Enter! Promoting Access to Social Rights for All Young People
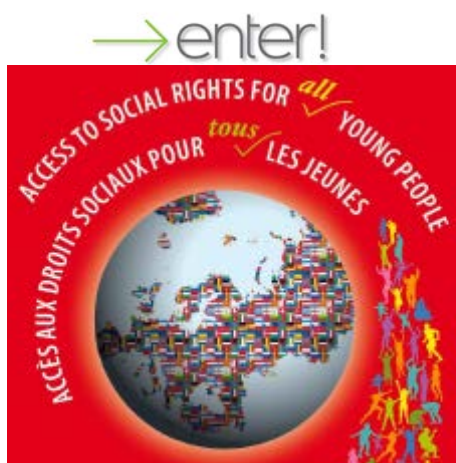

A project by the Youth Department of the Council of Europe aimed at promoting access to social rights for young people, in particular of those exposed to social exclusion, discrimination and violence, through a variety of local, national and European interventions involving policy-makers, youth work actors and young people

Preparatory Seminar of a Long-Term Training Course for Youth Workers (2012-2014)

European Youth Centre Strasbourg, 18 -20 September 2012

SEMINAR REPORT

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Prepared by the Youth Department of the Council of Europe

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Introduction to the seminar

Background of the Preparatory Seminar

For the Council of Europe, social cohesion is firmly based on human rights (as codified in the European Convention on Human Rights and the Revised European Social Charter) as well as an acceptance of shared responsibility for the welfare of all members of society, especially those who are at risk of poverty or exclusion. In line with this, the youth policy of the Council of Europe aims at "providing young people 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].

In 2009, the Council of Europe's youth sector initiated the Enter! project aiming at the development of youth policy responses to exclusion, discrimination and violence affecting young people, particularly in multicultural disadvantaged neighbourhoods. This project was set in response to the growing concern and attention of the European Steering Committee on Youth and the Advisory Council on Youth, 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. The main concerns that informed the project were the multi-dimensional social and economic imbalances associated with young people living in disadvantaged neighbourhoods and which put them at a disadvantage in accessing social human rights. The methodology of the project sought 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 first phase of the project produced the following results:
- the development of know-how in youth work and youth policy related to ensuring access to social rights for young people
- the development of an informal network of youth workers, local authorities, experts and young people, interested in working on access to social rights for young people
- the elaboration, through a participatory process, of a draft youth policy recommendation (submitted for decision by the Committee of Ministers of the Council of Europe)
- the development of a full cycle of training of youth workers on developing youth work interventions on access to social rights for young people
- the development of quality criteria and a showcase of local youth projects on access to social rights for young people
- the organisation of the Enter! Youth Meeting, a large youth consultation process with young people on the elaboration of the youth policy recommendation
- stronger coordination between the youth sector and the Congress of Local and Regional Authorities of the Council of Europe, with a growing interest from both sides to reach out to and engage local authorities further.

The social and economic landscape in Europe shows how vulnerable youth and social policies are to economic fluctuations and how social exclusion and related phenomena, as segregation, "scape-goating" of minority groups, violence and discrimination, lack of jobs for young people, as well as a constant deterioration of social policy responses, can persist and grow in a climate of ever growing precariousness and permanent economic crisis.

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

Saying that, it appeared extremely relevant, since the evaluation meeting of the first Enter! in April 2012, that the project should continue to address the problems related to the lack of access of young people to social rights, by consolidating the last three years project results and by promoting social rights for all young people.

A preparatory seminar has been held in Strasbourg from the 18th to the 20th of September 2012, to define better the Enter! long-term training course for youth workers, to be started in the early 2013.

Aims and Objectives of the Preparatory Seminar

The seminar aimed to define the role, methodology and partners of the LTTC as a strategic investment in the Enter! project, by engaging in the development of the LTTC strategic partners from the civil society and local and national authorities.

The seminar objectives were the following:

- To review current needs related to the access of young people to social rights;
- To review the results of the first phase of the Enter! project, in particular from the evaluation of the LTTC, and draw conclusions for the future steps;
- To identify and learn from youth work initiatives and projects related to enhancing access to social rights for young people, in view of further defining the training course;
- To define the course main features, namely approaches and types of interventions, expected outcomes, educational approaches, main support measures for the course, profile of participants, promotion and visibility, and evaluation features;
- To associate a variety of partners, both from the civil society and from local and national authorities, with the course and define their roles therein.

Participants profiles

The preparatory seminar brought together more than 30 participants representing a variety of stakeholders, partners and actors in the field of youth policy and youth work, such as youth organisations, representatives of local and national institutions and authorities, youth researchers, youth workers and trainers, keynote speakers. Roughly, half of the group of participants were practitioners involved to some extent in the activities of the first LTTC 2009 – 2011, while the other half of the group were practitioners who have showed an interest in contributing to the preparation of the LTTC and to being associated to the course in the future.

The seminar participants represented a diversity of profiles: from local youth workers, to international youth organisation representatives, from experts on questions of social rights to representatives of European institutions dealing with international youth work. Variety determined a lot of exchanges of views and practices. Participants came from 17 members states of the Council of Europe.

The seminar was organised jointly by the Youth Department and the Congress of Local and Regional Authorities of the Council of Europe. Two members of the Congress joined the seminar and provided very valuable input from their perspective to the LTTC.

Programme Flow

o *For the detailed daily programme please check Appendix 1*

Following an introductory session in which participants were introduced to the seminar, its aims and objectives and to the Enter! project background, they were asked to introduce also themselves and to share the realities in which they work. To better contextualise the seminar and to start to focus on the Enter! project and the question of access of young people to social rights, participants received two inputs on social rights and on challenges to access to social rights from two speakers, Regis Brillat from the Secretariat of the European Social Charter and, respectively, Leena Suurpa from the Pool of European Youth Researchers.

After these inputs, participants shared in working groups their experiences and realities focusing on two main issues: the challenges young people are facing to access social rights in their realities, and the role of their own organisations, civil society in general and local authorities, in facilitating the access of young people to social rights.

Starting with the second day of the seminar, participants focused on defining features of the Long-Term Training Course for youth workers on access to social rights for young people. During inputs and then in working groups, participants made recommendations for the preparation of the Enter! LTTC and for the stakeholders of the Enter! project. The seminar was concluded by participants expressing their interest in taking an active role during the whole project and by evaluation and closing remarks.

Main conclusions regarding the preparation for the Long-term Training course Enter!

Since the beginning of the preparatory seminar, all the participants agreed on the fact that Enter! should carefully consider the lessons learnt in the first edition of the project.

One first lesson learnt is that the Congress of Local and Regional Authorities of the Council of Europe has an essential role in the preparation of activities for 2012 – 2014, clearly because the question of access to social rights is often dealt with at local level by local and regional authorities. The Congress can inform its members, raise awareness about the project and its aims, support the dialogue between its members, young people and the youth workers for improving access to social rights.

A second strong conclusion was that young people are crucial in the whole process as active participants and actors of change! They have to be involved in the project since the beginning: their needs and their expectations are essential to have significant projects by the youth workers who will attend the LTTC.

Participants agreed that young people should be involved in the local projects as the main actors, at local level, and also, on the other hand at international level, they should also have the chance to participate in international meetings such as the one organised in 2011, the Enter! Youth Meeting.

A third essential conclusion is that research should be part of the whole Enter! project, and possibly be present since the very beginning of the course. In this case, researchers could support/advice the trainers team of the LTTC and organisers while defining participants' profiles as well as the final beneficiaries of the local projects. On the other side, research can support participants to explore the meaning of "disadvantaged contexts", during the training course. Thus, researchers can be involved in the whole process and play different roles: they can facilitate some sessions during the training course, they can be considered as resource persons, as rapporteurs, as evaluators and source of inspiration and not merely as data providers. Research can also benefit from LTTC, by analysing practices and information related to the two main dimensions of the course: youth work and access of young people to social rights.

Another conclusion of the preparatory seminar is that if the LTTC wants to be inclusive for the huge variety of youth workers in Europe, it should focus on their commitment and on the multiplying effect their actions and projects should generate in their local realities. This means concretely that the LTTC candidates should engage their organisations in the Enter! project since the beginning and especially while realising the local projects. Organisations should be also informed about what the participation in the LTTC implies for their candidate.

The preparatory seminar also made recommendations related to the visiblity and dissemination of information related to the LTTC. In order to reach local youth workers, the call and the application form should be clarified and simplified. The focus of the LTTC should be explicit: youth work as a tool to facilitate young people access to social rights. The information on the project should use more focused channels in order to reach people that are motivated to participate and to engage themselves in a LTTC.

The question of bilingualism was also raised in relation to the inclusiveness of the LTTC. The course should be bilingual in order to facilitate the access of a variety of participants and also to stimulate

the intercultural learning dimension of the course itself. It is sure that this aspect should be carefully taken into consideration while developing the LTTC and defining methodology and methods to be used in order not to overload the trainers and participants.

When considering more the curriculum of the LTTC, it has been recommended to consider to give more space to developing the competences of participants on advocacy and also on how to enter on dialogue with local and regional authorities.

The E-learning units should serve to accompany the participants in their learning process, but above all they should serve to facilitate communication in the group, to share experiences and practices. All in all, the e-learning units and the use of the platform itself should be simplified.

The project phase of the LTTC should be supported in properly monitored. Project visits, or alternatively local/regional meetings, may be foreseen to accompany participants in the implementation of their local projects. The project and its results should be socially and educationally recognised.

Some attention was also recommended to making links between the participants from the first edition of the course and the participants in the second edition. The participants from the first edition may have a crucial function in the project implementation phase of the participants of this edition: they could in fact support participants sharing their experiences and practices, or acting as peer mentors.

As for the social recognition, participants should receive tools such as a tailor-made certificates or support letters. Their projects and experiences (video, clips, reports) should be visible in the enter.coe.int webpage, in the stakeholders websites, in the social media. Some articles could be published in Coyote magazine or other media.

As for the educational recognition, it was strongly advised to use the revised version of the Portfolio of competences for youth workers/youth leaders.

The participants in the preparatory seminar repeated also quite often that during the whole project there is no need to "reinvent the wheel": it should be ensured that existing tools and practices are taken into consideration and used and that the course focuses on the core of supporting youth workers in being more competent in working with young people for access to social rights and with local authorities to advocate for social change.

The list of detailed recommendations made during the preparatory seminar follows in the section of the second working day.

Daily Programme

What follows is a daily report summarising the inputs and outcomes of each session of the preparatory seminar. The complete inputs of the keynote speeches can be found in appendix.

Tuesday, 18 September 2012

Session 1 – Introductions and welcome words

Ilaria Esposito, on behalf of the Advisory Council on Youth of the Council of Europe, and Joanne Hunting, on behalf of the Congress of Local and Regional Authorities of the Council of Europe, welcomed participants and introduced the seminar.

After a round of introductions, Tina Mulcahy, Acting Head of the Youth Department, opened the seminar and introduced the Youth Department and especially the European Youth Centre in Strasbourg, underlying that it was built in 1972, created in response to 1968 unrest in Europe to give a place to young people to exchange ideas, to build democracy and actively participate in society, avoiding social exclusion. She pointed out the very actual necessity to create a culture of human rights in order to make people aware of their rights and the existing mechanisms to protect them. The Youth Department plays, nowadays, a very central role in supporting and enhancing the access of young people to social rights, organising projects such as Enter!, giving financial support to local youth projects through the European Youth Foundation, facilitating the cooperation at local level between different stakeholders, facilitating the creation of networks. Tina Mulcahy underlined the importance to give continuity to Enter! as a concrete action in supporting young people's access to social rights.

After Tina Mulcahy's speech, Dmitri Marchenkov, from the Congress of Local and Regional Authorities of Council of Europe, welcomed the participants. He mentioned that there are 636 Congress members. Local and regional authorities are the closest to citizens, they have ability to work directly with them. They have, both the responsibility for the well-being of their communities, and the responsibility for enacting national policies in local communities. In 2010, the Congress adopted a resolution acknowledging and combating youth issues of exclusion in disadvantaged neighbourhoods, namely the Resolution 319. Nowadays, the Congress tries to enhance the dialogue between local and regional authorities and young people. Projects such as Enter! are very useful to support the dialogue between young people and local and regional authorities.

Session 2 – Expectations and contributions

After the official opening of the seminar, Silvia Volpi introduced the aim and objectives of the seminar as well as the working methods and approaches. The participants had time to revise and complement also the expectations and contributions to the seminar, as written in their application

forms. Participants' expectations wereclustered in two main subgroups: expectations towards the preparatory seminar and expectations towards the Enter! project, as follows:

o **Expectations towards the preparatory seminar**

One of the most common expectation of the group was to share information regarding their realities and challenges they face while working with young people in disadvantaged contexts, their experiences, practices and tools in relation to the theme of the seminar.

Another common expectation was to get ideas and information on how to make training courses closer to reality, how to work across languages, cultures, countries and local contexts, how to motivate and support local youth organisations to work internationally and also how to bring international experiences back to the local contexts.

Some participants expected also to get inspiration for future co-operation and future projects, to build networks and partnerships between local authorities and youth workers in order to develop significant projects at local level.

o **Expectations towards the Enter! project**

Some participants expressed the need to identify clear domains in which they can clearly contribute, to design the Enter! project.

Others expressed the expectations to identify the needs of youth workers and the different elements and components of next LTTC as concrete as possible and also close to the local realities. In relation to the LTTC, it was pointed out also the importance of defining the role of the research as well as the level of commitment of the participants, after the end of the preparatory seminar.

Finally most the participants underlined the expectation to be able to make the link between the first LTTC 2009/2011 and the second LTTC.

After the rounds of expectations, participants had also the chance to express their contributions to the preparatory seminar and their envisaged contribution to the Enter! project after the preparatory seminar.

o **Contributions to the preparatory seminar**

Most of participants pointed out they could contribute bringing and sharing their working experiences at local and international level (being a youth worker, a consultant for local authorities, an expert in counselling, an expert in specific areas such as social justice and social affairs, social inclusion of very deprived young people, a volunteer). Part of the group underlined their eagerness to share good practices and experiences gained in Enter! in the previous activities.

Participants also expressed their motivation to share their knowledge on young people and social rights, mainly sharing results of researches and data on social rights access, on social work efficacy and social workers' realities, for instance regarding disabled young people.

Some participants wanted to contribute sharing challenges gone through several projects addressing social rights and involving marginalized youngsters and also challenges faced by local youth organisations in nowadays realities.

Finally most of the participants wanted to contribute sharing training tools, techniques, methods that could be used for the Enter! LTTC.

- o **Contributions to the Enter! project, after the preparatory seminar**

The whole group confirmed the strong commitment to be connected with the Enter! project after the preparatory seminar, in different roles and in different phases. The participants saw themselves engaging their organisations and institutions in the project and also promoting the project among young people they work with and also colleagues, who could be interested to apply for the LTTC.

In relation to the LTTC, they were interested to contribute acting as researchers, trainers and facilitators, participants, organisers of local initiatives or seminars, organisers of pilot project on social rights in their realities, making links between local authorities and youth workers, providing resources and tools such as methods and publications, information on SALTO and Youth in Action programme etc.

Session 3 - Introduction to the Enter! project

Ilaria Esposito introduced the Enter! project as the first attempt to respond to social exclusion, violence, and discrimination faced by young people, especially in the neighbourhoods. The project was proposed by the statutory bodies of the youth sector of the Council of Europe. It was an innovative process, started in 2009, because it ventured into the policy making area. Almost 400 people were involved in drafting the recommendations to support the access of young people to social rights. It has been the first step towards a participatory process.

Mara Georgescu revisited the entire Enter! process from 2009 to 2012, to create a common framework of understanding of the project, in which to kick off the preparation of the Enter! LTTC 2012-2014. The focus of the entire project was on exclusion, discrimination and violence. In particular the aims of the project were:

- o to raise awareness of young people facing, exclusion, discrimination and violence;

- o to stimulate national and local governments to set up youth policies adequate to the youth needs;

- o to stimulate the youth work to facilitate the access of young people to social rights[2].

Enter! was based on three main pillars, such as using the potential of non-formal education, preventing social exclusion by using the human rights framework and combating discrimination.

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2 Social rights are the ones contained in the European Social Charter: freedom from discrimination, health, employment, participation, quality education, information, social security.

Among project activities run between 2009 and 2012, the main focus was on the LTTC, a long-term training course for youth workers to develop their competences to combat social exclusion through the development of local projects for and with young people. The local projects addressed a variety of issues and used several and different approaches to have a consistent impact on the local realities and on the personal growth of the young people.

Furthermore in the framework of Enter!, steps were made in order to influence youth policy. A set of recommendations for governments was developed through a participatory process with young people (resulting in the Enter! Youth Meeting which brought together some 180 participants) and youth workers. All the proposal made throughout Enter! were put together in a draft policy recommendation which is at the moment under discussion in the Committee of Ministers of the Council of Europe. When adopted, this recommendation will provide member states of the Council of Europe with policy input and proposal for action in order to improve the access of young people to social rights.

In addition to what Mara introduced, some participants who were previously involved in Enter!, underlined four main elements:

o   the project had a richness and diversity in approaches, projects, stories which it is difficult to measure or represent;

o   the results of the first project will be visible in a longer period because changes require time;

o   the cooperation with local and regional authorities should be improved in future Enter! project activities;

o   the meeting with young people gave them the motivation to continue to be active at local level.

Session 4 - Getting to know each other

After the break, participants were asked to start to know better each other, sharing their experiences on Enter!, their experiences as youth workers, their experiences while addressing themes related to social rights in their local work. The method used was the "Carrousel", to give the chance to everyone to speak with other participants in a dynamic way. At the end of the exercise, participants were motivated to continue to share more and to discover more on Enter! and had more information about the previous activities in Enter!

Session 5 - Introduction of the European Social Charter

Régis Brillat, representing the European Social Charter Secretariat, Council of Europe, introduced the European Social Charter with a specific focus on what the different actors involved in Enter! should do in order to facilitate young people's access to social rights. The European Social Charter is a treaty adopted by the Council of Europe and complementary to the European Convention on Human Rights. Both treaties are related to the rights defined in the Universal Declaration of Human Rights. The European Social Charter sets out rights and freedoms and provides also a control mechanism guaranteeing they are respected by the member states. It was revised in 1996 and the new version is

gradually replacing the original text of 1961. Currently 43 of the 47 member states of the Council of Europe have ratified the Charter.

The rights mentioned in the Charted are related to housing, health, education, employment, social protection and non-discrimination. The monitoring the implementation of the Charter is provided by the European Committee of Social Rights. Unlike other monitoring bodies of the Council of Europe, this is small body as it consists of only 15 members which are independent. The Committee has exclusive jurisdiction to decide whether the situation in the member states is conform or not with the Treaty.

On the other side, trade unions and non-governmental organisations can bring collective complaints to the European Committee of Social Rights, whenever violations of the European Social Charter occur.

After the presentation of the European Social Charter and the monitoring mechanisms, Régis Brillat underlined the fact that apart the European Committee and the governments, social partners, non-governmental organisations, citizens play an important role in the implementation and respect of the Charter itself. To see the Charter fully implemented and respected, he suggested to undertake the following steps, especially while preparing the Enter! project:

o   To gain knowledge about the European Social Charter and its protection mechanisms;

o   To share good practices, existing at national and local levels, to understand how the Treaty can be implemented in different contexts;

o   To raise awareness of the European Social Charter. The target group may be neighbours, associations, colleagues, youth but also institutions;

o   To advocate for your social rights, claiming for your rights and support the others while claiming for their rights.

After the speech, some questions were raised, stimulating a plenary debate on concrete cases.

Hereafter the questions raised by participants to Régis Brillat:

o   What can we do more than bringing collective complaints ?
o   Can you provide concrete examples of recent complaints ?
o   Why 4 countries did not ratify the Charter ? What's the actions of the Council of Europe towards those countries who did not ratify the Charter ? How trade unions and NGOs can bring complaints ?
o   How the members of the Social Charter Committee are selected?
o   What is the follow-up to the Committee's resolutions? What are the resolutions coming out next December?
o   How does the Committee decide on complaints?

When a decision is made, NGOs can translate it into national language and make it circulate throughout their channels to stimulate the government to take appropriate measures. A complaint can be launched to the national court, using the decision of the Committee. NGOs can also act on

behalf of the young people, bringing complaints to the Social Charter Committee. More should be done to involve local and regional authorities, also throughout the work of local NGOs.

Recently the Social Charter Committee has dealt cases related to Roma issues, housing, health and education.

As for the 4 countries that have not yet ratified the Treaty, there are different reasons behind. Monaco took commitments, but did not respect it. The other countries were not supposed to be committed when they entered the Council of Europe. What should be underlined is that in fifteen years 23 countries were « convinced » to ratify the Charter. Among the 43 countries that have ratified the Charter, only 15 have accepted the collective complaints procedure. The Council of Europe can recommend to adopt and respect the Charter, but cannot oblige the countries. NGOs and trade unions can lobby with the local, regional and national authorities to make the collective complaints procedure accepted. Only National and European Trade Unions and the NGOs registered within Council of Europe can launch a complaint.

Every country presents candidates to the Social Rights Committee and the Committee of Ministers make the final selection.

States' reports are reliable, sometimes just not complete. The Committee has to make sure that States apply the Social Charter. NGOs have the possibility to provide information to citizens and raise their awareness.

Session 6 - Young people and access to rights: challenges and perspectives

Leena Suurpä, from Finnish Youth Research Network and the Pool of Europe Youth Researchers, gave an input on young people and access to rights, based on a comparative research she run in France and Finland.

Using one professional experience recently lived in Paris, Leena Suurpä pointed out that challenges may occur when the topic of young people's rights is at stake and adults' engagement embedded in it. In particular, three aspects with regard to young people's access to rights can be mentioned:

o The complexity of the whole issue of social rights of the youth
o The interplay between rights and respect
o The roles and responsibilities of youth work

The complexity of the whole issue of social rights of the youth

Young people are engaged in their local and global living environments at many levels, as political actors, as beneficiaries of services, as civic agents in a variety of formal and informal milieux. At the same time, their insecure position is not simply related to their legal minor position or vulnerable formal status in socioeconomic terms. It may also implies the fragility of social networks, limited knowledge of rights available for young people, sense of loneliness and disrespect or a loose sense of moral belonging to the surrounding community, society or more global environment.

From the youth work perspective, it is highly significant that all these interrelated levels are taken into account, even if contemporary policy and media discussion very much emphasises formal issues linked with employment and education, leaving young people's everyday experiences on their social life aside.

Very often young people look for a multisided understanding of justice and by contrary of injustice, as associated to rights. Iris Marion Young, has elaborated five overlapping notions of injustice (exploitation, marginalization, powerlessness, cultural imperialism, violence) which provides an alternative approach to the theme (slightly different from the one mostly used in the youth field), that youth workers should consider while working with young people and dealing with social rights issues.

The interplay between rights and respect

Young people's rights are tightly connected with the struggle for respectability and young people's quest to be recognised as important members of the society, not only stigmatised as deprived or victims. Social exclusion or marginalization from rights is closely related to the issue of social identities: an important responsibility of adult professionals working with the youth is to promote a certain collective – and as such constructive – pride also among those young people being deprived or discontented.

When talking about excluded or stigmatized youth groups, the temptation to tell incomplete stories may be very strong. By the contrary we should allow young people with whom we work to be complex, ambivalent, ethically ambiguous and emotionally contradictory. In more theoretical terms, it means that professional researchers and youth workers should avoid using absolute moral categories of "powerless victims" or "dangerous threats". Whether classified as a threat or as a victim, the perception of precarious people contributes to the understanding of young people as citizens without any positive attributes of citizenship.

As we live in a mediated world, one increasingly important partner of the youth work and policy is the media and its diverse public spheres.

When young people's rights are discussed, it is important to assess in a careful manner current societal structures, in fact the issue of young people's rights is never only a "youth issue" or a "youth problem", but as an intergenerational issue or problem.

The roles and responsibilities of youth work

There is an increasing European attention to the crucial role of the field of youth work in combating young people's exclusion at different levels & increasingly horizontal understanding of youth policy and youth work. Nowadays, the field of youth work, throughout Europe, faces different challenges. A crucial question in this context is whether the main driver for youth work professionals is related to the promotion of young people's identity, social belonging and collective engagement in the society, or if the primary concern, also for youth workers, is to invest efficiently in individual young persons' competences and qualifications, particularly in educational and labour market. This tension has to do

with the essence of youth sector itself: whether it advocates young people's rights in terms of their path to adulthood or rather support young people's "youth cultural rights" to be young.

The question is very complex and looking at it, we should remember that social inclusion of young people does not concern only welfare-related policies but implies an idea of democracy and engagement of young people in society.

A general assumption is that many policies and programmes are structured by a concept of social integration that is narrowly interpreted in terms of labour market integration, a concept which does not take into account carefully enough individuals' fragmented biographical realities.

Critical voices state that youth work's role as a democratic forum has been weakened, due to the combination of economic recession and increasing investment perspective. Socioeconomic challenges in youth people's lives are often emphasized at the detriment of other right-claims. Youth work is more and more seen as an important welfare-related profession, with huge responsibilities and tasks and, in a contradictory way, with very moderate resources to face challenges and obstacles. If the trend is to treat social inclusion (or exclusion) as an individual asset rather than as part of the social condition of society, youth work can be one profession to seriously rethink this tendency. Youth work professionals need to take an active stance toward the question on which investment gives young people the best chances for empowerment in terms of their access to multifaceted rights – inside and outside socioeconomic contexts.

There is also another kind of youth work, the one that calls itself as "social forum" in which youth workers have the responsibilities to engage young people to find collective solutions to social problems. Another way to interpret the youth workers' roles and responsibilities takes inspiration from "critical pedagogy". In this case their main aim it to raise critical citizens more than active citizens in a collective way.

A significant responsibility of all those working in the youth field has to do with silent knowledge captured in the everyday experiences of young people – daily experiences of marginalization, alienation, violence but also of power, success, confidence. One significant responsibility of the youth worker is to trace counter-knowledge, counter-discourses and counter-action: to be able to express the issues that can't be verbally formulated in any easy way, that have been muted – or that are not easily accessible in any official form. Negative stigmas of "others" – young people with different forms of minority backgrounds, in particular – are never just stigmas; they have been proved to have concrete implications in young people's lives.

After Leena's input, some comments were raised by participants. It was said with different accent and from different people, that stigmas should be removed. Youth workers should be aware of different categorisations of young people such as "lost generation", "sacrificed generation", "bamboccioni" and fight against it. The focus should be on how to engage young people and how to make links between them and other generations. Youth workers should advocate in order not to categorise and not to accept categories created at political level. There is a need of critical thinking in order to foresee alternatives: we may want to consider to focus more on the characteristics of the context than on labelling people.

It is also important to recognise that if young people are discriminated, they will at their turn discriminate other people. It is important to stimulate young people to support each other in their context and in society in order to fight against discrimination.

In brief, it was suggested that Enter! should deal with the following issues:

o   Institutional violence and discrimination,
o   Generations vs origins of people,
o   Silent knowledge of young people and active listening of youth workers,
o   Labeling vs discovering identities.

Session 7 - Working groups on sharing realities of young people in Europe

Taking inspiration from the discourse on youth access to social rights, young people's complex realities and youth workers' roles and responsibilities, presented by Leena Suurpä, participants were asked to share experiences and perceptions on

o   The main challenges young people are facing to access social rights, in their realities;

o   The role of their own organisations, civil society in general and local authorities to facilitate the access of young people to social rights.

The work in all the five groups was very fruitful and creating a cooperative atmosphere among participants. The main results of the working groups can be summarised in three different paragraphs: challenges, ideas to improve young people's access to social rights, recommendations for the Enter! project.

Challenges:
o   Economic crisis implies loss of jobs, which implies lack of participation, depression, isolation;

o   Unemployment, lack of autonomy and housing are the main problems young people are facing everywhere in nowadays Europe. Being unemployed affects also the active participation of young people in public sphere, prevent them to active in society;

o   Very often social and youth work tend to focus on the problem the young person is facing (housing, unemployment, health issues) and not on the person and its complexity;

o   Young people, especially the ones living in disadvantaged areas and contexts, are not aware about their rights and by consequence they are not used to claim for them;

o   Young people are often demotivated to actively and critically participate in society. It may happen that despite the fact to be consulted on certain issues, they decide not to be part in the implementation process of the taken decisions;

o   Isolation (especially in rural areas) is preventing young people to be active and participative as they – probably – would like to be; in these cases, the access to transportation, infrastructures and education is still a problem young people are facing;

o   Discrimination, violence and police harrassment are affecting young people in nowadays societies;

o   Youth is not a priority in public institutions with the consequence that welfare and youth services are decrising or even cut;

o   The administrative services in public institutions are not youth friendly: they may prevent young people to take initiative and be proactive;

o   Segregation of Roma people is still a question to be answered: how does culture affect social rights?

o   How to include young people who are excluded most? Those who have extra obstacles (e.g. disability, special needs, criminal past) should be carefully considered in youth policies strategies;

o   There is a lack of professionals in youth work and especially of youth experts in coaching young people in their paths towards autonomy.

Ideas to improve young people access to social rights:
o   Not only see problems as 'individual' (young people's fault), but also a society that fails to give young people social rights (collective) – it needs a collaborative intervention: youth work, local authorities, regional/national governments;

o   Consider young people as persons and not as depositary of problems;

o   How to allow young people to be part of the solution? Empower them, give them tools to create their own solution. Young people know best what are their needs (experts in their own lives). How to move away from the approach that we (youth workers, policy makers,…) know what young people need – no projects FOR them, but BY them;

o   Support youth participation and consider new forms of participation: not everybody is going to speak at a council meeting or vote – what about Facebook activism, flash mobs, other methods;

o   How to take young people's needs into account? Start from their needs – and not only do something when things went wrong (protests, etc.) just to 'appease society', just showing that 'something is done', but without starting from the needs;

o   Drop the voting age to 16 to allow young people to express their ideas, to voice their opinions;

o   Some young people are taken care of by the system (coaching, institutions) but after a certain age, they fall out of the boat (no more support, you are supposed to be 'ready' or 'adult'). We need to prepare young people in care for autonomy;

o   Increase local and national programmes to support youth work;

- o Create possibilities (funding, programmes) to allow young people to set up programmes for themselves (social entrepreneurship projects). Buy into young people's ideas, thoughts, knowledge;

- o Formal education is not preparing young people for employment, labour market (too knowledge based, nothing about practical skills, work on attitudes, empowerment, motivation,…). Create more cooperation/joined up thinking between school (colleges), employers and local councils – more experience of working life;

- o We need to focus on how to coach young people, keep them motivated, on board – keep them from falling out of the system or giving up. Youth workers have a role in creating and maintaining hope;

- o Consider the difficulties young people are facing in the transition period/age to adulthood and support them with services and opportunities;

- o Do not prosecute youth for meeting in public spaces, but create spaces for young people to meet and express their opinions;

- o Youth service should be both specific (specialised, separate departments) as well as transversal (different sectors as housing, employment etc.) – not see them isolated;

- o Provide youth workers and young people with tools to advocate for their rights more strongly.

Recommendations to the future Enter! activities and the LTTC:
First of all it was underlined that the lessons learnt in Enter! should be taken into consideration while drafting future activities. Particularly the future Enter! project should:

- o Identify young people's and youth workers' needs at first, in order to develop a consistent project;

- o Support young people to formulate their needs – and support authorities to ask the needs of young people;

- o Include young people at the very early stage of the project;

- o Have an inclusive approach, while defining the participants' profiles. All youth workers, working in different contexts and with different youth profiles (disabilities, orphans, HIV patients, people with different sexual orientation, etc.) should have the chance to be included in the project;

- o Strengthen the co-operation between different stakeholders and partners and especially between youth workers and local and regional authorities;

- o Support youth workers to learn about grassroots democracy and link them with local and regional authorities;

- o Take care of producing youth-friendly documents and materials and possibly translate them into different languages in order to be used at local levels, where the projects are going to be implemented;

- o Include non-formal education principles in the local projects and make projects really participatory;

- o Develop tools for young people to talk to politicians and claim their rights;

- o Take action to tackle injustice and re-responsibilise citizens for the general well-being in society – it's everybody's business to make sure everybody's rights are respected;

- o Inform/educate young people about their social rights – but also how they can make their rights respected – or help if rights are not respected;

- o Coach young people through their lives – avoiding things going wrong – righting wrongs;

- o Let young people gain fundraising skills in order to be able to implement the projects they need/want;

- o Support projects that work for and by young people;

- o Follow up, monitor and visit the local projects, in order to support them and their implementation;

- o Choose a focus for the LTTC: for instance unemployment and the social rights related to it;

- o Take needed steps to make youth work more recognised.

The first working day was concluded inviting the whole participants to attend an informal meeting after dinner, to present tools, documents, materials related to social rights issues. Most of the participants attended the meeting and shared their practices, tools and materials, reinforcing the co-operative atmosphere.

The programme of the day was introduced by Thierry Dufour. As the informal meeting of the day before was very interesting and productive, the participants asked to start the day sharing one more experience before getting into the formal programme. Tania De St Croix took the floor and shared her experience as youth worker and the challenges faced in her reality.

Session 1 – What is in a LTTC? The philosophy behind LTTCs in the youth sector of the Council of Europe

Rui Gomes, the Head of Education and training Division of the youth sector, provided an input on this topic, revisiting first of all the history of LTTCs. The first LTTC started in 1990 and it took more than two years to get through because the people in charge at the time were not convinced that supporting youth work was their responsibility. They were convinced that youth work belonged to the vocational training field and to the labour market. The direct target group of an LTTC is "real youth workers", professionals who work with young people on a daily basis. The indirect target group is young people, which are involved in the projects, run by the youth workers in their local reality.

Nowadays, very often the courses suffer from the relatively undefined status of youth work and its precarious condition.

A LTTC can be defined as an empowering practice, the best learning experience you can have, passing throughout the entire experiential learning cycle. The ideal learning situation in a LTTC is a good balance of learning involvement and practice. A LTTC is a place in which youth workers are coming to learn about youth policy, youth work, intercultural learning, self-development, project management, facilitation and how to implement a youth project in a participatory way.

LTTC is the acronym for long term training course, because it is over a long period of time, between one and two years. Usually, the course starts with an introduction seminar of 8 to 14 days, in which participants learn about the Council of Europe, share their realities, deepen their understanding of youth work and youth policies development, learn about project management and set up a project to be implemented in their local realities. After the introductory seminar, participants are supposed to implement their projects locally. The trainers support participants, mentoring them, visiting the projects, implementing E-learning units. At the end of the cycle, participants come back for another seminar, to evaluate their learning and their projects.

The typical tensions encountered in long-term training courses are the following:

> **Personal vs. Organizational.** Participants come to the LTTC with the support of their organisations, but very often a gap occurs between the participants and organisations. We are still searching the way to fully commit the organisations to support participants to use what they have learnt in the organisations themselves, while implementing their projects.
> **Learning vs. Success.** We can learn from an experience. As long as we have the tools, we can learn also from our failed projects. For many people, including us, success is to implement a project.

- ➢ **Educational criteria vs. feasibility criteria.** Projects are run in accordance with criteria, but those criteria often do not correspond with the realities or are understood differently.
- ➢ **Project vs. Reality.** We should be sure that the project idea is relevant for the context in which we want to implement it. Something else is when we want to implement a project, which is relevant to our reality and there is no funding to do so. External conditions/reality can prevent the implementation of a meaningful project.
- ➢ **Education v. Social.** To which extent a project is to learn and to which extent is to bring about changes in society.
- ➢ **Group v. Individual.** We should consider individual needs, but at the same time follow and support the group.
- ➢ **Short term v. long term.** LTTC is long term, so we need to get ready for long term impact. If organisations are involved since the beginning and for the whole duration of the LTTC, it is easier to guarantee the impact at local level.
- ➢ **Multiplier v. Professional.** We work with multipliers. Sometimes after a course, people want to move on somewhere else. If an organization is involved, long term success is more likely.

Questions and Answers

Q1: We need benchmarks and ex-ante evaluations. How do you do that? Do you set marks at the very beginning?

Q2: There is also a tension between how much to be expected from the course and how you are expected to lead to success, as a trainer. Success cannot be measured sometimes.

A: We encourage workers to set their benchmarks and goals. This is undoubtedly the most challenging phase in the LTTC because not everyone is used to this. It is the difference between activism and working on a project. Many people are more focused on activity than actually working on projects, with aims and objectives. It is difficult to succeed to implement a project and to have an impact, without these pre-determined benchmarks.

I did not mention the tension between the Institution and the means. Since in the first Enter! LTTC, not all the projects were funded. Sometimes this backfires because there can be absolutely no resources available for youth workers to implement their projects. We have had more successful stories with funded programs, although that is not the only success in one LTTC. It is a very heavy responsibility on some participants to sell their projects and fundraise for them. The LTTC also highlights the differences in Europe: for instance, you may come from a town that funds youth programmes, but many places will not and you will not have the possibility to implement your project.

Session 2 - Challenges in the first edition of the Enter! LTTC

Rui Gomes also gave some insights on this topic. The first edition of the Enter! LTTC was a very long term training course. It covered four years time, from 2009 to 2012. The focus was on access to social rights of young people from disadvantaged neighbourhoods. The course was about the most meaningful way that the Council of Europe responded for situations of exclusion, discrimination and violence in Europe. It brought together 30 youth workers.

Enter! has been very evaluated and among the main achievements, the following can be mentioned:

- One of the main results of the course was the connection between youth work and youth policy, being that during the entire process policy recommendations were elaborated. In a few months we hope that the Committee of Ministers is going to adopt them. If at European level the connection between youth work and youth policy has brought excellent results, at very local level, the course could not guarantee the same;
- Young people were involved in the course, to point out the fact that projects have to be run not only for young people but also with young people;
- Different stakeholders were involved in the entire course, bringing energy, inspiration and resources;
- All the persons (from participants to trainers, from organisers to partners) were extremely committed to the project and this committment allowed for the success of the course.

Among the main course shortcomings, the following can be reminded:

- Youth work it is not the only area of work that can make a change in terms of social inclusion and facilitation of the access of young people to social rights. Other areas can be very influential such as training and education, employment, housing and so on, also because the budgets belong to their related ministries;
- The Council of Europe cannot have a direct influence on local territories without the co-operation with local and regional authorities;
- Neighborhoods are disadvantaged and not the young people we work with. The problem of developing the LTTC around this concept has brought long debates in the LTTC and beyond;
- In theory, young people should be involved as full agents in the course. In practice we should consider the difficulties and challenges we have to face, in order to set strategies and tools to overcome them;
- Participants are more and more precarious in their jobs and even if they are initially very motivated to attend a very long term training course, they cannot ensure their full participation, because their priority is to find a stable job;
- In Enter! it was not easy to recruit participants with strong connections with local or regional authorities. The fact not to have had a full support of the local and regional authorities implied in many cases a scarce impact of the projects in local territories and few visible and tangible results of the job done by the youth workers;
- It was difficult to focus on specific competencies during the course;
- Diverging criteria for learning and for successful projects, were adding extra challenges to the course.

At the end of the presentation, especially the participants who experienced Enter!, added their points of view in terms of achievements and shortcomings, namely:

- In the next Enter! LTTC, innovation will be a challenge again. The little steps of communication and reporting are always a challenge. For instance in Enter! first LTTC edition the focus of the LTTC or the target group were not so visible and understandable for the institutions, and it is why they were not so committed;

- The Congress of Local and Regional Authorities was not involved in Enter! too actively and it was criticised for that. Trainers were confused about the role of

Congress. Congress should be involved since the very beginning of next Enter! LTTC. Congress resolutions should be used as a basis in the area of policy;

o The potential of a bilingual course was also a challenge. It should carefully be considered for the next Enter! LTTC, if to keep it bilingual and which strategies to use in order to make the course really bilingual and efficient for participants and trainers;

o It is important to keep the ability to change plans, adapt programmes when needed during a very long term training course, to be able to reach the initial objectives.

Session 3 - Perspectives for cooperation between local and regional authorities and youth work

Mara Georgescu introduced a plenary debate around the role of local and regional authorities in the next Enter! LTTC and the possible cooperation with the youth work field. Mara summarised some of the points already mentioned in the previous sessions, namely:

o the relationship between local and regional authorities and youth work should be strengthened;

o youth services should both be specific and transversal;

o youth services cannot just be cut;

o it is necessary to develop tools for youth to meet institutions, and to invest in young people, to believe in what they can do in terms of funding, information, and education.

Mara then opened the floor for other ideas and contributions, particularly by the two representatives of the Congress, Eunice Campbell Clarke and Dusica Davidovic. Here is a summary of the discussion conclusions:

o it is important to raise the awareness of the Congress and its members about Enter! and engage them as soon as possible in the process. For example, in the future Congress meetings a session on youth social rights could be organised;

o where the individual interacts with the State is at the local level, in all social policy areas. While fostering the cooperation between local and regional authorities and youth work, it should be considered two key issues, the tensions between NGOs and local authorities and the funding issues;

o a support letter from the Congress to participants to initiate contact with local authorities would say a lot

o it is also important to equip youth workers with competences and information on how Institutions work, so that would avoid a lot of frustration in presenting ideas and applying for funding;

o in order to support youth workers to make sustainable projects and also to get support from Institutions, cooperating with them while running their local projects, some existing tools can

be used. "Making Waves" (publication by SALTO) offers tips on how to work effectively with elected representatives and how to use efficiently the media;

o youth workers should contact the departments that are managing the areas of their interest, to establish closer cooperation. For instance, if the focus of their project is on health issues, they should contact not the local or regional Institution as such, but the health department.

o It should be reminded that Enter! is not only about youth work, but the focus is on social rights. Intersectorial workshops can be run. Public transport and urban planning are examples of areas where young people can use their rights to express their ideas and it may be interesting addressing these issues in the LTTC;

o Youth work is one of the tools to facilitate access to social rights. Not all young people need capacity building activities. In terms of perseverance, there are people with the power but without the advocacy competences. It may be considered to work on stimulating the perseverance of young people. Youth workers should be tools to facilitate young people's access to social rights. Young people may need not only youth work activities and projects, but other kind of activities such as counselling, guidance, advocacy and so on.

Session 4 - Thematic working groups to prepare the Enter ! LTTC

After all the inputs, the plenary sharing and the sharing of realities of the previous day, participants were asked to work more specifically on preparing the next LTTC features. Participants could choose to work in one of the three working groups defined by the facilitators. The groups could work the whole afternoon and 1 hour of the next morning in order to be ready to present their conclusions in plenary at 10.00 am the next day. The working groups were the following:

Working group 1 focusing on:
- the role of research in the LTTC,
- the visibility/promotion of the LTTC,
- the tools needed at local level or at educational level,
- the recognition of competences participants gain throughout the LTTC.

Working group 2 focusing on:
- profiling participants in the LTTC,
- criteria for projects participants will implement at local level,
- support measures for participants during the phase of project implementation.

Working group 3 focusing on:
- cooperation between local and regional authorities and youth workers and young people in relation to the LTTC,
- other stakeholders to be involved in the LTTC.

Thursday, 20 September 2012

Session 1 – Recommendations for the LTTC by thematic working groups

The day started sharing the results of the working groups in plenary. What follows is a synthesis of the working group outcomes.

Some general comments were made on the LTTC draft outline, as follows:
- The formulation of the scope in the actual draft outline of the LTTC is quite ambivalent and can create misunderstandings among the applicants. It is crucial to explicit if the focus is more on social rights, on youth work or on both;

- The course outline should explain why the Enter! LTTC is so special and so needed. For instance, keep on clarifying how to translate the problems faced by young people into rights and especially into social rights;

- In the course outline there needs to be a clear link between awareness raising – access to social rights – provoking individual and societal changes;

- The outline should underline that neither young people nor youth workers are islands: they live in specific contexts which should be considered in order to facilitate their access to social rights;

- The outline should underline the importance of inter-generational solidarity while speaking about social rights;

- The call for participants and the application form should be simplified.

What follows are the specific comments and remarks for the improvement of the Enter! project description:
- As for the aims and objectives of the Enter project: the aim mentions the production of educational resources, but these do not appear anymore in the activities: when, where and how should this production take place?
- Objectives, can be reformulated as follows: take out the "living in multicultural neighbourhoods" in the first objective and clarify if we are addressing social exclusion or lack of access to social rights. Moreover, separate second objective into two (To develop ways for youth work and youth policy to promote access to social rights; To promote the policy recommendations on access to social rights for young people). In the third objective take out "innovative" projects and add at the end "and ensure full participation of young people in these projects".
- The use of the Portfolio for youth workers can only work if promoted and used from the very beginning. The use of the Porfolio needs to be clarified.
- There is a need to clarify the meaning of "coaching" (in French it appears as "personne de référence"). Is this mentoring meant or actual coaching?
- The role of young people is not clear. There was a strong wish from both the Enter! Youth Meeting and the evaluation meeting to have young people involved from the very beginning;
- If the website and E-learning remain new media, user and youth friendly, should be developed in order for young people from the projects to be able to participate and exchange. E-learning should be simplified and used differently.

- o There were proposals of adding the following elements in the Expected outcomes: have established sustainable contacts with local and regional authorities; be able to recognise social rights violations and be able to address these; be able to train/ support young people or youth workers to act as peer educators on access to social rights. The first and the last outcome could be merged into one.
- o All Expected outcomes are very general: the themes and actual content need to be added. For example, access to social rights does not appear and the competences to be developed should be specified (intercultural learning, human rights education etc.).

Participants' profile

Generally it was said that youth workers should be seen as "translators" of youth needs into youth policies. They should act as dialogue "facilitators" between young people and local and regional authorities. Furthermore, they should acquire/improve advocacy competences in order to be able to raise awareness among young people and support them while addressing/defending/claiming their rights. An open question remains on whether it is feasible to support all youth workers acquiring/improving advocacy competences, considering that not in all the countries in Europe "being a youth worker" is being a professional in the youth field, competent in youth work.

If the Enter! LTTC wants to be inclusive of the variety of youth workers in Europe, it should focus on their commitment and on the multiplying effect their actions and projects should generate in their local realities.

Finally, youth workers should be also able to advocate for their rights, especially when their role is not recognised.

Looking at the participants profile, it was also reminded that they should be:
- o Professional or volunteer youth workers working with young people who are not accessing their social rights;
- o Youth workers addressing at least one of the social rights specifically in their youth work practice (housing, employment, non discrimination, education, health etc.);
- o Have relevant experience in the field of youth work and social rights;
- o Be supported by an organisation/ association (formal support letter required);
- o Have taken some contact to local authorities or public authorities or could possibly make contact;
- o Be embedded in a community or have a clearly defined target group;
- o Be aged 18-35, with exceptions possible for good quality applications;
- o Be ready and willing to stay in their organisation for at least 2 years in order to be able to plan and implement a long term project.

In principle, bilingualism should be maintained, but taken into account as a real educational dimension of the course with all it entails: the group dynamics do not just happen, they need to be planned and accompanied by the team.

Project criteria

The following criteria were proposed for the projects:
- o The project should be participatory;
- o The youth worker should have a clear target group;
- o The project should be supported by/ be part of the priorities of the organisation;
- o There should be a link with local authorities/ public authorities;
- o Be sustainable "ensure that the work started (project, learning) goes on...";
- o Contribute to improving access to social rights.

The quality criteria used in the first edition of the LTTC could be re-used as a basis, but need to be strongly shortened, simplified and not doubled up. They should be formulated in a youth friendlier way so as not to sound so scary and abstract.

Dissemination
The call for participants needs to be targeted and not just sent out to the usual general mailing lists. For examples, some of the proposals for dissemination were:
- o   Networks of cities working on the situation of homeless people;
- o   SALTO resource centres;
- o   Congress of Local and Regional Authorities members;
- o   Enter! contacts: the newly established network, participants to all Enter! seminars;
- o   Member States representatives.

In order to motivate youth workers to apply, the language of the application form needs to be simple. Too many criteria and too institutional jargeon might scare off competent youth workers who do not recognise themselves in the profile of participants.

Support measures
The following support measures were proposed:
- o   Peer education

One option could be to involve 1 or 2 young people with each youth worker in the first residential seminar of the course. There could be some common and some parallel sessions, in order to develop the project ideas and get the young people to develop ownership and act as peer educators for the other young people back home. YEN (Youth Express Network) even offered to help by taking on board some of the training of the young people. Another option could be to also involve the local authorities for 1-2 days of the first seminar.

- o   Mentoring

This should happen both through the trainers' team and through the Enter! LTTC first education participants who could support participants from their country and do some form of tutoring. More project visits should be foreseen, in a more systematic way and also longer when needed.

- o   Regional meetings

These could be a good alternative to a mid-term meeting. National representatives in the CDEJ should visit the projects taking place in their countries- could be a way to involve them more.

- o   E-learning platform

It should be kept as a tool for exchange, but with far less contents and in a much simpler way. It can also include private blogs. The platform should be a place and a space for reacting/ including current issues: what happens in the news and how does it relate to social rights. Participants should feel the ownership of the platform and be able to propose issues to be debated in fora.

Documentation
It is important to produce a documentation of the Enter! LTTC, containing practical testimonies, best practices and research on themes which are central for the Enter! project itself (i.e the role of youth workers and local and regional authorities in stimulating access of young people to social rights), for the organizers and stakeholders. It is also important that the documentation fill the knowledge gap on the different realities in term of access to social rights.

Promotion

While promoting Enter!, there should be a message that explains why this LTTC is so special. It is important to network both with local organisations in order to promote at very local level the LTTC, reaching the potential applicants among the local youth workers and also with NGOs working in the social rights field to promote the course and its results. Local and regional authorities should identify cities who can contribute the most in promoting the course and use their channels of communication. Youth in Action National Agencies' network can be used to spread the call and the results of the project.

Visibility

In general, it was said to use attractive tools to raise curiosity among young people about the project, Enter! and its potential. It was suggested to:

- o Give visibility to the local projects in the enter.coe.int webpage;
- o Use the social media to disseminate the results and the eventual final documentation and research based on Enter! testimonies and practices to a wider public;
- o Organise digital press conferences to give visibility to the project and its results;
- o Provide participants with support letters in order to strengthen their cooperation with local and regional authorities and with other stakeholders, while planning and implementing their projects;
- o Foresee sessions in the LTTC in which participants learn about how to promote their projects, how to disseminate the projects and results, how to exploit the results in a long term manner;
- o Stimulate participants to translate and use the existing tools such as "Making waves" manual or the game Enter Dignityland! at local level.

The role of the research in the LTTC

Research should be part of the whole process, and possibly present since the very beginning of the course. In this case, research could support/advice trainers team and organizers while profiling the participants and also the final beneficiaries of the local projects. On the other side, research can support also participants to explore the meaning of "disadvantaged contexts".

Ideally researchers can be involved in the whole process and play different roles: they can facilitate some sessions, they can be considered as resource persons, as rapporteurs, as source of inspiration and not only as data providers.

Nonetheless, researchers can be involved in the evaluation process of the LTTC, in order to make sure that the knowledge produced in a collective way is valorised.

Researchers can be useful resources to create a common understanding and support the generalisation of the experiences get during the LTTC. They can support the trainers team in the evaluation of the projects outputs, LTTC outcomes, processes.

If researchers should support setting the scene of the LTTC, proving trainers team with experiences, practices and data especially in relation to the needs analysis and specific issues addressed during the course, the LTTC will support the research field providing experiences, testimonies, practices and data on youth work and access to social rights in different contexts.

Profiling the researchers in Enter!, they should have experiences in the youth field, use action-research approaches, be members of the Pool of European Researchers.

Recognition

First of all we should distinguish between social recognition and educational recognition. As for the social recognition, participants should receive tools such as a tailor made certificates, support letters. Their projects and experiences (video, clips, reports) should be visible in Enter! website, in the stakeholders' websites, in the social media. Some articles can be published in the Coyote magazine.

Researchers can publish articles in specialized/scientific magazines in order to recognise the project and the participants' practices and experiences. Participants can translate in their own languages the scientific articles and use them as support/tools to have a strong impact in their local realities.

It may be considered to make a partnership with the "1 minute Foundation", to give social recognition to Enter! project.

As for the educational recognition, existing tools such as the Portfolio should be used.

Cooperation between local and regional authorities, youth workers and young people in relation to the LTTC

A variety of tips was given in order to strengthen the cooperation between local and regional authories and youth workers:

- o Trainers should meet the Congress representatives and share good practices, informing them and stimulating their active role;
- o National Associations of local and regional authorities should be addressed, informed and involved;
- o Local and regional authorities should support participants projects throughout their expertise, their contribution and resources (i.e infrastructures, funds, materials);
- o Participants should get a support letter from local and regional authorities before the training course, stating their commitment for the whole course;
- o Participants should explore youth policy at local and regional level before the first seminar;
- o Participants should understand local and regional authorities competences and expertise and create synergies;
- o Best practices should be shared among youth workers, young people and local and regional authorities in order to learn from each other;
- o There should be opportunities for local and regional authorities to meet young people and youth workers, along the LTTC;
- o Local and regional authorities should bring proposals for/with young people;
- o Local and regional authorities should be able to make links with other organisations and institutions.

What other stakeholders should be involved in the LTTC and how?

- o If there will be a new Youth Meeting within Enter!, young people should decide the agenda of the meeting. Youth active participation should be practiced while setting and organising the youth meeting;
- o Local initiatives in Budapest and Strasbourg should be used to share the good practices of the participants in the first edition of Enter! and involve other stakeholders;
- o Local organisations, such as YEN, should be involved in organising the youth meeting as partner.

Session 2 – The European Youth Foundation and its role in ENTER !

Jean Claude Lazaro, the Head of the European Youth Foundation, underlined the fact that in Enter! there was little cooperation with local and regional authorities. As said in the previous working sessions, he pointed out also the very need to involve more the local and regional authorities in the entire process and also the importance to involve other and different stakeholders in Enter!

He shortly presented the European Youth Foundation, focusing on the its future role. The EYF aims to listen more carefully to young people and their needs and for and with them in order to guarantee a stronger impact to the local projects.

Until now the EYF role has been quite passive: a lot of time has been dedicated to the administrative procedures, to report, to analyse and respond to the requests. In the future, the focus will be more on giving advice to young people, accompanying the projects, and monitoring their impact in the local realities.

It will be fundamental to establish a contact with young people and youth workers as soon as possible and make sure there is a mutual understanding and trust, since the first time they apply or ask for information.

Questions-Answers:

Q1: You will contact the people as soon as you can ensure you are on the same wave length. How? E-mail?

Q2: You mentioned cooperation with local and regional authorities, so far the funds are allocated to programmes, excluding local authorities. Will this change to foster connection between local and regional authorities and youth workers?

A: We do fund national NGOs but we are ready to facilitate cooperation with local and regional authorities. Next, all the exchanges will be online. The Foundation will send messages to youth workers and this will help. We want to provide advice that will be used to run better projects.

Session 3 – Seminar follow-up

Mara Georgescu summarised the steps that will be undertaken after the preparatory seminar. The draft outline will be revised in order not to contain contradicting messages. Other potential strategic partners will be informed and invited to join the project. It is clear that it is very needed to create new links and to go beyond the usual suspects, to create fruitful partnership. The input on the role of research will be seriously taken into consideration.

Rui Gomes underlined also the importance to translate the common sense contained in the recommendations into a feasible European project. During the next LTTC, the approach to languages should also be consistent, but not necessarily bilingual. The role of mentoring should definitely be clarified. As the status of youth workers is precarious, it is needed to recognise their work possibly making a good use of the Portfolio. Participants' proposals to translate the Enter Dignityland game and the Portfolio are more than welcomed and definitely contributing to the good development of the project itself.

Thierry Dufour pointed out the importance to focus on the young people participation since the beginning and the necessity to simply procedures and rules in order to make the course more accessible.

Mara Georgescu introduced some of the foreseen activities in the next steps of the Enter! project. She specified that when we say Enter!, we refer not only to the long term training course, but a more complex project which includes several activities such as: national seminars, a youth meeting, a symposium on youth rights and social inclusion. In parallel, the Portfolio will be revised and there is a big potential to test it during the LTTC. The Enter! information network of youth workers is also active and organising a special project in 2013 on social rights for young people in Strasbourg. In addition to this, a youth online campaign against hate speech is under preparation, and it can easily be connected with participants and their projects, as it addresses issues such as discrimination and racism. After this introduction, participants were asked to express their vision on the possible role they could play in the Enter! project and also on their possible contribution.

In coherence with what participants expressed in one of the first sessions of the preparatory seminar, they confirmed their strong commitment to Enter! project and expressed the contributions they could foreseen for the future.

The main areas of contributions were the following:

- o Involve local and regional authorities in the Enter! project since the beginning, both motivating the Congress of Local and Regional Authorities and also the local authorities with whom the participants are in contact;
- o Personally participate to the LTTC, as trainer, participant, researcher, resource persons;
- o Disseminate the information about the project and also the LTTC call for participants among the colleagues and local organisations with whom they cooperate;
- o Support the design of LTTC, defining approaches and methodology as well as methods and tools;
- o Support the existing ENTER network, its development and contribution to the Enter! project;
- o Organise and run national seminars in close connection with the LTTC;
- o Support the organisation of youth meetings locally and internationally;
- o Share resources and researches related to social rights issues;
- o Invite the Enter! participants to the 2013 Urban solutions seminar organised by SALTO inclusion youth centre;
- o Translate documents and tools in own languages in order to make them used by local youth workers.

Session 4 - Evaluation of the preparatory seminar and closing

At the very end, the participants were asked to evaluate the preparatory seminar using a visual activity. They were asked some questions and they had to answer positioning themselves on the line, representing the best their opinions (like, indifferent, dislike).

The group agreed that the seminar fulfilled their expectations to a great extent. One person underlined that the expertise of the group could have been better used, even if the Enter! foundations are very good.

The working atmosphere was very appreciated. Part of the group appreciated the diversity of profiles and also the fact that half of the group had previously participated to Enter! and the other half was completely new to this project.

The group was satisfied with the conclusions and recommendations drawn for next steps of the project. It was again underlined that the variety of participants brought new ideas and energy.

Everyone appreciated the working facilities and the organisation of the preparatory seminar.

Finally, most of the group was very happy and showed their commitment towards the Enter! project.

Joanne Hunting from the Congress of Local and Regional Authorities closed the seminar by drawing several conclusions. It is clear that local and regional authorities have a role to play in the Enter! project as the governance level closest to citizens. Local and Regional authorities also have a key responsibility to protect and promote citizen's human, including social rights.

The main big problems appear to be of communication and of recognition: authorities see young people as a problem, young people can't see their own reality reflected in policies, they feel too far removed from authorities. We have to work on how to establish meaningful dialogue between the different actors. Furthermore, the role of Congress members could be the one of ambassadors amongst their peers to promote youth work.

We must find a way for participants' projects to impact on local policies – it is needed a closer link to local and regional authorities. Local and regional authorities should be involved from the start and explain what is Congress both for participants and trainers in order to avoid misunderstandings as in the first edition of the LTTC.

We should be ready to provide supporting letters to the participants that need them. We should also be ready to choose participants who already have local/regional authority support, in order to have a stronger potential impact in their realities. Something that it is still to be discussed is about what sort of support can be provided at local level: funds; in kind such as space, printing, etc; training?

When promoting policy recommendation, also promote the Congress resolution 319 and also consider how to implement it, lobby, advocacy work as a session in the LTTC?

To consider if there is the possibility of a Congress seminar, whom to invite, what to discuss. It should also took in mind how can we implicate the national associations of local and regional authorities.

Appendix 1: Daily programme

Arrival of participants

Tuesday 18 September (9.15 – 18.00)

09.15 Welcome and introduction of participants

        Tina MULCAHY, *Youth Department, Council of Europe*

        Dmitri MARCHENKOV, *Congress of Local and Regional Authorities, Council of Europe*

09.45   Introduction to the seminar aim and objectives, methodology and programme, expectations towards the seminar

10.15   The Enter! project: from 2009 until today

11.00   Break

11.20   Getting to know each other

12.00   The European Social Charter and access to social rights for young people

        Régis BRILLAT, *European Social Charter Secretariat, Council of Europe*

        Questions and answers

13.00 Lunch break

14.30 Young people and access to rights: what are the challenges, what are the perspectives?

        Input by Leena Suurpaa, Researchers PEYR

16.00 Break

16.20   Working groups on "Sharing realities of young people in Europe"

17.30 Plenary Report

19.00   Dinner

20.15   Sharing resources and practices

Wednesday 19 September (9.15 – 18.00)

09.15   Facilitating young people's access to social rights - What is in a LTTC? The philosophy behind LT-TC. *Input by Rui Gomes, Head of the Education and Training Division, Youth Department, Council of Europe*

Questions and answers

10.15 Challenges in Enter 1. Input by Rui Gomes

Comments, Feedback from Enter 1 contributors. - Questions and answers

11.00 Break

11.30 Perspectives for cooperation between Local and Regional Authorities and youth workers

Comments and feedback

12.00 Thematic Working groups: get start

13.00   Lunch break

14.30   Thematic Working groups on the preparation of the LTTC (I)

16.00 Break

16.30   Thematic Working groups on the preparation of the LTTC (II)

17.30 Plenary: check the work done so far

18.30   Reception

19.00   Dinner

20.15 Sharing resources and practices

Thursday 20 September (9.15 – 13.00)

9.15   Finalisation of the working groups' reports

10.00 Plenary: reports of the working groups

11.15   Break

11.30   Committed to social rights: follow-up to this seminar.

12.30 Evaluation, Conclusions, Closing

13.00 Lunch

From 14.00   Departure of participants or free time in Strasbourg

Appendix 2: Young people and access to rights: what are the challenges, what are the perspectives? by Leena Suurpää

"A seminar hall in the 5th district of Paris city centre. A lively conference on postcolonial memory is under way. Panelists – a couple of researchers and a journalist – discuss whether and how the suburbs in Paris carry the postcolonial burden. Suddenly, a group of young people stood up, spread out in the seminar hall and demanded to be heard. They address their question to a journalist on the panel. The journalist is generally regarded as a responsive writer on urban realities, and has recently published an article and a comprehensive book on the suburb that these young people live in. According to the journalist, the situation is alarming and the suburbs are surrounded by a deep hopelessness. The young people demanded an explanation as to why this journalist suddenly lost his insightful capacity to sensitively listen and understand the young people – and instead wrote his article on suburban problems in a simplifying and demonizing manner. The young people told that the interview moments with the journalist had been trustworthy which had opened a rare possibility for the young people to speak out and reflect freely around the suburbs as a space of their everyday experiences. According to these young people, the journalist finally succeeded in reinforcing rather than questioning the petrified idea of the city with its dangerous areas. These young people, who had themselves been interviewed by this journalist, were angry, frustrated and humiliated.

The atmosphere in the hall became rapidly heated. The young people were asked to sit down by the organizers but they did not give up and continued insisting the reason from the part of the journalist. Suddenly there was a clear gap in the hall: the researchers of the panel looked uncomfortable and seemed more or less inclined to support the organizers, who show the youngsters out. Physically violent incidents were close. Finally, the organizers managed to force the young people to give up and leave the seminar hall without getting feedback to their claims, or answer to their questions. The doors were closed again and the debate on the postcolonial memory continued. The struggle was left behind with no further public reflection around the intervention of the youth.

This particular moment from my field work in Paris reveals the challenges when the topic of young people's rights is at stake – and adults' engagement embedded in it. In particular, this incident inspired me to ponder upon three particular aspects with regard to young people's access to rights.

1) THE COMPLEXITY OF THE WHOLE ISSUE OF "SOCIAL RIGHTS OF THE YOUTH"

Young people are engaged in their local and global living environments at many levels:
* as political actors in different decision-making spheres,

* as beneficiaries of services (youth services, health services, educational services, art services, etc),

* as civic agents in numerous formal and informal (youth cultural) milieus, both public and semi-public.

In the same way, the insecure position of young people is not simply related to their legal minor position or vulnerable formal status in socioeconomic terms. It may also imply the fragility of social networks, limited knowledge of rights available for young people, fundamental sense of loneliness and disrespect or a loose sense of moral belonging to the surrounding community, society or more global environment.

From the youth work perspective it is highly significant that all these interrelated levels are taken into account, even if contemporary policy and media discussion very much emphasises formal issues linked with employment and education, leaving young people's everyday experiences on their social life aside.

The young people's intervention in the seminar hall inspires to search for *a multisided understanding of justice* – a closely related concept to the right – and injustice. A well-known political philosopher, *Iris Marion Young*, has elaborated five overlapping notions of injustice, which provides an alternative approach to the theme (slightly different from the one mostly used in the youth field):

exploitation, being a matter of class connected with *unequal structural and economic relations* (young people's vulnerable position in welfare services, education + labour market, but also in relation to youth services). When looking at the European policy discussion, this seems to the policy priority no 1.

marginalization, implying restricting of full participation in the *social life*, both in terms of resources and respect (loneliness, lack of information, lack of meaningful/ trustworthy social networks, lack of friends). Many youth studies state that for young people themselves, to have trustworthy and meaningful social relations – both peer group and inter-generatonal – is of particular importance when combat exclusion.

powerlessness, with a focus on the *political power*, representation and capacity for self-expression, whether based on gender, territories, class, age, racial background or like (lack of possibilities for civic action and "voice", whether collective or individual). Here we can trace a clear gap of generations as to the understanding of political action. Young people are often engaged in a wide range of political and cultural activities falling outside the scope of

participation as defined in a more narrow way, leaving outside diverse youth cultural activities in physical and virtual worlds.

cultural imperialism, which means, according to Iris Marion Young, a form of unjust dominance where *one group or culture is made invisible by another*. This may happen also in legal terms (ie. a huge challenge with undocumented minors living in Europe).

violence refers to social and institutional practices that tolerate or encourage violent acts – whether physical or mental – as acceptable part of daily life. As youth professionals we cannot close our eyes of a whole range of unnoticeable or silenced violence (domestic violence, Internet violence, violence experienced in institutions).

2) THE INTERPLAY BETWEEN RIGHTS AND RESPECT

Young people's rights are tightly connected with the struggle for respectability and young people's quest to be recognized as important members of the society, not only stigmatized as deprived or victims. Social exclusion or marginalization from rights is closely related to the issue of social identities: an important responsibility of adult professionals working with the youth is to promote a certain collective – and as such constructive – pride also among those young people being deprived or discontented. The young people's protest in the seminar hall can be seen as an attack against the vocabulary of classifying young people as *a dangerous class* and the subtle confusion between security, safety and protection-based solidarities.

The struggle of the young people in the seminar hall leads me back to the responsibilities of the adults working with young people. *Think of your informants beside you when you write or talk about your research or professional issue*, British sociologist and former youth worker, *Les Back*, suggests. This phrase came to my mind several times in the seminar hall where I observed the dialogue – or a lack of it – between the young people and adult participants. Following the reflection of Les Back, the incident made me think about the professional and political willingness of youth researchers and youth workers to tell complete stories. When talking about excluded or stigmatized youth groups, this temptation may be particularly strong. From this perspective, one central aim of engaged listening and talking is to allow young people with whom we work to be complex, ambivalent, ethically ambiguous and emotionally contradictory. In more theoretical terms, this kind of engagement means that we avoid using absolute moral categories of "powerless victims" or "dangerous threats". Whether classified as a threat or as a victim, the perception of precarious people contributes to the understanding of young people as *citizens without any positive attributes*

of citizenship. In this kind of socio-political and emotional surrounding, the struggles to live in accordance with standards of moral or social worth may seem difficult, frustrating or pointless. As we lived in a *mediated world*, one increasingly important partner of the youth work and policy is the media and its diverse public spheres.

When young people's rights are discussed, it is important to assess in a careful manner current societal structures. The issue of young people's rights is never only a "youth issue" or a "youth problem". It is to be seen in intergenerational terms, as a particular matter of solidarity between the generations, whether in economic, social or cultural terms. British researcher, Ken Boberts, claims with a help of a massive transnational data, that current young people's marginalization and powerlessness cannot should be seen as a generational problem. Relatively poor living standards will follow these young people also across adulthood which may be very likely precarious as well. These kinds of statements should not, however, lead youth work professionals to dystopia. Anyhow, in order to work with young people in a sensitive way, it is important to be carefully aware of both current societal conditions and public policy and media discourses related to young people.

3) THE ROLES AND RESPONSIBILITIES OF YOUTH WORK

The role and responsibility can be important! There is an increasing European attention to the crucial role of the field of youth work in combating young people's exclusion at different levels & increasingly horizontal understanding of youth policy and youth work. There is a particular power in the professional identity and capacity of youth workers to get into a trustworthy dialogue with young people, also those being marginalized, stigmatized or violated. It is in the core of the professional ethos of youth workers to make sense of those social problems in young people's lives that do not seem to be measurable in any easy way, that have been muted – or that are not easily accessible in any official form.

There are, however, fundamental challenges embedded both a renewed role what comes to the youth work and young people's marginalization risks which hinders their access to rights. The challenges that the field of youth work faces everywhere in Europe can be categorized by using a distinction of two basic professional paradigms of youth work, outlined in the course of European seminars on the history of youth work, held during last five years in different parts of Europe.

The field of youth work, throughout Europe, faces a fundamental *paradox between contemporary demands of individualism and promotion of young people's personal competences, and simultaneous anxieties related to collectivism and communality*. A crucial question in this context is whether the main driver for youth work professionals is related to the promotion of young people's identity,

social belonging and collective engagement in the society (often called as a *social forum* -approach, Coussée, Williamson et al.), or if the primary concern, also for youth workers, is to invest efficiently in individual young persons' competences and qualifications, particularly in educational and labour market (youth work as *a transit zone* toward adulthood). This tension has to do with the essence of youth sector itself: whether it advocates young people's rights in terms of their path to adulthood or rather support young people's "youth cultural rights" to be young. This is, indeed, a very complex question, as we remember that successful inclusion of young people to the society does not concern only welfare-related policy issues such as integration of young people to education and the labour market. It implies also an inclusive idea of democracy and the engagement of young people from different backgrounds, at every level of society.

There seems to be a mismatch in the policy discourses and the structural realities related to young people and their rights to become independent adults. The mismatch concerns also the field of youth work which must somehow cope with this tension. Politically, to promote a smooth transition of young people towards adulthood have become a major concern across Europe. A general assumption is that many policies and programmes are structured by a concept of social integration that is narrowly interpreted in terms of labour market integration, a concept which does not take into account carefully enough individuals' fragmented biographical realities.

Critical voices state that youth work's role as a democratic forum has been weakened, due to the combination of economic recession and increasing investment perspective. Filip Coussée, Flemish youth work researcher and social educator, claims that the trend is that many youth workers are obliged to underemphasize the 'social dimension' in their work. Increasing professionalism may lead to increasing instrumentalization of youth work. Socioeconomic challenges in youth people's lives are often emphasized at the detriment of other right-claims. What's more, along with the increasing recognition of the youth work as an important welfare-related profession, there is an increasing mismatch between the huge tasks expected of the youth sector and its moderate resources to tackle these challenges.

We can read from different testimonies of youth workers about the tension between the political world, depicted as being overwhelmed by the individualized economic imperative, and the classical youth work values of social integration and local democracy. If the trend is to treat social inclusion (or exclusion) as an individual asset rather than as part of the social condition of society, youth work can be one profession to seriously rethink this tendency. Youth work professionals need to take an

active stance toward the question on which investment gives young people the best chances for empowerment in terms of their access to multifaceted rights – inside and outside socioeconomic contexts.

As mentioned above, there is another kind of approach to the youth work – and promotion of youth rights as well. In this professional ethos, youth work defines itself as a 'social forum' (Coussée, Williamson). The ethos is less concerned with imposing individual solutions to social problems, rather it is the task of youth workers to engage with young people in defining collective solutions to social problems . The ultimate pedagogical inspiration comes from the *critical pedagogy* where the aim is to raise critical citizens – rather than merely 'active' citizens – who are capable and motivated to reflect upon their own surroundings and to search for the change together with other young people and with adults. The approach to young people is not that of a client or an individual. Rather, young people's collective attachments and differentiated resources available are taken seriously into account.

To conclude, let me return to the question of stigma. Young people's collective engagement contains always elements of both active contestation and alienation. The young people's intervention in the seminar hall calls for a particular sensitivity when the complex issue related to the access to rights is at stake: the young people seemed to search for a language to speak in the unspectacular ways about the conditions in which they live, thus against certain sort of moral panics, whether territorial, social or cultural.

A significant responsibility of all those working in the youth field has to do with *silent knowledge* captured in the everyday experiences of young people – daily experiences of marginalization, alienation, violence but also of power, success, confidence. One significant responsibility of the youth worker is to trace *counter-knowledge*, counter-discourses and counter-action: to be able to express the issues that can't be verbally formulated in any easy way, that have been muted – or that are not easily accessible in any official form. Negative stigmas of "others" – young people with different forms of minority backgrounds, in particular – are never just stigmas; they have been proved to have concrete implications in young people's lives. The case in the seminar hall is a good example of it."

Appendix 3: Lessons learnt from the first edition of the LTTC

By Ingrid Ramberg, rapporteur of the Enter! Evaluation Meeting

The Enter! Evaluation Meeting was a three-day meeting in Strasbourg. It gathered 30 participants that had had different roles and functions during the Enter! project, as participants in the activities, particularly in the LTTC, trainers or facilitators, researchers on social rights and social exclusion, policy-makers involved in the policy development aspects of the Enter! project.

The following pages aim at summarising the outcome of two workshops of the meeting, one focusing on the main achievements and shortcomings of the Enter! project, the other focusing on recommendations for a possible continuation, an Enter! 2 project.

LEARNINGS: ACHIEVEMENTS AND SHORTCOMINGS

The first session of workshops was organised according to four main dimensions, investigating the results in relation to youth policy, youth work, training and research.

Youth policy

What gave the Enter! project its special character was that It ventured into the area of policy making, aiming at forging out the essence of social rights for young people, along with recommendations for how these rights could be acknowledged and implemented on international, national and local levels. The Enter! project reached its goal in that it did produce a Draft Recommendation for a youth policy – a major achievement. There is now a document on the social rights for young people, a document to promote and to refer to. The contents of the policy recommendation could be described as partly a road map, partly a reminder for young people that they do indeed have rights. As important as the document itself was the fact that the Draft Recommendation was the outcome of a very concrete participatory process.

Some of the challenges that the project faced in relation to this particular dimension address the policy contents – the difference between ideals and reality. Bearing in mind the limited mandate of the Council of Europe there can be no promise for an easy delivery of rights. Quite clearly, the objectives and ambitions of the project were larger than the power to execute. It seems that this was not always clear to the participants. Some words of warning were also raised in that demanding "too much" in times of austerity would maybe be contra-productive.

Other challenges relate to the working process: for the Enter! participants it was not always easy to understand and cope with the processing of the draft recommendations, to see what happened to suggestions made, and to link the everyday work on the local level to the long-term perspectives of international policy making.

Still other questions raised relate to the framing and definitions of targets and addresses. One word of warning concerned the limitation of the project to focus young people in disadvantaged areas: we must be aware of the risk of mistaking disadvantaged areas for having less capable inhabitants. Another concern highlighted the choice of institutions to mobilize for the improvement of the

situation of young people. Youth policy is not the only field where youth matters are addressed and the youth sector not the only sector that influences the actual situation for young people. In order to bring about change, general policy and politics is as relevant to address.

One final point that kept coming back in the discussions concerned the difficulties of linking local activities to the European level with e.g. the policy dimensions.

Youth work

From the discussions it was very clear that basic knowledge and the mobilization of resources was a very central theme to most participants. Many of them witnessed about not only lack of access to rights, but also about a very limited knowledge about rights. The Enter! project responded to this need on different levels.

Firstly, the project provided opportunities for exchange, participants gained insight into the situation of young people and youth organisations in other places and countries, their needs and life conditions, along with the setting and realities of youth work. Getting together, sharing experiences and exploring things together – all this could be summarized in the one word empowerment. Finding similarities in conditions and ambitions when speaking with like-minded people became a real source of strength to participants.

Secondly, the Enter! project provided a wealth of knowledge on youth rights. Resources mobilised included practical examples, the acquaintance with central documents on human and social rights along with concrete contacts with institutions and organisations active within the field of youth work and rights. It was the general opinion that the Enter! project itself had generated experiences and practices that should be shared on the internet.

Among the challenges addressed was the general vulnerability of the voluntary youth sector, since it is often shouldered by unestablished and/or marginalised young people. For them to be able to develop their resources and stand up against the stigmatisation of individuals and residential areas, networking is of major importance. This remark also connects with the words of worry raised about the need for institutional support on the local level. Could the youth sector of the Council of Europe promote better results and sustainability through a more active engagement in networks among former project participants?

Training (LTTC)

The Long Term Training Course, in itself an established activity of the youth sector of the Council of Europe, had a pivotal role in the Enter! project. It was a comprehensive training on rights, how to understand and promote them. As a part of the LTTC, more than 30 local projects reaching some 16 000 individuals across Europe. This can be described both as part of a dissemination process and as a multifaceted channel for input to the whole of the Enter! project, and the policy document in particular.

Thanks to the leadership of the Council of Europe, several local authorities started to take an interest in their projects. To the LTTC participants this was a very positive signal of recognition, confirming that youth work counts. Thanks to the active support of European Youth Foundation 17 of the LTTC projects received economic funding.

Among the challenges discussed some concerned the mismatch between ambitions and resources. Although positive for some people in a number of places, neither the LTTC nor the whole of the Enter! project could by any means change the overall situation of young people's social rights. Although some participants gained local recognition for their work, many more found it difficult getting noticed and drawing attention to their projects. Participants regretted not having a more visible support from the Council of Europe, to clarify the links to the international framework.

Shortcomings in relation to the LTTC include the recruitment process which did not reach out in as wide circles as was the original intention. Also, the background and needs of the participants turned out to be very diverse. One shortcoming concerned the lack of analysis of actual training needs as prerequisite for a strategic planning to be possible.

During the course difficulties included the online part of the LTTC (too time consuming, not bilingual, not used by all participants to the degree intended), the dominance of the English language (in spite of the course being advertised as being bilingual in English and French). After the course many participants still reported having difficulties with running a project, reporting and evaluating. Likewise, many found applying for funding very complicated. Identifying funding opportunities is one thing, having the skills to apply is something different.

Finally, the LTTC was time consuming in terms of training, with youth workers having to take time from work to participate in the project. It is possible that some formal recognition of the course could have influenced the efforts made by participants.

Research

Support for the role of research and researchers in the Enter! concept was unanimous. The scientific dimensions of both preparation and evaluation phases were recognized by all.

However an important resource, research did not find its shape and role in this first Enter! project. Probably a lack of clarity regarding roles and expectations explains parts of why this dimension was never realized within Enter! Research along with other forms of institutional collaborations remain as resources to be explored and engaged to their full potential.

RECOMMENDATIONS

Based of the three years of experience from the first round of Enter! there are recommendations that should be fed into the planning and layout of the continued process. In the Working Groups these recommendations focused three dimensions: education and training, youth work and finally the European/institutional dimension including the topic of Youth Policy.

Education and training (LTTC)

The recommendations for a new LTTC could be summarized in three points: 1) more effort into preparations; 2) more efforts into follow up; and 3) more efforts into dissemination and the use of already existing resources.

As for the preparation phase, it would ideally include an analysis of training needs before selecting participants; it would allow more time and effort put into the selection process in order both to involve new people and to get a group being able to function and grow together.

In order to promote the relations between authorities and NGOs at the local level participants could be invited to apply in couples (one young person/youth worker along with a representative from either the administration or the political field). According to experience participating youth workers would be helped in their communication with local authorities by having some tangible "proof" (credentials, documents letters of support) that they were part of an international project.

As regards the content of the LTTC, suggestions claimed that the project would benefit from a more narrow focus, with fewer objectives. Sticking to the youth sector's field of expertise – Non Formal Education was suggested as an alternative way of addressing policy issues, by "building community capacity for change". At the same time other suggestions pointed to the benefits of a bigger diversity: "Allow more space for young people, not only a meeting at the end of the project" and "Invite young people at the beginning of the project. During this meeting, use more youth-friendly methodology."

For contents there were also a number of concrete proposals raised: Plan for a diversity of projects, with more precise themes; facilitate funding for projects from different sources, through information sessions and coaching; initiate more activities such as exchange visits; complement the course with expert seminars on themes relevant for the course; introduce thematic training seminars in line with participants' suggestions on e.g. ethics or conflict management.

On the practical dimensions of the LTTC, some suggested a shorter duration, possibly also shorter seminars. There were also several comments on language(s), should or could another LTTC be totally bilingual, or work in just one language? With both meetings and online parts of the project the language issue has both practical and economic dimensions to be taken into account.

Some kind of recognition system for participants having completed the course would add weight and importance to the project.

Quite a few comments addressed the potential in earlier activities and experiences suggesting different types of capitalisation: For one it was suggested that the Council of Europe should continue to accompany and support the network of youth workers developed as a follow-up of the LTTC, likewise that the Council of Europe should provide support to organise local/national events to follow-up the recommendation. Others addressed former LTTC and Youth Congress participants as resources in themselves, suggesting that they be focal points and facilitators in follow-up activities in Enter! and in sending out a calling message for Enter! 2. Participants could play important roles in the dissemination of information, e.g. through blogs. Finally, the role of research was once again taken up, as an expertise to be taken advantage of to develop Enter! future activities.

Youth work dimension

The youth sector of the Council of Europe has accumulated a rich resource of educational materials for youth work, a resource that should not be forgotten or underestimated. Some suggestions concerned the further develop of educational tools, like a guide for advocacy on the

recommendation for access to social rights, a toolbox based on the experiences in Enter. Concerning future reports of courses it was also suggested that they be more independent products that can benefit other courses.

With regards to printed or online resource materials dissemination remains a topic of discussion. How could the Enter! resources reach still wider circles? What could be achieved through educational activities in schools or in collaboration with youth organisations?

One category of suggestions addressed the relation between youth organisations and local and national levels of administration and policy making. Could a future Enter! project somehow help connecting the different stake holders more efficiently?

The conditions for youth work, economic, social and other, differ a lot across Europe. One way of targeting this diversity could be to create regional participants' meetings and facilitate the creating of networks. This way exchange could include both dimensions of diversity and of relative sameness, sharing some basic features regarding e.g. economic conditions.

All youth work encouraged and promoted by the Council of Europe has the participatory approach as a common denominator.

One final remark, regarding the youth work carried out within the LTTC framework, through the participants' projects. More realistic ambitions for the effects of these projects could maybe help focusing on content, experimental dimensions and outcome, without having to worry about a too ambitious overall goal.

European/Institutional dimension

The Council of Europe has on the one hand a reputation for high quality work in its fields of expertise, on the other it is an institution that is not as well-known as its work and agenda deserves. Making the most out of the highly positive image and making the agenda more visible and more widely known would infuse energy into the future Enter! project. Today international profiling is an integrated part of many municipalities way of promoting themselves. Most likely, many local authorities would want to be associated with both the Council of Europe and the Enter agenda. Seminars at local and national levels involving these authorities could be part of a future agenda.

The difficulties in linking local activities to a European policy level should not be underestimated and it is therefore worth exploring further the possible ways to develop the support for participants in bringing the broader framework more alive. Promotion for the work and contents of Enter could be done with the help of specific pilot projects that could target and support the national and local levels. The creation of good partnerships with organisations not involved in Enter! could also be part of an expanding international exchange. Concretely, on ideas for international exchange, the European Steering Committee for Youth (CDEJ) Summer University in 2013 could maybe devote some part of the agenda to have an input from the experiences of Enter!

Strategic links with partners like SALTO, the Congress of Local and Regional Authorities of Europe (CLRAE), UNESCO etc. are important to maintain and develop, as is the relation with the European Youth Foundation.

All form of exchange aiming at attracting the interest of potential partners and promoters require well-structured information. Clear messages about what is expected and what there is to gain are also helpful. A communication strategy could also be helpful for the future exchange and collaboration with researchers. The same suggestion applies to the Reference and Support Group.

Overall – final words

Change takes time. As one of the Working groups wrote, Enter! needs to be regarded as a step and not a miracle. With this project young people started speaking about social rights, realizing "what should be provided to us." Enter! was a brave undertaking. Reality demands a broad scope and Enter! ventured at combining the practical dimensions of everyday work with the long-term perspectives of international policy making.

Follow-up through activities and progress reporting, evaluation and research! All these dimensions are essential for the Council of Europe, for other stake holders and for all individuals involved. What has happened? With what results? Which efforts proved functional and effective? Inherent in every activity there is a learning process to benefit from. In a situations where needs are big and resources scarce it is of utmost importance to choose well what to do, when and how.

Working Group suggestions include to use existing, or create new monitoring mechanisms for social rights at the local level, maybe after consultation with the Congress of Local and Regional Authorities. One recommendation was to support the course curriculum with research.

Last but not least, the Youth policy document needs to be kept high on the agenda. Promotion, promotion and again promotion – the same amount of work put into the creation of the Draft Recommendation is now needed to take it closer towards its realization. Local and national level activities are needed to disseminate the recommendations, as well as international activities to exchange good practices. In this process the Directorate of Youth and Sport of the Council of Europe alongside all participants and stakeholder of the Enter! project need to join forces to keep up the good work.

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[3] Throughout this text, all reference to Kosovo, whether to the territory, institutions or population shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

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