

DJS/EYCB/LTTC-SCI/2011/012

Budapest, 18 April 2011



Access to Social Rights for Young People from Disadvantaged Neighbourhoods

Consultative meeting on Youth Information and Counselling

14 – 18 June 2010

European Youth Centre, Budapest

Documentation

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This documentation has been compiled and edited by **João Salviano Carmo** with the help of the educational team of the Consultative Meeting on “Youth Information and Counselling”, held on the 15th and 17th June 2010 at the European Youth Centre Budapest:

Rui Gomes

Zara Lavchyan

Athanasios (Sakis) Krezios

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I. EXECUTIVE SUMMARY

1. Enter! and the Consultative Meeting

Within its work priority “Social Cohesion and Inclusion of Young People”, the Directorate of Youth and Sport of the Council of Europe initiated in 2009 Enter!, a project to share experiences and develop innovative and effective youth work and youth policy responses to exclusion, discrimination and violence affecting young people in multicultural disadvantaged neighbourhoods. The project is based on and uses the potential of interdisciplinary approaches between human rights, social cohesion, and youth policies, the role of non-formal education and importance of participation of young people in the processes affecting them.

The project, run with the support of the Flemish Agency of Foreign Affairs, draws on the experience of the Council of Europe youth sector in developing non-formal learning and training of youth workers in order to explore ways of responding to challenges faced by young people and youth work institutions.

The project has the following objectives:

- 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 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.

The training programme of the Council of Europe’s Directorate of Youth and Sport is aimed at promoting the building and strengthening of open and democratic European societies. This programme is based on a philosophy of participation, democracy and intercultural exchange for young people who are in a position to act as "multipliers". The knowledge and experience gained at international seminars and training courses can be used by young people all over Europe.

The 8th Council of Europe Conference of Ministers responsible for Youth, held in Kiyv in 2008, adopted the Agenda 2020 “The future of the Council of Europe youth policy”, setting objectives and priorities of work for the youth field for the years to come. It clearly states that governments should work towards facilitating the access of all young people to information and counselling services, promoting young people’s active participation in democratic processes and structures, promoting equal opportunities for the participation of all young people in all aspects of their everyday lives, supporting the integration of excluded young people. All of these seen as integral part of human rights based approaches and democratic values the Council of Europe stands for in its work.

In 1990, the Recommendation Rec(90)7E of the Committee of Ministers of the Council of Europe “concerning information and counselling for young people in Europe” called on focusing on several areas of information and counselling, such as the promotion of co-ordination policies of information

and counselling designed for and accessible to all young people, fostering and supporting the creation and/or development of appropriate information and counselling services, respecting young people's right to privacy, providing reliable information, making services accessible to all without discrimination, supporting the introduction of new technologies in information and counselling services, promoting research at European level, and supporting the development of a European network of information and counselling services for young people.

Nowadays, 20 years later, the need for improvement and continuous work on this topic remains important. Recognising its importance, the Directorate of Youth and Sport of the Council of Europe has established close partnerships with a number of organisations with expertise in the field, such as the European Youth Information and Counselling Agency (ERYICA), with whom a partnership agreement has been established. In 2009, the Directorate of Youth and Sport and ERYICA proposed draft updates of the Recommendation from 1990.

Enter! – the project of the Directorate of Youth and Sport of the Council of Europe - was initiated to address access to social rights of young people from disadvantaged neighbourhoods. This also concerns the access to information and counselling as a means to empower young people and youth workers to improve the work towards ensuring innovative and effective youth work/youth policy responses to exclusion, discrimination and violence affecting young people in multicultural disadvantaged neighbourhoods. The consultative meeting played a role in identifying challenges and new trends, ways of overcoming difficulties in the area of information and counselling in this regard.

Young people from disadvantaged neighbourhoods are often socially excluded and prevented from fully benefiting from information available to empower them and enable their full and active involvement in their communities and society at large. Thus living in suburbs at the periphery of big metropolis, they are equally concerned with globalisation and the impact which media and the transmission of information have on our new lifestyles.

The meeting sought to identify responses to how these challenges can be tackled in youth work in order to ensure access to information and counselling services and means.

The aim of the Consultative Meeting was to explore 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 objectives were:

- To explore the current challenges in accessibility of information and counselling services to young people from disadvantaged neighbourhoods;
- To discuss the role, ownership and motivation of young people in regards to using and creating information;
- To discuss efficient ways of information management and the role of youth projects in order to increase the quality and outreach to all groups concerned;
- To explore ways of ensuring quality of youth information and counselling services;
- To explore challenges and discuss efficient mechanisms of Information and Communication Technology (ICT) use in the field of youth information and counselling;
- To explore links between human rights, social rights, participation and information;
- To develop recommendations for improving youth information and counselling services both at European and national levels;
- To contribute to the definition of thematic focuses of the youth policy approaches and responses in the frame of the Enter! project;

Target group

The meeting brought together young activists, youth researchers, social workers, and representatives of youth organizations working with disadvantaged young people from different backgrounds (urban youth, minorities, rural youth, etc.). Throughout the duration of the meeting they debated the importance of information and counseling, access to information for young people and how good practices and principles can be implemented in youth projects targeted at young people coming from disadvantaged neighbourhoods. Some participants were also be involved in the long term training course on the access to social rights for young people from disadvantaged neighbourhoods.

2. Consultative Meeting Sessions and Outcomes

The agenda of the meeting contemplated the following sessions:

- Opening Session
- Presentation of Enter!
- Expectations and Experiences of the participants
- Youth information and counselling within the European Youth Policy
- Current developments in the sphere of youth information and counselling
- Current challenges and opportunities of youth information and counselling
- Thematic working groups
- Project on developing the concept of Youth Competence Centers with counselling and guidance for youngsters from disadvantaged urban areas in Belgium
- Information and Counselling reflection on the youth policy level; development of recommendations
- Closing Session

Following an introductory session where the participants were presented to the “Enter!” project and having been invited to become and remain optimistic throughout the meeting and beyond, the participants were slowly introduced to the concept of Youth Information and Counselling.

As they got acquainted with the main topic of the meeting they were also made aware of the existing realities in the field, the main policy developments from 1990 to today on Youth Information and Counselling. They also received input from two experts in the field:

- Davide Capecchi, Director of ERYICA – European Youth Information and Counselling, Luxembourg
- Patrick Manghelinckx, Director of JES, Brussels, Belgium

Through a reflection process that led the participants from their expectations and experience, via the experts inputs and working groups, the participants identified a series of recommendations for different stakeholders in Europe (European institutions; local, regional and national authorities, youth organizations and researchers).

3. Conclusions

Based on the aims and objectives laid out for this Consultative Meeting, the participants have offered a diagnostic of the current situation and a list of recommendations that could address the problems identified during the meeting.

Among the usual mentions of recurrent problems, such as lack of funding, language barriers, lack of motivation from young people to participate, the participants highlighted the need for stronger and more competent networks of youth organizations and other partners, the networks would be able to receive and provide training on youth information and counselling and, thus, developing much needed competences and skills that enable youth workers to work efficiently with young people from disadvantaged neighbourhoods.

The participants stressed as well the importance of co-management, and that this practice should be mainstreamed across all fields of youth work, from European to national and local levels, in order to further develop support structures in the field of Youth Information and Counselling. Co-management is also a tool to better integrate young people from disadvantaged areas in the life of their communities.

On this line, young people, especially coming from disadvantaged neighbourhoods and from minority groups, should be empowered and recognised in order to be able to participate in the decision-making processes that affect their lives. Volunteering should be fomented and promoted as a good civic practice, and as such should receive more and better support from institutions and authorities.

Another point raised and addressed during the meeting is the need to be mobile in the youth work developed. Mobile in the sense that youth workers are able to go where youngsters are. Mobile also in the sense of being able to take information and counselling beyond cities and capitals and directly to rural and disadvantaged areas.

It became also clear, from the debates during the meeting, there is a recurrent need to enforce the charters and policies upon which agreement has already been achieved. The participants felt that there is a gap between what is agreed at the European level and what is happening at the local level, and there was a consensus that most measures have not been realised in practice.

There was consensus also about the formal education sector having a crucial role in promoting participation and inclusion of young people from disadvantaged neighbourhoods. This should be done by introducing human rights education and civic courses into the curricula's being taught in schools.

The task ahead requires the involvement of all parties and a coordinated effort in order to reach young people from disadvantaged neighbourhoods, so that we can effectively and positively engage them in an active manner in society's life and in the decision-making processes concerning their own lives.

4. Recommendations by the Consultative Meeting Participants

a) Youth Information and Counselling as a contribution to young people's education and development

Recommendations towards European institutions:

- To create or revise existing action plans regarding youth policies in order to fill in the gap between urban and rural areas. The initiative should come from umbrella organizations or European Union, Council of Europe through an open call.
- To implement a quality control system for services provided by Youth Information and Counselling (YIC) by establishing a Committee on behalf of ERYICA to evaluate the work of national YIC for the purpose of safeguarding the European Social Charter.
- To ensure long-lasting and regular training courses for YIC workers and to create a study program for youth workers in formal high educational system.

Recommendations towards policy makers:

- To appoint persons in charge of youth issues on local (municipalities) and regional level and establish a regional network for sharing best practices.
- To create and implement a system of mobile units operating in rural areas.

Recommendations towards researchers:

- To agree upon minimum standards for institutional equipment of services provided for young people and to secure minimum institutional financial support from the local authorities for YIC.

Recommendations towards youth organisations:

- To create a support system to share information and “know-how” through establishing an online database of expert organizations (NGOs, YIC, governmental institutions, municipality, other public institutions).
- To establish a partnership agreement between local institutions (schools, churches, sport clubs, healthcare centers, and local offices of international organizations) and YIC aiming at creating close collaboration and proper information sharing.

b) Youth Information and Counselling as a means to increasing participation of young people in decision/policy making processes

Recommendations towards European institutions:

- A common framework for a law on youth and youth law should be established in all Council of Europe countries. Not only there is a lack of such a law in several countries it is important to have the same rights and restrictions for youngsters all over Europe. This would increase the prospect of mobility of youngsters and supports equality amongst young people.
- Co-management and co-decision making should be realized in all youth related

institutions according to the cross sectorial approach, not only within the Council of Europe.

- Minorities need to be empowered to be able to participate in the decision making processes. Tokenism is not an option where real representation and inclusion is needed. A possible solution is quotas applied to all processing targeting certain minorities to include the affected people.
- Youth work, and voluntary work especially, need more recognition at the European level. All the institutions need to better promote and support the work done by volunteers.
- There is a special need for a continued participation campaign promoting the work of non-governmental-organisations and youth workers as agents of social inclusion and integration.

Recommendations towards policy makers:

- The implementation of already existing charters needs more enforcement.
- Where they do not exist, national action plans need to be made on how to include young people in decision-making processes.
- Co-management and co-decision making should be also realized in the national and local level. Municipalities are often making decisions on youth relevant issues and need to make more room for youth participation and representation.
- Youth work at local level needs open structures for peer to peer education and non-formal youth groups. Most of the youth work does not fit existing structural models or is not accepted according to the authorities.
- Where they are not yet established, local youth networks need to be founded. In these information structures non-governmental organisations need to be included to reach out to as many young people as possible. There is special effort needed to reach out to young people of disadvantaged neighbourhoods.
- The easiest way to address young people are schools, therefore the promotion of youth work, participation and youth rights needs to have space in the curriculum already in an early age, to also include early school leavers in the information process.
- Youth work and participation should be promoted on all levels. Promoting cannot single out an organization for personal or political favours but must address all organizations.
- Better recognition and support for the work of non-governmental organisations is needed.

Recommendations towards researchers:

- More information should be developed on the possibilities of personal contact in rural areas within the current state of crisis and reduced budget. This can include forms of mobile youth work and e-participation but needs to be rooted in a personal contact and relation between youth worker and beneficiary.
- Further research is needed about the possibilities of social media in youth work, notably in relation to peer to peer education, in accessibility for the relevant target groups, the relation of local peer to peer networks to their online counterparts, as well as the costs and efficiency of such measures.

Recommendations towards youth organisations:

- Youth organizations need to make an extra effort to include and reach out to more and

more diverse young people to include them better in the information processes.

- They should find additional fora for representation and make use of them to grant new ways of participation and break up excluding structures.
- They should always have the will to network and especially work together with non-formal groups to include young people out of the youth work structures.
- Youth organizations should make additional efforts to explore marginalized neighbourhoods and establish more inclusive youth structures there.

c) Youth Information and Counselling as a response to discrimination, violence and exclusion

Recommendations towards European institutions:

- Support campaigns and trainings, awareness-raising and education need to be regularly developed and renewed
- Create integrative guidelines and education of all members states of the Council of Europe and Europe Union regarding discrimination, violence and exclusion of disadvantaged neighbourhoods

Recommendations towards policy makers:

- Support rural youth centres
- Allocate funds and create quotas - for tackling discrimination, violence and exclusion
- Create, support, evaluate, monitor, implementation mechanism of international relevant treaties
- Involve representatives from disadvantage youth
- Improve accountability mechanisms and transparency
- Develop strategic partnerships with youth organizations, researchers, governments

Recommendations towards researchers:

- Mapping of needs and disgregate data about youth in disadvantaged neighbourhoods
- Engage in strategic partnership with youth organizations and institutions in order to have more accurate research
- Identify and research disadvantaged youth groups
- Make data available to public opinion

Recommendations towards youth organisations:

- Support the involvement of youth from disadvantaged neighbourhoods
- Create synergies to actively combat discrimination, violence and exclusion
- To be creative how to give information
- Promote and offer human rights education
- Support and promote outreach work
- Activities for young people outside their communities so as to give them possibilities of social mobility
- Celebrate cultural identity and diversity

d) Promoting access to Youth Information and Counselling

Recommendations towards European institutions:

- To create a follow-up platform for countries who implement the recommended system of youth information and counselling.
- To develop special training courses for workers of youth information and counselling.
- To work out quality standard, and national ethical codes based on the European Youth Information Charter.
- To provide European Youth Information Charter translations into native languages and in a youth friendly way.
- To conduct activities for youth information workers in other languages than English or French.

Recommendations towards policy makers:

- To create Youth Information Centers or use already existing youth Institutions (based on the European Youth Information Charter).
- To assist and provide financial and technical support for youth information and counselling.
- To prepare a database of volunteers and NGO's for possible partnerships to provide youth information and counselling at the national level.
- To build youth information and counselling on the basis of youth needs (through youth research for instance).

Recommendations towards researchers:

- To develop national standards for informational packages.

Recommendations towards youth organisations:

- To develop national information strategies for youth.
- To provide mobile forms of work on the principle of youth proximity (outreach work, cell-phone work, I desks, mobile interventions in rural areas, etc.).

5. Agenda of the Meeting

Monday, 14 June

Arrival of participants

- 19:00 Dinner
- 20:00 Welcome evening

Tuesday, 15 June

- 08:00 Breakfast – and registration of participants
- 09:30 Official opening of the meeting, introduction of the background and aim of the meeting
- 10:00 Presentation of ENTER! Project - **Rui Gomes**, Head of Education and Training Division of the Council of Europe Directorate of Youth and Sport
- 11:00 Break
- 11:30 Getting to know participants of the meeting, expectations and experiences
- 12:30 Youth information and counselling within the European youth policy
- 13:00 Lunch break
- 14:30 Current developments in the sphere of youth information and counselling (European Youth Information and Counselling Agency)
- 15:30 Current challenges and opportunities of youth information and counselling with disadvantaged young people
- 16:00 Break
- 16:30 Current challenges and opportunities of youth information and counselling with disadvantaged young people (continued)
- 17:00 Presentations of the discussion; group conclusions
- 19:00 Dinner

Wednesday, 16 June

- 08:00 Breakfast
- 09:30 Opening of the day, presentation of the programme
- 09:45 Thematic discussion groups
 - Quality standards of the information services for youth (facilities, projects, staff, services, youth friendliness, tailored, sensitised, etc)
 - Role and practices of peer to peer work in improving access to information issues
 - ICT and youth information challenges and guidelines (media literacy, safety and privacy, access to ICT, skills needed, social networking sites, online information)
 - Mechanisms of supporting the role of access to information as a means for participation, social inclusion and social cohesion, efficient outreach work organization, enhancing autonomy of young people
 - Assessing the information needs (participatory needs assessment processes)

- Young people as providers and creators of information
 - Competences and competence development of youth information and counseling workers
- 11:15 Break
- 11:45 Thematic discussion groups
- 13:00 Lunch break
- 14:30 Thematic discussion groups
- 16:00 Break
- 17:30 Project and practice sharing on the themes
- 19:30 Dinner

Thursday, 17 June

- 08:00 Breakfast
- 09:30 Opening of the day, presentation of the programme
- 09:45 Project on developing the concept of Youth Competence Centres with counseling and guidance for youngsters from disadvantaged urban areas in Belgium - **Patrick Manghelinckx**, JES, Brussels
- 11:00 Break and travel reimbursement
- 11:30 Information and counselling reflection on the youth policy level
Working groups on drafting conclusions
- 13:00 Lunch break
- 14:30 Working groups on drafting conclusions
- Recommendation of the Committee of Ministers on youth information (input on specific disadvantaged neighbourhoods related points to be included in the recommendation, mechanisms of implementation)
 - Recommendation to Council of Europe on policy measures to be taken to increase access of information and quality of youth information and counselling services
 - Guidelines for youth NGOs involved in youth information on project and work organization
 - Follow up of Enter! activities in regards to access to youth information and counselling
- 16:00 Break
- 16:30 Presentation of the conclusions of the working groups
- 17:30 Evaluation, conclusion and closing of the meeting
- 19:00 Dinner on the boat on the Danube

Friday, 18 March

Departure

II. CONSULTATIVE MEETING SESSIONS AND OUTCOMES

1. Official Opening of the Meeting

The official opening of the Consultative Meeting on “Youth information and counselling” was held in a joint session with the Expert Meeting on “New ways of Participation in multicultural youth work”.

Rui Gomes, Head of Education and Training Division of the Council of Europe Directorate of Youth and Sport, addressed the joint session with some welcoming words emphasizing the need for the participants to remain optimistic, even if optimism is a rare commodity at present.

Currently we are observing a deterioration of youth social rights and we need to work in order to preserve and implement these under the scope of human rights, which are an essential compass in the difficult times we are experiencing.

At the same time, it is important that all the actors develop a new way of youth work, where access to information can be the key to tackle the problems young people face today. It is important to reflect upon and share the ways, the participants in the two activities, work at the different levels (local, regional, and national or international) and come up with solutions that can improve the current situation.

Finally, Rui highlighted the potential that this joint activity generates and that the synergy between the Consultative Meeting and the Expert Meeting on new forms of youth participation will allow for a space of exchange and dialogue to be created and shared.

2. Presentation of Enter! Project by Rui Gomes, Head of Education and Training Division of the Council of Europe Directorate of Youth and Sport

✓ Please see annex A for the complete presentation

The name “Enter!” was chosen because of the many dimensions it encloses. On one hand it summarizes the idea of access to social rights for young people from disadvantaged neighbourhoods, for it represents an idea of entrance, access and also information technology (the Enter key in the computer).

The project itself has 3 dimensions:

- Access (to what?)
- Social Rights (for whom?)
- Disadvantaged Neighbourhoods

A few years ago Europe was regarded as a generous benefactor who sponsored projects aimed at improving the life for all its citizens. Nowadays Europe is less generous but we continue to have common issues and problems and we need to work together in order to overcome them.

“Enter!” is a project that, precisely, aims at encompassing realities from across all the Member States of the Council of Europe and create a space for exchange and sharing of experiences, expertise, tools and solutions.

The Council of Europe mainly works on:

- Pluralistic Democracy
- Human Rights
- The rule of law

Taking this into consideration, we must understand that Social Rights are Human Rights and that Democracy only works if people have a minimum of wellbeing and of quality of life. This is totally in line with the purpose of the Council of Europe’s youth policy which is:

“to provide young people, i.e. girls and boys, young women and young men with equal opportunities and experience which enable them to develop the knowledge, skills and competencies to play a full part in all aspects of society” (Council of Europe Agenda 2020)

The way to approach this is by shifting the paradigm from asking “what young people should do” to complete this with “what society must do to take youth participation into account”. Society tends to subconsciously prioritize certain fashions of participation over others, but it must take into account new ways of participation, promoting a higher inclusion.

The priorities of the Council of Europe, and its programmes, clearly state:

- Social Inclusion of Young people
- Youth work and youth policy for intercultural dialogue
- Youth policy development
- Human rights and democracy

The two main aims of “Enter!” are:

- Youth policy responses to Social Inclusion
- Impact of non-formal interventions in relation to social rights of young people at the European, National or Local youth policies

We can notice that the “Enter!” project, therefore, not only feeds from the Council of Europe’s priorities and principles, but also feeds into them by potentially developing answers and solutions in order to implement them.

However, in this context, one word becomes very important: Hope! Hope that those answers, and those solutions, can be found, can be implemented and, most importantly, can become successful in addressing, and improving, the inclusion of young people from disadvantaged neighbourhoods, through a better access to information and counselling.

In order to achieve the aims stated in the project it is important that youth work plays a role, namely through its projects in disadvantaged neighbourhoods. The desire is that the youth policy responses

that emerge from this project come to fruition through youth work in the field. The outcomes of this project will only have a true, and real, meaning if they are implemented where they are most needed.

There are six main issues to be addressed in “Enter!”:

- situations of conflict and exclusion of young people living in multicultural environments;
- translating intercultural dialogue into youth work reality;
- innovative youth work projects with young people at risk of exclusion and violence;
- innovative pilot projects with a high multiplier effect across Europe;
- exclusion, conflict and violence affecting young people through partnerships between youth work, youth policy and local authorities;
- consolidate “all different – all equal” youth campaign in relation to diversity, participation and human rights.

The values that guide the Enter! Project in its pursuit for answers and solutions also establish the projects identity:

- Inter-sectorial (Youth Policy, Social Cohesion, Research, etc.)
- Multi-disciplinary
- Youth work-based
- Youth-policy oriented
- Using research and knowledge on young people

The central piece of the project is a Long Term Training Course (LTTC). This will provide the participants of the LTTC with both the training component and the political framework for policy development.

Around the LTTC orbit different activities, which aim at complementing, and support the overall project, by focusing on more specific aspects on the access of young people from disadvantaged neighbourhoods to information and counselling. The intention is that these satellite activities can provide knowledge insight to the project.

Young people are the primary actors of the project, in order for young people themselves to voice their comments, criticism and provide their input on what should be done. More specifically, it is intended that young people from disadvantaged neighbourhoods, which are targeted by the project, have a clear role and participate in “Enter!”.

To sum-up, the “Enter!” project wants to, between 2009 and 2012, move in the following directions:

- From practice to policy
- From the local to the European
- From young people to the institution
- From awareness to action
- Social rights as an essential part of human rights
- Social cohesion as a shared objective – *ensuring well-being of everyone, minimising disparities and avoiding marginalisation.*
- Living, learning, acting for human rights...
- Non-formal education principles
- Intercultural learning practice

- Young people as a resource, as actors for change and part of the solution, rather than a cost or the problem

However, the project is not a closed box. On the contrary, it is a living organism with room for changes and improvements as it moves forward.

In order to implement “Enter!” open partnerships are being established comprising:

- The Directorate of Youth and Sport of the Council of Europe
- The Directorate General of Social Cohesion of the Council
- The Congress of Local and Regional Authorities of the Council of Europe
- The European Youth Foundation
- The European Youth Forum
- Youth Researchers

Relevant policy documents

- Agenda 2020
- The revised European Charter on the Participation of Young People in Local and Regional Life
- White Paper on Intercultural Dialogue
- Recommendation Rec(2003)19 of the Committee of Ministers to member states on improving access to social rights
- Youth and exclusion in disadvantaged urban areas: policy approaches in six European cities, Trends in social exclusion no. 9 (Strasbourg: Council of Europe Publishing, 2004)
- Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council of 22 May 2008 on the participation of young people with fewer opportunities [Official Journal, C 141, 7.6.2008]
- Policy Paper on Social Inclusion through Youth Participation, European Youth Forum (Brussels: YFJ, 2006)
- Policy Paper on Youth and the European Social Model European Youth Forum (Brussels: YFJ, 2008)

In what regards the two activities that took place between the 15th and the 17th June 2010 (the Consultative Meeting on Youth Information and Counselling and the Expert Meeting on New Ways of Participation in Multicultural Youth Work), the “Enter!” project is looking forward to welcome all the participants input, as experts in their own right, in what concerns:

New? Ways? of Participation?

Understanding youth participation in all its forms

- Youth participation in multicultural environments
- Youth participation in disadvantaged neighbourhoods
- New barriers and divides
- E-participation, yes but how...

[Youth] Information and Counselling

The role of information and counselling in promoting social rights of young people

- Young people as producers and users of information
- Youth information and counselling as factors of autonomy
- Information and human rights
- Myths and realities of information and counselling

The project allows us to reflect upon what is possible according to what we have at the moment and the aim here is to identify what exists among all the participants in both activities in terms of knowledge, experience and practice, and transform these into policy recommendations.

3. *Expectations and Experiences*

In this session the participants were asked to share both their experiences and their expectations regarding the Consultative Meeting.

As experts in their own fields they were proposed to identify an object that they consider a symbol of their work and explain the reasoning behind their choices.

Most of the objects identified by the participants relate directly with the work they develop in their background organizations, being it projects that are being implemented, working routines, tools that they use in their daily work or symbols/logos that they relate to their work and the values and principles they enclose. Please see table below for full list of objects and their meaning:

Object	Meaning
<i>Coffee/Tea cup</i>	▪ represents the different meetings and activities, besides the opportunity for ongoing dialogue and exchange of ideas
<i>LCD Monitor</i>	▪ television as a tool for works/projects
<i>CD with documentary on Roma young people; Council of Europe logo; Pen from Council of Europe</i>	▪ project run by the organization; living, learning, acting for Human Rights as core value; Reminder of website address of Council of Europe
<i>Phone</i>	▪ allows for communication with everybody else
<i>Laptop</i>	▪ allows for connection with the world as well as to work
<i>Hand (palm)</i>	▪ five fingers that represent 5 years of experience, 5 policy areas of work, hand as a means to catch new ideas and grasps new knowledge
<i>Brochure of Youth Assemblies Kosovo</i>	▪ represents the work of the organization
<i>Laptop</i>	▪ access to information
<i>Pen of Council of Europe</i>	▪ values it represents; a pen allows you to take notes and mark your agreement, by putting down your signature to a document
<i>Book on Internet marketing</i>	▪ symbol of educational and professional background; tool for information and counselling

<i>Laptop</i>	▪ tool both for work and academic life
<i>Compass in different languages</i>	▪ diversity of the Roma young people
<i>Leaflet of Organization</i>	▪ information to raise awareness on organization and its work
<i>Compass</i>	▪ youth work with young people in Albania
<i>Foldable frisbee</i>	▪ symbol of the effort of spreading information around
<i>Umbrella</i>	▪ represents the work of the umbrella organizations and importance of networks and their projects
<i>Council of Europe Youth Info Kit</i>	▪ European Youth Information Charter
<i>Laptop with headphones</i>	▪ Internet communication as an important tool to reach out at all levels; the stickers on the laptop as a reminder of different youth organizations and activities; the headphones a reminder of music, and important tool and facilitator among young people and a form of expression
<i>Paper, pencil and a smile</i>	▪ work developed with Roma children
<i>People</i>	▪ opportunity to learn, share and gain understanding
<i>Books on Roma children and on best practices from own stories</i>	▪ work of the organization
<i>CD with documentary</i>	▪ segregated Roma community and how to improve their access to Social Rights
<i>Extension Cord</i>	▪ sharing energy; electricity as a symbol of a connector between what happens at policy level and at practice level

It comes into evidence, as an outcome of this exercise, that a significant proportion of the participants' background is focused on work with disadvantaged young people, with a significant number focusing on Roma young people.

Following this exercise the participants were introduced to the aims and objectives of the Consultative Meeting (please see point 2 of this report on Framework of the Consultative Meeting for more information).

Taking into consideration the participants experiences, it was then proposed, as a challenge, that the participants revealed their expectations towards the Consultative Meeting in words. The following is the outcome:

- ✓ Energizer; hands; little; contribution; sharing; exchange; engaging; support; development; cooperation; exploring; concreteness; enter; best practices; ideas; ways; networking; linking; dialogue; detail; insight; new methods.

In the end of the session the participants were reminded that the Consultative Meeting is like a living organism feeding on the ongoing discussions among themselves.

4. Youth Information and Counselling within the European youth policy

Zara Lavchyan (Educational Advisor at EYCB, Council of Europe) introduced the topic together with Davide Capecchi (ERYICA), who introduced policy documents and frameworks reflecting the work done around, areas of focus and practice of youth information and counselling on European level.

The declaration, adopted in 2008 by the Conference of Youth Ministers of the Council of Europe, includes the reference to information and counselling within the Human Rights and Democracy section of the document.

All the sub-fields under Human Rights and Democracy in the declaration include information and counselling as implementation tools.

The declaration promotes the access to information and counselling to **all** young people, in its full diversity, encompassing every young person. The challenge remains however: how can we implement these agreed objectives developed by young people in partnership with Member States?

In this respect, Recommendation No. (90) 7 of the Committee of Ministers to Member States concerning information and counselling for young people in Europe, defined already in 1990 the main principles and values underlying information and counseling:

“1. Promote co-ordination at European level with due regard for democracy, human rights and fundamental freedoms of a policy of information and counselling designed for and accessible to all young people; this entails, inter alia, collecting information at local, national and international levels, and making it available as widely as possible to youth;”

In 1990 already information and counselling were being promoted/recommended as important tools by some EU Member States, being that, at the time, the introduction of IT and new media technologies into daily life, and work, constituted the main challenge.

In June 2010, a new draft recommendations was submitted for approval of the Member States of the Council of Europe by the Committee of Ministers and adopted.

European Union

Besides the Council of Europe, the European Union is also promoting information and counselling, as well as mainstreaming it to several policy areas, especially in those that concern young people¹.

For instance, in the Framework of Cooperation on the youth field at European level for the next 7 years, information and counselling is contemplated as tools to be used. This becomes even more relevant when we consider that the Framework of Cooperation establishes the guidelines for policy development on youth policies.

¹ Please check the Open Method of Coordination common objectives at http://europa.eu/legislation_summaries/education_training_youth/youth/c11075_en.htm

The Framework of Cooperation also states as partners the European Youth Forum, European Youth Card Association, EURODESK and ERYICA.

5. Current developments in the sphere of youth information and counselling (European Youth Information and Counselling Agency – ERYICA)¹

Presentation by Davide Capecchi, Director of ERYICA, Luxembourg.

- ✓ Please see annex G for full presentation

“Go to the young people, live amongst them, start from where they are and with where they want to go and of the best leaders the young people will say “we did it ourselves”.(Anonymous)

ERYICA is an independent structure dealing with National Youth Information Coordination Bodies:

- Network: 26 Members, 4 Affiliated and 3 Cooperating Organisations
- Impact: Operating in 26 countries, in more than 8,000 youth information centres with 13,000 youth information workers.
- Origins: Established on April, 17th 1986 in Madrid, Spain (in accordance with a recommendation adopted by the first European Colloquium of Youth Information Centres).
- European Framework:
 - Partnership Agreement with the European Commission and the Council of Europe
 - Cooperation with the European Youth Forum, EYCA and Eurodesk

It has 3 main aims:

- Promoting respect for the principles of the European Youth Information Charter and to work for their implementation.
- Ensuring European co-ordination and representation in the field of youth information and counselling;
- Promoting the establishment of a European arena in this field, especially by developing a European Network of youth information and counselling structures.

And 6 main objectives:

- to bring together at the European level co-ordinating bodies in this field
- to monitor at the European level the current situation of this sector and its evolution
- to facilitate European co-operation among bodies working in this field, especially through professional exchanges
- to promote research and innovation in this field and the development of services which meet the needs of young people

¹ During the presentation the participants were asked to fill in a table as they listened to the input. The table consisted of:

Identify 4 key words for you	Identify 3 ideas you are in favour of
Identify 3 ideas you disagree with	Identify 3 things you would like to see clarified

- to co-operate with European institutions (such as the Council of Europe, the European Union, etc.) in this field
- to undertake other initiatives in the sense of the Agency's aims which are deemed useful by its Members or its competent organs.

ERYICA provides services in the following areas/domains:

- Infomobil
- Training activities
- Professional Principles, minimum standards and quality measures
- Youth Information starting kit

ERYICA's core framework is based on the European Youth Information Charter.

After looking at the European Charter's articles, the participants were invited to provide their views on the articles they find the least appropriate to be included in the document and to explain their reasoning for it.

The current work of ERYICA is focused around the following priorities:

- Participation
- Peer to Peer
- Reaching out
- Online Counselling
- Funding
- White spots (countries where ERYICA still has no members)

One of the current difficulties is the trend that some governments are recurring to lately that consists in merging youth information centers with youth clubs. The reasoning behind these decisions is mainly economical, but it creates some problems for it may jeopardize the normal functioning of different structures and also raises the question on whether the youth workers in these merged structures are empowered/skilled to provide youth information and counselling.

This is, in fact, one of the main challenges for ERYICA. Promoting youth participation is not creating youth centers and then expect that young people participate. These centers require trained workers that are able to engage with young people and attract them to participate more actively. ERYICA refuses the tokenistic approach to youth participation.

6. *Current challenges and opportunities of youth information and counselling with disadvantaged young people*

Based on the input and discussions of the previous sessions, the participants were asked, in working groups, to identify the challenges and opportunities that they see at present in the field of youth information and counselling while working with disadvantaged young people. The work developed within the working groups would serve later as the foundation for the recommendations proposals of the participants.

There were 5 working groups and their feedback was as follows (as presented by the groups):

	Challenges	Opportunities
Group 1	<ul style="list-style-type: none"> ▪ In rural areas there is limited access to internet; ▪ Language can be a barrier for accessing information; ▪ Lack of motivation of young people; ▪ Lack of professionals; ▪ Quality or networks (weak, lack of resources, etc.); ▪ Mentality problem; ▪ Discrimination against Youth; ▪ Lack of funding. 	<ul style="list-style-type: none"> ▪ Creation of Youth Information Centers in these areas; ▪ Create Language Learning Centers (even though it can be difficult to implement but students could be used as translators for instance); ▪ Mentors/professionals motivating young people to engage and participate; ▪ Training for Youth Workers; ▪ Develop methods to exchange knowledge; ▪ Promotion of active life styles; ▪ Promotion of tolerance; ▪ Identify donors and funders.
Group 2	<ul style="list-style-type: none"> ▪ Lack of motivation; ▪ Exclusion of different social groups; ▪ Youth information only arrives to Youth Workers; ▪ Language barrier; ▪ Means for implementation are lacking in order to foment participation. Info is good but not enough; ▪ Age gap between providers of Youth Information and Counselling and recipients of the same; ▪ Lack of flexibility (resistance to changes of methods, etc.); ▪ The operation times are not youth friendly; ▪ Information is centered in Capital cities and does not reach rural areas; ▪ Questions about whether information should be spread by authorities or NGO's. 	<ul style="list-style-type: none"> ▪ Reduction of Racism and Xenophobia through Information and Counselling; ▪ Getting connected to new people; ▪ Allows for better budget adjustments by authorities according to youth needs; ▪ Get more experienced Providers of Youth Information and Counselling in youth work; ▪ Less stereotypes concerning youth; ▪ Youth as a resource and not a problem (change of perception; partners for change; youth as an investment rather than an expense)/

Group 3	<ul style="list-style-type: none"> ▪ Lack of funding for Youth NGO's (there is also misuse of funds by some Youth NGO's and a lack of will regarding partnerships); ▪ Lack of information and sometimes disinformation; ▪ Lack of computers where to access information and other tools needed for this; ▪ Lack of trust – gap between the majority of youth and the minority of youth; ▪ Wrong methodologies when working with young people from disadvantaged neighborhoods; ▪ Language barriers; ▪ Contact between Youth NGO's; ▪ Youth Workers have prejudice towards disadvantaged youth; ▪ Lack of recognition from Local authorities. ▪ Lack of Intercultural Learning (minority issues are absent from school curricula's) ▪ Lack of understanding of what their needs are ▪ Lack of visibility, participation and interaction 	<ul style="list-style-type: none"> ▪ Cooperation ▪ Give more visibility ▪ Higher integration into Youth NGO's ▪ More power in policy-making for youth ▪ More education (snowball/multiplier effect) ▪ More creativity and participation- Rotterdam Model (“force” people from different ghettos to live together and learn about and from each other) ▪ some participants raised concerns on this method mentioning a possible breach of Human Rights by implementing this kind of positive discrimination- Interculturality ▪ More representation of disadvantaged youth (making their voices heard) ▪ Alternative ways (usage of more inventive methods and tools)
Group 4	<ul style="list-style-type: none"> ▪ Lack of Youth Info Centers ▪ Illiteracy and language barriers ▪ Reaching people with no documents (not legally registered) ▪ Youth Information is not a policy priority ▪ Lack of Youth Info Centers ▪ Illiteracy and language barriers ▪ Reaching people with no documents (not legally registered) ▪ Youth Information is not a policy priority 	
Group 5	<ul style="list-style-type: none"> ▪ What kind of Information? Local, Regional, International? ▪ How to motivate? ▪ How to pass the information? ▪ ICT redundancy. ▪ How to work with disadvantaged youth? ▪ In schools or outside? ▪ Visibility and Communication. ▪ Representation. ▪ Networking and dissemination ▪ Centralization and funds. 	<ul style="list-style-type: none"> ▪ Specify information according to needs. Information needs to reach young people where they are. ▪ Use creativity. ▪ Multicultural staff, representing the different minorities. ▪ Be fashionable to attract disadvantaged young people. ▪ Synergies between schools and NGO's. ▪ Get out of the office, go where young people go. ▪ Lobbying to have every voice heard. ▪ Recognition of Formal and Non-Formal Education. ▪ Peer to Peer Education among Youth Workers. ▪ Use the existing networks. ▪ Mobile Youth Work as an opportunity/ going to the field.

7. Thematic Working Groups

Following the working groups on current challenges and opportunities, and taking into consideration the outcomes of that session, 4 broad themes were identified in order to begin the development of concrete proposals for specific fields of Youth Information and Counselling.

The participants were asked to choose a theme of their choice to work on. The available themes for discussion were:

- Youth Information and Counselling as a response to discrimination, violence and exclusion
- Youth Information and Counselling as a contribution to young people's education and development
- Youth Information and Counselling as a means to increasing participation of young people in decision/policy making processes
- Promoting access to Youth Information and Counselling

The participants worked under the following guidelines.

The participants had to analyse this subject carefully, thinking of the following steps:

- 1) Looking back at the challenges and opportunities they identified the previous day, they were invited to think about how they particularly related to this topic.
- 2) Try to describe the situation and background in relation to this theme:
- 3) WHY is it important?
- 4) Think of WHAT should be done concretely on this issue.
- 5) Identify HOW it should be done.
- 6) Define WHO should do it.

Once they defined these steps, they had to formulate them into concrete recommendations addressing:

- Youth organisations
- Researchers
- Policy Makers (local, regional, national authorities)
- European institutions/ organisations (Council of Europe, European Union...)

They had to be as specific as possible

Their recommendations should be CONCRETE, REALISTIC and ACHIEVABLE.

The outcomes of this session fed directly into the recommendations, on annex C of this report.

8. Project on developing the concept of Youth Competence Centers with counselling and guidance for youngsters from disadvantaged urban areas in Belgium

by Patrick Manghelinckx, Director of JES, Brussels, Belgium

✓ Please see annex E for the complete presentation.

JES is an organization based in Belgium and operating in the cities of Brussels, Antwerp and Ghent. With a staff of 95 spread among the three cities, JES works mainly on leisure times, Formal Education training and Youth employment, among others. More info can be obtained at www.jes.be.

In Belgium, cities are becoming younger, more diverse and poorer. There are a lot of third generation migrants that face a lot of integration problems.

For instance, young people of Moroccan origin living in Belgium tend to be unemployed and this leads to civil unrest and tensions. Due to this, this minority group tends to attract a lot of negative media coverage.

JES activities usually attract a lot of young people (i.e. an activity in Antwerp, a football tournament, attracted over 500 participants) but the success of an activity is measured by the number of volunteers it generates (i.e. in the same activity, JES gathered 50 new volunteers). The number of volunteers generated is relevant because it increases the ownership of young people from disadvantaged neighborhoods over JES activities, and this, in return, generates more and more youth participation in these neighborhoods, for the volunteers act as “role-models” to other young people around them.

For JES competence development is the political priority for action. They consider that the challenge in Belgium can be described as an “urban” challenge (in Brussels the poorest live in the city center, alongside the canal, unlike other cities where they are located in the outskirts), being that the situation in the cities tends to be worse than the average in the country.

The Youth Workers of JES have to undergo specific training in order to work in their Youth Centers. Even though they are mainly volunteers they may also get small fees to compensate their work.

JES believes that there is a gap between the culture that society offers and the needs or wishes of young people. This must be addressed by combining individual responsibility (empowerment) and collective change as a society, in order to promoter higher integration of all in society.

JES makes a bridge between what is implicit in society and what is explicit.

The organization now only empowers and supports those who take an active role and ownership in their youth work, rejecting a consumer approach to youth work in general. As an ultimate step, JES aims at involving young people in the management development of the organization itself. By thus, JES hopes to create “role-models” in the neighborhoods in order to attract more young people into its work and activities.

This higher engagement and ownership of young people can be achieved by, first, allowing to the young person to become personally aware of its own competences as a person. By becoming aware of their competences they will become more apt to make informed choices reflecting their wishes. This choice will lead to the development of the identified competences as they devote themselves to them.

Young people who fail in the school setting can find an alternative in competence awareness/development, even if this is not a replacement to Formal Education, but rather a complement to it.

With an aging population leaving the labor market and with the lack of capacity of a portion of young people to take part in the work force, a gap is growing leaving many jobs open. This represents a political priority and a social opportunity. By capacitating and giving competence to these young people we will start addressing this gap.

Q&A

Q. What is the gender balance in your activities?

A. in Antwerp, for instance, it's negative. We have very few girls taking part. We are aware of the problem and we are developing activities to address this issue.

Q. How is a street worker doing his job with disadvantaged young people?

A. Our work in the streets of Antwerp is done from an outreaching perspective. We want to have bridges between our Youth Centers and the streets.

Q. How long does JES exist and what were the first steps you undertook?

A. JES begun 25 years ago with 7 Social Workers in Brussels. It takes time. The Antwerp center took 10 years to get where it is today.

Q. Do you also support the creation of Youth Organizations? Would you consider sharing your practice with Youth Organizations across Europe?

A. Yes. We have to support Youth Organizations where young people take the lead. That is part of our approach. And yes, we are willing to cooperate with others.

9. Closing Session

The official closure was a joint session of the Consultative Meeting on “Youth information and counselling” and the Expert Meeting on “New ways of Participation in multicultural youth work”.

Joao Salviano and Danijela Juric, the two documentalists of the Consultative Meeting on “Youth information and counselling” and the Expert Meeting on “New ways of Participation in multicultural youth work” respectively, have presented short summaries of each meeting to the joint plenary.

Rui Gomes, Head of Education and Training Division of the Council of Europe Directorate of Youth and Sport, addressed the joint session with some closing remarks in which he stressed how the work of all participants during both meetings has been very interesting and most of it was about reminding ourselves on why do we do what we do, in the field of youth work, and why it is important.

It is very refreshing to be reminded when we speak about young people that we should rather focus on what young people can offer instead of focusing on young people as a societal problem. Part of the message is again challenging, addressing, and reviewing the prejudices we as youth workers also have, with the groups that we are not necessarily familiar with. None of this is new. It is part of the necessary skills that we as youth workers should have. Becoming competent to do what we do and developing competencies of young people, youth workers and our institutions is essential.

Rui stressed that for young people, it is not autonomy per se that is important but autonomy as a precondition to be a valuable part of society. For this, competent and willing youth workers are important and hopefully we all have the capacity to learn and exchange from the each other's and that in the relationship with young people we are ready to start again and again and again. We need always to remind ourselves of the importance of this, not dropping things that sometimes do not seem as important, but rather persist in thorough youth work. Maybe these recommendations will help us in the way to address needs of young people.

Rui found another thing to be also very interesting – ownership of the process. The Council of Europe is always accused of being too far away from young people. For the institution of Council of Europe it is important to exchange with, and get input directly from, the youth workers. Hopefully, taking part at these two meetings was enjoyable and a learning process for all participants and that we are enabled to take ownership of the process and the recommendations drafted. In the end, it is not the recommendations which are the most important thing now, but rather what we will all do with them.

We expect to present the overall general recommendations of the Enter! project to the Committee of Ministers. We also need to support them in the process, as youth work needs to be argued for. It is not given that everybody in institutions shares the same views and perceives the same needs as we, youth workers, do. That will be our first role after this seminar – support officials and argue for youth work.

Rui invited all participants to be part of that process, for the participants and their ownership over the policy recommendations is important and there is large room in the project for youth workers to contribute. The project is not just about what will happen in concrete neighbourhoods, but also to share and transfer the ideas to other organizations, neighbourhoods, institutions and partners... And we need all participants to take an active role in it. Everybody participating on these meetings is an expert in youth work and it would be good to have that expertise of all those present available also

throughout the rest of the project. We need participants' ideas, initiatives, suggestions, and good practice as important contributions to the overall project Enter!.

Also, the conclusions and recommendations from this event will also be taken further to other events planned, like:

- Seminar of youth work and non-formal education, to be held in 2011
- Training course on the usage of new media in youth work, to be held in 2011
- Several training courses on participation of young people, especially on youth policy developments; in Turkey, Bosnia and Herzegovina, Russia
- Conference of Ministers responsible for youth, to be held in 2012

While looking forward to the continuation of our work, Rui has thanked all participants for their hard work in these three days of the event and all experts and speakers for not only taking part in the activity but also for taking the lead in the overall process. He thanked the documentalists, facilitators, educational advisors and the project assistant for all the work on preparation and implementation of the event and future follow-up work.

III. APPENDICES

ANNEX A. Presentation of Enter! Project by Mr. Rui Gomes, Head of Education and Training Division of the Directorate of Youth and Sport of the Council of Europe

Background of the project

Social inclusion is one of the four projects of the Directorate of Youth and Sport, alongside Human Rights and Democracy, Living Together in Diverse Societies (intercultural dialogue) and Youth Policy Development.

This concern with the social inclusion of young people is not new. Whether looked at from the perspective of social inclusion, social cohesion, participation or equality of opportunities, no youth policy can ignore the situation of young people, particularly those at greater risk of exclusion, poverty and/or marginalisation.

The concerns for the social integration and participation of young people were at the origin of the first Council of Europe instruments for youth policy back in 1972, notably the European Youth Centre and the European Youth Foundation.

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 situation of young people in disadvantaged neighbourhoods often serves as a barometer of the integration and cohesion within the community and within society at large. Growing up lacking faith in their own future, often feared by the institutions and adults, many seem doomed to confirm the assumption that for some people “bad luck appears to be hereditary”. Growing up in disadvantaged neighbourhoods is for many young people a stigma that conditions their chances of social inclusion. This takes place in a demographic and social Europe in which:

- The proportion of young people in the population is declining while the proportion of elderly people is increasing. In this context of ageing societies and weakening of the welfare state, social policies may tend to underprivileged youth, especially as far as social welfare contributions and benefits are concerned.
- Young people in today’s Europe experience longer and more complex transitions to adult life. Highly flexible pathways replace formerly more standardised tracks towards employment and family building. It takes longer for young people to establish independent households and families on their own. Young people’s economic reliance on families and social networks is growing.
- With the exception of a few countries, youth unemployment rates are significantly higher than general unemployment rates, and regional inequalities in this respect are still important. Young people are often over-represented in marginal and precarious employment.”¹ Access to human rights, in particular to social rights, becomes problematic, if not outright impossible, for many. The consequences of what is perceived as discrimination weigh heavily on the future of democracy and human rights in Europe.
- Inequalities in educational opportunities and outcomes are not decreasing. Failure to acquire formal certificates and qualifications is an ever surer route to economic and social exclusion. But formal qualifications are no guarantee of economic security or autonomy.
- Persisting and often growing levels of intolerance and discrimination in different forms which, while affecting primarily young people associated with minority groups, actually undermine the democratic foundations of society and, therefore, have consequences far beyond the direct victims.

Breaking vicious circles

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.

¹ Background document to Agenda 2020 [MJN-8(2008)5], Council of Europe, 2008

Youth workers and youth organisations are often at the forefront of projects designed to ease tensions, provide alternative non-formal education or leisure time activities, counter discrimination and exclusion and, generally promote participation and citizenship. Rarely, however, are the responses sufficient and sustainable. At a European level, few possibilities exist to share experiences and learn from each other.

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”¹.

The Council of Europe has always given particular attention to the specific situations and challenges affecting young people with fewer opportunities, growing up in disadvantaged neighbourhoods or facing greater obstacles to participation and enjoyment of their social rights.

The mechanisms to support policies for the social inclusion and integration of young people put into place by the Council of Europe include training programmes for youth workers, youth policy recommendations and guidelines for social inclusion, educational resources for participation and the support by the European Youth Foundation to pilot projects carried out by young people. The recognition and promotion of youth work and non-formal learning in Europe are also part of this effort. Non-formal education has proven to be an efficient approach when working with young people in disadvantaged neighbourhoods, through its learner centred dimension and the fact that it also addresses young people outside of the formal school curricula. Although its recognition remains problematic, non-formal education enables youth workers to address young people’s daily realities and to develop their skills, attitudes and knowledge on the basis of their own experiences. Non-formal education is close to what in some countries is referred to as “éducation populaire”, aiming at giving everyone an access to learning and education and taking into account the individual needs of a person.

Other measures and mechanisms include the Solidarity Fund for Youth Mobility and the work with the (revised) Charter for Youth Participation at Local and Regional Level of the Congress of Local and Regional Authorities of the Council of Europe.

The European Youth Centres in Budapest and in Strasbourg have often pioneered innovative intercultural education training concepts for youth workers and for youth leaders. The partnerships with the European Commission in the field of youth, with ERYICA (European Youth Information and Counselling Agency) and the Partial Agreement on the Youth Card are additional instruments that increase our potential for action and for impacting on young people through those who work with young people.

Furthermore, the “All Different – All Equal” European youth campaigns – *against* Racism, Antisemitism, Xenophobia and Intolerance and *for* Diversity, Human Rights and Participation – have provided many good examples of good practice and results achieved when governmental and non-governmental youth actors co-operate towards common goals.

Today, however, this is not enough to reverse the feelings that social exclusion is inevitable and that the exposure of young people to it is unavoidable.

¹ Committee of Ministers Resolution CM/Res(2008)23 on the youth policy of the Council of Europe

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 sector of the Council of Europe, to matters of social cohesion and inclusion of young people. It is these committees that set up Social Inclusion of Young People as a work priority for the Council of Europe, including:

- responses to the exclusion and marginalisation of young people, and measures to facilitate their access to social rights;
- non-formal education as a means of facilitating young people's social inclusion;
- addressing the social inclusion of young migrants, refugees, asylum seekers and internally displaced persons;
- the role of youth work and youth policy in promoting intergenerational dialogue and solidarity.

The methodology and the approaches of the Enter! project seek alternative ways of thinking and practising youth work, starting from the involvement of young people themselves, relying on the competent action of youth workers and youth organisations and seeking medium and long-term impact through youth policies at local and national level.

The involvement of youth researchers in the planning and implementation of the project contributes to knowledge-based youth interventions and to maximising the learning potential of the project for the wider community of youth work practitioners. Close co-operation with local and regional authorities supports the link between youth projects and local youth policy, which are often the best placed to develop adequate responses to local situations of exclusion. Furthermore, the outstanding tradition of the youth sector of the Council of Europe to work together with youth organisations and governmental youth services in a spirit of co-management enables the project to benefit from experiences at different levels of youth policy and youth work.

Integrated, human rights-based educational responses

The Enter! project aims at developing youth policy responses to exclusion, discrimination and violence affecting young people in multicultural disadvantaged neighbourhoods. It is rooted in the overall philosophy of youth work and youth policy of the Council of Europe, which considers the following elements as inherent to youth policies:

- a. (lifelong) learning
- b. inclusion / social cohesion
- c. citizenship and participation, and
- d. safety, health and well-being.

In this understanding, youth policies must not consider and approach young people and their issues only as “problems to be solved – the so-called ‘fire brigade approach’ - but holistically across policy

domains and through clear objectives that can be assessed.”¹ Youth policy ought also to respect the role and “agency of young people while recognising the specific challenges and obstacles they face”² according to their position and possibilities.

These approaches are well reflected in the institutionalised forms of participation in the Directorate of Youth and Sport, including the original form of co-management applying to the youth sector, which applies also to the educational and training activities as ways of practising citizenship and learning democracy through youth projects.

The recognition of non-formal education as a tool for social integration and autonomy of young people – alongside and complementary to non-formal education systems – supports these values in as far as it recognises the need to adapt to the specific situations of young people and in recognising, for example, social competencies acquired through youth and social work, and voluntary projects.

Human rights are the inalienable rights which guarantee the respect of the fundamental dignity of the individual. Within the Council Europe, the European Convention on Human Rights guarantees civil and political human rights; social rights are guaranteed by the European Social Charter and the Revised European Social Charter. Thus, social rights are an integral part of the human rights, and include the right to employment, housing, health, education, social protection and to non-discrimination. The level of social and economic development have a direct impact on the access to these social rights. Social rights are also interdependent: not being able to access one social right has a direct effect on accessing other social rights. Realities of exclusion, precariousness, violence and discrimination to which young people in disadvantaged neighbourhoods are exposed are a threat to their dignity and a violation of human rights.

By focusing on social human rights – and access of young people to them, Enter! adopts a human rights-based approach to social exclusion, discrimination and violence. This includes the awareness of social rights – as defined notably in the European Social Charter of the Council of Europe – as part of the practice of *human rights education* in youth work. An awareness of the equality in dignity, however, is not enough. Young people should also feel enabled and motivated to take action for their own human rights and also for the rights of others.

Human-rights education is also the basis for the *conflict transformation* approach that youth projects in Enter! seek to adopt. The ability to understand and deal with conflict in a constructive manner and an understanding of the root causes of social conflict go together with the understanding that violence of any form is an abuse of human rights and results in the violation of the rights of others.

Intercultural learning, as the educational approach supporting the objectives of intercultural dialogue – living together with diversity in dignity, is the third educational basis informing Enter! and its activities. As a process of social education that gives a positive value to diversity, intercultural learning is essential for taking into account the plurality of identity references of young people within an open and dynamic process of cultural participation. Intercultural learning is also the privileged tool

¹ Guidelines for the implementation of the international reviews of national youth policies (DJS/YR/YPI (2003) 1, Council of Europe, 2003

for addressing prejudice and discrimination in their multiple and sometimes subtle forms of humiliation.

A three-year multidisciplinary and cross-sectoral project

Objectives

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.

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.

The project is also planned and managed in ways that allow connecting with different experiences, partners and knowledge. Developed through open consultations with partners, with the use of responsive evaluation, and with the potential provided by the Internet, Enter! is participatory and open.

The most visible part of the project – the Enter! long-term training course for youth workers (LTTC) – is complemented by and linked to seminars and activities in which social and youth policy approaches are shared and

discussed. In its final stage, the project will focus on developing and promoting youth policy



guidelines and recommendations based on the results of the various project elements. A close and direct involvement of young people is also foreseen, notably through the projects of the LTTC participants.

Partners, monitoring and support

The project brings together and associates the experiences and expertise of various stakeholders and partners in the Council of Europe and beyond. A direct co-operation with the Congress of Local and Regional Authorities of the Council of Europe will ensure the support of local authorities in the participants' project implementation phase.

The experience of the Directorate of Social Cohesion of the Council of Europe will be taken into account, notably in relation to its project on Social Mobility and in relation to Access to Social Rights where valuable knowledge and experience has been developed.

Other sectors of the Council of Europe (such as the Directorate General of Human Rights and Legal Affairs and the Parliamentary Assembly) will be involved in specific activities and moments of the project.

The statutory organs of the youth sector of the Council of Europe – the European Steering Committee on Youth and the Advisory Council on Youth – attach great importance to the issue of social cohesion and inclusion. They will be naturally involved in all phases of the development of the project as well as in the monitoring and evaluation.

The European Youth Foundation funds individual pilot projects of the LTTC participants.

The European Youth Forum, as a privileged partner of the Directorate of Youth and Sport, contributes to the preparation and evaluation of the project and links it with the relevant work of their member organisations.

The Salto Youth Resource Centres on Inclusion and on Participation are also closely associated with the project as they have outstanding experience in promoting the issues of the project through the Youth in Action programme of the European Commission.

The European Network of Youth Researchers provides specific expertise in youth policy matters and in developing the evaluation of the project.

Most of these partners are active within the Reference and Support Group of the project. This group supports the development, monitoring and evaluation of the project and its links with other projects and programmes. The group meets at least once a year and its members may also provide input to specific activities.

Contact:

youth-enter@coe.int

ANNEX B. Recommendation No. R (90) 7 Of The Committee Of Ministers To Member States Concerning Information And Counselling For Young People In Europe

COUNCIL OF EUROPE

COMMITTEE OF MINISTERS

RECOMMENDATION No. R (90) 7

OF THE COMMITTEE OF MINISTERS TO MEMBER STATES

CONCERNING INFORMATION AND COUNSELLING

FOR YOUNG PEOPLE IN EUROPE

(Adopted by the Committee of Ministers on 21 February 1990

at the 434th meeting of the Ministers' Deputies)

The Committee of Ministers, under the terms of Article 15.b of the Statute of the Council of Europe,

Considering that the aim of the Council of Europe is to achieve a greater unity between its members;

Having regard to the relevant conclusions of the Conferences of European Ministers responsible for Youth (held in Strasbourg on 17-19 December 1985 and in Oslo on 11-12 April 1988);

Considering that young people have a right to full, comprehensible and reliable information,

without reservations, and to counselling on all problems concerning them in all sectors, without exception, so that they may have complete freedom of choice, without any discrimination or ideological or other influence;

Considering that such comprehensive information and counselling from many points of view should help to promote young people's autonomy;

Considering that information and counselling are an important factor in increasing the mobility of young people, both individually and in groups, and that such mobility is essential to foster understanding and peace between peoples and to develop the feeling of being part of Europe,

I. Recommends that the governments of member states:

1. promote co-ordination at European level with due regard for democracy, human rights and fundamental freedoms of a policy of information and counselling designed for and accessible to all

young people; this entails, inter alia, collecting information at local, national and international levels, and making it available as widely as possible to youth;

2. foster and support the creation and/or development of appropriate information and counselling services which observe the following principles: the services should be versatile, the sources varied, and the replies to enquiries comprehensive; young people's right to anonymity should be respected and the information reliable; the service should be accessible to all without discrimination, should be of a noncommercial character and should promote young people's independence; to this end governments should:

- a.* inform and counsel young people in accordance with their direct requests and specific needs;
- b.* promote surveys appropriate to specific national circumstances and enabling comparative studies to be made at European level of young people's needs, and use the results of these surveys for constant adaptation of services and structures;
- c.* satisfy themselves as to the utmost reliability of services and the validity of information sources and circulation;
- d.* foster effective participation by young people in information and counselling activities intended for them;
- e.* recognise the complementary nature of, and foster co-operation between, information and counselling services and youth organisations, by bringing them together, for example, in statutory management bodies and in the preparation and circulation of information;
- f.* consult each other about issues relating to training for the staff of such services, with a view to giving them the skills required to perform the tasks which fall to them in the implementation of this recommendation;
- g.* promote exchanges of staff, particularly by means of fellowship programmes, comparison of the information techniques adopted by each service, and training periods spent in the appropriate services in the different countries;
- h.* strengthen their mutual co-operation, particularly as between neighbouring states with linguistic and cultural affinities, in matters of training, including advanced training, for the above-mentioned categories of staff, or foster such training in a Council of Europe context, especially through the European Youth Centre, provided that this does not imply the reduction of activities regularly organised by and for youth organisations;

3. support the introduction of new technologies in information and counselling services, in order to facilitate:

- young people's direct access to information and counselling on a self-service basis, via centres,
- services, the media and mobile carriers;
- the storage, updating, transfer, communication, publication and management of the product;

- data processing, data compatibility, the use and analysis of data at local, regional, national and
 - international levels and the creation of a network of national data banks;
4. promote research at European level, both into information and counselling methods and techniques and into methods of evaluating such services, and foster the collection and exchange at European level of professional documentation on methods and techniques devised by practitioners and researchers;
 5. support the development of a European network of information and counselling services for young people;

II. Instructs the Secretary General of the Council of Europe to draw the content of this recommendation to the attention of the governments of states which are parties to the European Cultural Convention but are not members of the Council of Europe.

ANNEX C. Recommendation CM/Rec(2010)8 of the Committee of Ministers to the Member States on Youth Information

COUNCIL OF EUROPE

COMMITTEE OF MINISTERS

RECOMMENDATION CM/Rec(2010)8

OF THE COMMITTEE OF MINISTERS TO MEMBER STATES

ON YOUTH INFORMATION

(Adopted by the Committee of Ministers on 16 June 2010

at the 1088th meeting of the Ministers' Deputies)

The Committee of Ministers, under the terms of Article 15.b of the Statute of the Council of Europe,

Having regard to:

- the Convention for the Protection of Human Rights and Fundamental Freedoms (ETS No. 5);
- the Declaration and Action Plan adopted at the Third Summit of Heads of State and Government of the Council of Europe in Warsaw in May 2005;
- the results of the 8th Council of Europe Conference of Ministers responsible for Youth, held in October 2008 in Kyiv;
- its Resolution CM/Res(2008)23 on the youth policy of the Council of Europe;
- the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (CETS No. 201), opened for signature on 25 October 2007;
- its Recommendation CM/Rec(2009)5 on measures to protect children against harmful content and behaviour and to promote their active participation in the new information and communications environment;
- the Revised European Charter on the Participation of Young People in Local and Regional Life;
- the resolution to foster the integration of information and communication technologies (ICTs) in education systems in Europe, adopted at the 21st session of the Standing Conference of European Ministers of Education, held in Athens from 10 to 12 November 2003;
- its Recommendation Rec(2004)15 on electronic governance (“e-governance”);

Considering that:

- respect for democracy, human rights and fundamental freedoms implies that young people have access to complete, objective, understandable and reliable information on all of their questions based on their specific needs;
- information and the ability of young people to assess and use it is a pre-requisite for their active participation in society and their responsible citizenship;
- young people are more and more involved in producing and publishing information using the possibilities offered through information and communication technologies;

Bearing in mind the challenges that young people face in finding relevant information, assessing it and then using it for their personal development, including:

- coping with an increasing amount of information;
- dealing with contradictory and ever-changing information;
- being aware of their responsibilities as “producers of information”;
- being aware of the risks involved in using information and communication technologies;
- protecting their personal data;
- having access to the necessary computer hardware and software applications and to the Internet;

Considering that the provision of face-to-face information, guidance and counselling is even more important today than for previous generations, due to the fact that social inclusion of young people is now a lengthier and more complex process;

Underlining the importance of continuous implementation of Committee of Ministers Recommendation

No. R (90) 7 concerning information and counselling for young people in Europe, whilst also acknowledging the important progress and achievements made in the field of information and counselling for young people in the Council of Europe’s member states since 1990,

Recommends that the governments of the member states:

- a.* consolidate and develop existing youth information and counselling services on the basis of Recommendation No. R (90) 7 on information and counselling for young people in Europe;
- b.* foster and strengthen the generalist and multi-agency character of youth information and counselling services, as being complementary to specialised services for young people;
- c.* ensure that young people have access to and benefit from information by adapting the many forms and channels of youth information to the needs of all young people at local, regional, national and European level;
- d.* when developing youth policy, take into consideration the ever-changing information needs of young people, including by using the knowledge gathered through consultations carried out by grass-root organisations involved in youth information and counselling;
- e.* foster the development of new working methods, varied approaches and innovative ways to use new forms of communication;

f. encourage the participation of young people in developing youth information content, tools for delivery and policy development;

g. promote the acquisition of competences by young people concerning the management of information, bearing in mind that:

- information literacy should be part of non-formal, informal and formal education,
- young people should learn to deal with information with a critical and self-determined approach,
- young people should be able to create, produce and distribute information content in a responsible way;

h. increase awareness among young people as to the risks they face as consumers and creators of online information;

i. raise the awareness of young people concerning the dissemination of their personal data when active in online social communities;

j. recognise the need for quality standards for online youth information services and support quality initiatives in this context at all levels;

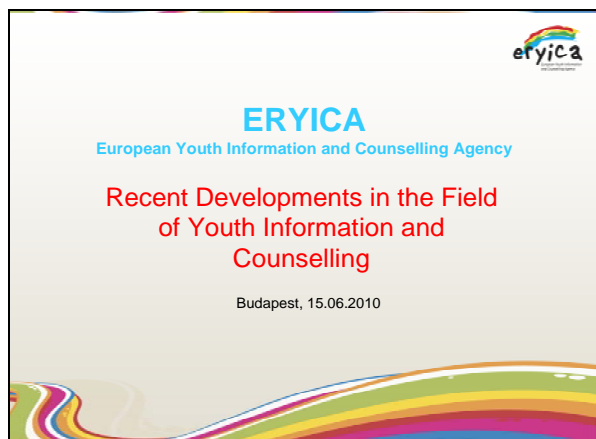
k. raise the level of awareness and training of staff in charge of youth information regarding the new challenges of youth information work, and promote exchanges of experience and practice among key players;

l. encourage the access of disadvantaged young people, including those with disabilities, to online information;

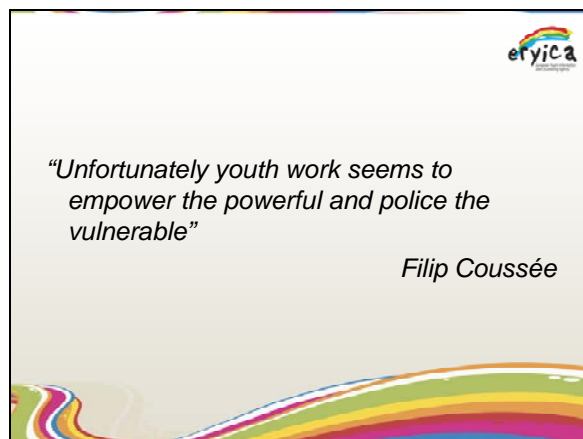
Instructs the Secretary General of the Council of Europe to transmit this recommendation to the governments of those States Parties to the European Cultural Convention (ETS No. 18) which are not members of the Council of Europe.

ANNEX D. Presentation on Recent Developments in the field of Youth Information and Counselling by Davide Capecchi, Director of European Youth Information and Counselling Agency (ERYICA), Luxembourg

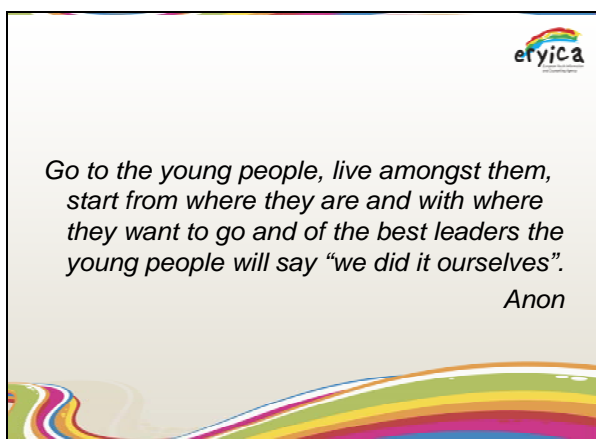
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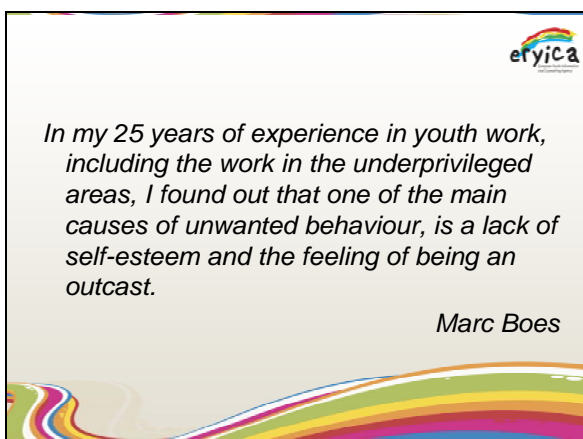
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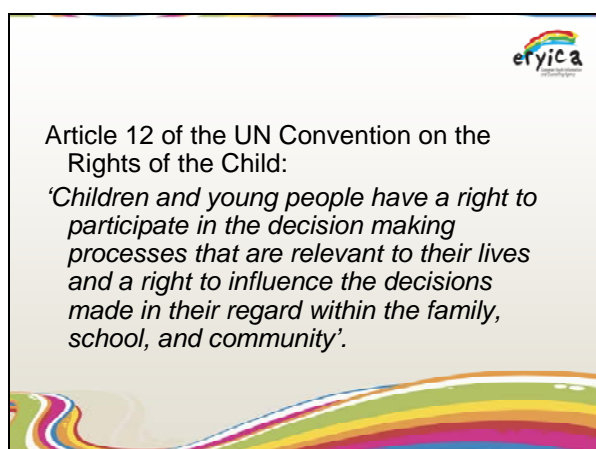
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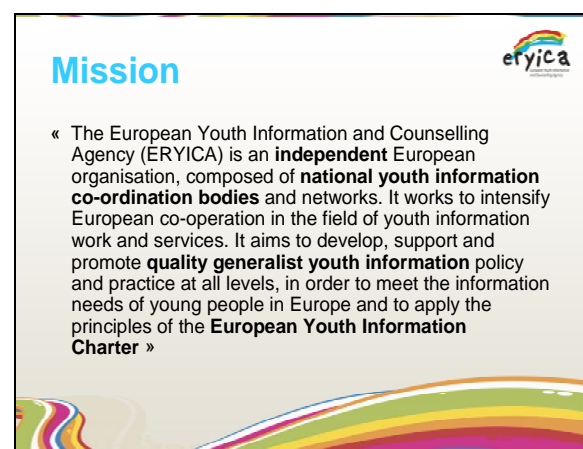
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About ERYICA

ERYICA is an international non-governmental, non-profit making association based in Luxembourg.

- o **Network:** 26 Members, 4 Affiliated and 3 Cooperating Organisations
- o **Impact:** Operating in 26 countries, in more than 8,000 youth information centres with 13,000 youth information workers.
- o **Origins:** Established on April, 17th 1986 in Madrid, Spain (in accordance with a recommendation adopted by the first European Colloquium of Youth Information Centres).
- o **European Framework:**
 - ✓ Partnership Agreement with the European Commission and the Council of Europe
 - ✓ Cooperation with the European Youth Forum, EYCA and Eurodesk

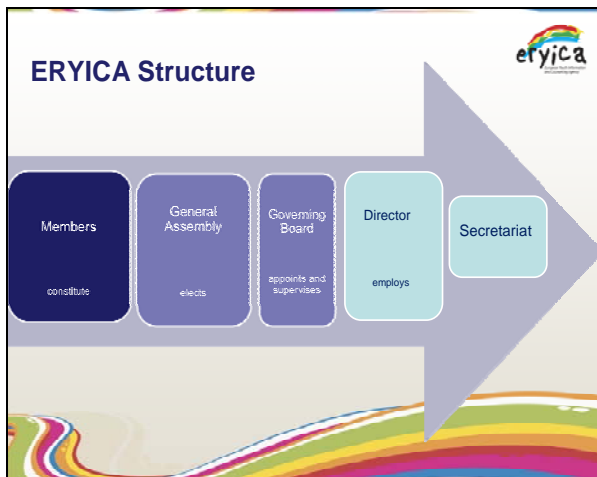
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ERYICA's Aims

As stated in the Agency's Constitution, ERYICA has three aims:

1. Promoting **respect for the principles of the European Youth Information Charter** and to work for their implementation.
2. Ensuring **European co-ordination and representation** in the field of youth information and counselling;
3. Promoting the establishment of a European arena in this field, especially by **developing a European Network** of youth information and counselling structures.

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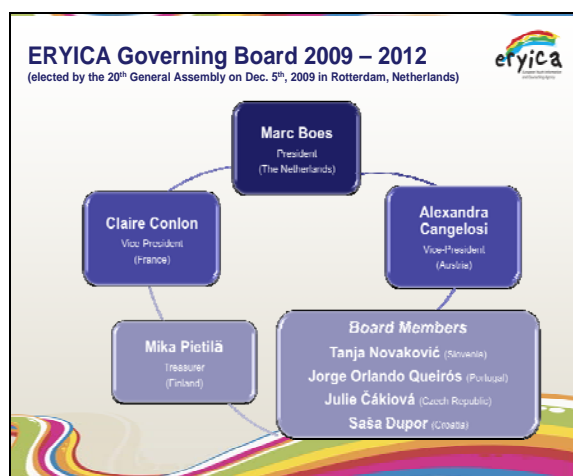
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Aims

In order to achieve these aims, the Agency seeks, in the field of youth information and counselling:

- a) to bring together at the European level co-ordinating bodies in this field
- b) to monitor at the European level the current situation of this sector and its evolution
- c) to facilitate European co-operation among bodies working in this field, especially through professional exchanges
- d) to promote research and innovation in this field and the development of services which meet the needs of young people
- e) to co-operate with European institutions (such as the Council of Europe, the European Union, etc.) in this field
- f) to undertake other initiatives in the sense of the Agency's aims which are deemed useful by its Members or its competent organs.

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European Youth Information Charter


ERYICA's core framework

- **Professional principles,** minimum standards and quality measures.
- **1993:** 1st version of the European Charter for Youth Information
- **2004:** Revised version of the Charter, including new aspects of Youth Information work:
 - participation of young people
 - use of new technologies

Available in **23 languages**

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ERYICA Services




1. **Infomobil.org**, an Online Tool enhancing Youth Mobility.
2. **SHERYICA**, the online platform for networking youth information professionals.
3. **Training Activities** of staff working in youth information.
4. **Sharing Methods and Experience** (study visits, seminars, General Assemblies)
5. **Promotion of Youth Information**, reinforcing its recognition on a European level and promoting the concept of a national youth information plan.

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Training Activities




- ERYICA considers the **training** of staff working in youth information centres as part of its **core mission**. In this way ERYICA seeks to establish a **network of certified trainers** to **establish quality standards** in youth information work and to continuously enhance them.
- **Yintro – Stepping in to Youth Information** is the new training manual ERYICA has developed together with experts: The manual covers **four basic areas of knowledge and skills** needed for youth information work and is meant for beginners in the field of youth information.




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Infomobil



Infomobil is an online tool providing young people with handy information about youth mobility. It contains data on studying, transport, working, training, accommodation and much more.

- The page features currently **19 European countries**.
- Data collected and updated by **national editors**.
- Originally distributed **since 1987** in form of booklets "Guides for Young Visitors".



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Sharing Methods and Experience



- Seminar on **"Youth Policy and Youth Information"** (Rotterdam, The Netherlands, Dec. 09)
- **Study Visits** (in 2009: Finland, Belgium, Slovakia and Western Balkans)
- **20th ERYICA General Assembly** (Rotterdam, The Netherlands, Dec. 09)
- Participation in **International Conferences** (in 2009 e.g. "Conference on Future EU Cooperation in the Youth Field", Stockholm, Sweden)

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SHERYICA




*SHERYICA is the online platform for youth information workers. It provides space to **spread information about youth information work**, to get in touch with each other, **share competences** and **exchange good practices** and ideas. SHERYICA also promotes the posted content through Facebook, Twitter and LinkedIn!*



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Professional Principles, Minimum Standards and Quality Measures



"Principles for Online Youth Information"

(approved by the 20th ERYICA General Assembly on Dec. 5th, 2009 in Rotterdam, The Netherlands")


ERYICA has established this document as an extension to the **"European Youth Information Charter"**. With this document ERYICA would like to account for the recognition of information and communication technologies in youth information work, respecting and acknowledging its increasing importance.



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ERYICA Projects


MEET THE STREET



- First project realised by ERYICA
- European consultation involving 120 young people from all over Europe.
- Core issues: Interviews of young people on topics of their interest such as education, health, employment, politics, their future, etc.
- Time frame: October 2008 until September 2009
- Result: 783 Peer-to-peer interviews
- Publication of a booklet with a complete description of the project and a CD with the most interesting interviews
- Outcome: Facilitation of young people's participation, inclusion of their opinions and reaching out to less involved young Europeans.

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ERYICA



1. Youth information centres and services shall be open to all young people without exception.
2. Youth information centres and services seek to guarantee the equality of access to information for all young people, regardless of their situation, origin, gender, religion, or social category. Special attention should be paid to disadvantaged groups and to young people with specific needs.
3. Youth information centres and services should be easily accessible, without any appointment being required. They should be attractive for young people, with a friendly atmosphere. The operating hours should meet the needs of young people.

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Youth Information Starter's Kit



A project jointly realised with the Council of Europe


The Youth Information Starter's Kit is an **essential tool** that is meant for newcomers to the field of Youth Information.

It contains the following information:

- How to **create a Youth Information Centre**
- **Guidelines & Principles**
- **Practical information**
- **Contacts, networks...**

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ERYICA



4. The information available shall be based on the requests of young people and on their perceived information needs. It should cover all topics that could interest young people, and should evolve in order to cover new topics.
5. Each user shall be respected as an individual and the response to each question shall be personalised. This shall be done in a way that empowers users, promotes the exercise of their autonomy, and develops their capacity to analyse and use information.

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Documents



- European Youth Information Charter
- Principles for Online Youth Information
- Indicators for a National Youth Information Policy
- Meet the Street Report
- State of Art in Youth Information in Europe

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Principles for Online YI



1. Online Youth Information shall be accurate, up to date and verified. The date when it was produced or updated shall be clearly mentioned.
2. The content shall be based on the needs of young people. Those needs have to be identified and evaluated in an ongoing process.
3. The content shall be a selection of relevant, free of charge information that provides an overview of different options available. The applied selection criteria must be made public and understandable.
4. Online Youth Information shall be understandable for young people and presented in an attractive way for them.
5. Online Youth Information services shall be operable for all, especially taking into account users and groups with specific needs.

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Key Dates




- April 1985: - "Directory of Youth Information Centres in Western Europe" published for European Colloquium: 307 centres in 17 countries
- - **European Colloquium** (Marly-le-Roi, France) recommended creation of a framework for European co-operation in the field of "generalist" youth information and counselling
- April 1986: **European Youth Information and Counselling Association (ERYICA)** created by Constitutive Meeting in Madrid
- Dec. 1986: 12 organisations in 8 countries constituted ERYICA's initial partners
- June 1987: ERYICA launched first "**Guides for Young Visitors**", booklets containing practical information about European countries to promote youth mobility
- Aug. 1987: ERYICA registered as a non-profit-making association in Amsterdam
- May 1988: - **2nd European Seminar** on "Youth Information" (Pomezia, Italy)
- - 1st ERYICA General Assembly (Pomezia, Italy)



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Content



introduction

youth participation


- 2.1 Background of Youth Participation
- 2.2 Introduction by ERYICA specialist
- 2.3 Initiative Channel - E-democracy for young people FINLAND
- 2.4 All for You CROATIA
- 2.5 Regional Public Debates CROATIA
- 2.6 New Leaders of Youth Exchange RUSSIAN FEDERATION
- 2.7 Jugend & Politik - Pragerforum Politik AUSTRIA
- 2.8 Johnny on the spot SERBIA
- 2.9 Commissioned For Action SCOTLAND, THE UNITED KINGDOM
- 2.10 Further references

peer-to-peer education

- 3.1 Background of Peer-to-Peer Education
- 3.2 Introduction by ERYICA specialist
- 3.3 Info-Phone AUSTRIA
- 3.4 Youth to Youth Phone SLOVENIA
- 3.5 EU Simulation Activity MONTENEGRO
- 3.6 Forums on School violence MONTENEGRO
- 3.7 Please don't make mistakes! SPAIN
- 3.8 No Faster than life MONTENEGRO
- 3.9 Further references


reaching out

- 4.1 Background of Reaching out
- 4.2 Introduction by ERYICA specialist
- 4.3 QR-Codes, mobile tagging GERMANY
- 4.4 Redes de Jóvenes SPAIN
- 4.5 Building Europe Together RUSSIAN FEDERATION
- 4.6 More Attention Please! SERBIA
- 4.7 Vocational guidance for young people with disabilities FRANCE
- 4.8 Further references



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Current Issues




Participation, Peer to Peer, Reaching Out Online Counselling

- Safety & Quality in Online YI
 - Booklet
 - Training
 - Quality Standards

Funding


White Spot

Youth Clubs / Centres




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Booklet on Online YI




- **Part I - Quality in online information**
- What is quality information in general.
 - Who has produced the information.
 - What are indicators for good quality information.
- How to find what you need online?
- How to use existing online tools in the YI work (new media, social networking, how to write in the internet)
- How to assess the quality of the pages that you are looking at?
- How to produce quality information online (how does Wikipedia work, etc.)?
- Plagiarism, copyright, does and don'ts




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P, P2P, RO




A Better Youth Information for New Times

- Training → YIntro
- Platform → SHERYICA
- Booklet → Being published




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State of the Art in YI



- **18 sets of questions**
- **Framework of 6 core areas**
 - ✓ Introductory part
 - ✓ Current state of Youth Information in the member countries
 - ✓ User profile of the YIC
 - ✓ Administrative info about YIC
 - ✓ Networking (national and European scale)
 - ✓ Quality standards



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STRUCTURE OF THE SURVEY II



- Survey:

- ✓ Narrative part

3 entrance questions:

- **overall situation** of Youth Information in the countries
- Most important **developments** in YI in the past years
- **Challenges** in YI during the past years

- ✓ Statistical part
- To provide a most **detailed** picture of YI supported by **strong figures**.

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Challenges

Funding

White Spot Countries

Youth Clubs / Centres

Training

World Scale

Visibility



Tokenistic Approach




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Booklet on Online YI



- **Part II - Safety in online environments**
- What are online environments, how they work, why are they important for young people, why they use them
- Advantages and benefits in online environments (including especially social networking)
- Dangers and avoidances in the online world
- Online etiquettes / Ethics online
- Online security

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Participation



- Participation is a nurturing process which develops a culture where young people 'feel' part of your organisation
- Participation is a creative process whereby young people are active stakeholders in the youth information services delivered
- Genuine participation is based on voluntary engagement of young people and not via adult manipulation or the 'smuggling in' of agendas without consent of the young people

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Booklet on Online YI

- **Part III - Glossary on terms**
- **Part IV - Resources**
- Activities for Youth Information workers to use together with young people in order to pass on the knowledge outlined in the booklet.
- List of links and resources available online following the order of the booklet.
- Newsletter / Community with regular updates






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Peer to Peer

A peer education programme requires a **high level of organisation and support** to the young people which are essential to the **durability** and **successful outcomes** of the programme:

- Young peer educators need support!
- Being a peer educator: an attitude
- The question of responsibility
- Recruiting and keeping young educators active

ANNEX E. Presentation of project on developping the concept of Youth Competence Centres with counselling and guidance for youngsters from disadvantaged urban areas in Belgium - Patrick Manghelinckx, JES, Brussels

Slide 1



Slide 4

Objectives

Youngsters in Antwerp: 140 705	29%
School dropout or delay: 32 426	23%
Unemployment in Antwerp (-25 years)	27,65%
Unemployment in Flanders (-25 years)	15,58%

Slide 2

Program

- Presentation of JES vzw
- Presentation of the Antwerp Youth Competence Centres
- Common findings and conclusions
- Questions?

Slide 5

Definition

The Antwerp Youth Competence Centres are accessible centres for young people that provide integrated activities regarding leisure time, competencies and work. The YCC's are explicit learning and development spaces that empower young people with a view to personal development and increased social orientation and participation. The lifestyle and needs of young people are central in the activities of the YCC's.

Slide 3

JES vzw

- Brussels, Antwerp, Ghent
- Young people
- Participation : ownership
- Competences
- Influence based on practices (practice based evidence)
- Integrated

Slide 6

Why?

Create equal opportunities to participate in society

Empower

- Make young people AWARE of what they CAN
- RECOGNISE what young people CAN
- Support young people to further DEVELOP this

Youth work = place where youngsters can show themselves, experiment, design their own learning process

Slide 7



Steps of participation

Step 1: consuming activities

Step 2: participate actively **START**

Step 3: participate in organisation of activities


Step 4: independently organise activities

Step 5: participate in reflection on organisation / management / ... **STOP**








Slide 10




Competence based approach in youth work

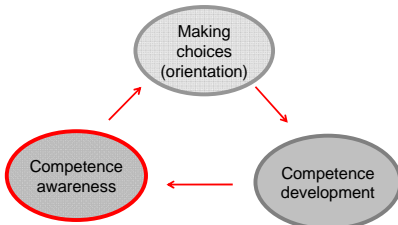



'A competence based approach in youth work is an approach that consciously stimulates young people, through participation in activities that fit with their interests and lifestyle, to experiment and shift their limits (experiential learning) and thus increase awareness on their own competencies (identification of competencies) and further develop them'


Slide 8



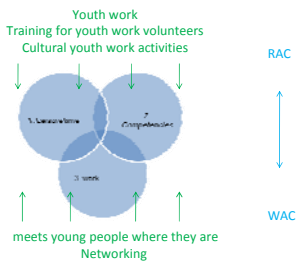



Awareness of competences


Slide 11



In practice...









Slide 9




Preliminaries

- The force and talents of young people are our starting points (positive approach)
- Young people participate voluntarily
- Young people are themselves instigator, director and manager of the competence based approach
- We want to stimulate lifelong learning
- Our competence based approach has to be compatible with formal learning (training, education,...)
- We try to use the strengths and advantages of great cities
- We want to be accessible youth work, both in a psychological, financial and geographical sense. This means that implementing RAC-counselling has to fit with young people's lifestyle, interest and pace and doesn't reduce the 'fun'-part of youth work




Slide 12



The WAC...

W → Work (related)
A → Acquired
C → Competences

Mostafa: youth worker from 2000 until 2009, a local (from the neighbourhood). Since 2009: stepstone between the street and work.

Slide 13

Priority target group WAC

The priority target group of our WAC-counsellor:

- * +18 and qualified
- * **+18 unqualified (MOST)**
- * +18 economic crisis unemployed

→ School dropout, unemployed, vulnerable

How?

- * outreaching
- * networking
- * streets and squares

!!! Accents on competence development

Slide 16

6 roles illustrated

Slide 14

RAC and WAC

RAC – guidance: can be individual or group based
3 counsellors (2 JES + 1 Zappa)
100 youngsters in Branderij + 80 Zappa + 50 Deurne

WAC – guidance: can be individual or group based (trainings)
3 counsellors (3 JES)
40 youngsters each
cooperation VDAB (Flemish employment service)
cooperation Levanto (Deurne), Werkhaven (Zappa)

RAC and WAC: empowerment
positive
active
holistic
competence development

Slide 17

Introduction to competences in our youth work activities

Different roles of a youth worker:

- **Guide** → to be able to take the lead, to have didactic capacities, to guide a group
- **Referee** → to make and defend rules, to give clear instructions
- **Clown** → to be able to motivate, to take initiative, to be funny
- **Construction worker** → to be able to organize, to cooperate, to work independently
- **Friend** → to be able to listen, to have empathy
- **Inventor** → to be creative, to experiment, to be flexible

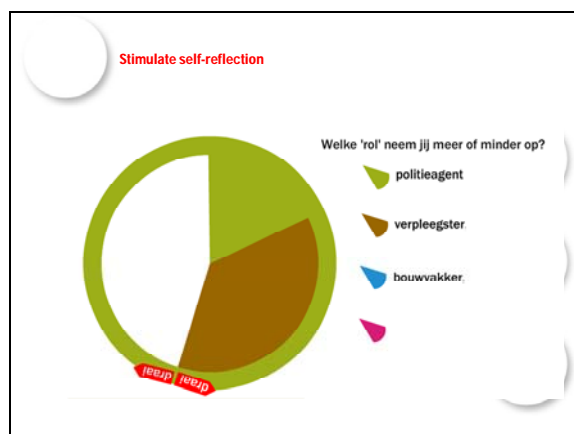
Slide 15

C-STICK

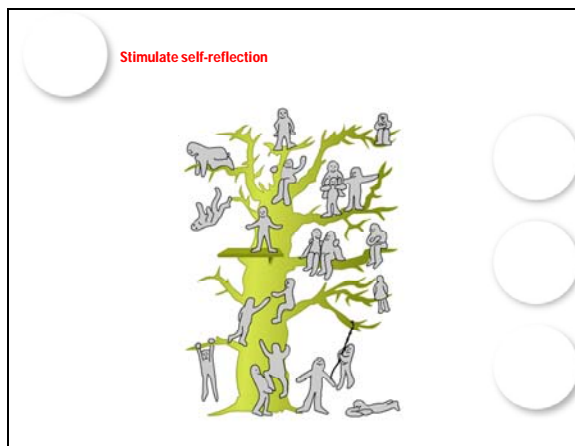
Objectives: help young people to:

- Become acquainted with terminology (What is a competence? Which competences exist?)
- Discover their own competences and be able to talk about them
- Translate this in a (digital) personal development plan

Slide 18



Slide 19

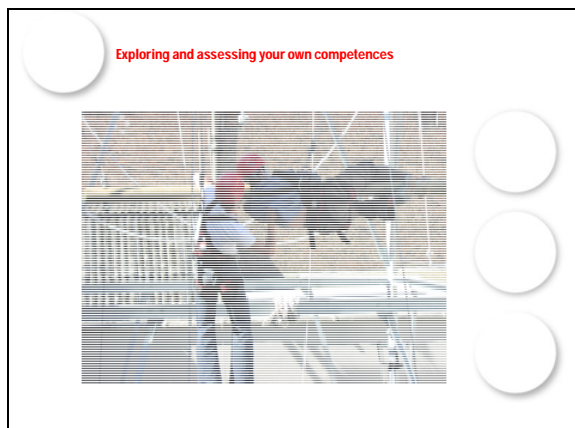


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16 key competences

1. Cooperating	1. Handle feedback
2. Speaking	2. Self-reflection
3. Listening	3. Networking
4. Flexibility	4. Handle authority
5. Planning and organising	5. Respect rules
6. Learning	6. Handle clients
7. Giving feedback	7. Taking initiative
	8. Act independently
	9. Empathizing

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Digital portfolio

- A **digital portfolio** (on a USB flash drive)
 - **Easy to handle** for young people
 - Possibility to **update**
 - Possibility to **integrate** in other web-applications like , the website of the Flemish employment service, vacature.com,...

Slide 21

Exploring and assessing your own competences

	yes	no
I turn myself to the listener	<input type="checkbox"/>	<input type="checkbox"/>
I look the listener in the eye	<input type="checkbox"/>	<input type="checkbox"/>
I use signals	<input type="checkbox"/>	<input type="checkbox"/>
I articulate clearly. I do not mumble	<input type="checkbox"/>	<input type="checkbox"/>

	yes	no
I know what is important to tell and what not	<input type="checkbox"/>	<input type="checkbox"/>
I don't switch subject. I explain things in a logic order	<input type="checkbox"/>	<input type="checkbox"/>
I take into account what the listener knows. I tell everything the other needs to know to understand my explanation	<input type="checkbox"/>	<input type="checkbox"/>
I tell something in a proper way	<input type="checkbox"/>	<input type="checkbox"/>
I ask the listener if he understood me	<input type="checkbox"/>	<input type="checkbox"/>

	yes	no
I adapt my vocabulary to the listener F.e. I don't speak dialect to someone who doesn't understand this	<input type="checkbox"/>	<input type="checkbox"/>
I adapt my way of speaking to the listener F.e. I talk louder to someone who doesn't hear well	<input type="checkbox"/>	<input type="checkbox"/>
I give the other the chance to say something or ask a question	<input type="checkbox"/>	<input type="checkbox"/>

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C-STICK's: digital portfolio

Slide 25

Mijn persoonlijk ontwikkelingsplan

Wie ben ik?

Wat wil ik?

Wat kan ik?

Doen!

beginpagina

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Slide 26

Oor

Wat gaat het ene oor in en het andere uit?

Wat vind je helemaal niet interessant?

Postbrieven

vorige **volgende** **beginpagina**

Slide 29

Cooperation VDAB (Flemish employment service)

Strategic:

- Transition and career development

Content:

- Implementation of the competences used by VDAB
- Use of a common framework to assess competences

Technical:

- Data transfer between C-Stick and e-Portfolio of VDAB ('My Career')

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Mijn sleutelcompetenties

Sociale competenties

- Kunnen samenwerken
- Contactvaardig zijn
- Kunnen luisteren
- Kunnen spreken
- Klantgericht zijn
- Om kunnen gaan met gezag
- Inlevingsvermogen bezitten

Persoonlijke competenties

- Discipline bezitten
- Flexibel zijn
- Initiatief kunnen nemen
- Feedback kunnen geven
- Kunnen omgaan met feedback
- Aan zelfreflectie kunnen doen

Stuurovername

- Zelfstandig kunnen werken
- Kunnen plannen en organiseren
- Leervermogen bezitten

Levenslang leren

vorige **beginpagina**

Slide 30

Advice

- Start from strengths instead of weaknesses
- Give youngsters the freedom and responsibility to experiment and to discover
- Youth work = fun !!!!!!! We need to find methods that fit with this
- Youth work = diverse!!! We need to find methods that fit with different target groups

Slide 31

Advice

- Changing role of youth worker!
 - We need to prepare youth workers for this.
- Use common competence framework
 - Create opportunities for formal recognition!

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Conclusions

- Talent and passion
- Acquirement en development of competences
 - Self-reflection
 - Orientation
 - Sustain
 - Transition
- Recognition of competences (political level)

non-formal learning

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Conclusions

- Participation > co-ownership (decisionmakers)
 - ↓
 - Activities
 - ↓
 - Youthcentre
 - ↓
 - Neighbourhood
 - ↓
 - City

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Conclusions

- Practice based evidence (how to influence context and policy)
 - (Good) Practices
 - Registration
 - Monitoring
 - Description of processe
 - Analyses, conclusions and (new) theses
 - Networking, seminars, publications, media,...

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Need more information?

www.jes.be

www.c-sticks.be

E-mail: marjan.vandemaele@jes.be

ANNEX F. LIST OF PARTICIPANTS

Participants

Albania	<i>Jurgena Hajdaraj</i>	World Vision
	<i>Gerta Guce</i>	Roma Active Albania
Armenia	<i>Gor Margaryan</i>	Shirak Marzpetaran
Austria	<i>Martin Fischer</i>	JEF Europe
Azerbaijan	<i>Rahman Ahmadov</i>	Galacak Namine Humanitarian Organization
Belarus	<i>Ihar Zahumionau</i>	SCAF Youth Center
Croatia	<i>Ivana Begić</i>	Association for education, psychosocial support and youth empowerment – Psihoteka
France	<i>Alliatte Chiahou</i>	ATMF
Georgia	<i>Valerian Gvalia</i>	Charity Humanitarian Centre “Abkhazeti”
Greece	<i>Elisavet Efthymiou</i>	General Secretariat For Youth
	<i>Anastasia Kyriakidou</i>	Youth Information Centre Of Stavroupol
Hungary	<i>Anca Sandescu</i>	European Roma Rights Centre
	<i>Andrea Kiss</i>	Mobilitás Information and Training Office
	<i>Imre Simon</i>	Mobilitás Information and Training Office
Kosovo ¹	<i>Luaras Oseku</i>	Organization for Security and Co-operation in Europe - OSCE Mission in Kosovo and as a volunteer of local NGO
Lithuania	<i>Andrius Becys</i>	Culture center "In Actio"
	<i>Natalija Bitiukova</i>	Human Rights Monitoring Institute
Luxembourg	<i>Davide Capecci</i>	ERYICA asbl

¹ All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with the United Nations Security Council Resolutions 1244 and without prejudice to the status of Kosovo.

Poland	<i>Sebastian Majcher</i>	Fundacja Pomocy Dzieciom GAJA - Foundation of Aid for Children GAJA
Portugal	<i>Ludgero Gomes</i>	National Portuguese Youth Council (CNJ)
Romania	<i>Carmen Ciocoiu</i>	Gessia of the Third Millennium
	<i>Andreea Bitiusca</i>	ELSA (European Law Students' Association)
Russian Federation	<i>Olga Kuznetsova</i>	NGO "The centre for development of International Cooperation in the sphere of Education and Culture"
Serbia	<i>Suzana Kaplanovic</i>	Agenda, Center for family support
“The former Yugoslav Republic of Macedonia”	<i>Ramiza Sakip</i>	Advisory Council on Youth Council of Europe
Ukraine	<i>Oleksiy Murashkevych</i>	Lugansk regional charitable foundation "Teenager"
Facilitator		Athanasios (Sakis) Krezios, Greece
Documentalist		João Salviano Carmo, Hungary
Lecturer		Patrick Manghelinckx JES (Belgium) – director, Belgium
Directorate of Youth and Sport, Council of Europe		Rui Gomes Head of Education and Training Division Zara Lavchyan Educational Advisor a.i. Nicoleta Dumitru Project Assistant

