



**Access to Social Rights for Young People  
from Disadvantaged Neighbourhoods**

Recommendations from the expert meeting

**New ways of  
participation in multicultural  
youth work**

based on Information and Communication Technologies

European Youth Centre Budapest  
14 – 18 June 2010



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# **I. FRAMEWORK OF THE MEETING**

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## ***1. Background***

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The Council of Europe is the continent's oldest treaty organisation, founded in 1949 which groups together 47 countries.

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.

Youth participation is one of the priorities of the Council of Europe's Directorate for Youth and Sport. At local and regional level, active participation of young people in decision-making and actions is essential if we are to build more democratic, inclusive and prosperous societies. However, participation in the democratic life of any community is more than voting or standing in elections, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity, and where necessary, the support to participate in and influence decision-making and the engagement in actions and activities in order to contribute to building a better society.

In the last few years the Directorate of Youth and Sport has organised a number of training courses on active youth participation, training young people to use and implement the Revised European Charter on the Participation of Young People in Local and Regional Life. In parallel, the publication "Have Your Say!" and an interactive CD-Rom were produced, which provide young people with a youth-friendly version of the Charter and practical activities to promote the Charter.

## ***2. Why this meeting***

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Young people in today's world are growing up in a connected world of internet access, mobile phones and interactivity – from watching videos on YouTube or spending a lot of time connected to different social networks like Facebook. Most of young people engage in social networking on a daily basis. Thus, new forms of participation are emerging, challenging the well-established forms of participation. Due to technological developments young people have many new opportunities to make their voices heard and participate in society in alternative ways (e.g. online fora, SMS actions, e-democracy, m-democracy). Institutions and organisations are trying to follow these trends, but in many cases these new participation opportunities are also not considered or recognised enough by decision-makers.

Young people from disadvantaged neighbourhoods are often socially excluded and prevented from actively participating in society. Living in suburbs at the periphery of big metropolises, they are equally concerned with globalisation and the impact which media and the transmission of information have on our new lifestyles. New technologies can therefore be a way of ensuring enhanced participation of these young people in various domains.

The meeting on “New Ways of Participation in Multicultural Youth Work” follows the seminar “New Ways of Youth Participation” which took place in 2009, organised by the Directorate of Youth and Sport of the Council of Europe.

This expert meeting aimed at addressing the new trends in youth participation based on Information and Communication Technologies (ICT), through a constructive exchange of information and practices amongst the main stakeholders in the field of youth participation. As an outcome, participants formulated concrete recommendations addressed to policy makers, researchers and youth organisations.

One of the recommendations addressed to policy makers explicitly mentioned the need “to promote e-participation programmes targeting disadvantaged young people and favouring their inclusion”.

The expert meeting took these recommendations as a starting point to explore how new ways of participation are used in intercultural disadvantaged neighbourhoods and how these can be used to improve youth participation.

### **3. Aim and objectives**

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The meeting aimed at bringing policy makers, youth researchers, youth organisations and young people together to explore how new ways of participation can contribute to improving the access to social rights of young people from disadvantaged neighbourhoods.

The meeting objectives were:

- To explore the concepts of youth participation and e-participation;
- To explore current trends of e-participation in multicultural youth work;
- To explore the challenges of inclusive multicultural youth work and how e-participation can be a tool to overcome these;
- To analyse the motivation of young people from disadvantaged neighbourhoods for e-participation, as well as the effects of e-participation on their social inclusion and democratic participation;
- To exchange experiences and good practices of e-participation in disadvantaged neighbourhoods;
- To explore ways of overcoming digital divide and ensuring that e-participation is democratic, inclusive, meaningful and empowering for young people;
- To make recommendations on promoting e-participation as a mean to support the access to social rights for young people from disadvantaged neighbourhoods.

### **4. Participants**

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The participants were youth workers and social workers, active members of youth organisations, as well as at young people not being part of youth organisations, youth researchers and policy makers, practicing participation based on the use of Information and Communication Technologies.

Participants all had a specific practical experience in “e-participation” and priority was given to candidates who were, or intend to be, part of participation projects, involving Information and Communication Technologies, in disadvantaged neighbourhoods.

## II. RECOMMENDATIONS FROM THE MEETING

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Four main areas for recommendations were identified on the basis of the discussions held during the meeting:

- a) promoting access to e-participation
- b) e-participation as a response to discrimination, violence & exclusion
- c) e-participation as a tool for education
- d) e-participation as a mean to impact youth policies

### **a) Promoting access to e-participation**

#### Recommendations to youth organisations

- Youth organisations should empower, develop and promote the use of e-participation tools such as social networks, interactive platforms, audio-video materials, to their members. These tools should be structured and developed into a strategy to approach disadvantaged neighbourhoods.
- Youth organisations should combine the e-participation tools with regular face-to-face meetings.
- Youth organisations should organize trainings and workshops to develop e-participation skills.
- Youth organisations should engage authorities and civil society representatives in virtual meetings in order to shorten the distance between the two sides and generate a structured dialogue.
- Youth organisations should create e-learning opportunities for young people, adjusted to the specific problems of their disadvantaged neighbourhoods.
- Youth organisations should develop e-youth work to prevent dangers on the web, by training courses and exchanges of good practices.
- Youth organisations should network better between themselves to exchange good practices, success stories and tools of participation and e-participation.

#### Recommendations to researchers

- Researchers should create evaluation tools to monitor the effectiveness of e-participation activities in disadvantaged neighbourhoods.
- Researchers should better identify and explain the status-quo or the problems in disadvantaged neighbourhoods.
- Researchers should implement specific participatory endeavours to young people from disadvantaged neighbourhoods.
- Researchers should identify the disadvantaged neighbourhoods and shape their profiles.

#### Recommendations to policy makers (local, regional and national authorities)

- Policy makers should develop free internet coverage in disadvantaged neighbourhoods.
- Policy makers should develop and encourage structural dialogue so that at least once a month they are engaged in participation or e-participation activities.

- Policy makers should support the work of youth organizations by providing materials, spaces and funding opportunities to them.
- Policy makers should be more engaged in partnership agreements with NGOs and the private sector to attract more resources to the local community.
- Policy makers should offer recognition to the participation and e-participation activities that make a difference in the community.
- Policy makers should use grants/vouchers/other types of support to help young people from disadvantaged neighbourhoods to acquire technological equipment.
- Policy makers should train policy makers in the benefits of e-participation opportunities for young people in disadvantaged neighbourhoods in their line of work.
- Policy makers should ensure the presence of at least one youth centre adequately equipped with computers and other materials necessary for e-participation, in disadvantaged neighbourhoods.
- Policy makers should have user- and youth-friendly websites.
- Policy makers should have multiple language support of the websites of public authorities in multi-ethnic neighbourhoods.

#### Recommendations to European institutions

- European institutions should encourage all of the member states to develop the profession of youth worker.
- European institutions should develop the profile of e-youth work.
- European institutions should act as the driving force to implement policy change at a high European level.
- European institutions should organize and support training courses at European level for e-youth work. They could be long-term and sustainable, followed-up by e-platforms.
- Council of Europe should recommend the members of the Congress of Local and Regional Authorities of the Council of Europe to encourage and be more involved in e-participation activities in their neighbourhoods.
- Council of Europe should use the Congress of Local and Regional Authorities of the Council of Europe to share good practices of e-participation as a way to solve or better address community problems.
- The European Commission could allocate more resources to help disadvantaged communities use e-participation tools.
- European institutions could make participation in disadvantaged neighbourhoods a priority in their line of action.
- European Commission should make a more effective promotion of the e-consultations on various topics when working on draft papers.

#### **b) E-participation as a response to discrimination, violence and exclusion**

#### Recommendations to youth organisations

- Youth organisations should campaign to make computers available in disadvantaged neighbourhoods.
- Youth organisations should training up some of the young people and youth workers in the disadvantaged neighbourhoods to be "IT experts".
- Youth organisations should equip the youth facilities with training courses dealing also with security and data protection (privacy and responsible use of internet).
- Youth organisations should promote the creation of virtual umbrella platforms in the disadvantaged neighbourhoods.

#### Recommendations to researchers

- Researchers should analyse the situation to find out how to adapt new technologies for participation using research.

- Researchers should encourage researching in this area and ensure that researchers are linked to the Council of Europe network.
- Researchers should implement a specific project in youth participation with young people from disadvantaged neighbourhoods using new technologies.

#### Recommendations to policy makers (local, regional and national authorities)

- Policy makers should promote the access to the informative networks (Internet) in these disadvantaged neighbourhoods.
- Policy makers should support local projects based on the acquisition of IT skills and application of new technologies by NGOs.
- Policy makers should promote training for multipliers and IT trainers from the disadvantaged neighbourhoods.
- Policy makers should promote the setting up of the virtual associations.
- Policy makers should support the meeting of bloggers, virtual community managers / administrators, youth workers with local, regional and national authorities.
- Policy makers should organise training in how to deal with hate crime on the internet for the security forces (e.g. the police).
- Policy makers should adapt and apply European legislation on the hate speech, violence and discrimination.
- Policy makers should ensure financing for programs, projects and activities which encourage e-participation for young people from disadvantaged neighbourhoods.

#### Recommendations to Council of Europe

- Council of Europe should organise a campaign for responsible Internet use.
- Council of Europe should develop a guide on good practice, promote meetings between media representatives and young people from disadvantaged neighbourhoods.
- Council of Europe should introduce support for local projects based on the application for the new technologies and innovation in European programmes.
- Council of Europe should organise a seminar to share good practices and create reference material with a data base and online material.
- Council of Europe should set up an observatory on hate crime, violence and discrimination on the internet.

### **c) E-participation as a tool for education**

#### Recommendations to youth organisations

- Youth organisations should start pilot projects engaging young people using e-participation.
- Youth organisations should seek support and professional training in developing an effective strategy of how best to utilize e-participation.
- Youth organisations should seek training, resources and continuous feedback in their online presence and strategy.
- Youth organisations should develop and use toolkits on how to best utilize social networking websites that allow young people to connect around the world.
- Youth organisations should be active in seeking and building partnerships with local authority, NGOs, universities, Ministry of Education, schools.

#### Recommendations to researchers

- Researchers should prioritize research into effective engagement of young people in disadvantaged neighbourhoods through e-participation.
- Researchers should involve, engage specialists with special skills in different fields.
- Researchers should involve local young people from disadvantaged neighbourhoods directly in research.



- Researchers should do a social research in public opinion.
- Researchers should ensure that research is done with the intention of offering practical and pragmatic help for young people in disadvantaged youth.
- Researchers should be involved in the wider research into online social networking and shape the discourse such that issues of engaging young people from disadvantaged neighbourhoods is prioritized on an international level.

#### Recommendations to policy makers (local, regional and national authorities)

- Policy makers should engage in educational projects such that policy makers and politicians across various fields are taught about the power of e-participation and the potential it has to address issues of young people in disadvantaged neighbourhoods.
- Policy makers should encourage pilot projects or experimental programs that increase access of e-participation and encourage its use in educational settings.
- Policy makers should establish specific centres who work in e-participation on local and regional level.
- Policy makers when developing policies pertaining to young people should have them reviewed, elaborated and revised by young people nowadays and by people that are really living in disadvantaged neighbourhoods and make sure that specific areas of disadvantaged neighbourhoods and cultural diversity are taken into consideration when developing those policies.
- Policy makers should insure access of young people from disadvantaged neighbourhoods to development of education programmes on cultural diversity and other pertinent issues addressed to them.
- Policy makers should be taking into account cultural, religious and other diversity.
- Policy makers should cooperate with youth organizations, researchers.

#### Recommendations to European institutions

- European institutions should make financial support and grants for research on subject of e-participation of youth in disadvantaged neighbourhoods and minority groups available.
- European institutions should offer support, education and training in how to be more effective in using e-participation, being especially attentive to people who belong to disadvantaged neighbourhoods.
- European institutions should set up special institutions in order to implement policies in e-participation, e-education.
- European institutions should initiate discussion between member states on issues connected with e-participation.
- European institutions should establish special foundations for this issues providing e-policies with substantial support.

### **d) E-participation as a mean to impact youth policies**

#### Recommendations to youth organizations

- Youth organisations should raise awareness among youngsters in disadvantaged neighbourhoods about the importance of youth policy through e-campaigns, non formal education, public events, projects.
- Youth organisations should empower young people of disadvantaged neighbourhoods to have influence on creating and revising of youth policy through e-campaigns, non formal education, public events, projects.

#### Recommendations to researchers

- Researchers should use e-researches of disadvantaged neighbourhoods in the process of making and revising youth policies.

#### Recommendations to policy makers (local, regional and national authorities)

- Policy makers should raise awareness among disadvantaged neighbourhoods about the importance of youth policy through e-campaigns.
- Policy makers should provide interactive and youth-friendly web space/platform with all drafts and documents of youth policy to provide disadvantaged neighbourhoods with e-information about youth policy during consultation process through local youth NGOs in disadvantaged neighbourhoods.
- Policy makers should use e-researches of disadvantaged neighbourhoods in the process of making youth policy.
- Policy makers should periodically check the success of youth policy in general (goals, objectives, methods...) through e-researches.
- Policy makers should collect e-reactions in disadvantaged neighbourhoods during the process of making/revising youth policy.
- Policy makers should make drafts of youth policy documents available online.
- Policy makers should train policy makers in the benefits of e-participation opportunities in their line of work.
- Local / regional / national authorities should provide a space and technology, and (financial/educational) support for NGOs working in disadvantaged neighbourhoods.

#### Recommendations to European institutions

- European institutions should raise awareness of national, regional, local authorities to involve disadvantaged neighbourhoods in youth policy through strategies and recommendations for future engagement.
- European institutions should educate youth workers to use e-participation in their work in disadvantaged neighbourhoods.
- European institutions should provide financial sources, educational and training materials for developing youth policy in disadvantaged neighbourhoods through e-participation.
- European institutions should make drafts of youth policy documents available online.

## **APPENDICES**

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### ***Presentation of ENTER! project by Mr Rui Gomes, Head of the Education and Training Division of the Directorate of Youth and Sport of the Council of Europe***

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#### **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.”<sup>1</sup> 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 multidimensional, 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.

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”<sup>2</sup>.

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

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

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.

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 longterm 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.”<sup>1</sup> Youth policy ought also to respect the role and “agency of young people while recognising the specific challenges and obstacles they face” 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,

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

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 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.



***“Promoting youth participation at local and regional levels” – by Joanne Hunting, co-secretary of the Congress of Local and Regional Authorities of the Council of Europe***

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Good morning everyone!

I should like to thank the Directorate of Youth and Sport for having invited the Congress of Local and Regional Authorities of the Council of Europe to contribute to this meeting on youth participation. The Congress lays great store by youth participation inasmuch it believes their active participation essential if we are to build more democratic, inclusive and prosperous societies. The Congress believes local and regional authorities are better placed than other levels of government to respond to the specific needs of young people living in their communities and regions due to their proximity. It is also easier for youth to be consulted, to participate and to be directly involved in decision-making processes at local and regional levels.

The Congress, represented by its Culture and Education Committee, is also particularly interested in co-operating with the Directorate of Youth and Sport on the Enter! project as we are constantly seeking ways to improve the lives of European citizens in their cities and regions. We are currently reflecting on how local and regional authorities can best act to respond, at their level, to the exclusion, discrimination and violence affecting young people in disadvantaged neighbourhoods, but I will speak more about that later.

My contribution this morning will focus mainly on the Congress' Revised Charter on the Participation of Young People in Local and Regional Life, although I will also give a brief overview of our work on young people and information and communication technologies. I shall end with a request for your help with our current work on youth in disadvantaged areas.

Perhaps it would be useful for me first to say a few words about what the Congress of Local and Regional Authorities of the Council of Europe is in case any of you are uncertain as to its role. Aware that local and regional democracy and the application of the principle of subsidiarity are fundamental prerequisites for building a Europe, close to citizens, based on democracy, human rights and the rule of law, the Council of Europe set up the Congress, or the Conference of Local Authorities of Europe as it was then known, in 1957. The Congress is the voice of the local and regional authorities of the 200,000 regions and municipalities in the 47 Council of Europe member states. It has 318 full and 318 substitute members, all of whom are elected representatives, who meet in 2 chambers: the Chamber of Local Authorities and the Chamber of Regions in 2 plenary sessions per year. It provides a forum where elected representatives can discuss common problems, pool their experiences and develop policies to provide solutions to those problems. It works to strengthen, defend and develop local and regional democracy, in particular by monitoring member states' compliance with the European Charter of Local Self-Government, which is an international binding treaty that guarantees the rights of communities and their elected authorities, and the Reference Framework for Regional Democracy, which is a corpus of guidelines and principles aimed at efficient and democratic regional development based on the subsidiarity principle. It also aims to improve services at local and regional levels by means of recommendations to member states' governments and resolutions addressed to local and/or regional authorities on issues of topical interest.

To turn now to young people and their participation in local and regional life, the Congress recognises the importance of the participation of young people in the political and social life

of a region or municipality not only in order that their needs be reflected in local and regional policies but also as an essential contribution to social cohesion.

Local and regional authorities are strategically placed to encourage the development of a culture of democratic participation in accordance with the principle of subsidiarity, after all local and regional authorities are the political institutions, or public authorities, closest to citizens. Local and regional authorities therefore have a responsibility for promoting and facilitating an understanding and awareness of democratic functioning and in allowing and encouraging young people to play the key and irreplaceable role which is theirs. In addition, developing and preserving a sense of local and regional belonging and identity among young people enables them to integrate fully into a town or region by improving their quality of life at local and regional levels.

The Congress' conviction that youth participation is of the utmost importance led to the drafting of the European Charter on the Participation of Young People in Local and Regional Life, which was adopted in 1992. Ten years later, it was decided to revise the Charter after a joint Congress/Directorate of Youth and Sport conference, organised to celebrate the 10th anniversary of the first Charter, judged that the original Charter - which was neither widely known nor used - needed to be updated based on an evaluation of the successes and challenges to youth participation over the previous 10 years. A revised version of the text was drafted by a group of experts comprising both youth representatives and experts as well as a representative from the Congress. The recommendation on the promotion and implementation of the revised Charter was adopted in November 2004.

For the Congress of Local and Regional Authorities of the Council of Europe, and here I quote from the Charter's preamble:

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

This goes beyond the understanding of youth participation solely as political involvement or participation in youth councils or parliaments. To participate means having influence on and responsibility for decisions and actions that affect the lives of young people and which are important to them. And as the Charter states, participation applies to ALL young people without discrimination.

The Congress' Participation Charter does not treat young people as victims or as a vulnerable group that needs protection. They are also not treated as objects of adults' intervention, with the adults assuming they know what is best for young people – a common misconception. Young people are seen as active players in organisations or in community life. They are seen as partners with lots of potential, talents and strengths. They should have the opportunity to express their needs and to find ways of satisfying them.

The Charter specifically aims to promote youth participation at local and regional levels by providing concrete ideas and instruments. The Charter is not a sort of recipe on how to achieve effective youth participation, a recipe which must be followed step by step, as the situation in one country will be different to that in another. Indeed situations will be different from one community to another. I should also stress that the Charter is not a legally binding instrument. The Council of Europe Committee of Ministers, which represents the 47 member states of our Organisation, adopted the recommendation supporting the implementation of the revised Charter, which means that the member states have a moral responsibility to

implement it, but they are not legally bound to do so. The Charter should therefore be seen as a set of principles, best practices and guidelines to enhance youth participation at local and regional levels.

To move on to the Charter proper, it consists of 3 parts relating to different aspects of youth participation. Part I covers 14 different sectoral policies and suggests ways in which local and regional authorities can create conditions and infrastructure which will be conducive to youth participation. Young people may be motivated to participate, but if the structures and necessary systems do not exist, participation will be all the more difficult. The policy areas covered range from sport to youth employment, from housing policy to health policy. To give a few examples, in policies to combat violence and crime, the Charter advocates that authorities include young people in crime prevention councils. Or in the cultural field, to adopt policies which will facilitate young people's access to knowledge, the practice of culture and to creative activity. As part of anti-discrimination policy, the Charter proposes authorities include inter-religious dialogue, multicultural, anti-racist and anti-discrimination education as part of school curricula.

Part II of the Charter focuses on the instruments that can be used by authorities to enhance youth participation, such as training in participation, keeping them informed, providing them with means of communication, supporting their projects and so on. A few pragmatic examples would be to encourage and enable young people to engage in voluntary work by setting up volunteer centres or developing systems which recognise and validate voluntary activity in the formal education system and in employment. Information is often a key to participation and authorities should support information and counselling centres for young people or assist in the setting up of such services where these do not exist. Authorities should also support the creation and operation of local media developed by and for young people. They should also support young people's projects and initiatives for example by providing financial, material or technical assistance – this could be as simple as putting meeting rooms and technical equipment at young people's disposal.

Finally, Part III covers how authorities can facilitate the participation of young people in the definition and implementation of the sectoral policies listed in Part I. The revised Charter states that "effective participation of young people in local and regional affairs ... requires a permanent representative structure such as a youth council, a youth parliament or a youth forum". These structures will take on different forms according to where they are being established - in villages, towns, regions and so on - however they should always aim at creating a partnership between young people and authorities, a space for meaningful dialogue, and give youth the opportunity to become involved in the decisions affecting them. Young people must be able to freely express their opinions, concerns and make proposals related to the policies and actions of the authorities in the area of youth work. A functional youth parliament or council will also bring benefits to the authorities as they will be able to take decisions relevant to the whole population, of which young people make up a substantial part.

The Participation Charter acknowledges the contribution young people can make to improving local and regional democracy. It hopes to encourage a partnership between elected representatives and young people, a regular and open dialogue, which will result in active forms of participation such as co-management of youth policies at local and regional level. Thanks to the Charter, young people can gain greater knowledge of democratic processes and engage in new forms of co-operation with municipal and regional councils through youth councils or parliaments and thus be fully involved in the decisions of direct relevance to them. Representatives of local and regional authorities, municipal and regional government staff, local and regional representatives of young people and representatives of youth councils are able to meet in a spirit of co-operation and on an equal footing, thereby

making it possible to create a climate of trust which is so essential for effective co-operation between the players concerned.

The Congress is also aware of the possibilities information and communication technologies offer for enhancing citizen participation. This issue was explored in a report on “E-tools: a response to the needs of local authorities” drafted by the Chamber of Local Authorities 2 years ago and which recognised that e-tools can reach out to citizens who normally do not participate in the political process. Thanks to ICTs, citizens are more easily able to contribute their own ideas and suggestions. As far as young people are concerned, ICTs offer huge scope for youth consultation and participation in local and regional life as the seminar on “new ways of youth participation” organised in the European Youth Centre Strasbourg in March last year demonstrated. Facilities such as Facebook, Twitter and YouTube in particular appeal to young people, they use them everyday in sharing with friends and family, for networking and making contacts, for obtaining information and making comments. They can be very useful in increasing young people’s participation.

In the resolution that accompanied this report, the Congress called on local authorities to adopt e-tools as a means of developing local democracy, and encouraged them to ensure equal access to them for example by providing free internet access in libraries.

In an earlier resolution on “young people and new information and communication technologies: a new opportunity for local democracy” from 2006, the Congress recognised that “ICTs can be very powerful tools for arousing young people’s interest in public life” and that they “offer huge scope for new forms of youth consultation and participation in local public life”. The resolution called on local authorities to “develop a specific policy, using ICTs in particular, to inform and consult young people and involve them in local public life”. It also invited local authorities to “recruit teams of young people capable of developing for their peers ICT-based tools and programmes ... and enable young people themselves to be real players in these programmes”. According to the resolution, local authorities should “pay particular attention to ICTs’ potential to help young people who are marginalised, vulnerable, disadvantaged or experiencing learning difficulties to overcome these problems and reintegrate society”.

Finally, when I started my intervention earlier I mentioned the work the Congress is doing on young people in disadvantaged neighbourhoods. The Culture and Education Committee, which also covers youth issues, will present a report to the Congress plenary session next October on “the integration of young people in disadvantaged neighbourhoods”. The integration of young people in disadvantaged neighbourhoods remains an issue of constant concern for local authorities and the challenge they face is how to overcome what could be seen as a “youth divide”, where some young people benefit from new opportunities while others experience exclusion. The Congress believes that public and community institutions must do everything in their power to enable young people to move on from negative behaviour and associations in order to participate in and experience new horizons, ideas, commitments, networks and interests. Projects which could achieve this range from providing advice and support, to providing access to such services and opportunities as youth clubs, voluntary activities, to platforms for dialogue and conversation. They would also encompass training in vocational skills or support entrepreneurship, to enabling participation in democratic processes. The Congress wishes to engage in this complex and ongoing challenge to promote social cohesion within difficult neighbourhoods and to lend support to concrete projects, such as the Enter! project, as well as projects designed and implemented by local and regional authorities for and with young people, thus favouring their integration.

The report was written by someone who may be well known to you as the Directorate of Youth and Sport regularly calls upon his expertise, Dr Howard Williamson, who is professor

of European youth policy at the University of Glamorgan in Wales. It is now the Secretariat's job to reflect on what local and regional authorities can do specifically in order to improve the situation of young people in these neighbourhoods. Nadine Lyamouri will be distributing (or maybe already has distributed) the report to you and we would like to call on your help and your ideas as to measures or projects you think local and regional authorities can devise implement. Nadine will talk about this later, unfortunately, the timeline is rather short due to the various deadlines to be met within the Secretariat, but if we could receive your contributions by end of June, your expert advice and ideas would be very much appreciated.

This half an hour or so has given me the opportunity to provide you with an overview of the Congress and its revised Charter on participation. To take an in-depth look at the Charter, at its potential, and how to put it into practice would take a lot longer, I think Nadine has already had the opportunity to organise week-long training courses on youth participation and the Charter in the past. However, one very useful resource is available which you have maybe heard of already, the "Have your say!" manual which accompanies the revised Charter and which is available from the Youth Directorate's website.

I would also like to suggest you find out if your local and regional elected representatives are members of the Council of Europe Congress, you will find a full list on our website. Why not contact them, or if you know no one in your country's delegation contact the delegation president or secretary, to find out what is being done to promote and implement the Charter in your country? Perhaps you could link up with young people in other parts of your country and exchange experiences and best practices?

To facilitate its use, the Charter has been translated into several different languages, these different versions are available on the Council of Europe's youth sector website. We are also looking into the possibility of developing our own website to include a section on youth participation and the Charter.

And finally, we in the Congress are very interested to know how you get on in your co-operation with your local and regional authorities, and would like to receive your feedback on how our Charter is being implemented.

## ***Project presentations by participants (Radu Oprea, Claire Morvan, Bilal Hasam and Federico Gaviano)***

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### **SMART Method of Public Policy**

**SMART Method of Public Policy** is a combination of online and offline citizen engagement. We have set up an easy, straight forward, step-by-step approach to recommending solutions to community problems. The website, [www.Public-Policies.eu](http://www.Public-Policies.eu) is the backbone of our method and offers two important services:

- It allows any person to raise a problem of European public concern that needs a valuable, sustainable and feasible solution, accessing the "Raise a problem to our team" link.
- It allows any person to recommend solutions to the existing problems that are published on the website, with only one mouse-click away.

Once we have enough solution proposals, our project team follows the next steps to support and endorse the best solutions:

1. First, we analyze each solution proposal individually, and select those that are valuable, sustainable and feasible. A feasible solution is one that can be accomplished by the existing organizations or with help from others. A valuable solution is one that brings value to overseers, people in general or members of the targeted communities, while a sustainable solution is one that is likely to attract public support, as well as authority and money from the political, social or business environments (definitions inspired from Mark Moore's "Creating Public Value").
2. Once our team decides upon the best solution, we create a policy paper. This describes the problem along with the best solutions given by the citizens. It also contains a recommendation at the end based on the careful analysis of ethical criteria.
3. In the next step, we start building awareness around our solution, so we send the policy paper to elected and appointed officials, to implement our solution. If needed, we send it to the mass-media as well.
4. We also archive the policy paper on [www.Public-Policies.eu](http://www.Public-Policies.eu) so that anybody can download it and send it to whoever might be able to implement our solution.
5. We publish every official response on the page of the problem. The problem poster has the option to either approve the response if he/she is pleased with the feedback of the authorities or reject the response, motivating his/her decision. If rejected, the participation process is started all over again.

[www.raduoprea.eu/en](http://www.raduoprea.eu/en)

## **The Leicester Interfaith Youth Hub**

The following is an overview of the work of Bilal Hassam with the Tony Blair Faith Foundation.

Bilal has been working as one of thirty worldwide "Faiths Act Fellows." for the Tony Blair Faith Foundation. His training took place over two months across the UK, African and the US and his work over the year has been based in the city of Leicester in the United Kingdom.

Bilal Hassam co-founded The "Leicester Inter-faith Youth Hub" (also referred to as the 'Hub.'). It is a new initiative launched by a fusion of local and international Inter-religious organisations; the Tony Blair Faith Foundation, the Inter-faith Youth Core (IFYC) of Chicago and the St Philips Centre of Leicester.

The Hub seeks to mobilise young people to lead a grassroots multi-faith social action movement; working to raise awareness and funds to help fulfil the UN Millennium Development Goals (MDGs) whilst also working to serve the local community.

Bilal who has been working as a 'Faiths Act Fellow' of the Tony Blair Faith Foundation, has been hosted by the St Philips Centre of Leicester since October 2009 to engage young people in Multi-faith activities. In January 2010 the Leicester Interfaith Youth Hub was founded.

Celebrating diversity and respecting differences, the Hub promotes multi-faith action through the shared values at the core of every major faith tradition. Values such as service, justice and compassion are at the core message of the Hub which seeks to serve the local community whilst also remembering those in need across the world.

The motto of the Hub is "Think Global, Act Local" and in this spirit the Hub is mobilising the communities of Leicester to do their part in helping to fulfil the MDGs. Focusing on MDG 6, the Hub is specifically engaging and giving a platform for young people across faith lines to raise awareness and funds to help end deaths caused by Malaria, one of Africa's biggest killers.

Bilal began his job with an overall objective to "create a sustainable hub of multi-faith action directed towards ending deaths caused by Malaria." The biggest challenge in this goal is the sustainability of the work and the Leicester Interfaith Youth Hub has been established to meet this challenge.

Between January and May 2010 a core group of young leaders in Leicester were recruited, trained and then appointed to lead the Leicester Interfaith Youth Hub. The Hub has an executive of committee with 16 executive volunteer roles (including a president, three vice-presidents, treasurer, head of communications, etc). The Hub is run by young people from across the religious diversity of Leicester aged 16 to 25. This group of young people now lead on multi-faith activities and work in partnership with a local inter-religious centre in engaging the local community.

### Keys to success

The Leicester Interfaith Youth Hub has been very successful since its inception. Having reached out to over 1500 people in the city of Leicester, being featured in over 50 media pieces (including national radio and TV stations like the BBC) raised over £10,000 for charity

and having run many successful events in collaboration with the local community. There are various reasons for this success, including access to resources, being supported the local inter-faith centre and so on. Below are some of the key reasons as why the Leicester Interfaith Youth Hub has been so successful.

- The Hub was founded by two "Faiths Act Fellows" who had two months of intensive specialist training in inter-religious and inter-cultural leadership combined with events management, media and youth work training.
- The methodology of engaging young people has been to mobilise them and inspire them around the Millenium Development Goals. These global poverty issues are an excellent tool to unite people on. Regardless of religious or cultural background, everybody can agree on the importance of tackling global poverty and disease and thus the Leicester Interfaith Youth Hub was able to bring people from very different backgrounds together and have them work together on mobilising the community.
- The Hub also utilised an American model of "Service Learning." By engaging young people in community service, young people from different religious and cultural backgrounds were able to work together and benefit from a shared expereince. This experiential learning is powerful in building genuine relationship between young people whilst also benefitting the local community. Examples of community service projects carried out by the Leicester Interfaith Youth Hub include a community street clean up, gardening projects and visiting homes for the elderly.
- The young people in the Hub were given fun and engaging training in inter-cultural and inter-religious leadership by the Faiths Act Fellows, and were also supported by further training by the Tony Blair Faith Foundation.

In terms of success of their e-participation, the following are key to the successes of the Hub.

- Specific training, coaching and continuous support in use of e participation
- Professional social networking strategy develop and support
- Utilization of Youtube, FaceBook, Twitter, MySpace, Blogs, Flickr, JustGiving, Website and emphasis on how to engage and involve young people in this.



## **Web Media and Eurowagon**

The presentation has been about different web media and other tools related with it, as instruments to give access to e-participation, specifically in disadvantaged neighbourhoods. In detail, we spoke about web-radio, web-TV and the minivan used as a mobile studio for the web-radio, and as a tool for promotion, specifically for campaigns about the healthy use of the net.

Realizing a web-radio or TV is quite easy, and it requires only a space to be used as a studio, some microphones, two computers, a mixer, a screen, and headphones and cameras. It can be ran continuously, at all times, and it's done, maintained, developed and kept sustainable completely by young people.

What you need is some funds (which are possible to find considering that the web media is now considered a very nice and charming tool and there are different authorities and foundations willing to fund project related with that) or contributions in-kind, human resources, but to start not much people is needed, and the correct materials.

Its establishing in a disadvantaged neighbourhood can give value to the area, improve the participation of young people with a fancy and sexy tool, and help them to develop personal (teamwork, problem solving) and professional (journalism, computer and mixer use, public speaking) skills.

The Minivan ensures the possibility to go straight in the disadvantaged neighbourhood to involve the young people from those areas.

To find all the references, you can visit the websites

[www.radioxcaso.it](http://www.radioxcaso.it)

[www.noorteraadio.ee](http://www.noorteraadio.ee)

[www.noortetv.ee](http://www.noortetv.ee)

[www.youtube.com/watch?v=95izdF7CzCQ](http://www.youtube.com/watch?v=95izdF7CzCQ)

## ***Programme of the meeting***

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### **Monday 14<sup>th</sup> June**

All day – arrival of participants

19:00 Dinner

20:30 Welcome Evening

### **Tuesday 15<sup>th</sup> June**

*08:00 Breakfast*

09:30 Opening of the Expert Meetings (together with the other group)

09:45 Introduction to the Enter! project – Mr. Rui Gomes, Head of the Education and Training Division of the Directorate of Youth and Sport of the Council of Europe

*11:00 Coffee Break*

11:30 Round of introduction of the participants – getting to know each other;

11:45 Introduction to the background of the meeting, the programme, aims and objectives, methodology

12:00 The Congress of Local and Regional Authorities in Europe and Youth participation: Input by ***Ms Joanne Hunting***

12:45 Technicalities

*13:00 Lunch Break and registration of participants*

14:30 Challenges faced by young people in relation to participation in multicultural youth work- working groups

*16:00 Coffee break*

16:30 Results from working groups

Debates and discussion: What is needed for youth participation?

18:00 End of the programme

*19:00 Dinner*

### **Wednesday 16<sup>th</sup> June**

*08:00 Breakfast*

09:30 Introduction to the day's programme

09:35 New ways of participation in multicultural youth work- How can new media contribute to social inclusion?- ***Mr Mommodou Salah***

*11:00 Coffee break*

11:30 Best practice exchange: General sharing on a variety of good practices

Drawing conclusions from the practices

*13:00 Lunch Break*

14:30 Thematic working groups on e-participation (topics to be defined)

*16:00 Coffee break*

16:30 Continuation of working groups

18:00 End of the programme

*19:00 Dinner*

20:30 Youth Participation Café

(sharing of practices, innovations, further discussions and exchange)

### **Thursday 17<sup>th</sup> June**

*08:00 Breakfast*

09:30 Introduction to the day's programme

09:35 Presentations of the results of the various working groups, followed by group discussion Conclusions

*11:00 Coffee break*

11:30 Drafting recommendations for NGOs, policy makers, researchers and young people

*13:00 Lunch Break*

14:00 Travel reimbursement

14:30 Practical follow-up

*16:00 Coffee break*

16:30 Evaluation

17:15 Closing speech

*19:00 Dinner*

20:30 Farewell Party

### **Friday 18<sup>th</sup> June**

Departure of participants

## List of participants

Participants		
Albania	<i>Doriana Gjuta</i>	Youth in Free Initiative
Armenia	<i>Nelli Gishyan</i>	Shirak Marzpetaran – Federation of Youth Clubs in Armenia
Belarus	<i>Mikalai Kalinin</i>	Union of Belarussian Schools
	<i>Ruslan Akulanka</i>	
Belgium	<i>Claire Morvan</i>	SALTO-YOUTH Participation RC
Croatia	<i>Daniela Lovric</i>	Youth Centre for non-formal education – Creators, not consumers
France	<i>Julie Mercier</i>	ARPOMT
	<i>Alexandra Boudia</i>	Association ATMF (Association des Travailluers Maghrébins de France)
Georgia	<i>Ana Pilauri</i>	Youth Association Droni
Hungary	<i>Angel Ivanov</i>	
Iceland	<i>Karl Njalssom</i>	The Icelandic Boy Scout Association
	<i>Elmar Orri Gunnarsson</i>	
Italy	<i>Marianna Kosic</i>	School for Peace – EIP Slovenia Center for Citizenship Education
	<i>Federico Gaviano</i>	TDM 2000 International
Romania	<i>Radu Oprea</i>	Smart Development Center
Serbia	<i>Zorka Milosevic</i>	Kancelarija za mlade Grada Sombora (Youth Office of Sombor)
Spain	<i>Demetrio Gomez</i>	
United Kingdom	<i>Nyakueth Wako</i>	The Voices of Young Refugees in Europe
	<i>Bilal Hassan</i>	Tony Blair Foundation
Ukraine	<i>Petro Burlachenko</i>	NGO “Alliance of Roma of Cherkaschyny”

Facilitator	<i>Alexandra Raykova, Bulgaria</i>
Lecturer	<i>Momoudou Salah, De Monfort University, United Kingdom</i>
Documentalist	<i>Daniela Juric, Croatia</i>
Congress of Local and Regional Authorities of the Council of Europe	<i>Joanne Hunting</i> Co-Secretary to the Current Affairs Committee
Directorate of Youth and Sport	<i>Rui Gomes</i> Head of Education and Training Division  <i>Nadine Lyamouri – Bajja</i> Educational Advisor European Youth Centre Strasbourg  <i>Nicoleta Dumitru</i> Project Assistant European Youth Centre Budapest