/dg3/socialpolicies/socialrights/

4. EUROPEAN HUMAN RIGHTS INSTRUMENTS

In our course, we will refer to two main documents for the protection of Human Rights and Social Rights:

The European Convention on Human Rights:

<http://conventions.coe.int/Treaty/en/Treaties/Html/005.htm>

The European Social charter:

www.coe.int/t/dg3/socialpolicies/socialrights/

5. THE CONGRESS OF LOCAL AND REGIONAL AUTHORITIES OF EUROPE

The "Congress" represents local and regional authorities in the Council of Europe. They will be an important partner in our course as they will help you creating links, when possible, with your local authorities.

www.coe.int/t/congress/default_en.asp

6. PROJECT MANAGEMENT AND YOUTH WORK

The DYS has been working on project development and project management.

In the framework of the Partnership agreement between the European Commission and the Council of Europe, a Training Kit (T-Kit) on project management was developed and is downloadable online in 13 languages:

www.youth-partnership.net/youth-partnership/publications/T-kits/T_kits

Besides the T-Kit on project management, there are further Training-Kits on the following topics:

- Organisational Management
- Intercultural Learning
- Intercultural Language Learning
- International Voluntary Service
- Training Essentials
- Under construction - Citizenship, youth and Europe
- Social Inclusion
- Funding & Financial Management
- Educational Evaluation in Youth Work

7. SALTO-YOUTH RESOURCE CENTRES

The 8 SALTO resource centres provide training and educational support for international youth projects in different EU priority areas and regions: *e.g. social inclusion, cultural diversity, democracy & participation, training - and cooperation between EU and their neighbouring areas*. The SALTO Inclusion Resource Centre has a series of practical manuals on how to organise international projects with disadvantaged young people. They can be downloaded or ordered from:

www.SALTO-YOUTH.net/InclusionForALL/

- [Going International - Opportunities for All \(2004\)](#) - practical inclusion methods and advice for preparing, implementing and following-up on international projects for young people with fewer opportunities
- [Use your Hands to Move Ahead \(2004\)](#) - using practical tasks to increase participation by young people with fewer opportunities in short term European Voluntary Service projects
- [Fit for Life \(2005\)](#) - using sport as an educational tool for the inclusion of young people with fewer opportunities in youth work and international youth projects
- [No Offence \(2007\)](#) - exploring opportunities and setting up youth projects with young ex-offenders and those at risk of offending
- [Village International \(2007\)](#) - a practical booklet for youth workers about setting up international projects in rural and geographically isolated areas
- [No Barriers, No Borders \(2008\)](#) - practical guidelines and tips for setting up international mixed ability youth projects (including people with and without a disability)
- [Over the Rainbow \(2008\)](#) - creating sensitive international projects with young lesbians, gays, bisexuals and young people questioning their sexual orientation
- [Youth and the City \(2008\)](#) - developing meaningful international projects with young people in disadvantaged (sub)urban areas
- [Inclusion & Diversity \(2008\)](#) - how to make your youth work and youth projects more inclusive and reach more diverse target groups (co-operation SALTO Inclusion & SALTO Cultural Diversity)
- [E.M.power \(2008\)](#) - empowering Ethnic Minority young women

- [Inclusion by design \(2008\)](#) - developing a strategic approach to inclusion within your youth organisation
- [Making Waves \(2007\)](#) - Creating a greater impact with your youth projects, a booklet about visibility, dissemination and exploitation of your project results
- [Coaching Guide \(2006\)](#) - a guide that explores the concept of Coaching, including practical tools, methods, advice and information (by SALTO Participation)

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Day-by-day programme

Sunday, 20 September

Welcome evening (19)

Monday, 21 September

Morning Welcome & Group building (19)

Afternoon Official opening by **Ralph-René Weingärtner**, Director Youth and Sports (19)
Introduction to the *ENTER* project and the training course (19)
Sharing expectations (19)

Evening Intercultural evening (19)

Tuesday, 22 September

Morning Sharing participants' realities (19)
What is a Disadvantaged Neighbourhood? Reflection on discrimination, violence and exclusion - Expert input: **Laurent Bonelli** (19)

Afternoon Challenges of young people and youth work in Disadvantaged Neighbourhoods (19)
Presentation of organisations (19)

Wednesday, 23 September

Morning Understanding Social Rights and Human Rights: instruments and concepts
Input by **Rui Gomes**, Head of the Education and Training Unit, DYS (19 & 19)

Afternoon Human Rights Education in practice
Introduction to Non Formal Education and Human Rights Education (19)

Thursday, 24 September

Morning Introduction to Youth participation - Input by **Alexander Bartling**, Congress of Local and Regional Authorities of Europe (19)
Youth participation in practice (19)

Afternoon Social Cohesion in the Council of Europe- Approaches and discussions - by **Karl-Friedrich Bopp** (19)
Field visit to a local project with young travelers- organisation ARPOMT (19)
Special dinner with local Roma community

Friday, 25 September

Morning	Quality criteria for youth work projects in Disadvantaged Neighbourhoods (📄 19 & 19) Mid-term evaluation (📄 19) & expression of training needs (📄 19)
Afternoon	Free afternoon

Saturday, 26 September

MORNING	Free morning
Afternoon	Introduction to project development (📄 19) <ul style="list-style-type: none"> • Needs analysis • Aims/objectives • Target group

Sunday, 27 September

Morning	Workshops on competence development (📄 19)
Afternoon	Project development (📄 19) <ul style="list-style-type: none"> • Methods • Methodology • Partners • Obstacles

Monday, 28 September

Morning	<i>Introduction to evaluation: How does it work?</i> (📄 19) <i>Project work on evaluation</i>
Afternoon	<i>Introduction to support measures in the LTTC</i> (📄 19) <ul style="list-style-type: none"> • Mentoring • E-learning (with Gabriele Francescotto, platform administrator) • Website • Funding • Training • Project visits

Tuesday, 29 September

Morning	Project work (📄 19) <ul style="list-style-type: none"> • Finances • Calendar of project development
Afternoon	Presentation of projects (📄 19) and feedback from guests: Rui Gomes, Jean-Claude Lazaro, Alexander Bartling, Nadine Menderes

Wednesday, 30 September

<i>Morning</i>	Preparing the next phase of the course Action plans: What do I concretely need to do between now and the next seminar? E-learning and website: Responding to remaining questions
<i>Afternoon</i>	Final evaluation (📄 19 & 19) Official closing of the seminar

