Long Term Training Course

Access to Social Rights for Young People from Disadvantaged Neighbourhoods

Report of the online learning units and the 2nd residential seminar

(consolidation seminar)

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European Youth Centre Budapest

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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.

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1 Résolution CM/Res(2008)23 du Comité des Ministres sur la politique de jeunesse du Conseil de l'Europe.

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 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'échelonnera 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 élevé 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

Le premier 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 formé par une équipe de formateurs multiculturels sur des concepts clé 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.

✎ Le rapport du premier séminaire est disponible en ligne
http://enter.coe.int .

Le deuxième séminaire résidentiel : le séminaire de consolidation

Le deuxième séminaire résidentiel du LTTC s'est déroulé à Budapest en Septembre – Octobre 2010. Le séminaire a permis aux participants de partager leurs bonnes pratiques et de réfléchir aux obstacles qu'ils avaient rencontrés dans leurs projets. De plus, cela a permis à l'équipe de formateurs d'avoir un rapport du progrès des projets des participants. Les nouveaux besoins de formation ont trouvé une réponse, tel que décrit dans le rapport des ateliers de travail. Les participants ont consolidé la mise en œuvre de leurs projets et ont été encouragés à continuer leur travail une fois de retour chez eux.

Ce document rassemble les discussions et contenus principaux du séminaire, tells 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.

Ce stage de formation, dans son format pilote, entraine de nombreuses opportunités en relation à l'accès aux droits sociaux pour les jeunes issus de quartiers défavorisés. Mais il entraine 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 http://enter.coe.int .

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

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[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

The first residential seminar of the Long Term Training Course on the Access to Social Rights for Young People from Disadvantaged Neighbourhoods 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.

✎ The full report of the first residential seminar is available online at
   http://enter.coe.int.

The second seminar: consolidation seminar

The second residential seminar of the LTTC Enter! took place in Budapest September-October 2010. This consolidation seminar allowed participants to share good practices and reflect on obstacles they might have encountered in their projects. It allowed the team to have a progress report of the participant's projects. Any further training needs were addressed at this moment, as you can see from the workshops described in this report. The participants consolidated the implementation of their projects and were refreshed to continue the work on their projects back home.

This report 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.

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 http://enter.coe.int.

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 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 of the Council of Europe set up a project in 2009 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 Directorate of Youth and Sport priority on "**social cohesion and inclusion of young people**". The Directorate of Youth and Sport 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 Council of Europe 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 brought together youth workers who are working with young people in Disadvantaged Neighbourhoods. They were 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 grass root 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 were combined with a practice period to develop projects.
- A reference and support group met regularly to lend their expertise to the course team and steers the course. A variety of stakeholders were represented in this group.
- An internet site and e-learning platform http://act-hre.coe.int were used for communication between participants and team and for the documentation of the course.
- Participants developed and implemented 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 made links with youth research and youth policy makers. Results and good practices were documented online.

- A documentalist captured all the methods, inputs and outcomes of the different LTTC seminars, of participants' projects and of the online platform in a reader-friendly way.
- An evaluator assessed the quality of the different course elements and the learning of the participants, extracting conclusions for future activities and policy.
- Results of this LTTC linked to other activities of the Directorate's programme, and more particularly to the other Enter! seminars (➲ page 22).

Overview of the LTTC course flow

Before the first seminar, selected participants were invited to register for the online platform (http://act-hre.coe.int). 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. It already got the participants thinking about the topic of the course and their learning.

➲ these e-units are documented in the 1st seminar report, 2009

1 The first seminar (Strasbourg, September 2009) 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.

➲ all sessions of this first seminar and its outcomes are described in the 1st seminar report, 2009 http://enter.coe.int

Participants went home after the first seminar and put their project ideas in practice. The online platform was used to document their project progress, as well as get support from peers or trainers' team. (➲ you can find a list of participants' project descriptions at http://Enter!.Council of Europe.int/) At the same time, different e-learning units were proposed to support participants' learning in the field of access to social rights for young people in disadvantaged neighbourhoods (▤ page 49).

SAt the same time, other seminars of the Enter! project took place: about youth information, gender equality, new ways of youth participation – with a focus on disadvantaged multicultural neighbourhoods. Participants from the long term training course were selected to take part in these seminars and make the link with the LTTC (➲ page 22).

2 The second seminar (Budapest, September-October 2010) allowed participants to share good practices and reflect on obstacles they might have encountered (▤ page 84). It allowed the team to have a progress report of the participant's projects (➲ http://enter.coe.int). Any further training needs were addressed at that moment, as you can see from the workshops described

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(🖹 page 97) in this report. The participants continued the implementation of their projects.

3 **A third seminar** will 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 or that of the first LTTC seminar - whereas the page symbol 🖹 refers to individual course items e.g. session outlines.*

Consolidation > Story of the second seminar

The first LTTC Enter! seminar launched a two year process to improve the access to social rights of young people in disadvantaged neighbourhoods. Many project ideas were born at this seminar in Strasbourg in September 2009 and put in practice. After several months of project practice, it was time to consolidate these experiences in the Budapest seminar in September-October 2010. Participants did not only reflect on their projects, but also on the concepts and values behind the work they do. Did they actually make a difference in disadvantaged neighbourhoods? Yes!

What this seminar aimed at…

Objectives of the second seminar

To assess the personal learning and project development of participants and address remaining training and project needs, focusing on youth policy dimensions in order to further improve the access to social rights of young people from disadvantaged neighbourhoods in Europe.

- To analyse the current stage of development of participants' projects in relation to the defined LTTC quality criteria.
- To assess participants' learning through the different elements of the course (e-learning, residential seminars, support measures, project work…) in order to respond to the identified competences to be further developed.
- To further explore existing youth policies addressing access to social rights and their impact on participants' daily work in disadvantaged neighbourhoods.
- To identify and further develop the youth policy dimension in participants' projects in order to influence policies related to access to social rights for young people from disadvantage neighbourhoods.
- To deepen participants understanding of key concepts such as social rights, social inclusion, intercultural dialogue, human rights and enable them to transfer them into youth work practices.
- To further develop key competences needed for quality youth work with young people in disadvantaged neighbourhoods.

Linking projects to concepts

The period between the first and the second LTTC Enter! seminar was not void of activity. This was THE moment for participants to get their projects started within the communities in disadvantaged neighbourhoods. Within the mentoring groups, there was the possibility to discuss project ideas, challenges and get support from peers or the trainers' team.

At the same time, the team provided different e-learning opportunities on the online platform that would help them reflect on important concepts, such as human rights, social rights and youth policy. But the team also gave them practical tasks around these topics, to be implemented in the context of their projects. The

course platform gave the participants an online forum to exchange on their experiences. An overview:

- Participants were asked to think about and write down their approach to human rights violations (particularly in their disadvantaged area) and to apply it to a case study (▤ page 49).
- After more theoretical reflections it was time to put their ideas into practice. The participants carried out a human rights education activity with the young people in their community (▤ page 53).
- To come to grips with theory and concepts related to social rights, participants had to make a presentation about a social right particularly relevant to their project and share it online with course participants (▤ page 57).
- To bring social rights down to their youth work practice, participants did a ranking exercise with the young people from their community (▤ page 60).
- The team tackled the participants' knowledge about international youth policy instruments through an online quiz about Agenda 2020 and the Revised European Charter on the Participation of Young People in Local and Regional Life (▤ page 66).
- Last but not least, the participants connected to the youth policy dimension on local level, by interviewing a local politician responsible for issues of importance for the young people they work with (▤ page 73).

Building onto practice

The second LTTC Enter! seminar was the next moment where all the project experiences and the e-learning units could be brought together. The Budapest seminar in September 2010 would consolidate the learning done in practice. It would also bring the elements of the bigger Enter! project (➲ page 15) together to make sense of the full picture.

The second seminar started to reconnect the participants, as they hadn't seen each other for a year. Two participants unfortunately could not make it and dropped out of the course. Two new participants were invited to the consolidation seminar and to join the project. A set of welcome games (▤ page 75) and group re-building activities (▤ page 77) recreated supportive group-dynamics for the rest of the week. Ms Antje Rothemund warmly welcomed the participants at the European Youth Centre in Budapest (➲ page 36). The team refreshed the objectives of the seminar (➲ page 19) and introduced the programme (▤ page 82 and ➲ page 125). And then the scene was set for a reflective and productive week.

A big part of the programme was dedicated to take time to look back at participants' projects, for example in the one minute presentations (▤ page 79), to analyse what they had learnt (▤ page 84). At the same time, the second seminar allowed to draw upon other Enter! activities that had taken place (➲ page 15). Representatives from the participants and the team had participated in the different Enter! seminars and shared their experiences (➲ page 22).

One of the highlights of the consolidation seminar was a thought-provoking session with Mr Regis Brillat about social rights and the European Social Charter, one of

the important tools to protect people in disadvantaged neighbourhoods from abuse (➲ page 38). Besides this, the team also put a lot of emphasis on youth policy and how the participants' projects related to policy, whether they want it or not (▤ page 97).

After all the inputs and reflections, Mr Rui Gomes helped the participants to connect all the elements of the Enter! project: youth policy, social rights and youth work (➲ page 45).

Learning for the future

As it is the case in most training courses, there was a big emphasis on learning. The team emphasised that the participants were the actors of their own learning, but that they could also use the group as a resource for learning. Even though there has been a big focus on the project development, one should not underestimate the development of personal and professional competences during the LTTC.

At this second seminar, participants improved their knowledge about social rights (Mr. Brillat's input on the Social Charter, ➲ page 38) and youth policy (▤ page 97). But the programme also catered for the participants' further training needs. They could propose topics on which they felt they would need more training (▤ page 97). As a result, the trainers' team provided the following workshops:

- Non-formal learning to promote autonomy and social integration (▤ page 97)
- Evaluation methods for youth projects (▤ page 99)
- The European Youth Foundation from A to Z (▤ page 104)
- Tri-lateral cooperation: working with local authorities (▤ page 106)

The focus was however not only on concrete skills. Quite some emphasis was also put on the reasons why participants are involved in the youth work they do. The 'Why-shops' (▤ page 110) were a creative way to share with each other the motivations and values behind their projects.

Projects continued

The Budapest seminar was an ideal occasion to look back at the projects and learn from the experiences made (▤ page 84). But the consolidation seminar was not the end of the road. It was a big stepping stone towards new projects or project improvements based on the new input they got from the seminar.

That's why towards the end of the consolidation seminar, participants got ample time to reconsider and rework their projects (▤ page 114). They planned their next steps and shared their intentions with other participants. They were invited to upload an updated project description on the platform, which you can find at ➲ page 32.

Linking to other Enter! Activities

This Long Term Training Course is part of a wider two year Enter! project on youth policy responses to exclusion, discrimination and violence affecting young people in multicultural neighbourhoods (➲ page 15). Participants from the Long Term Training Course were selected to take part in these seminars and make the link with the LTTC. Find the description of their experiences and reflections below:

1. Consultative meeting on 'Youth Information and Counselling'

- European Youth Centre Budapest, 14-18 June 2010
- Participants from this course: Suzana Kaplanovic (RS), Ihar Zahumionau (BY) & Sakis Krezios (trainer-GR)

> This consultative meeting explored the ways in which **information and counselling** should be reflected in youth policy and how they should be organised to best contribute to improving the access of young people from disadvantaged neighbourhoods to social rights.

The participants at this consultative meeting had a look at the current challenges in accessibility of information and counselling services to young people from disadvantaged neighbourhoods. Different working groups discussed the role, ownership and motivation of young people in regards to using and creating information. This led to suggestions for more efficient ways of information management and the role of youth projects in order to increase the quality and outreach to all groups concerned.

One of the important topics at the youth information consultative meeting was the use of (new) **Information and Communication Technologies.** Working groups explored the challenges and discussed efficient mechanisms of ICT use in the field of youth information and counselling, particularly inn disadvantaged neighbourhoods where equal access to ICT is often an issue (➲ this topic was also discussed in the seminar on "new ways of participation", page 23). Reflections were made about the links between human rights, social rights, participation and youth information.

Participants had the opportunity to get to know two interesting organisations: ERYICA and JES.

- The **European Youth Information and Counselling Agency (ERYICA)** is an international network of more than 8.000 youth information centres in 28 countries. 13.000 workers provide young people with generalist information under the principles of the European Youth Information Charter: http://www.eryica.org/en/content/european-youth-information-charter
- **Jeugd En Stad (Youth and City - JES)** is an organisation that creates equal opportunities for young people in Brussels, Antwerp and Ghent to participate in society. They want to empower young people and make them aware of what they are able to do. But more than just that, they also strive for the recognition

of those competences by outsiders. They see youth work as a place where young people can experiment and develop their own learning process.

- JES runs Youth Competence Centres (YCC) in Antwerp, which provide activities for young people integrating leisure time, competencies and work. The YCC are explicit learning and development spaces that stimulate young people's personal development, social orientation and participation. The lifestyle and needs of young people are central in the activities of the YCC's.

The discussions and practical examples were the basis for recommendations for improving youth information and counselling services both at European and national levels. These also contribute to an updated recommendation of the Committee of Ministers on information and counselling.

2. Expert meeting on 'New Ways of Participation in Multicultural Youth Work'

- European Youth Centre Budapest, 14 -18 June 2010
- Participants from this course: Daniela Lovric (HR), Julie Mercier (FR), Alexandra Boudia (FR) & Alexandra Raykova (trainer-BG)

This expert seminar brought policy makers, youth researchers, youth organisations and young people together to explore how new ways of participation can contribute to improving the access to social rights of young people from disadvantaged neighbourhoods.

The expert meeting brought together policy makers, youth organisations, researchers and young people practising new ways of participation in multicultural disadvantaged neighbourhoods.

The discussions started from the reflection that young people in disadvantaged areas have unequal access to new Information and Communication Technologies (ICT). At the same time, young people are avid users of ICT. So it would be interesting to explore how youth workers could benefit from the use of ICT in youth work.

The participants were split up in different working groups, each discussing a specific theme:

- How can new ICT improve young people's participation?
- What are the needs regarding ICT in disadvantaged neighbourhoods?
- What are the limitations (and potential dangers) of the internet?

Participants exchanged their approaches and good practices. They used a variety of different tools that would draw young people into an increased participation such as: local radio, social networks, video, flash mobs, e-learning, music… Even though the sharing of experiences was very interesting, many participants were experts in ICT, but not many knew the reality in disadvantaged neighbourhoods.

Based on the working groups and good practices, participants brought forward about thirty recommendations to improve the participation of young people, and more particularly their access to ICT to do so.

3. Seminar on 'Gender Equality in Youth Projects'

- European Youth Centre Strasbourg, 23 – 27 June 2010
- Participants from this course: Dynka Amorim (PT), Mary Drosopoulos (GR), Agshin Asgarbayli (AZ), Badia Loukili-Raihani (FR), Mohammed Marfoq (MA) & Fadela Aouir (FR)

> This seminar allowed participants to share ideas and experiences on how gender equality can be promoted and mainstreamed in youth projects. Participants developed recommendations on how to ensure gender equality in youth work with young people in disadvantaged neighbourhoods.

The seminar brought together policy makers, youth organisation representatives, researchers and young people living in multicultural disadvantaged neighbourhoods. During three days participants exchanged experiences and good practices about gender equality in youth projects.

The participants from the Enter! LTTC had mixed feelings about the seminar. On the one hand, it allowed participants to get to know other realities and approaches across Europe, but on the other hand the discussions remained at a relatively simplistic and theoretical level. The specific gender issues that women from some of the LTTC Enter! projects are facing are:

- Abuse
- Molestation
- Domestic violence
- Covered and oppressed women
- Conservative family structures

Most of these issues were missing from the discussions. For some reason there was a big focus on transgender and transsexual, which is an important but quite specific issue. A wider and more holistic approach to the topic would have been more rewarding. Like in the new ways of participation seminar (➲ page 23), young people and youth workers specifically from disadvantaged neighbourhoods were not adequately presented.

The organisers recognised that there was an unbalanced representation of people interested in gender equality issues and participants living and working in disadvantaged neighbourhoods. These different types of participants had very different expectations, which led to a diffuse focus of the seminar. Nevertheless, the organisers will harmonise the outcomes of this seminar with the other ENTER! seminars and extract specific recommendations for disadvantaged neighbourhoods.

4. Conference on 'Social Cohesion and Social Mobility of Young People'

- European Youth Centre Strasbourg, 30 June–1 July 2010
- Organised by the Directorate General of Social Cohesion
- Participants from this course: Alex Collop (UK) & Sakis Krezios (trainer-GR).

Parallel to the Enter! project, the Council of Europe's Directorate General of Social Cohesion established a Committee of Experts on fostering **social mobility** (2009). This Committee aims to:

- take stock and collect examples of good practice to foster social mobility;
- compare social mobility in different European countries and identify the barriers/obstacles to social mobility;
- analyse the relationship between social inequality and social mobility;
- identify ways of promoting the concept of social mobility, also as a means of enhancing cohesion between generations;
- develop policy guidelines on strategies to promote social mobility as a contribution to social cohesion.

The conference brought together policy makers in the social and youth fields, researchers and representatives of youth organisations. Together they examined the key factors influencing social mobility and the particular challenges faced by young people in taking advantage of opportunities to increase their social mobility.

The main issues discussed were:

- **Social mobility and family issues:** How important are family structures and parental cultural capital for increasing or decreasing the lifetime chances of young people? How much does family background determine the social mobility of young people? A case from Germany was presented to shed some light on this point.

- **Social mobility and educational issues:** How effective are formal education systems in mediating between social origins and destinations? What is the role of non-formal education in developing life skills and preparing young people for active citizenship?

- **Social mobility and employment issues:** How can we deal with the difficulties in accessing the labour market in the light of the current crisis and the future expectations of young people? What are the future expectations, identity and values of unemployed young people?

- **Ensuring equal opportunities for all as a key aspect of social mobility:** the case of young migrants and other vulnerable groups.

The main outcomes of the activity could be summarised by the following quote:
"Too often a focus on shifting young people into the labour market lacks emphasis on the quality and sustainability of work and too little consideration is given to the multi-faceted, complex inter-related nature of many of the problems associated with social exclusion and marginality."
(Tracey Shildrick, Coyote, Issue 15 – May 2010)

Some reflections:
- We need to create **bridges**: we need to bridge the gap between policy makers and the field. Researchers, politicians and practitioners are working on the same issues but speak different languages.

- We probably all agree that non-formal education contributes to young people's competences/ employability and active citizenship. But when policy makers ask 'how many young people get a job through their participation in non-formal education, youth work doesn't have an answer. This highlights the need for youth work to cooperate with researchers and document the results we are reaching.
- Geographical mobility contributes to social mobility. Getting people out of their disadvantaged neighbourhood and situation of exclusion, no matter how short, can (re)motivate them and help them to change their social status in the long run.

5. Joint seminar CLRAE/DGIII on 'Youth Policy Approaches'

- European Youth Centre Strasbourg, 1 – 3 December 2010
- Participants from this course: Tania Tisheva (BG), Fadela Aouir (FR), Fiona Joyce (IE), Biljana Vasilevska (MK), Fruansua Tulikunikiko (RU) & Suzana Kaplanovic (RS)
- The entire LTTC Enter! trainers' team also participated, as well as the evaluator Yael Ohana Forbrig (DE).

> The seminar looked into the preliminary results of the two year Enter! project about "access of young people from disadvantaged neighbourhoods to social rights". It examined ways to translate these results into youth policy guidelines and approaches, notably in adopting a cross-sectorial approach with the Directorate General for Social Cohesion and the Congress.

The seminar aimed at identifying, reviewing and prioritising main issues and proposals to be taken up for a policy recommendation by the Committee of Ministers to the Member States and other areas of youth policy on social inclusion and access to social rights for young people from disadvantaged neighbourhoods.

The seminars produced concrete recommendations on the access to social rights in order to contribute to the work on drafting guidelines and policy recommendations as a result of the Enter! project.

The recommendations were divided into four categories:

✓ Where to put the emphasis for a policy recommendation?

✓ How should youth work/ youth policy respond to the challenges of access to social rights by youth from disadvantaged neighbourhoods?

✓ What should specifically be taken into account for a youth policy in disadvantaged neighbourhoods in comparison to youth policies in general?'

✓ What should necessarily be included in the policy recommendations from the Committee of Ministers? Why?

The outcomes of this meeting are to be taken up by an expert group which will prepare a draft recommendation by the Committee of Ministers on the access to social rights of young people from disadvantaged neighbourhoods.

Another step > Outcomes of the second seminar

Evaluation of the second seminar

Did the second seminar reach its aims?

The team of trainers checked to which extent participants thought the consolidation seminar reached its objectives (page 19). In a questionnaire participants could express themselves on a scale of 1 (not reached at all) to 6 (fully achieved). Under each of the questions the participants had the opportunity to add comments. 26 participants filled in the questionnaire (N=26), the graphs show percentages (%).

1) Analyse participants' projects according to the LTTC quality criteria
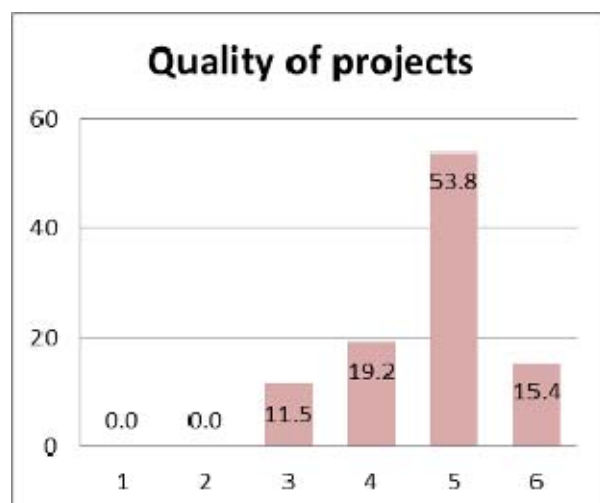
For the first LTTC Enter! seminar, the team of trainers developed a set of quality criteria for participants' projects (page 32). At the same time, for each criterion there were a set of practical indicators to see if a project actually fulfilled the quality criteria.

During this second LTTC Enter! seminar, time was taken to have a critical look at the projects (at different stages of implementation) and see to which extent they were implemented according to the quality criteria (page 84). As indicated by the graph, most participants (88%) agreed that the course gave them the precious time to analyse the quality of their projects (score 4 and up).

Even though the quality criteria and indicators were judged helpful by many participants, someone made the reflection that maybe there were too many quality criteria.

## 2) Assess participants' learning and develop lacking competences

The different course elements such as the e-learning platform, the residential seminars, the mentoring groups, the project work, they all aimed at stimulating participants' learning. This second LTTC Enter! seminar specifically aimed to assess participants' learning and identify further needs. These competence gaps were then addressed in the workshops (▤ page 97).

A majority of participants (81%) evaluated this objective positively. However, some respondents (19%) did not feel that their learning was assessed satisfactorily or that they were supported in further competence development (scores 2 & 3).
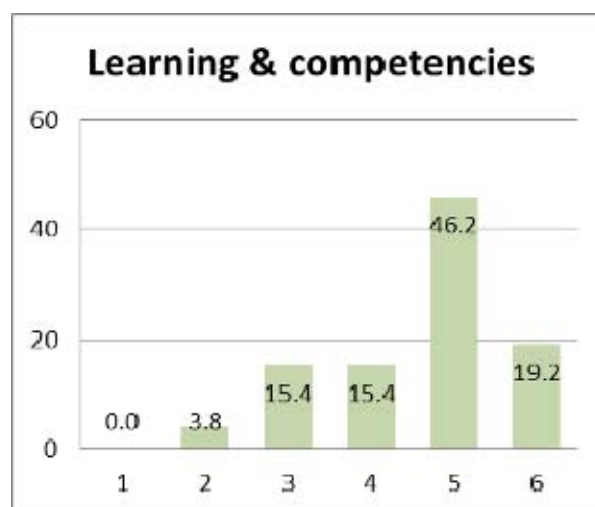
3) Explore the link between youth policies about access to social rights and participants' daily work in disadvantaged neighbourhoods

The Enter! project is about making links between youth work practices in disadvantaged neighbourhoods and policies affecting young people in those areas. Hence the need to become aware of the existing youth policies that address access to social rights for all, also those in disadvantaged neighbourhoods. The second LTTC ENTER! seminar aimed to shed more light on the impact of policies on the daily (youth) work of the participants (▤ page 88).
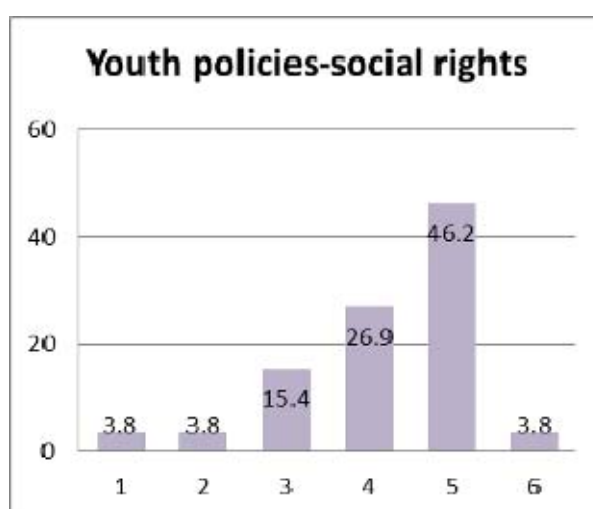
Most participants (77%) judged they did become aware of the links between policy and practice (rating 4 and up). A minority of participants (23%) did not think the course created this awareness sufficiently.

4) Develop the youth policy dimension in participants' projects (influencing policies)

One of the aims of the Enter! project is to use innovative youth projects (such as those organised by the LTTC participants) to influence youth policies at various levels related to the access to social rights for young people from disadvantaged neighbourhoods. Therefore one of the quality criteria for participants' projects is to make links to local policy makers or have a policy dimension (➲ page 32).

As this is not an easy task for many, this LTTC Enter! consolidation seminar aimed to work on **how to influence policies** that have an effect on young people's access to social rights. A large majority of participants (85%) claimed the seminar did help them in this aspect (rating 4 and up). The remaining 15% did not benefit from the policy sessions to incorporate this dimension in their projects (score 2 & 3).

Some participants commented on their reluctance to be involved in policy development. They see the importance but don't always find it their responsibility and do not have any motivation to be involved in this.
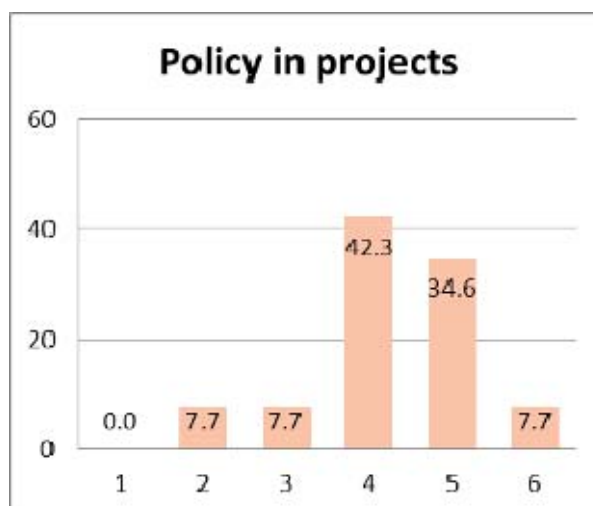
5) Deepen participants' understanding of key concepts and enable them to put them into practices

The LTTC Enter! has been built around key concepts such as social rights, social inclusion, intercultural dialogue, human rights… These big concepts sound nice but might be difficult to put into youth work practice.

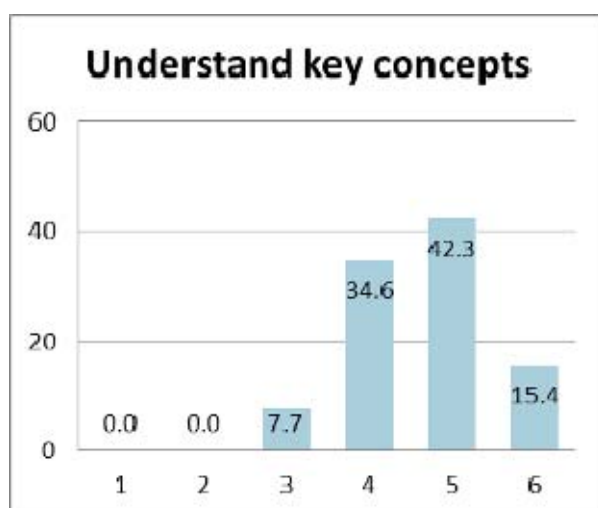Therefore this second LTTC Enter! seminar spend some time in **clarifying these concepts** and bring them down to an operational level. All but a few participants (92%) positively appreciated this and indicated the consolidation seminar had enlightened them with regards to these key concepts. One participant wrote that there is more openness towards these concepts, than to youth policy.

6) Further develop key competences needed for quality youth work with young people in disadvantaged neighbourhoods

The aim of a 'training course' is to train the participants. In this case, the team of trainers devised sessions that allowed participants to develop more competences needed for their youth work in disadvantaged areas.
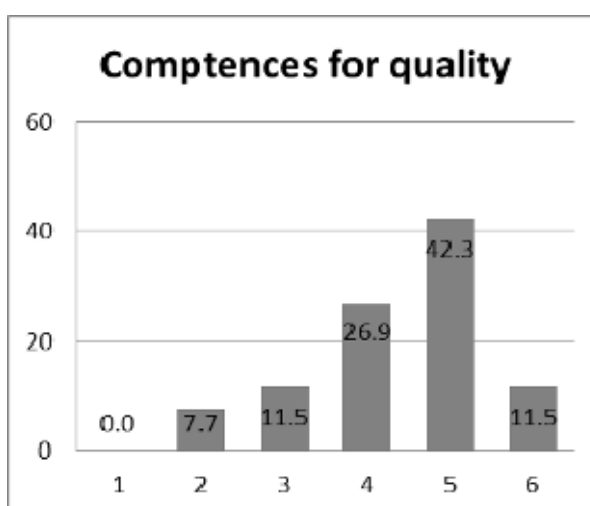
A majority of participants (81%) deemed the competence training part effective. Some indicated that the concrete methods help them most for their work in the field. As one person put it: "I know more than before. I also know what I don't know. But I know now where to get it."

Evaluation of the methods and programme elements

The evaluation questionnaire also asked participants how relevant the different sessions were for their learning development. Again they could rate the different programme elements from 1 (completely irrelevant) to 6 (totally relevant). The following graph shows the median and average of the results per session.
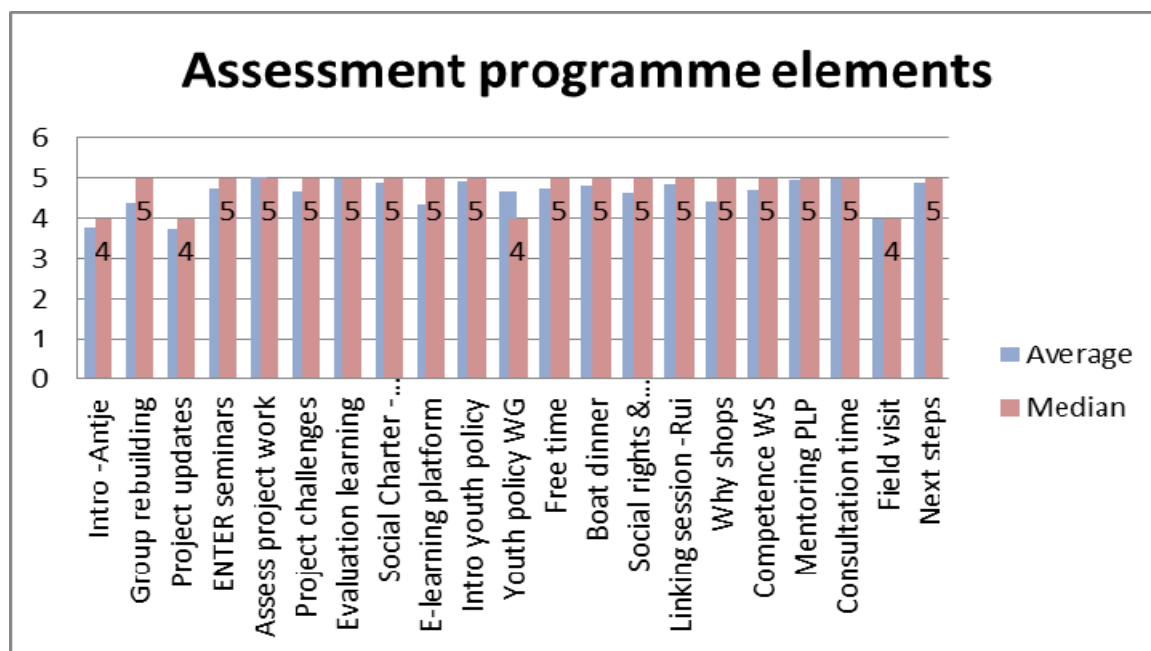
A similar trend like for the objectives is visible in these statistics. A majority is resolutely positive about the programme and methods used. Virtually all programme elements score on average between 4 and 5. The following graph also shows the percentage of respondents that rated a programme element positively (score 4 to 6) and negatively (score 1 to 3).
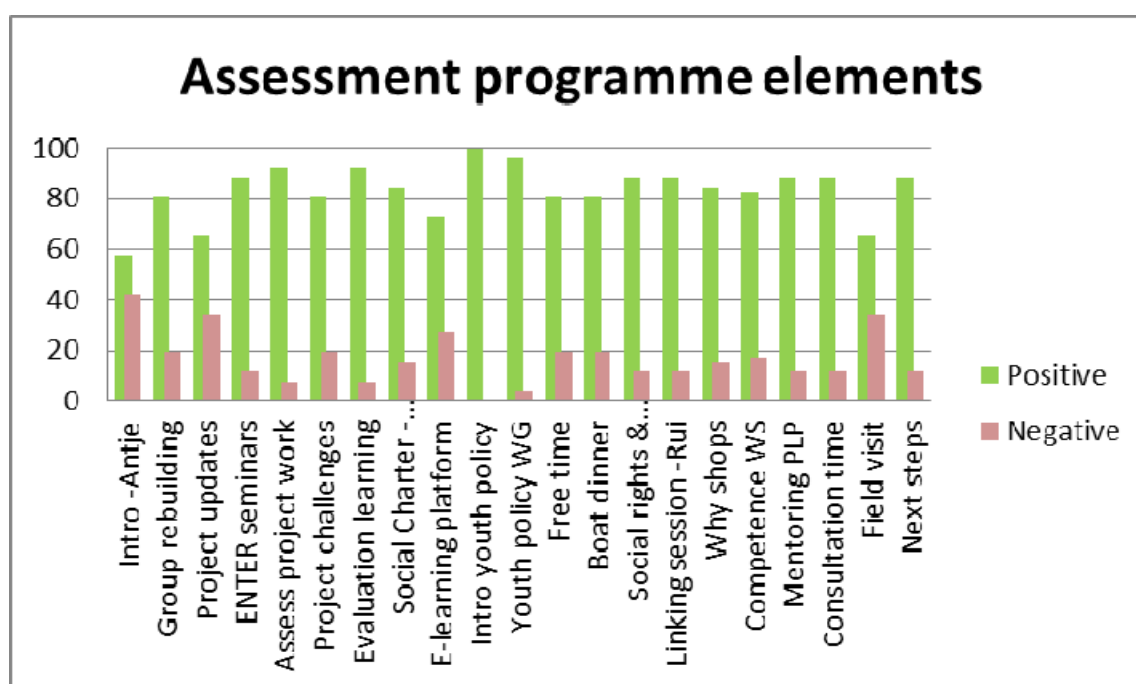
Interesting to point out is that virtually all respondents evaluated the sessions about **youth policy** positively, nevertheless a significant number of participants did not find that this second LTTC Enter! seminar addressed the youth policy dimension of their projects satisfactorily (23% and 15% in the evaluation of objectives 3 & 4).

Participants' projects

The first seminar allowed participants to develop their projects. These project ideas are described in the report of the first seminar (2009) and documented online at http://enter.coe.int.

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 Enter! 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.

These quality standards for the 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 for 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.

⮐ The LTTC Enter! first seminar report (2009) also included practical criteria to measure whether the quality standards were met.

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. includes an integrated approach of non formal education

17. secures timely accessible documentation

18. applies open and thorough evaluation

19. has adequate educational support

20. is innovative

21. contributes to the Enter! project

22. includes a conflict transformation dimension

23. makes use of information and communication technology (ICT)

24. is open for development and learning

25. is set in a disadvantaged neighbourhood

Conclusion of the second 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. From the 32 youth workers and local authority representatives that took part in the first seminar (Strasbourg, September 2009), 25 participated in this second seminar (Budapest, September-October 2010). Two participants dropped out and two new participants were invited to the seminar and to join the project.

The trainers team proposed different e-learning units during the project practice period between the first seminar and the second consolidation seminar. Participants reacted with mixed enthusiasm to these online activities. The practical activities were followed quite well (e.g. human rights education ▤ page 53, social rights in practice ▤ page 60) but other e-units were only carried out by half of the participants or less (e.g. human rights ▤ page 50, international youth policy ▤ page 66 or local youth policy ▤ page 73).

The consolidation seminar took participants' projects as a starting point (➲ page 32). There was space for sharing and reflecting on their project experiences (▤ page 79 & 84) and large majority of participants (88%) were happy with the time addressed to the quality of their projects, even though they found the 'one minute' method a bit limiting (▤ page 79).

One of the difficulties experience by participants in their projects was the link to (youth) policy. The response to the e-units on policy (▤ page 66 & 73) was already very poor, but also a comparatively large number of participants rated the policy objectives of the seminar unsatisfactory. The team tried to address this lack through a workshop on trilateral cooperation with local authorities (▤ page 106).

The e-learning units (▤ page 49, 53, 57 & 60), as well as some sessions during the second seminar (▤ page 95 and ➲ page 38 & 45) addressed key concepts such as human rights and social rights, specifically related to participants' projects and their disadvantaged neighbourhoods. All but 8% of participants did agree that this objective was reached to a certain extent.

The second seminar was also an exquisite occasion to reflect on participants' learning and their values (e.g. in the Why-shops ▤ page 110). Even thought there was a large focus on the projects, it dawned to many participants that the course and projects had an impact on their personal and professional development. 81% of participants felt that the seminar assessed their learning and identified further training needs.

This leads us to the last element of the consolidation seminar. The Budapest seminar aimed to develop further competences needed for quality youth work with young people in disadvantaged neighbourhoods. The team invited the participants to tell them which training needs they had and tried to address these in practical workshops e.g. on EYF funding, evaluation and non-formal education (▤ page 97).

Ask the experts > Inputs of the speakers

Official opening – by Antje Rothemund

Executive Director of the European Youth Centre Budapest

Antje Rothemund welcomed the participants of the LTTC Enter! to the European Youth Centre in Budapest (EYCB) and gave a brief introduction to the Centre:

The European Youth Centre in Budapest is part of the Directorate of Youth and Sport of the Council of Europe. It is one of the instruments to put the Council of Europe's youth policy into practice, just as the European Youth Centre in Strasbourg and the European Youth Foundation. The EYCB was founded in 1995 and resulted from an agreement between the Council of Europe and the Hungarian state, the owner of the building. There is a good cooperation with the Hungarian government, who also hosts the Mobilitás youth information centre in the same building.

From its outset, the EYCB has coordinated the Directorate of Youth and Sport's priority programme on human rights education with and for young people. Over the years, the EYCB has developed into a knowledge centre on human rights education in Europe. It offers training courses and educational resources as well as contacts and networks active in human rights education. "Compass - a manual for human rights education with young people" is the central educational tool of the programme and is widely used all over Europe.

- Download Compass and many more human rights education resources, in a wide variety of languages, from www.Council of Europe.int/compass/

Ms. Rothemund then expressed the importance of the LTTC Enter!:

The Enter! project is one of the European Youth Centres' most prominent training activities on the social inclusion of young people. So this makes the role of the participants in the LTTC Enter! all the more important to bring about change, especially in disadvantaged neighbourhoods. The participants are the missing link between local projects and European policy. The Enter! project contributes to breaking young people's isolation through international involvement, at the same time as breaking the youth workers' isolation. You are not alone!

Youth policy might be an alien concept to social youth workers. Many don't feel comfortable with it and reluctant to get involved in youth policy. But youth workers are central players, because they can help to make youth policy relevant and sustainable. Youth work and its proximity to the real situation of young people on the ground is the ideal sounding board for the development of policies relevant for the situation of the young people concerned.

One single European, national or local youth policy does not exist. There are many different ones and sometimes there are none. However, even when there is no explicit written youth policy, there still is an 'attitude to young people': a sort of youth policy by default or by negligence. Youth workers could and should strive to change this, at whatever level you are active. A noble cause indeed!

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

Your work plays an important role in developing and fostering this capacity of society. That's why youth work should be better recognised, not only by European institutions but also at national level. Voluntary work should get more recognition, through institutional support, through the development of curricula and quality standards, through training and qualification schemes.

Ms. Rothemund ended her address by reminding the participants of the importance of their contribution to social cohesion and thanking them for their commitment.

Introduction to the Social Charter - by Régis Brillat

European Social Charter, Directorate of human rights and Legal Affairs, Council of Europe

Régis Brillat, joined the LTTC Enter! seminar, to present the European Social Charter (ESC) and how it links into the projects and youth work of the participants. The European Social Charter is one of the important tools that can help improve the social rights of young people in disadvantaged neighbourhoods.

Mr Brillat, structured his presentation and discussions in three parts:

1. Definitions: first we need to ensure that we are talking about the same things.
2. The European Social Charter: what is it about, how does it work?
3. What can we do? How can we use the ESC to improve the situation of the young people we are working with.

1. Words and their meanings - definitions

Discrimination

Mr. Brillat asked the audience, what types of 'discrimination' they knew about or had experienced. The participants mentioned many situations such as slavery, racial discrimination, Nazism, homophobia, inequality between men & women, on the labour market, based on the neighbourhood you live in, islamophobia, based on political opinion, ageism…

- There is a difference between 'institutional discrimination' (by the system, by the procedures in place…) and personal discrimination (by people, based on their prejudice).
- We feel discrimination most when we feel it personally (less when we see others being discriminated). This experience makes our fight for social rights stronger.

Mr Brillat pointed out two different types of discrimination:

1. On the one hand discrimination is 1) being treated differently 2) in the same situation 3) without objective justification for this different treatment. These are the 3 things the European Court of human rights checks before intervening.
2. Discrimination can also be 1) being treated the same 2) in a same situation 3) but which would need an adapted approach because of special needs in order to ensure equal access. For example, treating a person in a wheelchair the same way as others (e.g. everybody should take the stairs) will prevent his/her 'equal treatment'.

There is a juridical distinction between 'identical' and 'equal' treatment.

- Identical treatment = the same treatment despite different situations and needs
- Equal treatment = differentiated treatment according to the needs of the individual or group

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Positive discrimination

Positive discrimination is also known under the more 'politically correct' term of 'affirmative action'. It is the practice of giving advantage to those groups in society which are often treated unfairly, usually because of their ethnic background, gender, age or other criteria.

According to Mr Brillat, positive discrimination only cures the symptom, but not the fundamental disease behind it. Therefore we would need to strive for fundamental solutions that deal with the reasons for discrimination. *For example, if less women are in politics, because the climate in politics is male-centred or it cannot be combined with family life (e.g. having children), we need to change this environment, rather than having quota (positive discrimination).*

➢ The best way to fight discrimination is to provide adapted measures to the situations to ensure 'equal treatment' (an adapted approach depending on specific needs), rather than imposing 'identical treatment' for all.
➢ Sometimes positive discrimination is used to achieve results faster, but this is not the ideal. It should at most be used in a transition phase.

Human Rights – Droits de l'Homme

The term used to be 'Right of Man' (as it still is in French: Droits de l'Homme). It is only after the 2nd World War, when the politicians were working on the Universal Declaration of human rights was developed in 1948, that the term (in English) was changed to human rights. In Quebec, they have also changed the French term to 'Droits de la Personne Humaine' (similar to the German 'Menschenrechte').

• One of the big discussions at the Women's Rights Conference in Peking (1995) was 1) whether Women's Rights are/should be part of human rights versus 2) are those 'Rights of Man' (Human Rights) applicable to women (or are special/additional rights needed). Food for thought.

Human rights are…
• minimum standards to live in dignity
• linked to the human being, human nature (we are born with them)
• for everybody regardless of situation, time and space
• universal, whether states want it or not (it stands above politics)
• should be recognised, make them respected regardless of laws

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Question from the group: are human rights universal or a Western concept?

Human rights and social rights are universal. Every human being on this planet has the same rights. But imposing the same *modalities of implementation* of those rights all over the globe would be ethnocentric. In certain cases, we should also take into account cultural differences in the way that the rights are implemented and safeguarded. This cultural richness should be acknowledged. There are different *approaches* possible, however the rights should remain universal. We should not fall in the trap of *cultural relativism*.

Generations of human rights

People sometimes classify human rights into three generations. Mr Brillat finds this a dangerous distinction because it can create the impression that some rights are more important than others. That some have priority over others. That is more acceptable to baffle certain rights rather than others. This is not the case. All rights should have been part of one package, but that would have been difficult to implement politically. That's why we talk about the different 'generations of human rights'.

1. **Civil and Political Rights** (1st generation) = fundamental liberties: e.g. freedom of expression, movement, organisation, religion, thought, fair trial, not being persecuted, etc. In French you would say 'Droits DE …'. States should NOT interfere in these situations (e.g. expression, religion, etc) otherwise they infringe people's individual rights. National tribunals and the European Court of human rights in Strasbourg can be ceased to make your rights respected. Civil and Political Rights = Individual rights.
2. **Economic, Social Cultural Rights** (2nd generation): right to health, social security, work, not being discriminated… (see below). In French they speak of 'Droits A …'. States ARE required to take initiatives to safeguard these rights in order to respect groups' collective rights. States have to take action and it requires lots of investment. Therefore some states prefer to focus on the first generation of rights (which doesn't cost anything). Economic, Social Cultural Rights = Collective rights.
3. **Rights of auto-determination of people, rights of future generations to healthy environment** (3rd generation of rights). It is not clear whose rights they are? This makes it also more difficult to defend and respect them.

In line with the different 'generations' of human rights, there are different types of treaties.
- The Convention for the Protection of human rights and Fundamental Freedoms (http://conventions.coe.int/Treaty/en/Treaties/Html/005.htm) is a prerequisite for becoming a full member of the Council of Europe. When member states don't comply, individuals can take their country to the European Court of human rights (after having gone through all juridical possibilities on national level)
- The revised European Social Charter (see below or www.coe.int/socialcharter/) has not (yet) been signed, and even less ratified, by all Council of Europe member states. The Collective Complaint Procedure has been adopted by even fewer states.

However, one generation of rights is not better than others! All rights are interdependent. When one is infringed, the other ones are too. These interactions go across the categories. *For example, when the right to housing is violated, often also the right to vote is baffled (as you need to be registered in a certain residence in order to be on election lists). If children don't go to school, it will be difficult for them to learn to express themselves freely.*

Question from a participant: What happens if two rights are in conflict?

e.g. Islam cartoons (freedom of expression versus freedom of religion), veil in schools (right to education versus freedom of religion), Roma (public order versus freedom of movement),…

In this case, the court should/could limit one of the rights or both. It is a delicate exercise in balance and dosage, which depends very much on the national context, the cultural habits, etc. The human rights Convention or the European Social Charter only gives guidelines, but doesn't give exact answers what should happen in particular. You could say the European Social Charter is not a language, but a 'grammar'. Each situation and country speaks in a different way BUT should respecting the same principles/rules.

Council of Europe

The **Council of Europe** is an intergovernmental organisation (based in Strasbourg) with 47 member states and works for the respect of human rights, Democracy and the Rule of Law (the 3 pillars of the Council of Europe). All Council of Europe member states have ratified the Convention of human rights and the European Social Charter (some countries still have to ratify the revised Social Charter).

The Council of Europe should not be confused with the **European Union**, which is a supra-national institution composed of 27 member states (all of which are also members of the Council of Europe). The headquarters of the European Union are located in Brussels, with a European Parliament in Strasbourg and the Court of Justice of the European Communities in Luxembourg.

The Council of Europe was founded after the second World War to avoid things going wrong again. It became clear that '**Democracy**' alone is not enough to avoid horrific situations (like what happened in Nazi Germany). It became clear that human rights need to be safeguarded under all circumstances and all decisions need to be taken in the juridical frame set out = **Rule of Law.** *E.g. a president will only have the competences that are conferred to him/her by law and if she/he goes outside this frame there should be juridical procedures to remediate this situation.*

2. European Social Charter

The United Nations developed the Universal Declaration of human rights in 1948 to strengthen international human rights protection, after what happened in the second World War. In Europe, the Council of Europe developed the European Convention of human rights in 1949, to make human rights binding for its member states.

This 1949 human rights Convention (and its consecutive amendments) lists the so-called 'fundamental freedoms' (Civil & Political Rights = 1st generation human rights) that states should respect. If this Convention would have gone further and would have included the Economic, Social and Cultural Rights (= 2nd generation human rights), this would require too much commitment of the member states and would lead to resistance from the member states.

That's why the European Social Charter (ESC) with the Social, Economic and Cultural Rights was only adopted (in a minimalist version) in In 1961. This was also due to the opposition between 'the West' (Western Europe, USA) and 'the East' (Eastern Europe, Soviet Union). The East tended to privilege the Social & Cultural Rights, whereas the West has always hammered on the Political & Civil rights.

Nevertheless, the European Social Charter was revised in 1996. The Council of Europe strived to make the Social Charter and the Economic, Social and Cultural Rights in it, just as binding as the Convention on human rights. Because Economic, Social and Cultural Rights are also human rights. The revised European Social Charter also establishes a supervisory mechanism guaranteeing the respect of the rights in the charter by the member states.

The rights guaranteed in the European Social Charter concern all individuals in their daily lives (*as opposed to the civil & political rights – which the majority of people will never have to deal with – except when they are infringed – for example torture, censorship…*)

The Economic, Social & Cultural rights are categorised in the European Social Charter as follows:

•   Housing
•   Health
•   Education
•   Employment
•   Legal and social protection
•   Movement of persons (different from the EU's 'freedom of movement')
•   Non-discrimination

You can find the detailed rights at www.coe.int/socialcharter/.

What happens in case of infringement of the European Social Charter?

• It has to be said that (at the moment) only 43 countries ratified the social charter. So the ESC is not valid yet in Switzerland, Liechtenstein, Monaco and San Marino.
• Member states can also make a selection of provisions that they accept and not accept others.

There is European Committee of Social Rights (ECSR), composed of 15 independent and impartial experts, which monitors whether the Council of Europe member states honour the Social Charter. The member states submit national reports about the implementation of the Social Charter into national law. The ECSR examines the reports and gives 'conclusion' to the member states. State has to respond to the conclusions and change their laws to improve the situation.

For the European Social Charter, there is no individual juridical procedure as is the case for the human rights Convention (at the European Court of human rights). The Council of Europe created a 'collective complaints procedure'. Only specific organisations (e.g. labour unions, employers' organisations, international NGOs) can use this procedure against Council of Europe member states. This is sometimes

a weakness (because no individual procedure possible) but also a strengths (because action is taken on behalf of all children/people concerned).

- It has to be noted that only a limited number of countries have accepted this collective complaint procedure.

Some examples of collective complaint procedure

The International Commission of Lawyers (Switzerland) started a collective complaint procedure against Portugal, because minors (less than 15) were doing child work. Portugal justified that it was implementing the European Social Charter (interdiction of child labour) because in the course of a few years, the minus 15 year olds in work had halved. However, there were children below 15 registered in the social security records. So Portugal was forced to take action improve the situation.

Similarly, Croatia was condemned because it used school books that were overtly hostile to homosexuality. The collective complaint procedure led to the condemnation of the practice and made the homophobe book disappear from the schools. This way the European Social Charter helps to change the situation in Europe.

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3. What can you do?

As mentioned above, several countries have not ratified the European Social Charter, or several of its provisions (articles), or the collective complaint procedure. Citizens (youth workers) can take political action and advocacy initiatives to pressure the politicians to accept all provisions of the Social Charter.

Once a country has ratified and accepted all provisions, it is possible to denounce infringements and take the authorities to court. First in the country concerned, as the provisions of the European Social Charter should have been transposed into national law. But if this is not the case, you can start a collective complaint procedure towards the European Committee of Social Rights (only after having gone through all national procedures).

If you are not part of an eligible organisation that can start such a collective complaint procedure, you can always try to find an international NGO working in the field that is ready to defend your interests.

"Access to Social Rights"

Responding to a question of a participant, Mr Brillat mentioned he was a bit surprised that the LTTC focused on the 'Access to Social Rights'. For people to enjoy their full social rights and make it concrete and effective, 4 conditions need to be fulfilled:

1. The right has to be clearly described (understandable) and be specific (what exactly does it refer to).
2. People need to know about the rights (information, awareness raising).

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3. Mechanisms should be in place to access or demand your rights (local authorities, commission, ombudsman)
4. Juridical procedures should be in place (legislation, courts, or the collective complaints procedure if all else fails).

There is a role for civil society and youth work to make (young) people and communities aware of the rights they have (for instance human rights and Economic, Social and Cultural Rights). Youth projects could also raise awareness and train (young) people about the conventions in place (Human Rights Convention and European Social Charter) and the mechanisms to follow in case of problems (national procedures, support organisations, European Court of human rights, collective complaint procedures).

As Nike said: 'Just do it'.

ENTER!-ACTION: youth policy, social rights & youth work - By Rui Gomes

Coordinator Enter! project, Head of Education and Training Unit, Directorate of Youth and Sport, Council of Europe

Rui Gomes is the coordinator of the whole Enter! project, of which the LTTC Enter! is a central piece. The Enter! project has been developed to make sure that the long term course benefits from all the resources and inputs that the Council of Europe has to offer. The other way around, the youth workers' efforts and their projects should benefit to the overall objectives of the Enter! project.

A central element of the Enter! project, is to connect social rights to human rights to youth projects. One criterion for learning is the capacity to explain the projects in which the youth workers participate from the point of view of human rights and Social Rights. Participants at the LTTC have demonstrated a fairly good understanding of how their youth projects connect to the course in this consolidation seminar.

"Act locally – think locally – work socially for social rights"

Most issues are local. You might find them across different countries but the solutions are often local. It is important to work together for the benefit of the society. You can get inspiration for your actions from the European level (e.g. at this LTTC). Europe is more than you think. But sometimes Europe is also less than you think, because there are too many expectations towards the European institutions. The capacity of the Council of Europe to influence local youth policies is not very big. Similarly for the degradation of social rights.

Therefore, the Enter! project is all the more important. To make the access to social rights real on the terrain. In that way the participants of the LTTC ENTER! are contributing to the Council of Europe and its objectives. At the same time, the Council of Europe invests in training youth workers from all over Europe.

"Be the change you want to see in the world"

Is it enough to be that change or not? It is important to be that change. But it is also important to see what change the course will have on you as an agent of change. Where does this course take the participants? Why are the participants doing it? What is in it for them (as youth work professionals)?

There is a big individual responsibility in the access to social rights. It is central. Rights are about responsibilities. When talking about young people in disadvantaged neighbourhoods, we are talking about responsibilities. Not only individual responsibilities, but also collective/shared responsibilities (with the community, society, city, village, etc.). Responsibilities both for the problems and the solutions.

Tools for intercultural dialogue?

Where are they? How to translate the objectives into action? But tools are not action. Do we need more tools? Or do we have enough already? Do we need another "all different all equal" campaign? Education can lead to action. But it does not always lead to action.

Can we do what we say?

Are we able to do that we say that we do? We work for social rights and against violence, discrimination, social injustice... Can we deliver? As Obama said: 'yes we can'. As Thomas Hammarberg said: "the end of the discrimination of Roma is a political matter – it just needs some political will". Discrimination, exclusion and violence are also political matters. The situation depends to a large extent on how politicians organise society, how they intervene and regulate. Those situations require adequate policy responses.

Discrimination is not the result of poverty or scarcity of resources. It depends on the will to change. Social rights of young people from disadvantaged neighbourhoods just the same. It needs a bit of pressure. We need to work on this. With the little 'big power' we have, we need to try and influence things. We need to be convinced that we can change things. There are enough sanctions to make people take action.

Societies are well organised to deal with delinquency, but we also need to organise society to prevent delinquency.

Youth policy is for young people. It is for ALL young people. Even though it seems to be addressed to specific groups of young people (those at risk of falling out). It should be for ALL! However, the reason why we address specific groups is because they need special attention to address their needs. It is a struggle between general and specific. We need to be aware of the risk of labelling. But it should not prevent us from addressing specific problems.

Youth work matters.

Youth policy needs to involve young people and those working with them. That's why youth work matters. The Council of Europe is an intergovernmental organisation. Nevertheless, the Council of Europe also believes that youth work is an important dimension of youth policy. Without a practical dimension, youth policy is very disconnected from practice. Faith/believing can move mountains, but it still needs to be put in practice.

The Council of Europe is a paper production machine (charters, resolutions, conclusions, etc). Policy is paper. But they should become more than paper. Connecting to youth work is a way to make sure that policies go further than paper.

There is no democracy, no human rights system, if it is built on exclusion, human rights violations. We cannot let society rot by exclusion and human rights violations. We need to address situations of chronic discrimination – they are human rights violations! human rights violations undermine the foundations of our society.

Power corrupts. Powerlessness corrupts too. Hopelessness corrupts too.

Europe is NOT the only answer. With the Enter! project we want to initiative a top down approach, which in fact contains a bottom up projects. The Council of Europe can influence the grass roots (top down) because of its role and position. But this is only possible when we involve bottom up ideas from youth work. Change in society needs more than conferences. International conferences are important but the real change happens after them on the field. We should be an example on European level of how we think policy should be done at local level.

Youth work inspires youth policy. Youth policy inspires youth work.

It does not always work like that. Youth work should change young people's reality. That's why the outcome of the Enter! project should be recommendations for youth policy. This project brings together youth work, youth researchers and youth policy/officials/institutions, because good policy articulates the 3 parts of the triangle.

The projects developed within the LTTC Enter! are recommended to involve the three parties too, even though in reality, there is probably more of one stakeholder or the other. The triangle is sometimes unbalanced or there is no triangle. A project is always a process of change. A project is not just doing something. It is also about achieving something. We should not just keep people busy or off the street, we should aim to change things.

Why do we emphasis on social rights?

Everybody has human rights and social rights, even those that '*don't behave properly*'. Not everyone can exercise their rights in the same way. It is not just a matter of having or creating the key to social rights. This work is also about information, awareness raising, advocacy, empowerment… and ACTION (➲ see also Régis Brillat's input on the European Social Charter > What can you do, page 43).

Change takes time and time makes change.

Sometimes it goes quicker than other moments; some changes might be quicker than others. The project in itself is not so important, but the effects it reaches.

When we are talking about learning by doing, this implies that we need to do something first, and then learn from it (extract lessons). Based on this learning, hopefully we are able to influence. How can we use the learning to better construct future youth policies?

Comments from participants

One of the Enter! objectives being intercultural dialogue, but we are far away from intercultural dialogue and critical reflections around it. The notion of intercultural dialogue can be controversial and be interpreted in different ways. Discussions around this issue are lacking.

Response: Council of Europe has a White Paper on Intercultural Dialogue, which is the frame for the course. Many of the disadvantaged neighbourhoods often have a multi-cultural population, hence the link with the course. We should not shy away from this challenge, even though their might of course also be other approaches. We need to make it relevant in the different contexts.

Enter!-ACTION: the Enter! project combines different stakeholders and allows interaction between them. The participants at the Enter! course do concrete work and projects with young people in the field. The Enter! project consults with them and feeds their experiences into the recommendations to the member states, because the Council of Europe is about inter-governmental cooperation and giving policy recommendations. Through the Enter! project, these recommendations will be based on the needs and experiences of the youth projects developed by the LTTC's participants, and the young people in them.

A bit more detail > Session outlines

Online e-learning units (January-September 2010)

<u>E-unit: human rights</u>

1. Title	E-learning unit on human rights
2. Date	*December 2009-January 2010*
3. Authors	*Nadine Lyamouri-Bajja*
4. Background	*During the first residential seminar, participants had first introductions to human rights, the conventions, instruments and functioning.* *One main purpose of the e-learning platform is to help participants to deepen certain issues which were already tackled or introduced in the residential phases.* *This unit was the first conceptual unit after the seminar in Strasbourg. It focused on human rights in relation to participants' work realities.*
5. Aims	The session aims at deepening participants' conceptual, philosophical and practical understanding of human rights and to relate these to their work in disadvantaged neighbourhoods.
6. Objectives	• To explore the key concepts of human rights such as its origins, the universality, equality, indivisibility of human rights; • To understand the link between daily challenges faced by young people in disadvantaged neighbourhoods and concrete human rights violations • To analyse concrete human rights violations in the reality of young people in disadvantaged neighbourhoods • To explore and share instruments, mechanisms and ways of protecting human rights and responding to violations as a youth worker active in disadvantaged neighbourhoods based on participants' daily experiences
7. Competences addressed	• Ability to link existing instruments for the protection of human rights 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: • Ability to reflect on own practices as a youth worker active in disadvantaged neighbourhoods and link these to human rights related concepts
8. Methodology and methods	The unit is developed in three steps: 1. the first step focuses on reading and materials. Participants are encouraged to read additional information about human rights. They are free to pick what is most needed to them and not requested to read it all. 2. In a second step they reflect and discuss on the forum what are the human rights issues they are confronted with in their work in their disadvantaged neighbourhoods. 3. Apply their thinking to a case study and share their thoughts

9. Programme	1. Firstly, here are some background documents you could read and use as additional source of information: The following are no more than suggestions: you are not expected to read them all! Use the list if it is helpful, but feel perfectly free to use other articles that you have come across instead. You might want to share some articles/ books/readings with other participants as well.
	• I would suggest you begin with Chapter 4 of Compass, in particular part 1
	• The Questions and Answers at the back of Compass may also be useful
	• If you want to look further at the history of human rights, Moira Rayner's History of Universal human rights provides a nice summary (though fairly European biased). There is also a relatively detailed timeline of human rights at the Universal Declaration on Human Rights website.
	Remember that these are only background documents, no holy text that you should accept as the only truth!
	2. Using the new Forum discussion on human rights, we would like you to think of the following question and put your answers in the common space- Everyone should be able to read what you put, to comment and add own thoughts, opinions etc. The question would be: *"If I wanted to eliminate discrimination, violence and exclusion in the disadvantaged neighbourhood I work in, where would I start?"*
	3. Select a case studie: In this unit, you will find 4 case studies on various challenges faced by young people in disadvantaged neighbourhoods. Read them all and select one you would particularly like to work on here. Please sign in for this group using the Wiki. You will get clear instructions on what to do in the wiki group.
10. Outcomes	Participants got an introduction to human rights and human rights principles. They had an opportunity to connect human rights to their own reality and apply their thinking to other cases.
16. Appendices	Case studies

Human Rights Case studies

Case study 1

> Crime at developments on Edinburgh's south side, has reached such alarming levels that local leaders are planning to spend money earmarked to promote "social inclusion" to pay for more police officers to patrol the streets.

The local counsellor explains: "Relations between residents and youngsters and policemen have been getting so heated recently that it was vital for us to take some long-term, consistent policing action."

The area has one of the country's worst levels of deprivation, with unemployment at 10%, compared with just 2.2% in other parts of the city. More than 40% of the children in the area live in households where nobody works. The area is notorious for drugs-related crime and has also witnessed a series of high-profile murders in recent years. But is increased security the answer to all these issues?

This is obviously creating a lot of tension in the neighbourhood. Residents are shocked that poor areas are being driven to "pay" to hire additional police officers from a private company. John and Salim, who live there, consider that the money going for more police and more punishment could have been invested into youth projects, football fields or simply prevention programmes. For them, hiring police does not at all contribute to social inclusion in the neighbourhood.

Youth NGOs working mainly with street workers in the neighbourhood are also in shock: their public funding keeps being cut with the argument that money is short, and then this news comes up. "Our job as street workers comes before the police even interferes and very often prevents them from having to do so. We do not deny that police are needed, but not in this way".

Case study 2

K. grew up and always lived in a disadvantaged neighbourhood. His friends, his family, his school and social life are in this area. He quit high school when he was 15 to "earn some money like the older brothers of the neighbourhoods". He is now 18 and strongly struggling to find a job.

He went through the normal procedures of employment offices and temping companies without any success. He finally found a vocational training as a mechanical technician. Out of the 12 young people who were with him in the 1 year training, 4 have immigrant backgrounds and 2 are from the same neighbourhood as him. He got his diploma with very good marks, and since has been looking for a job without success. Everyone tells him that this field is so needed and that it is surprising. All the others from his class started working straight after except for his 2 friends from the neighbourhood, even though they had better results. The employment office tells him that he has to wait, that it's a time of crisis.

K. is starting to wonder whether his background or his address are causing him problems. He is getting extremely angry and feeling cheated by the state who pushed him to do this training in order "to be qualified for a job".

His family simply thinks he's lazy and should contribute more to the precarious family situation.

K. is sometimes looking at other guys in the neighbourhood who "made it". Maybe not through very legal ways, but at least they are respected and successful. K. is loosing his self-esteem day by day and not knowing who to turn to.

Case study 3

N. lives in a Roma ghetto at the edge of a big European capital city. N. is the oldest of 5 children and often home alone taking care of them. She left school at the age of 14 and now spent her day at home to help her mother with the house work. Recently she started to get together with a group of other young girls from the neighbourhood who are volunteers at a youth association based in the area.
There is an opportunity for the girls to join a youth exchange in a foreign country, but the family of N. does not agree to let her go.
N . is very disappointed, because she sees that her friends are very enthusiastic and talking all the time about the preparations for the youth exchange. She has decided to escape and get married with her boyfriend as she thinks that if she is no longer with her family she will have more freedom to make choices in her life.

Case study 4:

In the neighbourhood of R. city, the early pregnancy rate is permanently increasing, This is leading not only to uneducated 16 year old girls being left alone with young babies, social insecurity and fear, but also to their exclusion from society. In the neighbourhood, no access to contraception and health care is provided. Young people wishing to get some information about risks and ways to prevent pregnancies or STDs have nowhere to go. Discussions about these topics are taboo in the neighbourhood, and the last NGO who tried to implement a programme on this was accused of encouraging young women to have sex. Young people are very little informed about issues around relationships and sex, and they are embarrassed to ask. P. has had unprotected sex with her new boyfriend for the first time and she is now very worried. He has had previous experiences with other girls. P. knows that in case of pregnancy, she could not continue her education, and would also be rejected from her family forever as she is not married to the boy. She has heard of something called the "morning after pill", but does not know who to turn to ask. In the community, everyone knows everyone, and she feels she cannot trust anyone to stay confidential.

E-unit: Human rights education in practice

1. Title	Human rights education in practice
2. Date	*February 2010*
3. Authors	*Pieter Jan (PJ) Uyttersprot & Matteo Fornaca*
4. Background	*Just before we did the human rights theory & concepts unit.*
5. Aims 6. Objectives	Within the aims and objectives of the LTTC we wish that you gain and or develop your competences in using Non formal human rights education with young people. This Unit gives you the chance to practically do a non-formal education activity and share the results with the entire group and to receive feedback on it. The main focus of this Unit is on your skill development in running non-formal education and human rights education activities, so less focussed on your project development.
7. Competences addressed	• Animation competences • Debriefing competences • Reporting competences
8. Methodology and methods	1. First of all you choose your target group to do the activity. For this you have several options and as you are the expert in your target group, only you can decide which group to take. You can do it with the young people you are doing your LTTC project with (and so use it as a step and activity in your project & advance). But you can also choose to do it with a different group of young people if you should feel that your project target group is not yet ready for this or not yet defined completely… And therefore you might choose a "safer" target group like colleagues, friends, in a school. You know best your situation. If you would need assistance with this please contact your mentor. 2. According to your target group you should choose a NFE activity on social rights to do with them. This is not a very easy task if you are not used to do so but nevertheless a useful exercise for you. In order to choose an activity you should take into consideration several aspects. - your target group (number, age, composition, starting point, knowledge on the subject…) - you as a facilitator (your affinities, competences, knowledge, style…) - the environment in which you will do the activity (outside, inside, school, youth club, big space, small room…) - time and material you have (1 hour, 1 day, …) Also to take a look at the part in Compass Chapter 1 "How

	to use Compass". You could also decide to re-use an activity we did when being in Strasbourg (Win as much as possible, Statement exercise), but of course you should adapt them to your situation and young people. You can choose from the Council of Europe manuals like "Compass", "Compasito", "Educational pack" or others like T-Kits (which are in the LIBRARY on the platform). Of course you are free to take another activity but then please upload the description later so we can read it. If in any of these steps you would face some problems please contact your mentor. 3. Once you have chosen your group & activity you put it on this FORUM so the others know which activity you are doing and it could give them inspiration. At the same time you can use this forum to ask possible questions or doubts you might have or get some tips from the team and the other participants who might already have done this activity. 4. Then you go and DO your activity 5. You fill in the template for reporting on your activity and you upload it HERE as an attachment in word to a reply to the forum post which has your name. 6. You feedback on each other reports giving tips and advises to one another to improve future work. This you do by "replying" to the other peoples Forum posts'.
9. Programme	1. Choose your target group 2. Choose your activity 3. Share your activity choices with the others 4. Do your activity 5. Report on your activity 6. Receiving feed back 7. Giving feedback to the others
10. Outcomes	Finally a large part of the group did the activity but only 2 did it in time. Part of the results were very interesting and part not because they or did not understand the activity or they did not do what was asked. • Submitted assignments: 24 on a total of 30 participants • A very late response of the participants in general • Only 2 did it within the given timeframe • Some of them who did the activity didn't seem to have understood clearly the assignment so from this we might consider to formulate better future assignments or to find a way to see if people understand what we mean. • The last task was to feed back on each others' activities and this was not done unfortunately. This was most likely because all were focussing on their own activity and the being late factor was not helping. Some team members did give some feedback.
11. Evaluation	Conclusions • As participants could choose the topic and tool the things

	did were very diverse. One of the main things I felt concerning the difficulties where to place the activity within the "daily" activities done. For some because the target group was not yet defined or because this activity was too soon or not framed in the educational process. • I also had the feeling that some had the difficulty to make the first direct link to human rights with their target group. As quite some participants are used to do the work but not necessarily speak a lot about human rights it seemed for some a bit strange or challenging to introduce it. • The once who did it seemed all to have found it interesting and useful • One of the main results for all was that all seem to believe that non-formal education can be a powerful tool to be used when working on human rights with their target groups. So from this we can conclude that we might consider more of these kind of practical units. • Concerning challenges I don't feel general comments are in place because it was very personal things (first time doing this kind of activity, managing a group, time management, …)
12. Follow-up	Within the educational flow we build the next step was to now specify on social rights and their specificity.
13. Materials and hand-outs	Reporting template (below) Compass (e-version)
16. Appendices	Reporting template

Reporting template: Human rights education in practice

Which activity did you do?

Please explain the context (target group, situation, duration…)

How did it go in general?

What do you consider where main outcomes from the activity for the young people?

How do you evaluate your "performance"? What went well, what was difficult…

Learning points for yourself you take from this activity concerning your competences as facilitator of non-formal education activities?

Do you thing that this kind of non-formal education methods could contribute to the "access to social rights of young people from your disadvantaged neighbourhood"? And why? And how?
How would you evaluate this UNIT as an assignment within this LTTC?

E-unit: Social rights: Theory and concepts

1. Title	Social rights: theory and concepts
2. Date	*March 2010*
3. Authors	*Matteo Fornaca & Athanasios (Sakis) Krezios*
4. Background	*When evaluating the residential seminar, trainers and participants shared the need for more theory on social rights. This need was also expressed in the personal learning and development's plans by participants. Trainers decided to develop theory on social rights together with a deeper knowledge of the local reality.*
5. Aims	To improve the knowledge about social rights in Europe and access to social rights in the local reality where your project takes place.
6. Objectives	• to refresh and deepen the knowledge of Social Rights in Europe; • to explore the reality of social rights in local contexts • to develop a presentation on social rights
7.Competences addressed	Knowledge of social rights; Ability to research and to compare local and European level; presentation skills.
8. Methodology and methods	Research and creative presentations.
9. Programme	1. The first task would be to refresh your knowledge on Social Rights. You might find useful Alexandra's presentation you already listened to in the first seminar, the revised European Social Charter and the Social Charter at a glance. • European Social Charter (revised) http://www.Council of Europe.int/t/dghl/monitoring/socialcharter/Presentation/ESCRBooklet/ESCRBooklet_en.asp • The social charter at a glance http://www.Council of Europe.int/t/dghl/monitoring/socialcharter/Presentation/CharterGlance/CharterGlanceIndex_en.asp 2. Once you are ready, you should focus on the dimension of "access to social rights in your reality". For this please check your country fact sheets, annual reports on implementation of social charter in the countries of Council of Europe. You might also need to search for some documents about the situation in your very local context. • Country fact sheets > annual reports on implementation of social charter http://www.Council of Europe.int/t/dghl/monitoring/socialcharter/CountryFactsheets/CountryTable_en.asp 3. It's now time to present the situation of social rights in your local reality. You should prepare a presentation of the reality of social rights in your local context.

	Some rules: • You can choose different audiences for your presentation: local authorities (to explain them why something should be done for instance), NGOs members from your area (to involve them in your projects on social rights), primary, secondary or high school students (to make them aware of SR) • You can use different forms of presentation: it can be PowerPoint (the presentation should be between 5 and 10 slides) but you can also think about different software (E.g. www.prezi.com), it can be an article, but also a keynote speech... feel free to use your creativity, but try to be efficient! • You can decide which Social Right(s) you want to present: maybe you can relate it to your project! • The above link can help you when it comes to the national level, but...you can just focus on your local reality 4. Once your presentation is ready, you should upload it on the dedicated forum. It's now time to show it, and to discuss the situation of Social Rights in our local realities within the LTTC group. Is it the same in every country? Can you relate your reality to other local contexts? Can you find new ways to work on the access to social rights by knowing the previous experiences in other countries?
10. Outcomes	**Quantitative information:** • 17 presentations have been developed. • None of them within deadline. • 7 presentations: word files; 8 powerpoints; 1 pdf; 1 prezi. • 11 based on national situation; 6 on local situation or on both.
11. Evaluation	The unit was very demanding and participants were probably focusing on the project development. **Qualitative information:** Some of the presentations reflect deep work. In particular: • some of them start describing the reality on national level to focus on local level later; • some are specifically related to one social right (mainly education or employment, or the relation between the two), others describe the reality of the Charter in the country. When comparing with the initial aim and objectives: • some presentations give the impression of a work on local reality to get to know more about it, but some are very general and not really related to local context; • all participants' works reflect an analysis on the social charter; • presentations have been mainly developed in "conventional" ways: Word or Powerpoint documents. Only one is more creative; • One presentation have been published;

	Last but not least, the interaction between participants has been (on the platform) very poor.
12. Follow-up	A specific session of the 2nd seminar could be dedicated to presentations of different local realities.
13. Materials and hand-outs	Different formats of presentations

E-unit: Social rights in practice

1. Title	Social rights in Practice
2. Date	*March 2010*
3. Authors	*Nadine Lyamouri-Bajja*
9. Programme	In this whole unit, we will be asking you to work first with the young people of your project and then with your mentoring group. The unit is separated into 3 steps: I. Who are you? Using the Forum in this unit, we would like you to introduce the young people you work with in your project. They should choose in which form they would like to do so- either by going online themselves, by sending a picture, a text, a story, a song etc...Get them to be creative and introduce themselves to the group. II. Diamond ranking The second part of the unit is what we call the DIAMOND RANKING EXERCISE. This should also be done together with your group of young people. Read the instructions below and then use the annex below. 1. Give each person a set of cards with the social Rights attached in the word document. 2. Introduce your group of young people to social rights and go through the cards together. Start a discussion on these rights in their daily life in the neighbourhood (ask them to find concrete examples to make it more simple). Please be aware that the cards only mention the titles of the rights, without always specifying what these include. You should therefore keep the social charter as a reference. (For example, the *right to education* is not mentioned as such, but included under the *right for children and adolescents to social, legal and economic protection* (article 17)). 3. Then, ask the young people to think of these rights and which of them they find most important for themselves in their life. Ask them to prepare a diamond ranking by choosing 8 of these rights they find most important and putting them in a pyramid form from the most important to the least important one(see in the word document) They could work in groups or individually. 4. Get the group back together and discuss: • Why they chose these rights rather than others? • How these rights are violated in the neighbourhood? • Who in the community (NGOs, local authorities, youth workers etc.) is responsible for the protection of the different rights and who can be addressed? • How your project responds to some of these rights

	concretely. **III. Reporting to your mentoring group** Using the Wiki set up in this unit, you should join your mentoring group and present the diamond your group of young people came up with. You should be able to explain why you chose these rights and how your project responds to them. Once each group member has done so, try to create ONE common ranking of which social rights are tackled in your projects altogether from the most tackled to the least. Explain how these rights are addressed in these projects and what should change as a result of this. Each group should make a final one page presentation with conclusions from the group work.
13. Materials and hand-outs	Social Charter
1. Annex	Diamond ranking sheet

The Social Charter

- The right to work
- The right to just conditions of work
- The right to safe and healthy working conditions
- The right to a fair remuneration
- The right to organise
- The right to bargain collectively
- The right of children and young people to protection
- The right of employed women to protection of maternity
- The right to vocational guidance
- The right to vocational training
- 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 benefits
- The right of people with disabilities to independence, social integration and participation in the life of the community
- The right of the family to social, legal and economic protection
- The right of children and young persons to social, legal and economic protection
- The right to engage in a gainful occupation in the territory of other parties
- The right of migrant workers and their families to protection and assistance
- The right to equal opportunities and equal treatment in matters of employment and occupation without discrimination on the grounds of sex
- The right to information and consultation
- The right to take part in the determination and improvement of the working conditions and working environment
- The right of elderly people to social protection
- The right to protection in case of termination of employment

- The right of the worker to protection in the event of the insolvency of their employer
- The right to dignity at work
- The right of workers with family responsibilities to equal opportunities and equal treatment
- The right of workers' representatives to protection in the undertaking and facilities to be accorded to them
- The right to information and consultation in collective redundancy procedures
- The right to protection against poverty and social exclusion
- The right to housing

Diamond ranking

Most important

Least important

E-unit: 1st of May

1. Title	May 1st – The International Workers' Day
2. Date	*April-May 2010*
3. Authors	*Alexandra Raykova*
4. Background	*This e-learning unit was planned during the preparatory meeting of the team in January 2010.* *The team decided to introduce an intermediary unit, which will require less work on behalf of participants, but will be connected to social rights and will encourage sharing.* *It was proposed that such unit is introduced on the occasion of the International Workers' Day.*
5. Aims	• To acknowledge the International Workers' Day and explore access to employment for young people from disadvantaged neighbourhoods.
6. Objectives	• To provide participants with space and opportunity to share in a creative way information about: the employment situation of the young people they work with; the way/s the International Labour Day was/is acknowledged in their country and their childhood dream job.
7.Competences addressed	• Ability to analyse the local context of young people from disadvantaged neighbourhoods; • Collecting information from media and other relevant sources; • Presentation skills; • Knowledge about the International Workers' Day and how it is acknowledged in Europe; • Knowledge about employment issues among young people from Disadvantaged Neighbourhoods in Europe.
8. Methodology and methods	Provide participants with links to WIKIPEDIA and COMPASS to consult and get information about the International Workers' Day. Request participants to share in the e-learning platform forums on the 3 questions: • When you were a child, what kind of profession you wanted to have or you imagined that you will practice as an adult? And why was it, if you still remember? • Any type of information, picture or other visual material about the most popular profession/occupation among young people in your neighbourhood (or the neighbourhood you work in) with a short explanation if you have one? Any other relevant information about the youth employment or unemployment which you like to share? • Any information, picture or other material about how 1st of May was celebrated in the past or nowadays in your country?
9. Programme	The unit was introduced on the 27th of April and initially the participants were requested to respond till 14th of May. Further the deadline was extended as for all other units till 20 June, but participants continued to write until August. (last post is

	done on the 2nd of August).
10. Outcomes	**Quantitative information**: In the 3 Forums replied 25 to 26 people. Respectively: • "dream job" – 25 • "popular occupation among young people" – 26 • "celebration of 1st of May" - 26. • Among these - 2 trainers. On average 7-8 people responded within the deadline and the rest after that. It is interesting to see that participants continued to write in these forums until the beginning of August, obviously long after 1st of May. Participants replied differently in the 3 forums. Most of them wrote text. In the second and third forum the participants used more references to further information via Internet links, pictures, etc. In the "popular occupation among young people" forum were used references to research conducted at local and national levels.
11. Evaluation	**Qualitative information**: Forum 1 offered an opportunity to get to know each other more and see on the one hand how far each managed to achieve their childhood dream or not. Very few from the group are actually having their "dream profession" and majority wanted to help their own communities being educators or having other social jobs. In terms of possibilities to analyse and draw some conclusions on access to social rights of young people from disadvantaged neighbourhoods and in particular access to employment, the most relevant was the forum 2: "popular occupation among young people". Some participants reflected the context, described the challenges, provided some statistics and pointed the recent developments and existing opportunities or the lack of such. Forum 3 in this unit, reflects the present importance or not of 1st of May in Europe and how it changed or not from its initial conception to the present days. Conclusions: • It is interesting to continue reflection on access to employment for young people from disadvantaged neighbourhoods and analyse how it relates/reflects other social rights or the overall access to social rights; • Examine the common treats in employment respectively unemployment for young people from disadvantaged neighbourhoods; • Provide any further reference to research done in the field; • Reflect how participants projects are tackling the access to employment and what is their impact on it; • Provide space to draw any specific recommendations on access to employment for young people from disadvantaged neighbourhoods, which could serve for relevant policy

	making/impact.
13. Materials and hand-outs	Links to WIKIPEDIA and COMPASS: COMPASS at http://www.eycb.Council of Europe.int/compass/en/chapter_5/5_14.html or in WIKIPEDIA at http://en.wikipedia.org/wiki/International_Workers'_Day

E-unit: International youth policy

1. Title	International youth policy
2. Date	June–July 2010
3. Authors	Athanasios (Sakis) Krezios & Alexandra Raykova
4. Background	The element of youth policy is present in several ways in the long term training course. The very fact that participants' projects' outcomes will contribute to a policy framework on access to social rights for young people from disadvantaged neighbourhoods, prerequisites rather profound knowledge of what it is in existence.
	It was planned that this unit should be broken down into two: **International Youth Policy** and **Local Youth Policy** (📄 page 73), better reflecting this way the specificities and characteristics of these two different – interrelated though – strands.
	International youth policy needs to be made relevant for local action and this all starts with knowledge about it.
	This unit will be the first to specifically tackle this topic, but certainly not the last.
	Because of piling up e-learning assignments (many participants having a backlog and because of the Summer holidays, the team agreed on a less complicated (with less text-processing) format and no need for distant cooperation = a "Quiz".
5. Aims	To enhance participants' understanding of the existing framework of youth policy as promoted by the Council of Europe.
6. Objectives	• To get participants acquainted with two major instruments about European Youth Policy: the Agenda 2020 (and the Resolution that followed it) and the Revised European Charter on the participation of young people in local and regional life.
	• To kick off a reflection on the impact the above mentioned documents have in participants' daily work in the youth field and to explore possible links.
7.Competences addressed	• European youth programmes and policies (Council of Europe and European Commission)
	• Needs-based youth policy approaches and its relevance in youth projects.
	• 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.
8. Methodology and methods	This e-learning unit was delivered in the form of a "quiz" activity; it was consisted of 18 questions, mainly "close end" ones. They were of either a "yes/no" or "multiple choice" format. They were of an increasing difficulty; first questions were rather easy while the last ones were more complicated. 3 documents were made available (Agenda 2020 and the relevant Resolution and the Charter…).

9. Programme	Participants had 5 weeks the time to fill out the quiz (below)
10. Outcomes	• Participants got acquainted with two very important documents.
	• Participants got familiarized with a never-before-used unit format/activity (Quiz).
	• Participants started a reflection about the work they do and how it is linked to the existing international framework of youth policies.
	Quantitative information:
	• The "Quiz" was consisted of 18 questions with a gradual complexity; starting from really simple to more complicated ones.
	• 20 people *started the Quiz; 13 of them finished it*
	• Of the 13 people that finished the Quiz, *none of them* has actually responded to the last question (it demanded a bit more in-depth reflection in comparison to the others). All of them have given the *correct* answers to the rest of the questions.
	• The initial deadline was 21/07/2010 but it was extended to 28/07/2010 once the unit was kicked off the 28th of June 2010 and not the 21st of that month as it was initially planned.
	• All of the 13 participants mentioned above did the unit on time.
	• It took participants from "6 min. & 36 sec." to several days before they finished the quiz. Of course, some just opened it at a given time and they only got back to it to finish it after several days.
11. Evaluation	Evaluation of the unit was uploaded in the e-learning platform's relevant forum topic and in brief the following can be said:
	• Only 13 participants finished the unit; none of them though responded to the last question (check the Quiz below).
	• 7 participants started the quiz but never finished it.
	• All of the 13 participants mentioned above replied correctly to all of the questions.
	• It took participants from 6' & 36'' to several days before they finalize the quiz. Of course for some of them, they only finished it long after they opened it for checking it the first time.
	More reflection on the above documents and especially on how they are linked with participants' daily work should take place, especially during the consolidation seminar.
	Qualitative information:
	• As described above, this unit tried to familiarize participants with two major international youth policy instruments.
	• A challenge definitely faced (as it can be safely concluded by the fact that none had actually responded to the last question, *see above*) is that participants have difficulties to identify or spot concrete links between the stipulations of

	the two documents and their daily work. • The above should be considered for the forthcoming units and definitely for the consolidation seminar. • Participants came across a unit format never before used during the LTTC; it was comparatively simple and inviting them to read 2 documents (one of them was given also in "reader-friendly" version). • The participation rate is relatively low (66 % started the quiz and only 43% finished it). It is suggested that the two documents are further processed during the consolidation seminar. Mentors need to make sure that their mentees have read and understand those documents. Moreover, in order to better address the above-mentioned Competences to be developed, European Union's relevant documents (such as the new European framework of cooperation in the field of youth, 2010 - 2018) should be explored.
12. Follow-up	The Local Youth Policy unit that will be made available before the 2nd residential seminar. In addition, there is a youth policy element spread over several sessions in the 2nd residential seminar (consolidation) that will make use of the results of this unit.
13. Materials and hand-outs	The following documents were made available in the Library of the course's web page: • The Agenda 2020 (both in English and French) • The Resolution CM/RES (2008)23 (both in English and French)

Annex: Quiz on international youth policy

PART I - AGENDA 2020

Question 1
• The "Agenda 2020" is:
• L'« Agenda 2020 », c'est :
a. The new United Nations strategy to eliminate illiteracy by the year 2020 / La nouvelle stratégie des Nations Unies pour faire disparaître l'analphabétisme d'ici à 2020 ;
b. A Declaration for "The future of the Council of Europe youth policy" / Une Déclaration sur « L'avenir de la politique de jeunesse du Conseil de l'Europe » ;
c. Half the "Agenda 4040" / La moitié de l'« Agenda 4040 ».

Question 2
• The "Agenda 2020" was:
• L'« Agenda 2020 »:
a. Agreed by a committee of very experienced youth policy makers from outer space / A été adopté par un comité de responsables de politique de jeunesse très expérimentés, venus d'ailleurs ;

b. Never agreed by anyone; it just is / N'a jamais été adopté par qui que ce soit; il existe, c'est tout ;

c. Agreed by the 8th Council of Europe Conference of Ministers responsible for Youth / c) A été adopté par la 8e Conférence du Conseil de l'Europe des Ministres responsables de la Jeunesse.

Question 3
- Which of the following cities, hosted the 8th Council of Europe Conference of Ministers responsible for Youth that lead to the Declaration of "Agenda 2020"?
- Laquelle des villes suivantes a accueilli la 8e Conférence du Conseil de l'Europe des Ministres responsables de la Jeunesse qui a abouti à la Déclaration de l'Agenda 2020 ?

a. Vladivostok, Russia / Vladivostok, Russie

b. Hobbiton, Middle Earth / Hobbitebourg, Terre du Milieu

c. Kyiv, Ukraine / Kiev, Ukraine

Question 4
- The "Agenda 2020" was:
- L'« Agenda 2020 » a :

a. Declared on the 5th of May 1949, after the signing of the Treaty of London / Donné lieu à une déclaration le 5 mai 1949 après la signature du Traité de Londres

b. Declared on the 10th/11th of October 2008 / Donné lieu à une déclaration les 10 et 11 octobre 2008

c. To the great sorrow of all youth work practitioners around the continent, declared invalid due to "exceptional difficulties" faced to implement it / A été déclaré nul et non avenu en raison de « difficultés exceptionnelles » rencontrées lors de sa mise en œuvre, au grand désespoir de tous les professionnels du travail de jeunesse de tous les pays d'Europe

Question 5
- The Ministers responsible for Youth which agreed on the "Agenda 2020" were coming from:
- Les Ministres responsables de la Jeunesse qui ont adopté l'Agenda 2020 venaient :

a. Who knows where… / Va savoir d'où…

b. The 49 States party to the European Cultural Convention of the Council of Europe / Des 49 Etats Parties à la Convention culturelle européenne du Conseil de l'Europe ;

c. The 47 member states of the Council of Europe / Des 47 Etats membres du Conseil de l'Europe

Question 6
- Which of the following issues should be regarded as priorities for the Council of Europe youth policy and action, according to the "Agenda 2020"?
- Selon l'« Agenda 2020 », quelles sont parmi les questions suivantes celles à privilégier dans la politique et les activités de jeunesse du Conseil de l'Europe ?

a. Youth in the world; Youth around the world; Youth against the world; / Les jeunes dans le monde ; la jeunes de par le monde ; les jeunes face au monde

b. Social inclusion; Social cohesion; Social mobility; / Inclusion sociale ; Cohésion sociale ; Mobilité sociale ;

c. human rights and democracy; Living together in diverse societies; Social inclusion of young people; / Droits de l'homme et démocratie ; Vivre ensemble dans des sociétés plurielles ; Inclusion sociale des jeunes.

Question 7

- For the priorities mentioned within the "Agenda 2020", a set of approaches, methods and instruments are proposed for their implementation? Which categorization have the authors chosen to make this set more concrete?
- L'« Agenda 2020 » propose, pour la mise en œuvre de ses priorités, un ensemble d'approches, méthodes et instruments. Concrètement, dans quelles catégories les auteurs les rangent-ils ?

a. Youth policy development and cooperation; youth work, education and training; youth research and knowledge of youth; / Elaboration d'une politique de jeunesse et coopération ; travail de jeunesse ; éducation et formation ; recherches et études centrées sur les jeunes ;

b. Young people below 18 years; Young people between 18 to 30 years; Young people over 30 years; Forever young; / Les moins de 18 ans ; les 18-30 ans ; les plus de 30 ans ; les jeunes à tout âge ;

c. Youth in transition; Youth in exclusion; Youth in suppression; / Jeunesse et transition ; Jeunesse et exclusion ; Jeunesse et répression.

Question 8

- The "Agenda 2020" Declaration has:
- La Déclaration de l'« Agenda 2020 » :

a. Remained and will remain a mere Declaration for ever. / Est restée et restera toujours une simple Déclaration;

b. Found its way into the "Resolution CM/Res(2008)23 on the youth policy of the Council of Europe" which was adopted by the Committee of Ministers on the 25th of November 2008. / A fini par être incorporée dans la « Résolution CM/Res(2008)23 sur la politique de jeunesse du Conseil de l'Europe » que le Comité des Ministres a adoptée le 25 novembre 2008.

c. Been further discussed several times during meetings of the Committee of Ministers, but never found its way into a resolution. / A été examinée ultérieurement à plusieurs reprises lors de réunions du Comité des Ministres, mais n'a jamais été incorporée dans une Résolution.

PART II - THE "CHARTER"

Question 9

- The "Revised European Charter on the Participation of Young People in Local and Regional Life" (the Revised "Charter") was developed by:
- La « Charte européenne révisée de la participation des jeunes à la vie locale et régionale » (la « Charte ») a été élaborée par :

a. The Congress of Local and Regional Authorities of Europe / Le Congrès des pouvoirs locaux et régionaux de l'Europe

b. The European Youth Participation Network / Le Réseau européen de la participation des jeunes

c. The European Union's Committee of the Regions / Le Comité des régions de l'Union Européenne

Question 10

- The Revised "Charter" was:
- La « Charte » révisée :

a. Adopted the 21st of May 2003 / A été adoptée le 21 mai 2003

b. Adopted the 21st of May 1993 / A été adoptée le 21 mai 1993

c. c) Never adopted once it is just a revision of an existing Charter / N'a jamais été adoptée, puisqu'il ne s'agit que d'une révision d'une charte existante.

Question 11

- The Revised "Charter" is divided into three sections. These are:
- La « Charte » révisée est divisée en trois titres , à savoir :

a. Local participation / Regional participation / National participation - Participation au niveau local / au niveau régional / au niveau national

b. Sectoral policies / Instruments for youth participation / Institutional participation by young people in local & regional affairs - Politiques sectorielles / Instrument de participation des jeunes / Participation institutionnelle des jeunes à la vie locale et régionale

c. Youth councils / Youth parliaments / Youth forums - Conseils de jeunes / Parlements de jeunes / Forums de jeunes

Question 12

- The Revised "Charter" is based upon three principles.
- La « Charte » révisée s'appuie sur trois principes.
  Error! Objects cannot be created from editing field codes.True Error! Objects cannot be created from editing field codes.False

Question 13

- The Revised "Charter" is based upon three principles. These are:
- La « Charte » révisée s'appuie sur les trois principes suivants :

a. Co-funding / 50 – 50 / Shared decision making - Cofinancement / 50 – 50 / Prise de décision partagée

b. Youth participation as part of a global policy of citizen's participation / Youth dimension in all sectoral policies / Non-discrimination - Participation des jeunes en tant que composante d'une politique globale de la participation des citoyens / Dimension jeunesse dans toutes les politiques sectorielles / Non-discrimination

c. Youth as a resource not a problem / Diversity as a means to creativity / Intercultural dialogue - La jeunesse vue comme ressource et non comme problème / La diversité pour stimuler la créativité / Dialogue interculturel

Question 14

- To our disappointment, the sectoral policies described in the Revised "Charter" do not include a policy to combat unemployment.

- A notre grand regret, les politiques sectorielles exposées dans la «Charte» révisée n'incluent pas de mesures de lutte contre le chômage.
Error! Objects cannot be created from editing field codes.True Error! Objects cannot be created from editing field codes.False

Question 15
- The Revised "Charter" describes a specific policy for youth participation for young people coming from rural regions.
- La «Charte» révisée présente une politique spécifique pour la participation des jeunes ruraux.
Error! Objects cannot be created from editing field codes.True Error! Objects cannot be created from editing field codes.False

Question 16
- One of the proposed instruments in the Revised "Charter" to empower youth participation, is the promotion of use of ICT.
- L'une des stratégies proposées pour donner véritablement aux jeunes les moyens de participer est de promouvoir l'utilisation des TIC.
Error! Objects cannot be created from editing field codes.True Error! Objects cannot be created from editing field codes.False

Question 17
- Which of the following set of structures/arrangements is proposed in the Revised "Charter", to enable youth participation?
- Dans l'ensemble de structures/dispositifs ci-dessous, quels sont ceux que propose la « Charte » révisée pour faciliter la participation des jeunes?

  a. Youth agora / Youth encounters / Youth work camps - Agora jeunesse / Rencontres de jeunes / Chantiers jeunesse

  b. Youth ombudsman / Youth guarantor / Youth help line - Médiateur pour les jeunes / Garant pour les jeunes / Assistance téléphonique pour les jeunes

  c. Youth councils / Youth parliaments / Youth forums - Conseils de jeunes / Parlements de jeunes / Forums de jeunes

Question 18
- In less than 50 words, please let us know if you see any links between the work you do and what is stipulated in the 2 above mentioned documents (Agenda 2020 and the "Charter").
- Décris brièvement (50 mots maximum) le rapport que tu vois entre ton travail et ce que préconisent l'Agenda 2020 et la « Charte ».

E-unit: Local youth policy

1. Title	Local youth policies
2. Date	*August - September 2010*
3. Authors	*Pieter Jan (PJ) Uyttersprot & Matteo Fornaca*
4. Background	*This unit is the second one on Youth policy and it comes just after the "international youth policy" unit.*
5. Aims	The participants will by interviewing a person linked to their local youth policy gain a better insight and knowledge on the local youth policies that influence their young people and therefore be better able to influence them in the future.
6. Objectives	• To interview a local person who deals with youth policies • To discover / explore the local policies influencing your young people and to explore how the course could contribute to the improvement of it • To share with the other participants their results in order to get a view of the similarities and differences between participants realities.
7. Competences addressed	• Basic knowledge of key persons in their local reality dealing with Youth policy • Interviewing competences (active listening, formulating correct questions... curiosity)
8. Methodology and methods	• Research • Interview • Feed back
9. Programme	**What to do?** The idea is that you do an interview with a local key person who knows about and/or is involved in the development of the policies concerning the young people YOU work with in the project. This can fall under the youth policies but also depending on your reality and your work it might be possible that you fall under other policies (social, immigration ...). The idea is to do an interview with a key person in your local reality about existing policies that have impacts on your young people and your work with them. This for you to get a clear vision on what exists, how it works (is structured) and how you and your young people in the future might be able to contribute, influence and steer it for the benefit of the young people from the disadvantaged neighbourhoods. **How to do it?** 1. Identify who would be interesting for you to interview! Who this is can depend on a lot of factors but as you are experts in your territories you are the best people to see who can be interesting for you to interview. If you are already quite aware of these aspects try to choose a person that presents a challenge for you... or that you do not know so well yet.

	2. Fix dates & prepare well your questions (know what you want to get to know)
	3. Be a curious and critical reporter
	4. Feed back to the group through the platform forum for this.
15. Appendices	Questions that can help you

ATTENTION!
This assignment can help you to promote your work in the frame of the course so make sure you are well prepared and able to explain the LTTC, the ENTER! project and know that it is possible that people do not know what are social rights, what is the charter…
So it might be up to you to shortly explain and especially to be able to give people directions of where to get more information.

Questions that can help you

- Under which policy do you work?
    - Does your work fall under youth policy?
    - Or more under social policies? or urban development? Immigration?

- If not under Youth Policy…
    1.1.   Is there a youth dimension in the policy under which you are? Is there a part dedicated specially to young people?
    1.2.   If yes… elaborate on this
    1.3.   If no? Find out why?...Start lobbying??

- You in the youth policy?
    1.4.   Who makes decisions?
    1.5.   Do you (your organisation) play a role in the shaping / decision making concerning youth policy?
    1.6.   What role do your young people play in it?
    1.7.   Do you think they could contribute more / better?? HOW?

- Social rights in the policies
    - Is there a mentioning of Social Rights in the policies? Why (yes or no)?
    - Could the social charter help in improving the policies? Is this realistic?

- Do they know the "Revised charter of the participation of young people in local and regional life"?
    1.8.   If yes, how do they use it / how is it reflected in the policies
    1.9.   If no, explain it to them (Make sure you know what you talk about)

- Enter! & your local youth policy
    1.10. Do you think this course with its stakeholders could contribute to the local youth policy?
    1.11. If yes…how?
    1.12. If no… why? + How could this be changed… improved?

- All other questions you feel that are relevant for your work / the course…

Sessions of the consolidation seminar

Welcome activities

1. Title	Welcome activities
2. Date	*27 September 2010, Evening*
3. Authors	*Pieter Jan (PJ) Uyttersprot & Matteo Fornaca*
4. Background	*The first moment we meet again after1 year*
5. Aims	• To reconnect the participants and to create a positive atmosphere for the rest of the course.
6. Objectives	• To reconnect the participants • To enjoy the evening and each other • To start the re-teambuilding
7.Competences addressed	Communication and team work competences
8. Methodology and methods	Games
9. Programme	1. Welcome speech 2. Spider web of connections : with a ball of rope participants and team connected with each other saying how the met / visited / were in contact with each other during the past year 3. Bingo (see below) 4. Survival info 5. Welcome aperitif
10. Outcomes	Not all participants were there yet but it was a nice moment of playing and seeing a bit what happened and what dynamics were after a year of mostly e-contact.
11. Evaluation	I believe we reached the aim and objective and that a nice atmosphere was created.
12. Follow-up	The next morning there were some more connecting and team building activities planned.
13. Materials and hand-outs	Bingo template
16. Appendices	The bingo template

Bingo template

Who has his / her birthday during the first seminar?	Who has finished his/her project?	Who has NO profile picture yet?	From wrote "it's absolutely amazing what's left to discover in this world!"	Who knows what means: RSG?
Who was dancing in front in the new year video of the team?	Who had the most activity in 1 month on the platform till now?	Who is referred to as "the Master & Commander of the platform"?	Who's nose is this?	Who did all the assignments?
Which is the most clicked item on the platform?	Who is no member of the LTTC facebook group?	Who improved his/her French or English during last year?	Who is in the USA?	Who wrote "I like the idea but pronouncing ENTER! course can sound like Intercourse and the pronunciation will be catchy"
Who was in the EYCB before?	Who travelled the most miles for holidays?	Who had the bad luck to have all computers stolen in the organisation?	Who did you missed most during past year?	Who of the persons here present was the last to connect to the platform?
Who has won an award last year?	Who didn't ask for a EYF grant?	Who is our documentalist?	Who got married?	Who took the longest time to get here?

Group rebuilding

1. Title	Group re-building
2. Date	*28 September 2010, AM*
3. Authors	*Alexandra Raykova and Nadine Lyamouri-Bajja*
4. Background	*The group re-building was the first session after the opening of the Consolidation seminar. It was continuation of the welcome evening (✎ page 75).*
	It was very important session since it was the first moment for the group to be together after one year. In the meantime participants and the team were in contact trough the platform, mentoring, visits and some during some of the Enter! Seminars. The session was followed by the one minute video interviews from the Initial seminar and introduction to the Consolidation seminar.
5. Aims	• To rebuild the group
6. Objectives	• To provide space for sharing personal, professional and Enter! up-dates
	• To provide for completing a group task
	• To re-connect to the Initial seminar in Strasbourg and remember the expectations of the participants and the team for the achievements/situation in one year time
7.Competences addressed	• Presentation skills
	• Team work
8. Methodology and methods	3 activities were introduced in this session:
	1. "ENTER!esting news" - Time line from the Initial seminar to the Consolidation seminar on which participants could post personal, professional and Enter! up-dates
	Participants had possibility to see what is posted and discuss with each other. The team took part in the activity as well. At the end the group was provided space to share any important up-dates to the plenary as well. The time line was kept during the entire seminar as possibility to go back again to it.
	2. The "Puzzle" was a group task. Participants received an envelope with puzzle and had to compose it and discover what it represents. It was a group picture from the Initial seminar.
	3. The one minute videos from the Initial seminar were projected in plenary.
9. Programme	9h45 ENTER!esting news
	10h30 Puzzle
	10h45 One minute video from the Initial seminar
	11h00 Coffee break
10. Outcomes	All above activities contributed for the overall group re-building.
	Certainly the most effective part was the one minute video from the Initial seminar, since some of the absent participants were also in the video.

11. Evaluation	During the daily evaluation the team expressed feeling that the group re-building activities have not contributed sufficiently to the group cohesion. The team felt that more activities are needed for the group rebuilding and introduced during the following day some energisers and activities that contributed further to the group re-building.
12. Follow-up	Energisers + ice-breakers

Present your project in one minute

1. Title	The stage of development of participants projects in 1 minute
2. Date	28 September 2010
3. Authors	Alexandra Raykova and Nadine Lyamouri-Bajja
4. Background	This session took place during the first afternoon of the Consolidation seminar. It followed the session on the group re-building and the introduction to the seminar. The session was planned and introduced as clearly not aiming to provide for assessment of the success of any of participants projects at this stage, but rather to provide information on where are participants as an individuals and as a group with their personal learning based on the project implementation and identify next steps or further support needed with the projects. It was followed in the programme by the mentoring groups, were participants had possibility to introduce in details the stage of their projects development.
5. Aims	To provide for sharing information on where are participants as an individual and as a group with their personal learning based on the project implementation and identify next steps or further support needed with the projects.
6. Objectives	• To provide for sharing of participants project stages and implementation including: social rights addressed, target group, involvement of young people, partners, results, etc • To provide up-dates on participants learning in relation to the project development and implementation • To identify challenges that participants faced with the project implementation and support needed for further steps
7.Competences addressed	Presentation skills
8. Methodology and methods	For the session was introduced as a method the "ENTER! TV". Participants had to imagine that they have one minute on TV to present the stage of development and implementation of their project. Through the platform they received in advance before the Consolidation seminar instructions to prepare for this session. Before the session participants had 30 min. to prepare their presentation with the support of the following questions 1. What is the stage of your project development and implementation? 2. Which social rights are addressed by the project? 3. Who are the young people targeted by the project? 4. How are the young people involved? 5. Who are your partners in the project? 6. Are there any results already and what are they? 7. What is next with your project? 8. Which challenges you faced so far?

	9. What have you learnt from your project? 10. Other important information you would like to share? The necessary facilities to support the presentations were provided. The session was held in two rounds with 10 min. break in between.
9. Programme	14h30 Preparation time 15h00 ENTER! TV presentations first round 15h30 short break 15h40 ENTER! TV second round 16h10 Coffee break 16h30 Mentioning groups
10. Outcomes	All participants introduced the stage of their project apart of one of the new participants who briefly presented her organisation instead. From the presentations was clear that all projects have advanced and that they are in a different stage of development and implementation - started and ongoing, about to start, finalised. Some initial project ideas changed. Some participants referred to challenges faced during the project implementation. Participants provided information mostly on question 1, 2, 3, 7 and 8. The session provided for overall up-date on participants projects and it was followed by more detailed sharing in the mentoring groups.
11. Evaluation	The overall rating of the session as a programme element was among the lowest. The comments in the participants' evaluations vary. From frustration to not having sufficient time to introduce the project to very positive on the possibility to practice their presentation skills and be able to present the project within a minute. According to the team the session was sufficient for the overall up-date at this stage. It is clear that there will be further work with participants projects trough mentoring, the e-platform and during the Evaluation seminar.
12. Follow-up	Mentoring group to continue the up-date in more details; A folder was created on the platform where participants were invited to share materials related to the project implementation. Further participants were invited to use the evening to organise further sharing about the projects. A space was created for that in the plenary room.
13. Materials and hand-outs	• Handouts up-loaded for preparation before the seminar • List of questions distributed for preparation.
14. E-learning unit related	• Unit getting prepared for the Consolidation seminar • Folder for project materials and presentations
15. Required from participants	To up-load any material used/produced in the project, which they would like to share with the group
16. Appendices	Handout for preparation

Handout for preparation

THE STAGE OF YOUR PROJECT IN

During the Consolidation seminar we are planning a session where you ALL will have an opportunity to present the STAGE OF YOUR LTTC PROJECT development and implementation. The session is clearly not aiming to provide for assessment of the success of any of your projects at this stage, but rather to provide information on where are you as an individual participants and as a group with your personal learning based on the project implementation and identify next steps or further support that you may need with the projects.

We would like to keep an element of surprise about the exact method, but we would like you to prepare the following information:

ABOUT YOUR LTTC PROJECT:

You may answer all questions or pick the ones that you like to answer within the given time.
1.   What is the stage of your project development and implementation?
2.   Which social rights are addressed by the project?
3.   Who are the young people targeted by the project?
4.   How are the young people involved?
5.   Who are your partners in the project?
6.   Are there any results already and what are they?
7.   What is next with your project?
8.   Which challenges did you face so far?
9.   What have you learnt from your project?
10.   Other important information you would like to share?

TIME:
You have to be prepared to share this information with the rest of the participants in **1 minute (one minute) only,** meaning that you will have to prepare well in advance.

FACILITIES:
You can use **any visual material/s** that could provide an answer to the above questions. The European Youth Centre provides equipment for video presentations too. However, if you consider that you may need for your presentation any special material or equipment, please inform your mentor well in advance.

TO BRING FOR OTHER SESSIONS DURING THE SEMINAR:
You may need or like to bring materials or information from your projects that you would like to share or use in different moments during the Consolidation seminar, such as: pictures * videos – documentaries, interviews with beneficiaries * promotion materials printed within or used in the project * publications * study results * articles, press cuts * songs etc.

*********   *********   ********?????
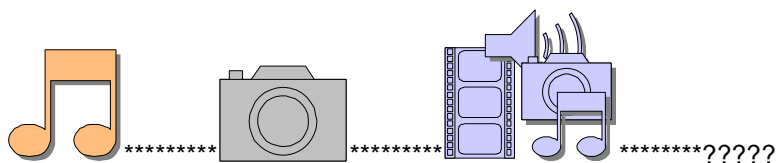
Introductions-expectations-presentations of other Enter! seminars

1. Title	Introduction / expectations & presentations of other seminars part of the bigger Enter! project
2. Date	*28 September 2010, AM*
3. Authors	*Pieter Jan (PJ) Uyttersprot & Alexandra Raykova*
4. Background	*We have had the welcome evening & some team building before (✑ page 75).*
5. Aims 6. Objectives	• Participants understand the aims and objectives of the seminar • Participants get to express their expectations and wishes for the seminar • All participants get information about the different seminars that took place in the frame of Enter! Since the first seminar.
7. Competences addressed	For the participants who participated in the seminars we address the competences of • speaking in front of the group • Being synthetic For the others: • Attentive listening
8. Methodology and methods	Mixed between formal & non formal, active doing and passive listening.

9. Programme	1. Explanations (general info)
	2. Making the objectives puzzle
	We cut the different objectives in words and print each of them in a different colour.
	In groups participants get a colour and need to make a sentence from the words – which should be the objectives. After they explain shortly the objective and we see if it is OK or not.
	3. The programme
	On coloured paper we make a big version of the programme and explain it to the group while sticking the papers on the wall to come to the complete programme.
	4. Contributions: they stick post its on sessions where they:
	    o have experience / can contribute (blue)
	    o have a lot of questions about (grey)
	5. Different participants explain the Enter! seminars ➲ page 22.
	Per seminar the people who were there make a poster which they put in the room.
	We divide in groups with a person of each project in each group... then the groups go round so they all get a chance to explain and all a chance to discover what happened.

10. Outcomes	The whole took a bit more time than expected but all participants seemed to have the things clear and understood the aim & objectives and how these were translated into the programme.

	By the little post it exercise we also got a clear idea of who had experience where and by the grey post its we also saw that quite some had a lot of questions concerning some of the elements of the programme which showed that it answered to their needs.
11. Evaluation	Except for the time issue it went well, diversity of methods kept the group going… even if the general energy of the group was quite low (but this was in my opinion) not linked to the session as such.
12. Follow-up	The whole seminar
13. Materials and hand-outs	The programme on A4 coloured papers ➲ page 125 Aims and objectives in puzzles ➲ page 19
16. Appendices	Presentations of the Enter! seminars at ➲ page 22

Projects: looking back – evaluation of the learning, including the platform

1. Title	Projects: looking back + evaluation of learning and platform
2. Date	*29 September 2010*
3 .Authors	*Matteo Fornaca & Alexandra Raykova*
4. Background	*After almost one year we have different situations among participants, both in terms of project implementation, and in terms of competences developed and still to be developed. In this session we look back into projects, PLPs, competencies list from the call for participants together with participants, and we try to see where we are, and what needs to be done.*
5. Aims	• To assess the current stage of development of projects and the learning of participants
6. Objectives	• to analyse step-by-step the development and implementation of projects according to their initial plan and to the QC of the LTTC; • to reflect on common challenges that participants have faced so far in order to identify responses through the development of competences; • to assess participants learning in relation to their PLP, the impact of online units and the project based learning to better respond to their learning needs; • to evaluate the platform in order to make it more efficient as a learning tool;
8. Methodology and methods	• Mentoring groups; • Group work + report; • Plenary activity;
9. Programme	9.30-9.45: intro of the day 9.45–11.30: mentoring groups: • relate your project to initial aim, objectives, plan of activity • introducing quality criteria ➲ page 32 11.30-13: groups on common challenges: • share the challenges you faced • think about the competences you feel were involved • how you did/tried to overcome them: concrete examples 14.30-15.30: group continue, report of groups, debriefing. 15.30-17.30: mentoring groups: evaluating learning. Extra sources: PLPs, projects (➲ page 32, competences in the call for participants, online units (▤ page 49).
10. Outcomes	From participants' perspective, the main challenges that were identified as common are Funding, Human Resources, Social Rights, Communication, and in smaller groups they shared their experience, and tried to come up with some concrete proposals and suggestions on how to overcome them.
11. Evaluation	It was expected a first reflection, but what came out was much deeper. It became clear that the focus of the LTTC is not simply on the development of a project but more on the development of competencies. It has been the beginning of a long process on PLPs that will be analysed more in mentoring groups and with

	individual meetings. There was not enough time for group discussion in the beginning, so it was decided to give some more time in the afternoon to group work.
12. Follow-up	2 main elements: 1. workshops have been developed from this sessions. 2. individual evening meetings with mentees have started.
13. Materials and hand-outs	• PLPs: http://act-hre.Council of Europe.int/mod/assignment/submissions.php?id=1680 • LTTC description: http://act-hre.Council of Europe.int/file.php/29/1st_residential_seminar/LTTC_SCI_description_ENG.pdf • QC: http://act-hre.Council of Europe.int/file.php/29/1st_residential_seminar/quality_criteria_for_projects.doc • online units: http://act-hre.Council of Europe.int/course/view.php?id=29 and 🖹 page 49
14. E-learning unit related	All, see 🖹 page 49
15. Required from participants	Anything that the participants need to do or to bring with them in view of this session.

Challenges faced?	How to overcome that?	Competences to improve
Team Specialized in different Areas in the NGO	Have constant structured Meetings	Capacity to be adaptable and Flexible
Difference perspectives among the team due age contrasts	Improve Personal Contact with your Colleagues/Volunteers	Self-Discipline / Self-Motivation / Harmony
Reliability in Volunteer's Work	Improve a safe work environment	Assertiveness
Time spent in the NGO work	Create a sense of belonging among your colleagues / volunteers	Emotional Intelligence
Priorities in the Strategy of the NGO	Create effective and creative Report tools	Capacity of Feedback
Lack of Interest of colleagues	Seek self-motivational objectives	Active Listening
Lack of Expertise in the desirable Area	Clear reward system for volunteers/colleagues	Leadership
Lack of Professional Recognition	Find a organizational system that can be easily understandable for you and your colleagues/volunteers	Creative Methods to Approach and Attract your Team or Target Group
	Have more professional people involved	Know Personal Funding Possibilities/ Partners
	Be available!!	Intercultural Sensitivity

Social rights and the European Social Charter

| 1. Title	Social Rights and the Social Charter
2. Date	*30 September 2010*
3. Authors	*Nadine Lyamouri-Bajja*
4. Background	*Participants already had an introduction to Social Rights through the first seminar and through 2 units on the platform. This session should help them to deepen the subject and to get a broader understanding on how the charter relates to their work reality*
5. Aims	The session aims at deepening participants' knowledge and understanding of social rights and the social charter as an instrument for working on access to social rights of young people from disadvantaged neighbourhoods.
6. Objectives	• to introduce participants to the Social Charter through concrete cases linked to the reality of participants; • to explore which rights are mainly addressed in participants' projects and how the social charter relates to these; • to analyse how European instruments such as the Social Charter can fit the reality of youth workers in the neighbourhood • to understand the place of Social Rights in human rights
7.Competences addressed	• Linking local and European work • How to use the Social Charter as an instrument • Understanding on the Charter in practice
8. Methodology and methods	Interactive plenary input followed by small working groups
9. Programme	09:30 Introduction to the day 09:45 Input by Regis Brillat, Head of the Social Charter Division Defining concepts such as discrimination, human rights, social rights 11:00 Coffee Break 11:30 Input continued: Introduction to human rights, the 3 generations and the Social Charter 13:00 Lunch 14:30 Concluding discussion on what can be done by participants 16:30 Mentoring groups
10. Outcomes	The expert gave a very clear and well-structured input with interactive elements which enabled participants to get an overall understanding of the Social Charter within a broader human rights framework. He started from the definition of some commonly used concepts such as discrimination, basing his input on participants' examples and experiences. He brought in concrete case examples and lead participants to the Social Charter and its mechanisms. The session was prolonged to the first part of the afternoon, as it was important to reflect further on how participants could concretely promote and use the social charter at local level and which other possibilities of action they have.

11. Evaluation	The input was strongly appreciated by participants and clearly responded to its main objectives to clarify the place of Social Rights in a broader human rights network. In the mentoring groups following the session, participants shared how much the input had been beneficial for their understanding of the Charter, but also how they could emphasize the social rights dimension further in their projects and how they can use existing mechanisms to lobby for social rights at local level. The input by Regis Brillat overpassed our expectations
12. Follow-up	The list of international NGOs which can hand in a claim to the Social Charter should be made available on the platform.
13. Materials and hand-outs	Social Charter for each participant (short version)
14. E-learning unit related	See 2 e-learning units on social rights 🗎 page 57 and 🗎 page 60
16. Appendices	You can find the speech of the expert at ➲ page 38.

Youth policy (intro) – projects: reflection & adaptation

1. Title	Youth policy & projects, reflection/adaptation with new information
2. Date	*1 October 2010, AM*
3. Authors	*Athanasios (Sakis) Krezios & Matteo Fornaca*
4. Background	*The overall aim of the ENTER! project reads as follows:*
	The two year project aims at developing youth policy responses to exclusion, discrimination and violence affecting young people in multicultural disadvantaged neighbourhoods.
	On that basis, participants of the LLTC, by the time of this session, will have partly and, in some cases, fully implemented projects promoting access to social rights for young people in disadvantaged neighbourhoods and thus, work on combating exclusion, discrimination and violence affecting them.
	Turning the practice developed and the experience gained during the projects' implementation into policy responses, it's a process that starts from understanding the existing frameworks and reflecting on how they can be enhanced by the derivatives of that effort. As well, it requires an in-depth consideration of the multiplicity of contexts and needs before any idea can be generalized.
	During the e-learning phase between the introductory seminar (Sep/Oct 2009) and the referred one, participants will have worked on two relevant e-learning units: International Youth Policy (in the form of a quiz processing Agenda 2020 and the Revised Charter on Youth Participation: ▤ page 66) and Local Youth Policy (in the form of an interview by the participants of a local youth policy maker: ▤ page 73). Therefore, the proposed unit will build on the content and the achievements of these two while it will ensure that participants' projects' focus on youth policy is more explicit and sought after during the stage following the consolidation seminar.
5. Aims	To develop participants' understanding of and their projects' link with the *existing youth policy frameworks* and to start considering how these frameworks (from local to international level) can be enhanced by the projects' outcomes and thus become more responsive to young people's needs with regards to their access to social rights.
6. Objectives	• To foster participants' understanding of the concept and application of youth policy and to illustrate good practices on how to make their work more influential in local youth policy making.
	• To analyse the contents and the application of the existing Council of Europe's youth policy framework, as defined by Agenda 2020 and the Revised Charter, taking also into consideration the achievements of the two relevant e-learning units.
	• To explore the youth policy dimension in participants'

	projects so far and on that basis to develop ideas on how it can be more visible in the project's following stages.
7.Competences addressed	The following competences were addressed (according to the conceptualization and wording found in the "Call for participants", DJS/EYCB/LTTC-SCI/2009/27, page4): • Needs based youth policy approaches and its relevance in youth projects. • 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. • European youth programmes and policies (Council of Europe and European Commission).
8. Methodology and methods	The methodology was based in a combination of inputs, discussions in small groups, sharing of examples and participants' practices and work in the mentoring groups. More particularly, the methodology was consisted of the following methods and activities: 1. Statement «We don't want to mess with youth policy»: Plenary discussion and buzz groups. 2. Multimedia presentation «What is youth policy»: Definitions and examples from participants' reality 3. Plenary discussion: Why a youth policy is needed? 4. Input & plenary discussion: Needs-based policy development, specificities in disadvantaged neighbourhoods and connections to social rights. 5. Multimedia presentation «4 steps approach»: A suggested pathway to ensure better odds for having local policy makers acting on informed decisions influenced by the needs of young people. Illustrative examples by participants' realities. 6. Conclusions and Q&A session. The second part of the session was dedicated to exploring 2 fundamental questions, in small groups. Those questions were: a) How does my work influence or can influence youth policy at local level? At national level? At international level? b) How is youth policy influencing my work? The trainers participated in the discussion groups as resource persons (not facilitators) and took notes that were shared with the rest of the team. It's important to mention that the discussion on youth policy was continued in a more individualized approach within the mentoring groups of the following days.
9. Programme	09.30 – 09.45 Day intro 09.45 – 09.55 Statement & Buzz groups: «We don't want to mess with youth policy» 09.55 – 10.10 Discussion on the above statement. Additional questions: *a) If we don't want, why is that?*

	b) If we want, why is that? *c) Is any of you or your organizations involved in youth policy?* 10.10 – 10.25 Input: What is youth policy. 3 definitions 10.25 – 10.35 Question in the plenary: Why a *youth* policy is needed? 10.35 – 10.45 Discussion on needs based policy development, specificities in disadvantaged neighbourhoods and connections to social rights. 10.45 – 11.00 4 steps suggested approach & conclusions: How to influence local policy making? References to international youth policy, especially through the ENTER! project. 11.00 – 11.30 Coffee break 11.30 – 12.00 …continuation 12.00 - 13.00 Discussion groups on the following questions: *a) How does my work influence or can influence youth policy at local level? At national level? At international level?* *b) How is youth policy influencing my work?*
10. Outcomes	• Participants got acquainted with several definitions on youth policy. • Participants explored several examples of youth policies from their peers' local and national contexts. • Participants started developing an understanding of the youth policy dimension of their projects and how to further work on transforming their results into policy-related elements. • Participants developed a clear understanding about the underlying connections between different sessions of the LTTC, as is especially the case with the e-learning units on International and Local Youth Policy. • Participants got acquainted with clear, step by step, approach on how to influence local youth policy making. • The foundations were laid for more specific and explicit work on youth policy in several sessions that followed this one. • Trainers had the chance to speak about their own experiences, is small groups, and thus helping participants to identify with them, and vice versa.
11. Evaluation	The trainers' team, since the very first preparatory stages for the consolidation seminar, had emphasized the importance of this unit. Although it was not the first to address the issue of youth policy it should have been the one both to summarize and conclude the relevant activities of the past and to create a common understanding on what youth policy is while ensuring that every participant would be able to see deep into their projects and *spot* its youth policy dimensions. It did serve its purpose, considering that due to daily programme re-arrangements was cut into half. But this is just one side of the coin, once several of this unit's elements were taken further through the mentoring groups and organized

	individual consultations. The feedback from the participants has been very positive especially with regards to the extensive use of present examples, i.e. of their peers' work and projects. Moreover, it appears that they particularly appreciated the multisided approach to the topic: several techniques were applied and everyone was given the possibility either to share or to post meaningful questions and be led to insightful discoveries. Lastly, the trainers' team agreed that the session stood for what it was set out to achieve while it was mentioned that some parts could have been shorter. For example, the «conclusions» part used around 15-20 more than planned with an effect on the following session.
12. Follow-up	This session was very well linked with the following ones: a) Youth policy & Social rights, 2 October 2010, PM ▤ page 95 b) Trilateral co-operation, 3 October 2010, PM workshop ▤ page 106 c) Presenting & Planning the next steps, 5 October 2010, AM ▤ page 114 As it was the first of a series of sessions processing the concept and dimension of youth policy in participants' projects, it acted as a "compass", a guide about to which particular items the focus should be placed after it.
13. Materials and hand-outs	• A copy for everyone of Agenda 2020 • A copy for everyone of the Charter (Plain language version). • A copy for everyone of the Quality Criteria • Youth Policy, PowerPoint Presentation (below)
14. E-learning unit related	• International Youth Policy ▤ page 66 • Local Youth Policy ▤ page 73
15. Required from participants	It was very supportive that rather many of the participants' have had the above e-learning units (14 of them) accomplished by the time of this session.
16. Appendices	The PowerPoint presentation

Youth Policy Powerpoint & Comments

«Youth policy is something we don't want to mess with...»

Buzz groups: should we or not?

Yes, we need to work with youth policy! It is a historical responsibility to be involved. Because the young people of today are the adults of tomorrow. In some countries there is no or no appropriate youth policy. Youth organisations can contribute. The organisations that are really working with young people know what are the needs and possible ways forward.

Why do some youth organizations not mess with youth policy?

- Sometimes the policy makers are reluctant to allow young people and youth organisations to interfere in youth policy. People are afraid of change. So policy makers keep to the same approaches as long as possible, and are not open to allow people to 'mess' with it.
- Young people are 'used' for political agendas. Youth organisations don't want to be associated with this. Sometimes youth organisations don't see the link with their activities and objectives.
- Youth organisations see youth policy as something alien to their work, it is something politicians do, too high & inaccessible level, not for them.
- Many of the policy instruments are presented at international level (e.g. in the national youth policy reports) but sometimes they do not function in the field. They are nice on paper, but difficult to implement, difficult to bring into practice.
- Sometimes, there is youth policy but it is implemented in a non-youthful way. Only adults involved, non-youth-friendly methods of consultation, unadapted measures to what
- Sometimes 'youth policy' is hidden under other headings e.g. many youth issues are defined in family, education or other sectors

Some definitions

A public policy has to be anchored in the conditions and aspirations of its target group and in the political objectives set by the respective public authorities. A **public youth policy** should reflect the challenges and obstacles young people face in their transition from childhood to adulthood and it should be based on the political objectives and guidelines adopted by a local city council, national government or intergovernmental organisation.

Source: A European Framework for Youth Policy

A **youth policy** is not necessarily articulated in a specific strategy document (although this is certainly preferable!), but can be a set of established policy practices or rooted in a number of different documents, which together determine how a government deals with issues that address young people. It is not a prerequisite of a youth policy (or any other policy, for that matter) to be based on legislation; this will depend a lot on the national context.

Source: How to develop a national youth strategy

> The purpose of **youth policy** is to create conditions for learning, opportunity and experience which ensure and enable young people to develop the knowledge, skills and competences to be actors of democracy and to integrate into society, in particular playing active part in both civil society and the labour market.
>
> Siurala, Lasse (2005): European framework of youth policy

So why is a 'youth' policy needed?
- Actions are more effective when you focus specifically on a particular group or specific initiatives.
- Young people are a vulnerable target group so they need specific attention – support for their transition to adulthood.
- Young people are the future of our societies – they need to be properly prepared – they have the responsibility to correct the wrongs of the past – young people are the oxygen of society.
- Identify the needs of/for young people – make things better for them – give them opportunities to develop their full potential.
- Youth policy enables citizens to hold governments to account – to have a framework to check that things are happening in the right direction.
- They are guidelines for working – gives you direction for work – know where you are going – it is important to create the right conditions for youth and those working with them.

What should youth policy be targeted at
- Young people should get appropriate housing, education, money,…
- Important to get employment and job
- Space for leisure
- They need a voice – to be heard – express themselves
- Gain experience to be taken serious – avoid patronising attitudes from politicians – real political participation
- Create the responsibility for young people to build their own future
- Provide financial and other resources for young people's projects, studies, etc
- Professional counselling – help young people to find answers to their needs - coaching
- Future perspective
- Cater for young people that need it most – young people with fewer opportunities, in precarious situations, school dropouts, etc. Be inclusive.

Make the link between young people's needs/aspirations and policy?
Mediating organisations (e.g. youth organisations, NGOs, civil society organisations…) are needed to make the link between young people and youth (and other relevant) policy.

4 steps

1. **Knowledge**, e.g. needs of young people, existing frameworks, good practices, «who is who»
2. **Networking**, i.e. developing partnership with other NGOs/CSOs with common interests
   (A 2001 OECD study reported that partnerships at local level have had success in improving local governance and in identifying synergies between governmental programmes and loval initiatives in meeting unmet needs. Source: Access to social rights in Europe, by Mary Daly)
3. **Raising awareness/advocacy,** i.e. transfering your conclusions/proposal to the authorities
4. **Maintaining links,** i.e. staying in contact with the authorities, provide feedback

- **Do you think this course (ENTER) with its stakeholders could contribute to the local youth policy?**

This would be difficult and would require hard work by yourself. Not impossible but you would have to make a good case.

Interview with City of Edinburgh Council Local Community Learning & Development manager, by Alex

How does this LTTC Enter! contribute to local youth policy?
It is possible to have influence on local youth policy, but you have to make a good case.

"If you think you're too small to make a difference, try sleeping in a room with a mosquito."

African proverb
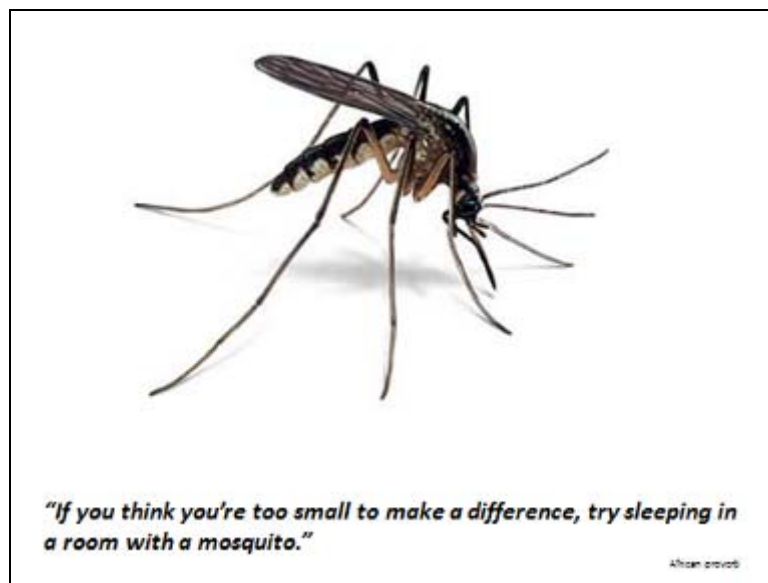
It is about making **little** step-by-step changes, little by little.

The flap of a butterfly's wings in Brazil sets off a tornado in Texas
CHAOS THEORY

Youth policy and social rights – linking all – conclusions

1. Title	Youth policy & social rights / linking & conclusions
2. Date	*2 October 2010, PM*
3. Authors	*Pieter Jan (PJ) Uyttersprot & Nadine Lyamouri-Bajja*
4. Background	*In general all major topics have been tackled in the seminars and or in some e-units.* *So all participants have at least basic understanding of the core elements / key concepts of the ENTER! course.*
5. Aims	• Participants get clear about the links between the main elements and contents of the whole LTTC / ENTER! project.
6. Objectives	• Participants understand better the bigger picture of the ENTER! projects, its aims, structure and actors. • Participants understand better their role and the role of their work towards the achievement of the ENTER! aims and objectives. • Participants reflect on their role until now and their possible role from here on towards the achievement of the ENTER! project. • Participants understand the links between youth policy, social rights and their work at local level with young people from the neighbourhoods.
7. Competences addressed	• Self-reflection • Analytical competences • Presentation skills
8. Methodology and methods	• Small working groups • The sharing in mixed small groups. • Input • Discussion / questions
9. Programme	We divide the group in 5 groups of 5 (to verify with exact number of participants) for example and each group gets a question they have to reflect upon and present their answers on a flipchart. Questions: 1. In Enter! Why do we are address Social rights specifically rather then human rights in general? 2. Why is the Council of Europe organising ENTER!? How does this course fit in the vision of the Council of Europe and why do they focus on youth from disadvantaged neighbourhoods? And why do they insist on the local – international dimensions / approach? 3. How can youth policy play a concrete role in accessing social rights for YPFDN? 4. How can youth work concretely contribute to the improvement the access to social rights for YPFDN? That others can or do not? 5. Are the aims & objectives of ENTER! still realistic for you? If yes please give some indicators and if no, what would need to change? Or how do we get there?

	Once they have discussed they write a summary on their flipchart with their findings and remarks. After they put up their poster in the plenary and we divide again in groups in a way that from each initial group there is 1 person in each of the new groups. These new groups go around and each time the person in the group who made the poster explains to the others…. And the try to understand.. ask questions. All participants get post its during this round and they can write comments, questions, remarks, ideas on their post its and stick it on the posters. Once this is finished we return in plenary and Rui gets the floor in order to make an input on linking conclusions based on what we saw and heard from the participants. The input is followed by time for questions and answers.
10. Outcomes	From the first part of the activity we saw that in general participants were quite able to explain the questions they got and therefore had a quite good overview of the links between the elements and the actors of the course. Participants were in general very satisfied of the session and of Rui's input and stated that it helped them or by re-clarifying or by repeating some of the issues.
11. Evaluation	The main issue was time managing, because as always we needed more time then we had, but we managed quite well. On a technical / organisational level the French English was not very well thought about by myself in the 2nd groups… so on the spot we had to improvise a bit how to translate but it worked quite well. So at the end of the session we reached the aim and objective but of course this was not only thanks to this session but due to previous sessions also.
12. Follow-up	The course of course but it was in a way a closing / conclusion session that allowed us to go on with other programme elements knowing that the participants were ready to do this.
13. Materials and hand-outs	The questions were printed
16. Appendices	Rui's input ➲ page 45

Workshops on specific issues

1. Title	Workshops on competences development
2. Date	*3 October 2010*
3. Authors	*Matteo Fornaca*
4. Background	*We started from the evaluation and from some documents to see which competences, both from the team perspective and from participants' perspective still needed to be developed. After the session on evaluation and after the mentoring groups we decided the workshops in order to give the opportunity to each participant to take part in 2 of them. We ended up with 4 WS.*
5. Aims	• To further develop competencies relevant for participants' projects and future local work.
7.Competences addressed	• the ability to evaluate and the knowledge of different evaluation methods; • a better knowledge of the mechanisms of the EYF; • communication and negotiation skills; • new methods related to NFE and its application in different contexts
9. Programme	2 rounds of WS: first round 14.30-16.30; second round 17.00-18 1. first round: evaluation methods (▤ page 101) and non formal learning to promote the autonomy and social integration of young people (▤ page 97) 2. second round: EYF > A to Z: application, reporting, financial management (▤ page 104) and trilateral cooperation and the work with local authorities (▤ page 106)

Workshop on Non Formal Learning for autonomy and social integration

1. Title	Workshop on Non Formal learning to promote the autonomy and social integration of young people
2. Date	*3 October 2010, PM*
3. Authors	*Pieter Jan (PJ) Uyttersprot*
4. Background	*As it was a workshop it was based on the needs from them so participants that chose it were interested and wanted to learn more.*
5. Aims 6. Objectives	• Participants get a clearer view on what is NFE and its use / possible utility in their work. • Participants share their experiences as learners and as educators / youth workers with NFE. • Participants share good practices. • Participants reflect on NFE, its pro & contras.
7.Competences	• Knowledge & understanding about NFE & NFL

addressed	• Self-reflection about their experiences and practices • Linking the input to their realities
8. Methodology and methods	• Input & discussion • Sharing between them
9. Programme	1. Short round, why did you choose this workshop? Expectations / needs / questions you have Participants wrote down their questions and remarks concerning the title of the workshop. From this we looked at the flow of the workshop and participants agreed upon it. 2. The points discussed • What are NFE / NFL? • Your path?? NFE and what it did for you? Examples • Why it could be particularly useful for this context? Disadvantaged Neighbourhoods • How you do it? Sharing... Practical... experiences • Competences needed to work like this? • Real changes... what is it concrete effectiveness??? How do we measure? Good practices...
10. Outcomes	In the group I felt that all of the people contributed to the process and therefore result.
11. Evaluation	I had the impression that the once that were there were happy and found it useful. From some of them I had direct positive feedback. In later moments in other sessions and groups some of the "open questions" came back, which was a sign that it made people reflect and that I find a very positive outcome.
12. Follow-up	There was not common follow up but I continued some discussions later that day with some individual people.

Workshop on evaluation methods

1. Title	Workshop on evaluation methods
2. Date	*3 October 2010, PM*
3. Authors	*Nadine Lyamouri-Bajja*
4. Background	*Participants arrive at a moment of the programme where they should identify what they still need to learn. Based on their PLPs, their own analysis of their training needs and the mentoring group discussions, the team of trainers came up with a proposal of 6 workshops to be ran that morning.*
5. Aims	The workshop aimed at sharing evaluation methods with participants and analyse how they can use these, and which ones would be more appropriate, for their ENTER! projects
6. Objectives	• to remind participants of the definition and principles of evaluation • to develop an understanding of the importance of evaluation for participants' projects • to introduce concrete evaluation methods to be used by participants in their ENTER! projects • to exchange participants' experiences with project evaluation
7. Competences addressed	• competence to develop an evaluation plan • competence to choose adequate methods for evaluating their project
8. Methodology and methods	Input and discussion in group of 20 people Participants were handed out an evaluation questionnaire including all mistakes one should not make. They had to identify these as a starting point of the methods.
9. Programme	09:30 Intro to workshop and expectations 09:45 Introduction to evaluation and evaluation methods- input 10:00 Short exercise on the "perfect questionnaire" 11:00 Coffee break
10. Outcomes	The workshop ended up being mostly a lecture on evaluation. Although the first few slides of the presentations were aimed mostly as an introduction and reminder, some participants got strongly focused on questions such as "why to evaluate" and "when to evaluate", so that only little time was left for actual evaluation methods. The workshop still introduced basic evaluation methods, but no time was left to exchange and reflect on their use in participants' projects.
11. Evaluation	Some participants were extremely frustrated about the workshop, as they had expected concrete and practical examples of methods they could use back home for their project evaluation. Instead, they ended up with long discussions on evaluation in general. The workshop had to be run in both English and French, so that the facilitator kept translating consecutively. This was extremely difficult and long. So the workshop ended up tackling

	important points, but did not entirely reach its aim.
13. Materials and hand-outs	Powerpoint presentation "The questionnaire"
16. Appendices	The questionnaire and Powerpoint on Evaluation

"The Questionnaire"

Please complete the following questionnaire – thanks!

How old are you?
1-20 years old ☐   22-24 years old ☐   over 26 years old ☐

What is your ethnicity?
Yes ☐   No ☐ Not sure ☐

Where did you hear about the workshop and why did you decide to come on the workshop?
➢ My Mum told me about it and told me to come on it
➢   In the newspaper and I decided it would be a good idea
➢   My teacher said it was something to do after I had finished school and I
   agreed
➢   Other:

What did you learn on the workshop?
Everything ☐   Nothing ☐

Do you like to play football
☐ Yes   ☐ No   ☐ Often

What are you doing now?
☐ In employment   In education or training
Both ☐

What is your current occupation? (for example: I am a farmer)
I am a
_____
_____

Where do you live?
What is your name?
Yes   No
Will you tell all of your friends how good this programme is?
Yes   No   Not sure

Have you got a wife yet?
Yes ☐   No ☐   Not sure ☐

THANK YOU FOR ANSWERING OUR QUESTIONNAIRE!!!!!

Powerpoint: What is evaluation?

Definitions

- Evaluation is the process of obtaining information and using it to come to some conclusions which will be used to take decisions."
- "Educational evaluation is the systematic investigation, observation and interpretation of information."

What is evaluation?

- Researching and collecting information, from different sources, about the learning process, the content, the methods, the context, the outcomes of a project;
- The organisation and analysis of that information;
- The establishment of certain criteria (evaluation criteria)
- The discernment and judgement of the analysed information (according to the set evaluation criteria and at the light of the set objectives).
- Drawing conclusions and recommendations which allow the re-orientation and eventual improvement of the project.

Why evaluate?

- To learn
- To motivate
- To participate
- To change
- To improve

What for?

- To plan
- To take stock of achievements
- To consolidate results
- To check if the interests of funders, stakeholders and partners are met
- To check if the project responds to the initial needs of participants

What to evaluate?

- Preparation
- Process
- Implementation
- Outcomes (Achievement of objectives)
- Partnerships and cooperation
- Impact
- ...

When to evaluate?

- Pre-evaluation
- Initial evaluation
- On-going evaluation
- Final evaluation
- Post-evaluation

Who? With whom? For whom?

- The participants- young people
- The organisers- you
- The organisational structure
- The funders/ stakeholders
- THe municipality

7

Types of evaluation

- Formative/ summative
- Qualitative/ quantitative
- Structured/semi-structured/unstructured

8

Example of an evaluation plan: LTTC Enter!

9

Evaluation methods: Example of the LTTC Enter!

1. **Evaluating participants**:
- Repetitive surveys
- Evaluation forms of the seminars
- Evaluation of the projects
- Evaluation of the platform participation
- Evaluation through individual interviews
- Mentoring reports of participants

10

Evaluation methods: Example of the LTTC Enter!

2. **Evaluating the team**:
- Evaluation forms of the trainers after sessions
- Interviews
- Team meetings, development of programmes etc
3. **Evaluating the institutional support**
- Interview of stakeholders
- Work priorities

11

What kind of methods can be used?

1. Personal methods
2. Interpersonal methods
3. Group interactive methods

12

Surveys and questionnaires

Do's	Don'ts
Use clear and short questions	Use double negatives
Put your questions in a logical order	Use technical jargon and abbreviations
Try to be positive and motivate a reply	Use emotionally loaded words
Give clear instructions	Use long complex questions
Be consistent, clear, direct, precise	Use leading questions
Present in a user-friendly manner	Use biased questions
Provide a variety of options for answering closed questions	Present 2 questions in one
Consider the language, literacy and written expression capacities	Put important questions at the end of the questionnaire

13

Other personal methods

- Letters to oneself
- Diary
- Any others you can share?

14

Workshop: European Youth Foundation from A to Z

1. Title	EYF A to Z: application, reporting, financial management – Workshop
2. Date	*3 October 2010, PM*
3. Authors	*Athanasios (Sakis) Krezios*
4. Background	*A similar informative session took place during the first seminar, in Strasbourg. However, back then very few participants had experience with the EYF and therefore that session was rather introductory and not one to raise specific questions and dig deeper into the whats and hows of a project supported by the EYF. The 'EYF A to Z' workshop, where 17 people joined (!), was planned in such a way that the newcomers could benefit both from the input and the experience of others, while those with some experience could raise specific questions, while making their knowledge available to the others.* *A respectable proportion of the projects implemented/to be implemented by the participants of the LTTC has received/will receive support from the EYF. Thus having the «terms of reference» clear is crucial to the quality of these projects.*
5. Aims	• To improve participants' generic and specific knowledge about the EYF and the projects it can support.
6. Objectives	• To offer space for participants to share their experiences of using the EYF as a grant scheme. • To encourage participants to exchange project-specific information that can be useful for others (not to «re-invent the wheel»). • To present a step-by-step, chronological approach to preparing, implementing and evaluating a project funded by the EYF (especially Cat. D). • To compile a set of questions/remarks/proposals to be handed over to the EYF towards receiving specific answers and responses.
7.Competences addressed	The following competences were addressed (according to the conceptualization and wording found in the "Call for participants", DJS/EYCB/LTTC-SCI/2009/27, page 4): • Fund-raising and financial management • European youth programmes and policies • Project planning and project management cycles
8. Methodology and methods	As the LTTC group of participants is consisting both of those that have experience with the EYF and those that have just heard about it, the methodological approach was mainly based on sharing, on drawing up questions and on adding to the exchange by navigating in «real time» through the official EYF web site. Therefore, methods included: • Multimedia input by the facilitator • Q&A moments, with a specific emphasis on having the

	answers/responses from the participants experienced in using the EYF • Sharing of experiences; The facilitator was posting specific questions to those having an experience (e.g. When do you sign and what do you do with the Grant Acceptance Form?) • d) Closing round; Collecting questions/remarks/proposals to be handed over to the EYF
9. Programme	The timetable was as follows: Sharing of EYF experiences: 15min Step by step: from registration to reporting: 20 min Focus No1: Application from Cat. D: 15 min Focus No2: Report form Cat. D: 15 min Round of questions: 20 min Collecting questions/remarks/proposals for the EYF: 10min Closing & summarising: 10 min
10. Outcomes	• Better understanding of the procedures applied for funding through the EYF, especially Cat. D. • Acquaintance with project-specific knowledge and good practices on implementing projects in accordance with the requirements of the EYF. • A set of questions/proposals/remarks to be treated by the EYF and *officially* responded.
11. Evaluation	What was planned to be the advantage of this workshop (i.e. participants with a diverse in experience background) turn out, at moments, to be its disadvantage. Participants familiar with the EYF had a lot to share and a great will to do so but this was not always in line with the requirements and needs of the less familiar ones that they mainly wanted a «framework» before they puzzle their brains with specificities. However, several of the good practices and *tips* shared, were much appreciated. The number of people was influential to the success of the workshop and it seems that with less participants, the workshop could have been more efficient and most probably, more interactive. It has been much appreciated that one of the sought after outcomes of this workshop has been to collect questions/ remarks/ proposals for the EYF in view of inquiring an *official* response. This response was made available online after the seminar and everyone can have access to it. All in all, positive feedback has been shared with the facilitator while some critical points have been raised by some participants, especially in the direction of having the group split into two (lessening the number while categorizing into familiar and not familiar).
12. Follow-up	The response from the EYF on the questions/remarks/proposals collected was made available in the platform.
13. Materials and hand-outs	EYF standard information brochure, in English, French and Russian.

Workshop on tri-lateral cooperation: working with local authorities

1. Title	Workshop "Trilateral co-operation and co-operation with local authorities in practice"
2. Date	*3 October 2010, PM*
3. Authors	*Alexandra Raykova & Matteo Fornaca*
4. Background	*This workshop is one of the workshops introduced towards the end of the Consolidation seminar. It comes in the programme after the "session on motivation" and is followed by the "Project work: planning future and next steps".* *The co-operation with the local authorities was partly addressed through the e-learning. There was a task to interview a local authority representative in charge of youth/social or other relevant policy as a possibility for participants to also introduce their ENTER! Project and seek/initiate co-operation if not done already.* *Other task during the e-learning was to introduce the young people addressed/involved in the project and also to provide them a forum to write about their participation in the participants ENTER! projects.* *This session takes into consideration as well the feedback from the LTTC stakeholders on the development of participants political literacy, noted in the First Interim Evaluation Report.*
5. Aims	• To enable participants to initiate and/or develop communication and co-operation strategies with local authorities • To confront participants with their own practices of youth participation
6. Objectives	• Provide place for raising awareness about own competences to deal with trilateral (multilateral) co-operation • Analyse challenges and opportunities of communication/ co-operation between local authorities/YNGOs/young people • Provide space for sharing participants practices • Identify areas of improvement and needed support • Provide space for reflection on how participants are dealing with this co-operation within their projects
7.Competences addressed	• Ability to advocate for their positions • Presentation skills • Realistic expectations towards elected representatives • Competences on establishing working relations with policy makers • Ability to analyse own practices of participation
8. Methodology and methods	• Expectations: (5 min.) Brainstorming • Image of the local authority representative (functions, characteristics + challenges): Participants will be asked to draw an image of their local authority representative/s and their functions and characteristics. They will after share in the big group and will comment • Meet the local authority representative (30 min. about

	preparation + meeting): Exercise on awareness raising of presentation and negotiation skills. Participants go in couples and develop strategy for a meeting with local authority representative/s. The aim of this meeting will be to introduce a project on unemployment issues that they have and seek co-operation with the local authority. (15 min. preparation). After the preparation meet with their representatives (these are the team members and drawings prepared in the first activity). 15 min. for the meetings. • This will be followed by a discussion on the opportunities to work with local authority: This part of will include sharing practices and TIPS on strategies; Introduction to some guidelines for preparation of these meetings. • Co-operation models: introduction and " homework". Participants have to choose the figure that represents the co-operation model that their project/NGO has at local level and name all actors in it? Then they should reflect which other actors should be involved also and what would be the strategy that they will use for that. • Evaluation – "Dart board"
9. Programme	• Expectations (5 min.) • Image of the LA representative (functions, characteristics and challenges) (30 min.) • Meet the LA representative (30 min. preparation + meeting) • Opportunities and strategies to work with LA; Sharing practices and TIPS on strategies (20 min.) • Co-operation models – introduction and "homework" (5 min.) • Evaluation – "Dart board"
10. Outcomes	**Expectations of participants:** • Mechanisms for co-operation with local authorities; (2 pax) • Share expirience on strategies; • How to sell our idea? (3 pax) • Identify areas for improvement (2 pax) • Presentation + negotiation skills (which questions to adress) (2 pax) • Why to co-operate? (2 pax) **Challenges to co-operate with local authorities identified by participants:** • Even though they organise consultations, they are not open • They want to have control on NGOs and related issues • Budgetary limitations • Big ears open towards politicians – but small ears for young people • Hands tied on their back • Far away from young people and their needs • They take credit for the work you do • Lack of money • Competition versus networking • Bad perception of young people and about youth NGOs

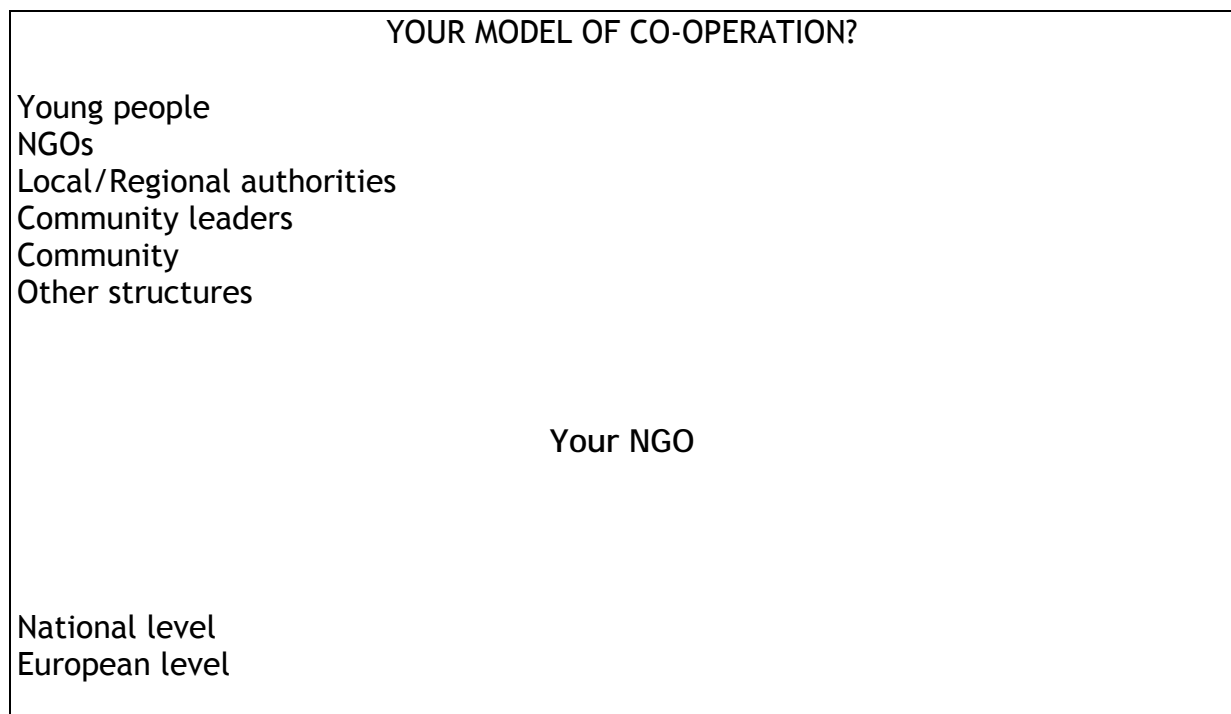|	
	• Only young people involved in political parties succeed • Local authorities have other problems, so young people are ignored Some ways to overcome the challenges: • Define if co-operation is really needed and what it will bring you (your youth NGOs, the young people you work with). Then set clear and realistic expectations to your local authorities. *(see above challenges)*; • Try to understand what they are looking for, what could be the benefit from your work/project for the municipality. Introduce the potential of the project to bring „benefits" to the work of the local authorties; • Be clear about the possible contribution they can have. Local authorities can support your project in many and different ways. Think about it!; • Get to know the local actors; • Network and raise the visibility of your organisation and projects; • Address other sectors and policies too - youth issues are transversal; • Use data when presenting your project; • … Further the participants reflected and discussed some more points to consider in multilateral co-operation and finally there was a task to reflect individually their co-operation model within their NGO and respectively within the ENTER! Project. See also handouts for participants (below).
11. Evaluation	Participants evaluated very positively the workshop. Their marks at the evaluation "Dart board" were either at the centre or next to it. The team members involved in the preparation and the implementation of the workshop were also positive about it.
12. Follow-up	Following that participants had to reflect individually on their co-operation models and identify points for improvement trough their ENTER! Projects; For those that have not completed yet the on-line unit on Local Youth Policies will have to come back to that.
13. Materials and hand-outs	Handout (below)
14. E-learning unit related	Local Youth Policies ▤ page 73
16. Appendices	Hand out for participants

Handout for participants

IMPORTANT TO CONSIDER!!

• What advantages and strengths do you have to co-operate with LA and young people?

- What advantages the LA will have form the co-operation with you?

- What will be changed in the local reality as a result of your co-operation?

- Who else is your partner or involved in the project?

- Clear description of who you are, your project, other background materials about the organisation, support letters... your contacts for further communication (anything else relevant)?

- Continuity and level of involvement!

...

YOUR MODEL OF CO-OPERATION?

Young people
NGOs
Local/Regional authorities
Community leaders
Community
Other structures

Your NGO

National level
European level

- What is the current model?
- Is there any need for improvement and what should it be?
- What can you do trough your ENTER! project ?

WHY shops: reflection on the sense of your work

1. Title	WHY-SHOPS or Why do we do what we do?
2. Date	*3 October 2010, AM*
3. Authors	*Nadine Lyamouri-Bajja & Matteo Fornaca*
4. Background	*Participants have spent time working on their projects, but also on their learning and competence development so far through the LTTC. This particular session should help them to reflect a bit further on what motivates them in their youth work practice.*
5. Aims	The session aims at accompanying participants' reflection on why they do what they do and what motivates them on a daily basis in their youth work practice. It should also help them to identify the place of the LTTC in this reasoning and hopefully motivate them to further pursue their goals and practice.
6. Objectives	• to provide participants with a space to reflect on their path towards becoming a youth worker • to analyse what motivates participants in their daily youth work practice and where they get the inspiration from • to reflect on the role of the LTTC in their overall motivation and practice today • to motivate participants to continue working on access to social rights of young people from disadvantaged neighbourhoods
7.Competences addressed	• self-criticism and self-analysis • Ability to recognise what motivates them • Ability to share their life experiences with other participants
8. Methodology and methods	1. Short movie to start with on what motivates us 2. mentoring groups through the youth worker river; 3. Board game on the path of a youth worker Wrapping up
9. Programme	14:30 Short movie on what really motivates us 15:00 Mentoring groups on the youth work river 16:00 Coffee break 16:30 The path of youth work (board game) 17:30 Wrap up
10. Outcomes	This session was meant to go back to why participants to their work, why they are active in ENTER! and what brought them here. The short movie dealt more with an overall reflection on what motivates people. Money, enthusiasm, values etc. In mentoring groups, participants were then asked to draw their river of youth work, from where they think it all started to where they are today, including support (people, events), barriers, difficult moments etc. It was a very strong moment for the groups, as they shared very personal experiences and moments in their lives, which contributed both to the group feeling and to a strong reminder of why they do what they do, mainly in relation to disadvantaged neighbourhoods. Finally, the board game, which was developed especially for

	this purpose, aimed at making participants share situations they faced in their youth work realities. In small teams, they could move forward or backwards, depending on what was occurring and how they were deadline with it. The session finished with a general wrap up about the session
11. Evaluation	Most participants strongly appreciated this motivational moment in the course, to stop and think about the reasons for them doing their work. Although for some, it was too long, most of the group also benefitted from the intimate sharing of previous experiences. The link between social work and personal life paths could clearly be identified in many cases. As one participant said, "one does not end up in social work by chance". Although the board game needs some improvement in coherence, it reached its aim to enable participants to share and discuss their youth work reality, challenges and practices.
12. Follow-up	*The board game needs to be reworked and further developed.*
13. Materials and hand-outs	Short movie on what really motivates us by Dan Pink: http://www.youtube.com/watch?v=cMQXNwAI-eE
16. Appendices	• Instructions of the board game. • Instructions for the river

Instructions: The river of youth work

Please draw your own river of youth work, describing what in your life lead you to where you are today. It should be very personal, based on your reflection about what contributed to your path and your development.

➢ On the side of the river, you could have some people who played an important role.
➢ Boats could symbolise various support measures and resources
➢ Trees around could represent various structures, institutions involved in your path
➢ The fish in the river could symbolise moments of learning
➢ Pieces of wood could represent some challenges or problems you faced.

Feel free to be creative and add any other elements you feel could illustrate your path.

Instructions: The path of youth work

Aim of the game:

the aim is for the teams to pass through the path of youth work in order to become an experienced, motivated and reflected youth worker.
The games should be a way of making you reflect on what lead you to where you are today and to hear other participants' experiences of their youth work practice. You should therefore be as honest and reflective as possible.

Instructions

Build 4 teams of 6 people.
Each team should find a name and a motto. Each team chooses one colour figure.

The youngest team (by addition of all ages) starts.
Throw the dice and move forward the according number of cells. If you land on a pink, yellow, or green cell, take the paper on them and read the instructions out loud.
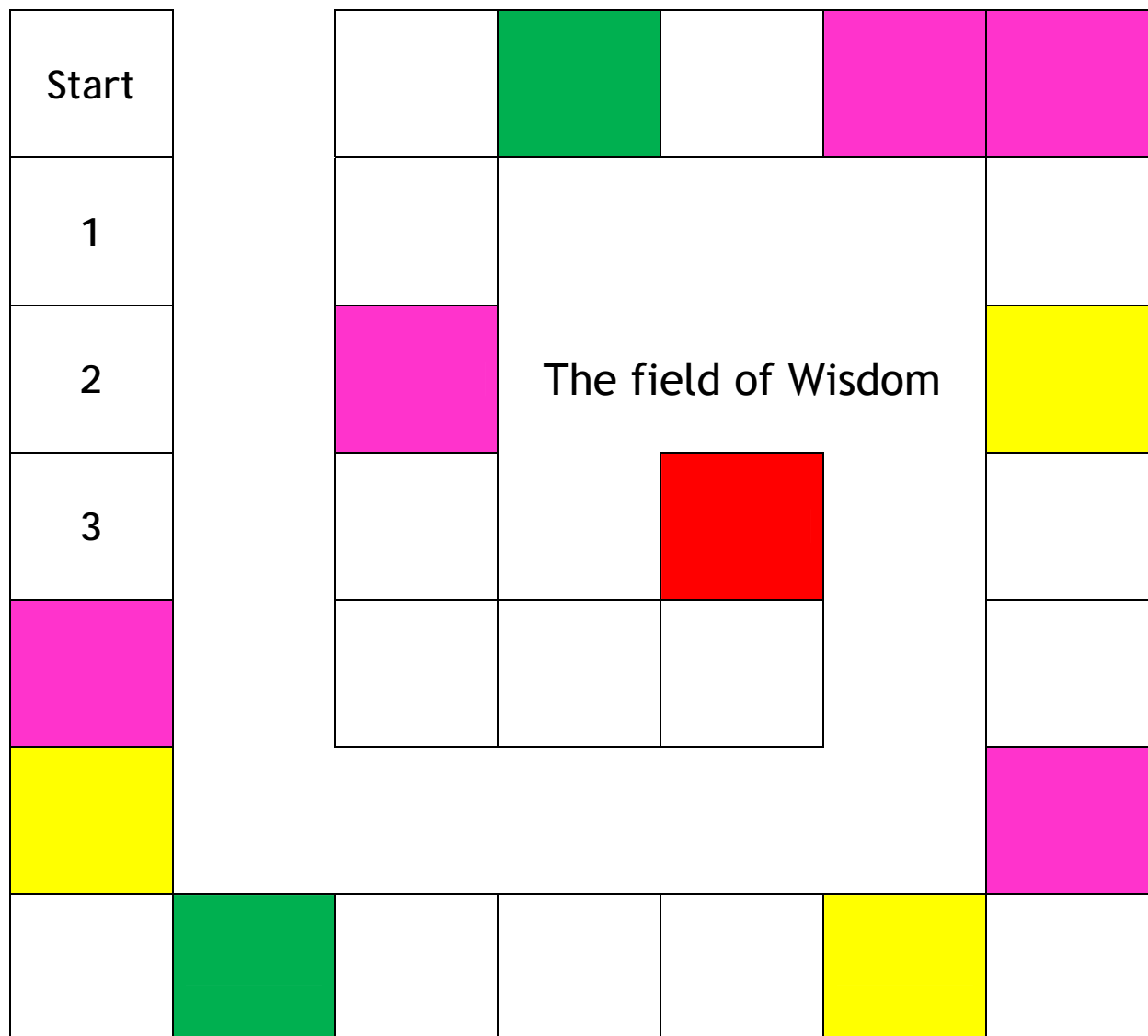The person who threw the dice answers the question in his/her team, and one person of each team answers the same question. You have 3 minutes to reflect and share.

> ➢ The pink cells are winning cells and enable you to either move ahead some additional cells, or play again.
> ➢ The yellow cells require that you pass one round.
> ➢ The green cells mean that you will have to step back a few cells.
> ➢ If you land on a white cell, you simply stay and the next team plays.

It is then to the next team to play. Again, one player throws the dice and moves forward. One person from each team shares a personal answer.

The team which first reaches the *field of wisdom* wins the game.

Alternative rule: Only the person who threw the dice answers the question for everyone and not just to the own team.

Start						
1						
2			The field of Wisdom			
3						

The field of Wisdom

Planning next steps & presentations of participants' projects

1. Title	Presentation of participants' project updates & next steps of the LTTC
2. Date	*5 October 2010, AM*
3. Authors	*Athanasios (Sakis) Krezios & Alexandra Raykova*
4. Background	*This session took place the last working day of the consolidation seminar. By that time, participants had got new information and acquainted with new knowledge (e.g. youth policy, European Social Charter in details etc.) useful for their projects' further development. Mainly during the mentoring sessions of the previous days, there had been extensive reflections on how to better adapt the projects on the basis of this new information/knowledge.* *Moreover, as the «ENTER!» project is still middle-way before its end, there are several elements still to be implemented. Therefore, a clear explanation of the steps to come was necessary for participants' understanding of the «larger picture».*
5. Aims	To ensure participants' projects will be updated and enhanced by the new information and knowledge acquired during the Consolidation seminar; To inform participants about the next steps of the LTTC and the ENTER! project in general.
6. Objectives	• To offer participants with space, time and support in order to update their projects and to present these updates in a concise manner. • To further improve participants' understanding of the concepts explored during the Consolidation seminar through their linking with their local realities. • To come up with guidelines about how to best proceed with the e-learning platform (e.g. units/month, possible topics, methodological approaches etc). • To present the detailed timetable of the next steps of the LTTC but also the ENTER! project.
7.Competences addressed	The following competences were addressed (according to the conceptualization and wording found in the "Call for participants", DJS/EYCB/LTTC-SCI/2009/27, page 4): • 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. • Project planning and project management cycles • Communication and presentation skills.
8. Methodology and methods	Participants' worked individually but also within their mentoring groups. They also had «consultation time» with their mentors but also other trainers. The trainers' team shared the updates during their daily meeting. Additionally, for the part concerning the «next steps», there has been a plenary discussion, with several Q&A short sessions according to the specific topic explored. Especially for the e-learning part of the

	session, the platform was displayed on screen and explanations included step by step demonstrations.
9. Programme	09.45 – 11.30 Work in the mentoring groups (individually but also collectively) 12.00 – 13.00 Next steps; Presentation and discussion.
10. Outcomes	• Projects were updated in accordance with the new information. • Participants developed a more thorough understanding of concepts such as social rights, youth policy, networking etc. through linking them with their projects' realities. • Trainers and participants now share common information about the next steps of the LTTC and the ENTER! project in general.
11. Evaluation	It was particularly appreciated both by the trainers and participants that this session was mainly processed within the mentoring groups, where each mentor could decide with their participants the structure of work (individual, individual with consultation, sharing etc.). A lack of sharing with the whole group is apparent; nevertheless, this made the work for each individual project more efficient and effective and, anyway, project updates will be made available in the dedicated space in the platform. For the part related to the next steps of the LTTC and the ENTER! project, not much could have been done differently, once it was based on sharing information. The platform was displayed and accompanied the relevant sub-session, something that was appreciated and raised more, specific, questions.
12. Follow-up	Projects' updates will be uploaded to the platform after the related *form* is made available and are also listed in this report ➲ page 32.

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.Council of Europe.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.Council of Europe.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
- Download them all, in different languages, from www.Council of Europe.int/compass/

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.Council of Europe.int/t/dg3/default_en.asp
You might want to have a closer look at their approach on the access to Social Rights:
www.Council of Europe.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.Council of Europe.int/Treaty/en/Treaties/Html/005.htm
The European Social charter:
www.Council of Europe.int/socialcharter/

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.Council of Europe.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
- Mosaic: training kit for Euro-Mediterranean 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
- [Working on work (2009)](#) – (international) youth projects supporting young people in their search for work
- [Youthpass for all (2009)](#) – recognition of competences gained in international inclusion projects (co-operation SALTO Inclusion & SALTO Training & Cooperation)
- [Images in Action (2010)](#) – using international projects to improve the image that the general public has of your disadvantaged target group
- [Making Waves (2010)](#) - 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)

The **SALTO Cultural Diversity** resource centre also published a series of publications about intercultural dialogue, working with Roma communities, identity, conflict areas, intercultural communication, diversity training,…
- Download them from www.salto-youth.net/PublicationsCulturalDiversity/

8. YOUTH RESEARCH
There is an increasing call for establishing closer links between youth work (practitioners), youth research and youth policy (decision makers). The Council of Europe established a '**European Network of Experts on Youth Knowledge**' in 1993 (with researchers from different member states). Since 2003 the network has been co-ordinated within the European Commission/Council of Europe Youth Partnership.
- More information about their activities at http://youth-partnership-eu.Council of Europe.int

The European Commission developed guidelines for 'European research on Youth' to support young people to participate fully in society. The guide details key thematic research areas and how to support successful policymaking at different levels.
- Available from http://ec.europa.eu/research/social-sciences/policy-briefs-reviews_en.html

The Swedish National Board for Youth Affairs and the Department of Youth Services in Turkey developed another useful publication about using surveys to learn about young people: **You get what you ask for**. Warmly recommended for everybody planning to do surveys!
- Find this and many more youth related publications at www.ungdomsstyrelsen.se/english_kat/0,2685,941,00.html

9. YOUTH POLICY
Young people, youth work and youth research is more and more consulted to develop sustainable youth policy adapted to the needs of the young people and society.

The European Commission/Council of Europe Youth Partnership has developed an **European Knowledge Centre for Youth Policy (EKCYP)**. The online EKCYP platform has an extensive library with useful documents such as research reports, good practices and policy papers.

- Browse the resources at http://youth-partnership-eu.Council of Europe.int/ youth-partnership/ekcyp/index

Some specific resources:

- Youth policy manual - How to develop a national youth strategy
  http://youth-partnership-eu.Council of Europe.int/youth-partnership/publications/
  Research/Publications
- The revised European Charter on the Participation of Young People in Local and Regional Life
  http://www.Council of Europe.int/t/dg4/youth/Council of Europe_youth/
  youth_participation_charter_EN.asp

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Day-by-day programme

Monday 27 September 2010

       Arrival of participants

19:00 Dinner

20:30 Welcome evening and reconnecting the group

Tuesday 28 September 2010

08:00 Breakfast

09:30 Welcome by Antje Rothemund, Executive Director of the European Youth Centre

Budapest

10:00 Group Re-building

11:00 Coffee break

11:30 Introduction to the seminar

13:00 Lunch

14:30 Project updates

16:00 Coffee break

16:30   What happened in ENTER! Since last year?

18:00 Mentoring groups

Wednesday 29 September 2010

08:00 Breakfast

09:30 Project work: Looking back and evaluating

11:00 Coffee Break

11:30 Quality criteria in projects- self-reflection and discussion

13:00 Lunch

14:30 Evaluation of participants' learning

16:00 Coffee break

16:30 Evaluation of e-learning and platform

19:00 Dinner

Thursday 30 September 2010

08:00 Breakfast

09:30 Introduction to the Social Charter: Régis Brillat, Directorate of human rights and

       Legal Affairs, Council of Europe

11:00 Coffee break

11:30 "How can the Social charter contribute to access to social rights in disadvantaged neighbourhoods?"

Discussion

13:00 Lunch

14:30 Project reflection and further development

16:00 Coffee break

16:30 Project development continued

18:00 *19:00 Dinner*

Friday 1 October 2010

08:00 Breakfast

09:30 Youth policy and social rights

11:00 Coffee break

11:30 Conclusions on Social Rights, Youth Policy and disadvantaged neighbourhoods

13:00 Lunch

14:30 FREE AFTERNOON in BUDAPEST

19:00 Special dinner…

Saturday 2 October 2010

08:00 Breakfast

FREE MORNING

13:00 Lunch

14:30 Cooperating with authorities- Practice exercise

17:00 What do I still need to learn? Develop? Improve?

19:00 Dinner

Sunday 3 October 2010

08:00 Breakfast

09:30 WHY-shops

13:00 Lunch

14:30 Competence development workshops

19:00 Dinner

Monday 4 October 2010

08:00 Breakfast

09:30 Project work: Planning future and next steps

11:00 Coffee break

11:30 Resources and opportunities-

13:00 Lunch

14:30 Personal Learning Plans

16:00 Coffee break

16:30 Consultation and exchange time

19:00 Dinner

Tuesday 5 October 2010

08:00 Breakfast

09:30 ENTER!: What comes next?

11:00 Coffee break

11:30 Action plans and follow up

13:00 Lunch

14:30 Evaluation

19:00 Dinner

21:00 See you soon party…

Wednesday 6 October 2010

08:00 Breakfast

Departure of participants