TAKING IT SERIOUSLY

Guide to Recommendation CM/Rec(2015)3
of the Committee of Ministers of the Council of Europe
to member States on the access of young people
from disadvantaged neighbourhoods to social rights

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

Youth – Jeunesse

TAKING IT SERIOUSLY

Guide to Recommendation CM/Rec(2015)3 of the Committee of Ministers of the Council of Europe to member States on the access of young people from disadvantaged neighbourhoods to social rights

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Council of Europe

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Introduction to the guide

This guide accompanies Recommendation CM/Rec (2015)3 of the Committee of Ministers of the Council of Europe to member states on the access of young people from disadvantaged neighbourhoods to social rights. It provides explanatory information regarding the recommendation and the measures proposed.

▬ The Enter! Recommendation was adopted in January 2015 and invites the member states of the Council of Europe to take measures aimed at:

► improving **living conditions** for young people living in disadvantaged neighbourhoods by providing easy access to affordable and youth-friendly public services;

► implementing measures so as to achieve an **end to segregation and isolation**;

► promoting opportunities and programmes aimed at consulting young people and ensuring their **participation** in matters related to their living environment;

► implementing ways to ensure the active role of young people in society, **without discrimination**;

► recognising the **role of non-formal education** (and those involved in providing non-formal educational programmes, such as youth workers and youth organisations) in preventing discrimination, violence and social exclusion and encouraging the involvement of young people in active citizenship;

► ensuring that **youth policies are gender sensitive** and support the equal participation of young women and men living in disadvantaged neighbourhoods.

▬ In and around many cities, the social and economic imbalances often associated with migrant and minority communities have led to the development of disadvantaged neighbourhoods, where diversity is also accompanied by poverty and often marginalisation or exclusion. This is sometimes combined with different forms and levels of *de facto* social segregation, discrimination and violence.

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

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

▬ The situation of young people in disadvantaged neighbourhoods often serves as a barometer of the integration and cohesion within communities and society at large. The problems faced by many young people in disadvantaged neighbourhoods are often complex and multi-dimensional, sometimes resulting in a spiral, or a vicious circle, of discrimination, violence and exclusion. This complexity, however, cannot justify a lack of action or response. On the contrary, it should stimulate co-operation, creativity and determination in order to prevent the escalation of conflicts and, essentially, to make sure that the social (human) rights of the young people concerned are not denied or violated.

▬ The Council of Europe has challenged itself to respond to these situations by adopting recommendations for its member states that encourage and support them in finding adequate policy responses to situations of exclusion, discrimination and violence affecting young people in disadvantaged neighbourhoods. In early 2015, the Committee of Ministers of the Council of Europe adopted a policy recommendation with proposals for policy measures to member states in order to promote access to social rights for young people. This publication is an accompaniment to this recommendation, and aims to bring its content closer to policy makers, youth work practitioners, youth organisations and young people, and provide step-by-step information and guidance on the implementation of the recommendation.

▬ Specifically, the publication targets:

► public representatives and people working in public services or governmental agencies that have in their mission youth policies, social policies and public policies that affect young people;

► youth workers, youth leaders and members of youth organisations who work on matters of social inclusion.

The publication offers advice and examples of actions to take and policies to develop in the field of access to social rights for young people from disadvantaged neighbourhoods in order to tackle the problems of exclusion, discrimination and violence. The guide has the aim of making the content of the recommendation adopted by the Committee of Ministers more accessible and closer to the realities of policy makers, youth workers and youth organisations. The recommendation itself primarily targets the national governments of the member states of the Council of Europe. However, considering the structure, theme and relevance of the recommendation, local and regional authorities and youth work practitioners will also find valuable proposals in the recommendation to implement at their level.

The recommendation is the result of the project Enter!, which the Youth Department of the Council of Europe has carried out since 2009. Within this project, the Council of Europe has achieved the following:

► trained youth workers and youth leaders to promote access to social rights for young people through youth work interventions;

► supported local youth-led projects on access to social rights;

► developed knowledge and evidence for policy recommendations, through thematic seminars, and consultations with young people, youth workers, policy makers and researchers.

STRUCTURE OF THE PUBLICATION

The publication includes the following:

Introductory chapters	► introduction to the work of the Council of Europe in the field of youth policy and youth work;
	► introduction to the human rights framework of the Council of Europe, and specifically to the social rights framework;
	► introduction to the Enter! project, as the source for the Committee of Ministers recommendation;
	► an outline of the main issues relating to access to social rights for young people.
The Enter! recommendation	► introduction to the recommendation, its structure and content;
	► an analysis of each policy measure included in the recommendation, together with examples of practices based on the content of the recommendation.
"How to …" chapters	► a step-by-step guide to developing youth-friendly policies, together with a case study;
	► proposals and suggestions for young people, youth workers and youth organisations to take action for social rights.

A bibliography and a glossary are appended to the publication.

We invite readers to use this publication as a real companion to their work and to seek out specific information and guidance that will support their work on access to social rights for young people.

The recommendation can be consulted on the Enter! project website www.coe.int/enter. A user-friendly version is also available on the website.

Chapter 1
The Council of Europe and young people

The Council of Europe and young people

The Council of Europe is an intergovernmental organisation established in 1949. It currently has 47 member states and is based in Strasbourg. Its main values and mission are human rights, democracy and the rule of law. The Council of Europe sets standards for its 47 member states, co-operates with its member states and civil society in the fields related to its main mission, and monitors human rights and the implementation of its standards in its member states.

▬ Before entering into matters related to social rights, we will describe the main approaches of the Council of Europe in the field of youth policy and youth work. In relation to the themes of this publication, the main project of the Council of Europe is the Enter! project on access to social rights for young people, which resulted in its recommendation to its member states. The project's approaches, its activities and results will also be described in the chapters that follow.

THE COUNCIL OF EUROPE AND YOUTH POLICY

▬ For the Council of Europe, social cohesion is an essential complement to the promotion of human rights and dignity. It is firmly based on human rights as well as an acceptance of shared responsibility for the welfare of all members of society, especially those at risk of poverty or exclusion.

▬ The Council of Europe promotes guidelines and human rights standards for social policies and social rights. These will be explored in the following chapters in detail. The Council of Europe also develops policy standards and guidelines in relation to youth policy in order to support its member states to have youth policies that aim to "provide 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]

▬ The Youth Department of the Council of Europe promotes youth policies in its member states. It works through a co-management system, involving both non-governmental youth organisations and public institutions active in the youth field in its member states, in order to develop its programme, which includes a wide range of activities in its European Youth Centres in Strasbourg and Budapest, as well as activities in its member states.

▬ The Council of Europe devotes particular attention to the specific situations and challenges affecting young people with fewer opportunities, and those facing greater obstacles to participation and the enjoyment of their social rights. The mechanisms to support policies for the social inclusion and integration of young people put into place by the Council of Europe include:

▸ training programmes for youth workers;

▸ youth policy recommendations and guidelines for social inclusion;

▸ educational resources for participation;

▸ support by the European Youth Foundation[2] to pilot projects carried out by young people.

▬ The recognition and promotion of youth work and non-formal learning in Europe are also part of this effort. Non-formal education has proved to be an efficient approach when working with young people, through its learner-centred dimension and the fact that it also addresses young people outside formal school curricula. Non-formal education enables youth workers to address young people's daily realities and to develop their skills, attitudes and knowledge on the basis of their own experiences.

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

▬ Furthermore, the All Different – All Equal European youth campaigns and the more recent No Hate Speech Movement youth campaign have provided many examples of good practice and results achieved when governmental and non-governmental youth actors co-operate towards common goals.

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

2. European Youth Foundation, available at www.coe.int/en/web/european-youth-foundation, accessed 9 June 2016.

For the Council of Europe, youth policy is a strategy implemented by public authorities with a view to providing young people with opportunities and experiences that facilitate their successful integration into society and enable them to be active and responsible members of their societies, as well as agents of change. It involves four dimensions referring to all aspects of young people's lives: a. being in a good shape (physically and mentally), b. learning (informal, non-formal and formal), c. participation and d. inclusion. Youth policy may combine different means of intervention (legislation, specific programmes, etc.) and be part of a long-term educational perspective. Youth policy targets all young people but should pay special attention to those who are socially, economically or culturally vulnerable.

With this understanding, youth policies must not consider and approach young people and their issues only as "problems to be solved" – the so-called "fire-brigade" approach – but holistically across policy domains and through clear objectives that can be assessed" (Council of Europe 2003). Youth policy should also respect the role and "agency of young people while recognising the specific challenges and obstacles they face" (ibid.), depending on their position and the possibilities open to them.

An extremely important approach of the Council of Europe in the field of youth policy is the promotion of youth participation, that is, the involvement of young people in all policy matters that concern them.

THE COUNCIL OF EUROPE AND YOUTH WORK

Youth work around Europe is conducted by a large number of different institutions and organisations and by many different people, individually and in teams. It is very diverse, taking many different forms. Youth work is commonly understood as a tool for the personal development, social integration and active citizenship of young people. It is a "keyword" for all kinds of activities with, for and by young people of a social, cultural, educational or political nature. It belongs to the domain of "out-of-school" education, most commonly referred to as either non-formal or informal learning. The main objective of youth work is to create opportunities for young people to shape their own futures.

Chapter 2
The Council of Europe and the social rights of young people
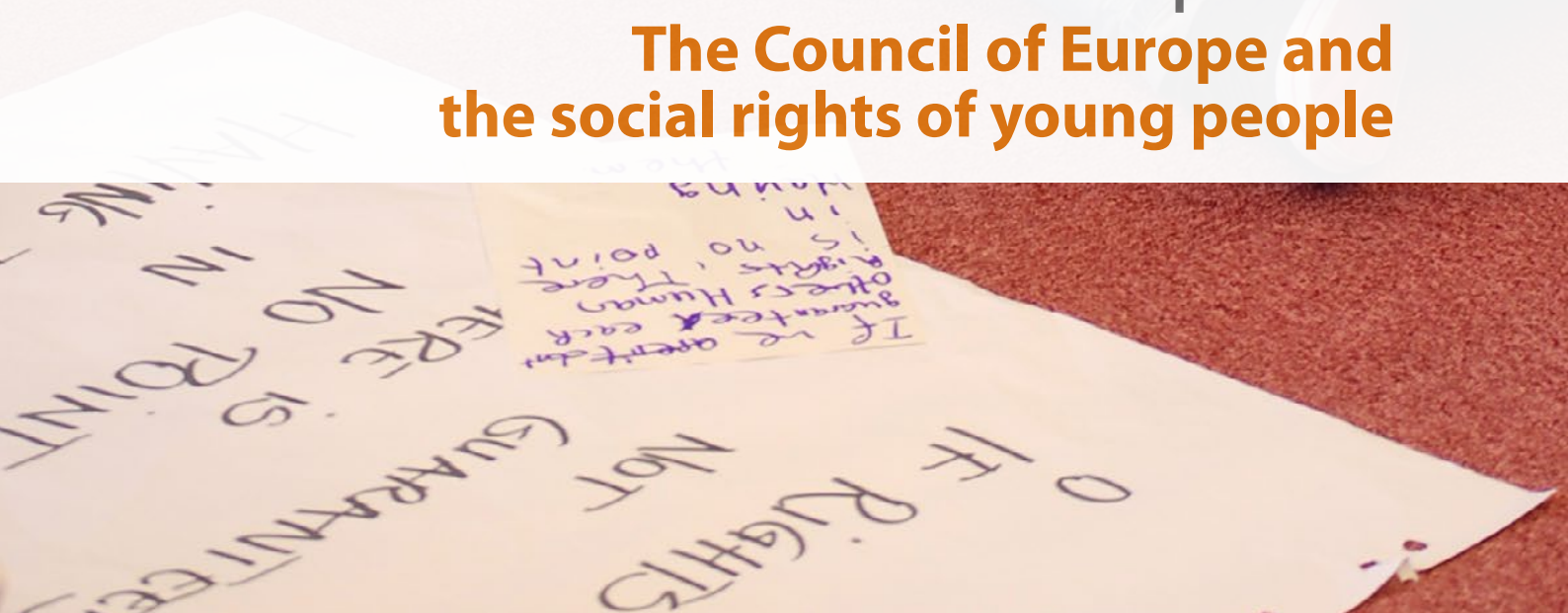
The Council of Europe and the social rights of young people

The Council of Europe places an emphasis on social rights and social cohesion based on solidarity and co-responsibility. To achieve these objectives, the 47 member states have adopted a number of international agreements or treaties designed to guarantee social, political and civil rights to their citizens.

▬ In this chapter, we will explore these human rights standards, which provide a solid framework for youth policies and youth work, with the aim of promoting access to social rights for young people.

EUROPEAN CONVENTION ON HUMAN RIGHTS

▬ All the member states of the Council of Europe have signed the Convention for the Protection of Human Rights and Fundamental Freedoms (commonly referred to as the European Convention on Human Rights), an international treaty designed to protect human rights across the continent. It was first adopted in 1953 and includes mainly civil and political rights. The European Court of Human Rights was established in 1959 to oversee the implementation of the Convention in the member states. Individuals and organisations can bring complaints of human rights violations to the Court once all avenues for redress have been exhausted in the member state concerned.

▬ Council of Europe member states are also committed to non-discrimination in Article 14 of the European Convention on Human Rights. This article only provides protection from discrimination in relation to the enjoyment of the other rights set forth in the Convention. Protocol No. 12 to the Convention was drawn up to provide a stronger, free-standing right to equality and a general prohibition of discrimination. Thus, this protocol broadens the scope of the Convention as it covers discrimination in any legal right, even when that right is not specifically covered by the Convention. Protocol No. 12 states:

Article 1

General prohibition of discrimination

1. The enjoyment of any right set forth by law shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

2. No one shall be discriminated against by any public authority on any ground such as those mentioned in paragraph 1.

EUROPEAN SOCIAL CHARTER

▬ To complement the European Convention on Human Rights, the Council of Europe adopted the European Social Charter in 1961 – the Social Charter. The Charter was revised and brought up to date in 1996. It seeks to protect fundamental rights, including social and economic rights, and also guarantees citizens of the member states rights and freedoms that are of concern to all individuals in their daily lives. Member states are expected to submit reports on selected provisions of the Social Charter each year, setting out how they implement these provisions in law and in practice.

▬ The European Committee for Social Rights (ECSR) is the Council of Europe body responsible for monitoring compliance of the provisions of the Social Charter by the member states. The right to lodge a complaint is reserved for certain organisations, generally non-governmental organisations (NGOs) that have "participatory status". Having examined a complaint and heard submissions from the relevant member state and from the complainant, the ECSR will make a determination.

The Charter guarantees rights and freedoms that concern all individuals. The basic rights set out are as follows:

❶ HOUSING

► access to adequate and affordable housing;

► reduction of homelessness, with housing policy targeted at all disadvantaged categories;

► procedures to limit forced eviction;

► equal access for non-nationals to social housing and housing benefits;

► housing construction and housing benefits related to family needs.

❷ HEALTH

► accessible, effective health-care facilities for the entire population;

► policy for preventing illness, including the guarantee of a healthy environment;

► elimination of occupational hazards so as to ensure that health and safety at work are provided for by law and guaranteed in practice;

► protection of maternity.

❸ EDUCATION

► free primary and secondary education;

► free and effective vocational guidance services;

► access to initial training (general and vocational secondary education), university and non-university higher education, and vocational training, including continuing training;

► special measures for foreign residents;

► school integration of children with disabilities;

► access to education and vocational training for people with disabilities.

❹ EMPLOYMENT

► freedom to work (prohibition of forced labour; prohibition of the employment of children under the age of 15; special working conditions between 15 and 18 years of age; the right to earn one's living in an occupation freely entered upon);

► fair working conditions (an economic and social policy designed to ensure full employment; access to work for people with disabilities; fair working conditions as regards pay and working hours; protection in case of dismissal; protection from sexual and psychological harassment);

► collective rights (freedom to form trade unions and for employers' organisations to defend economic and social interests; individual freedom to decide whether or not to join them; promotion of joint consultation, collective bargaining, conciliation and voluntary arbitration; the right to strike).

❺ LEGAL AND SOCIAL PROTECTION

► legal status of the child;

► treatment of young offenders;

► protection from ill-treatment and abuse;

► prohibition of any form of exploitation (sexual or other);

► legal protection of the family (equality of spouses and protection for children, including in cases where the family breaks up);

► the right to social security, social welfare and social services;

► the right to be protected against poverty and social exclusion;

► childcare;

► special measures catering for the elderly.

❻ MOVEMENT OF PERSONS

► the right to family reunion;

► the right of nationals to leave the country;

► procedural safeguards in the event of expulsion;

► simplification of immigration formalities.

❼ NON-DISCRIMINATION

► equal treatment and equal opportunities in employment;

► the guarantee to all nationals and foreigners, legally resident and/or working, that all the rights set out in the Charter apply, regardless of race, sex, age, colour, language, religion, opinions, national origin, social background, state of health or association with a national minority;

► prohibition of discrimination on the basis of family responsibilities;

► the right of persons with disabilities to social integration and participation in the life of the community.

These rights exist without discrimination on grounds of "race, colour, sex, religion, political or other opinion, national extraction or social origin".[3]

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3. European Social Charter (revised), Part V, Article E, available at www.coe.int/socialcharter, accessed 9 June 2016.

SOCIAL RIGHTS AND YOUNG PEOPLE

▬ While the Charter sets out the range of economic and social rights outlined above, these rights are within the framework of the general human rights, as proclaimed in the various Council of Europe and United Nations agreements. However, young people have particular needs that require specific attention.

▬ Consequently, Part I of the Charter guarantees the rights of children and young people to "appropriate social, legal and economic protection" while Article 7 sets out in greater detail their specific rights, in particular with regard to the employment of young people under 18 years of age. In signing the Charter, member states undertake to ensure that the rights of children and young people are protected. Important among these are the following:

> ► with some exceptions for "light work" the minimum age of employment is 15 years, while it is 18 years for occupations deemed dangerous or unhealthy; those working in such occupations are to be subject to regular medical controls;
>
> ► children and young persons still in full-time, compulsory education shall not be employed in any work that interferes with their education;
>
> ► work should not interfere with the compulsory education of young people or deprive them of the full benefits of education;
>
> ► young workers and apprentices are entitled to a fair wage and allowances and to four weeks annual holiday with pay;
>
> ► member states are required to ensure special protection against both physical and moral dangers to which children and young people might be exposed, particularly those resulting directly or indirectly from their work, including all forms of exploitation, human trafficking and the misuse of information technology.

THE CONGRESS OF LOCAL AND REGIONAL AUTHORITIES OF THE COUNCIL OF EUROPE

▬ Social rights for young people are also addressed by the Congress of Local and Regional Authorities, which is a forum facilitated by the Council of Europe. The Congress brings together representatives from local and regional authorities across the member states. Its role is to promote local and regional democracy, improve local and regional governance and strengthen authorities' self-government. The Congress has developed several policy benchmarks and guidelines for the improvement of local democracy.

▬ Access to social rights for young people is outlined in the Congress's Resolution 319 (2010) on the integration of young people from disadvantaged neighbourhoods.[4]

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4. See full text at https://wcd.coe.int/ViewDoc.jsp?id=1696973, accessed 9 June 2016.

Chapter 3
The Enter! project on access to social rights for young people

The Enter! project on access to social rights for young people

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

An important step in bringing the question of social human rights into the Council of Europe's youth policy is the Enter! project on access to social rights for young people, started in 2009, and which aims to develop youth policy and youth work responses to exclusion, discrimination and violence experienced by young people, particularly in multicultural disadvantaged neighbourhoods.

Enter! was designed to promote access to social rights for young people, in particular 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 themselves. The main concerns that the project responds to are the multi-dimensional social and economic imbalances that hinder young people in accessing human and social rights.

THE KEY OBJECTIVES OF THE ENTER! PROJECT ARE TO:

► address situations of social exclusion, discrimination and violence affecting young people through non-formal education and youth work projects;

► develop the competences of youth workers to initiate, support and evaluate projects for and with young people as a tool for empowering young people and for the participation of young people to help them access their social rights;

► develop conceptual, educational and practical means of translating access to social rights for young people into the realities of youth work and policy making;

► advocate for the access of young people to social rights, particularly by developing partnerships among civil society actors, young people and policy makers at local, regional, national and European levels;

► develop the role of youth policy, non-formal education and youth work in addressing social exclusion, discrimination and violence affecting young people.[5]

5. See http://enter.coe.int/eng/About-the-project, accessed 9 June 2016.

The project started in 2009 and included the following activities that led to the elaboration of the Enter! Recommendation:

► a European long-term training courses for youth workers on promoting access to social rights;

► various thematic seminars and study sessions in the European Youth Centres of the Council of Europe, to explore themes of relevance further, and extract policy recommendations;

► a youth meeting with 180 participants held in 2011, which gathered the input of young people from disadvantaged neighbourhoods on the content of the recommendation;

► a group of experts to organise results into the recommendation, provide additional input and finalise its drafting.

The project continues in 2016-2017 with a variety of training, education and policy support activities, which can be found on the project website **www.coe.int/enter**

The project's principal focus was on a long-term training course (LTTC) designed to prepare and support youth workers and youth leaders working in disadvantaged neighbourhoods with those young people facing difficulties in exercising their human and social rights. Enter! also developed alternative ways of thinking about and practising youth work, beginning with the involvement of young people themselves, relying on the skills and experience of youth workers and youth organisations, and searching for medium and long-term impacts through youth policies at local, regional and national levels. Two LTTCs ran from 2009 to 2012 and from 2013 to 2014.

The LTTCs augmented the skills and competences of about 60 youth workers in developing and implementing responses, projects and partnerships in support of youth-led efforts to overcome discrimination, exclusion and violence, within a European perspective.

APPROACHES OF THE ENTER! PROJECT

Interdisciplinary and cross-sectoral (social cohesion, human rights, youth policies)

CONFLICT TRANSFORMATION

INTERCULTURAL LEARNING

YOUTH WORK BASED YOUTH POLICY ORIENTED

Agency and participation of young people

Using the potential of non-formal education

HUMAN RIGHTS EDUCATION
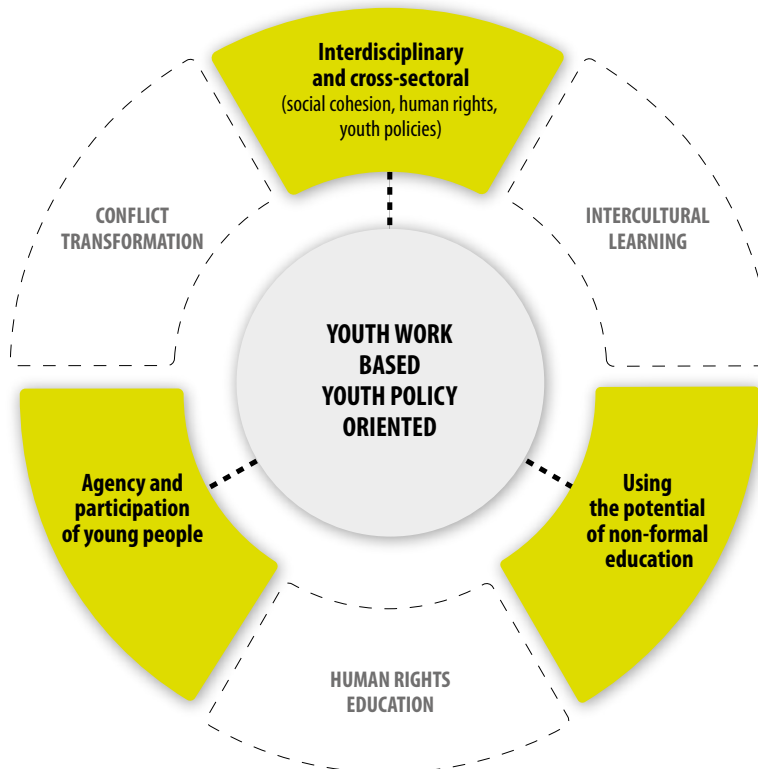
Source: Brochure of the Enter! project.

▬ By focusing on human and social rights, and the access of young people to them, Enter! adopts a human rights-based approach to social exclusion, discrimination and violence. This includes the awareness of social rights, as part of the practice of human rights education in youth work.

▬ Young people should be aware that all human beings are equal in dignity; they should also feel enabled and motivated to take action for their own human rights and also for the rights of others. In this respect, the Enter! project promotes human rights education, allowing young people to learn more about their rights, learn how to protect and promote these rights and learn how to respect them.

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

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

▬ The Enter! project has also an embedded antidiscrimination approach, whether implicit or explicit, because discrimination is often at the heart of problems faced by young people in accessing or enjoying social rights.

Chapter 4
Access to social rights for young people
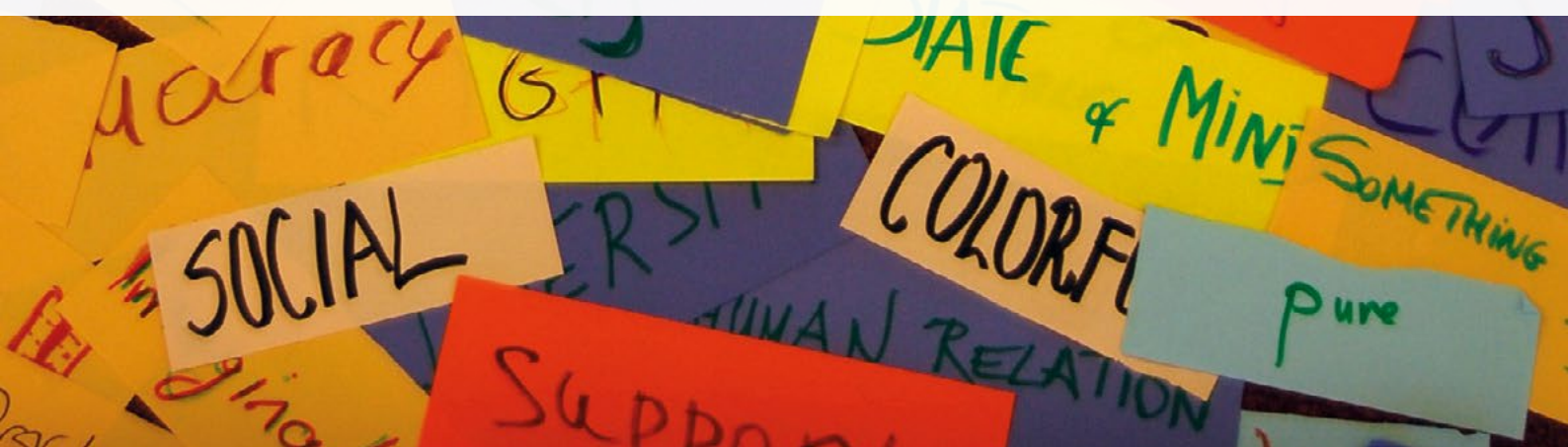
Access to social rights for young people

Access to social rights for young people can be examined under the following headings:

▶ access to quality public services;
▶ access to education;
▶ access to health services;
▶ access to social protection;
▶ access to housing;
▶ access to employment;
▶ access to social rights for minority social groups.

▬ These themes can be brought together to examine how sustainable communities can be promoted, so as to ensure all of these "access" rights. By "access" to social rights we mean the ability of individuals to enjoy a right fully. Access to social rights depends on:

▶ how a right is formulated, so it can be claimed;
▶ procedures and information on how the right is implemented and how resources are being made available for the realisation of that right;
▶ the situation of, including the capacities of and resources available to, the potential claimants of the right(s) (Daly 2002).

▬ This chapter is an examination of the issues and themes related to access to social rights for each of these specific rights.

ACCESS TO QUALITY PUBLIC SERVICES

▬ To facilitate the implementation of programmes and actions to ensure social inclusion and social cohesion in member states, all citizens and communities must have equal opportunity of access to essential quality public services, for example in the fields of health, education, transport, housing, social amenities or access to information technologies. Inequality leads to disadvantage, poverty and exclusion from the benefits of economic growth and the unequal concentration of wealth in those who are better off in society.

▬ Very often, public services are not structured in a way that meets the needs of, or makes them accessible to, the most vulnerable or marginalised in society, including disadvantaged young people. This is a major challenge to member states' governments, which are also faced with the escalating costs of public services and with keeping the provision of these services at a level and quality expected by citizens and communities. To participate fully in the communities within which they live, young people and their families are entitled to access quality public services.

ACCESS TO EDUCATION

Education is both a human right in itself and an indispensable means of realizing other human rights. As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities.[6]

▬ Education is more than attending formal schooling. It includes the full range of life-learning experiences. It is a progression from one level to the next, with each cycle building on the preceding one, from early pre-school education right through to tertiary level and onto continuous lifelong and distance learning. It has been shown that there is a clear link between low educational attainment and poverty: children from poor families gain less from the formal education system than children from more affluent backgrounds. Education is fundamental for young people's full economic and social participation in society and in communities. Access to education must be fair and equitable, enabling all young people to achieve their full potential, reach the highest level of education possible and fulfil their aspirations, as well as preparing them for participation in the labour market, long-term sustainable employment and a standard of living in line with their abilities and ambitions.

▬ With inadequate or low educational attainment, a spiral of disadvantage is triggered, including early school leaving, low literacy problems, low self-esteem and an absence of skills such as time management and the ability to work with others, making it difficult to access employment or keep a job in the long term.

▬ With reference to public services, the provision of good library facilities in local communities that provide opportunities for further education and access to information and communication technologies (ICTs) is essential for young people. Indeed, not having access to ICTs is a further form of social exclusion and is an emerging problem for many people living in remote and disadvantaged communities, or without the resources to access these technologies.

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6. General Comment 13 on the right to education in Article 13 of the International Covenant on Economic, Social and Cultural Rights, 8 December 1999, E/C.12/1999/10, para. 1, available at www.unhchr.ch, accessed 9 June 2016.

ACCESS TO HEALTH SERVICES

▬ The right to health is recognised in numerous international and regional instruments, starting with the Universal Declaration of Human Rights (Article 25) and including the European Social Charter (revised).

▬ There is a clear link between poverty and ill health. A combination of social determinants, such as poor housing, a lack of access to good quality water and sanitation, low educational attainment, inadequate nutrition and unequal access to health services causes people in poverty to get sick more often and to die younger than those who are better off. Health disadvantage starts at an early age, even prenatal, and, very often, follows a set trajectory through each point in the life-course, resulting in poorer education attainment by children, difficulties in accessing employment by young people, lower labour market participation and lower life expectancy for those living in poverty and in poorer communities. Also, insecurity, which is a feature of the lives of vulnerable individuals, is a major cause of deterioration in health.

▬ Providing access to quality health care, tackling inequalities and promoting healthy lifestyles, including local access to sports, cultural and outdoor activities, is essential for the full physical and intellectual development of young people.

ACCESS TO SOCIAL PROTECTION

▬ Since its founding, the Council of Europe has been involved in the promotion of adequate social protection for all in member states. This work is underpinned by Articles 12 and 13 of the European Social Charter (revised), by the European Code of Social Security and its protocol, as well as the revised European Code of Social Security. These documents set out standards for the minimum harmonisation of social security by providing minimum standards and encouraging member states to exceed these standards. They set out the underlying principles for the European social security model.

▬ All member states have, therefore, social protection schemes to provide a minimum safety net for the poorest and most vulnerable. These schemes are considered essential in addressing the problems of those not in the labour force, such as young people, and in providing them with opportunities to be socially integrated and to develop their full potential. Many member states have, in recent years, refocused their schemes to provide "active inclusion policies" that combine an adequate income with support for access to vocational training, further education, the labour market and quality social services, all relevant to policies for the inclusion of young people in society.

ACCESS TO HOUSING

▬ There is a strong relationship between the living environment, the quality of housing, and poverty, which causes ill health and exclusion from social activities, including difficulties in finding employment. Inadequate living conditions have an impact on the education of children and young people and, in time, on their labour market participation and on social inclusion. Another element in the provision of quality accommodation is access to housing itself. Finding accommodation, even of poor quality, is becoming more difficult in many member states, in particular for low-income families, because of a shortage in the provision of social housing by regional and/or local authorities. Social housing is also managed by non-governmental and private parties. Although this may be the case, the main responsibility in relation to the provision of social housing is, from a human rights perspective, that of the states.

ACCESS TO EMPLOYMENT

▬ Employment is considered both an economic and social right and a guarantee of a standard of living commensurate with a person's ambitions and abilities, and it is the most successful route out of poverty and exclusion. The right to work and to vocational training is guaranteed by Article 1 of the European Social Charter (revised). A job is more than for income; it is a key determinant of a person's ability to participate in society, build a social network and realise his or her aspirations and potential. The lack of a job, on the other hand, not only has an impact on a person's financial situation and self-esteem but also affects dependants and family members, especially children and young people.

Lately, with the major economic crisis across member states, labour markets have tightened and there has been a unprecedented rise in unemployment, disproportionately impacting young people who were already working, or those trying to access employment for the first time. This raises concerns for a "lost generation" cut off from the labour market. There is also a serious mismatch between supply and demand in many parts of the European labour market, due to weak links between the requirements of the labour market and educational and vocational training systems. This contributes to high levels of unemployment and to a wider exclusion from the labour market, resulting in many young people who are not in employment, education or training (NEETs) (Massimiliano et al. 2012).

While employment is considered the most successful route out of poverty, unemployment is the principal reason for poverty and social exclusion among young people. Unfortunately, a growing number of young workers are receiving incomes or are employed under precarious, temporary or part-time contracts that result in them and their dependants living in poverty. A study by the Council of Europe on improving the situation of low-income workers showed that the working poor constitute a major challenge for member state governments (Council of Europe 2010).

ACCESS TO SOCIAL RIGHTS FOR MINORITY SOCIAL GROUPS

There are a number of social groups that are particularly vulnerable to discrimination in society and in the labour market and, consequently, to unemployment, including people with disabilities, migrants and other minority groups. Young people in these minority groups are particularly disadvantaged and subject to multiple inequalities.

To achieve social cohesion, the integration of these groups into society, communities and the labour market is essential. For example, people with disabilities are one of the most vulnerable groups in many member states. They have a significantly lower participation in community and social life and lower access to education, which reduces their employment prospects and their earning capacity. In recent decades, there has been an increased focus on how to shift attitudes to people with disabilities away from segregation and dependence towards inclusion, independence and participation in all aspects of life, to the fullest extent. This is an issue that the Council of Europe has led for 50 years, initiating many programmes and proposed recommendations for member states to implement. A second disadvantaged group are ethnic minorities within member states, particularly the Roma. Furthermore, with the rise in migration across Europe and the emergence of multicultural societies, local public services are particularly important in supporting the integration of immigrants and minorities into local communities, for example, into schools, into employment, in accessing health care and social services, and in building understanding and tolerance of cultural and ethnic diversity.

PROMOTING SUSTAINABLE COMMUNITIES

Up to the onset of the economic crisis in 2008, many member states had made substantial progress in reducing poverty and moving towards social cohesion. However, not all communities or groups have shared equally in these improvements. For example, within the same village, town or local or regional authority area, differences in levels of prosperity and poverty can be found co-existing. More vulnerable groups can be found living in poorer housing and in districts with a lack of essential services, such as shops, public transport or community services (e.g. schools, libraries or medical care).

For the achievement of a fully inclusive society, it is necessary to empower individuals and communities to deal with the problems confronting them on a daily basis. Policies, programmes and services intended to reduce disadvantage are more likely to be effective if those with direct experience of the problems or those who live in communities affected by these problems are involved in the design and implementation of solutions, and if these solutions are integrated with wider community development policies.

Everyone aspires to live in a safe, prosperous and healthy community, a community where everyone has the right to the same opportunities, freedom and respect, where parents can be sure that their children and young people will attend good quality schools, benefit from other educational services and have access to recreational, sport and cultural facilities: in other words, thriving, sustainable, vibrant communities that improve everyone's quality of life. However, for many local communities this remains an aspiration, and one far from reality, and it can only be realised by public investment in essential local services and through building community cohesion. Sustainable communities can also be achieved by building more and better homes and reducing homelessness; by improving local public services; by regenerating areas to create more jobs; by working towards a sustainable environment; and by tackling anti-social behaviour and discrimination.

Rural isolation and social exclusion are also an impediment to the implementation of policies to achieve social inclusion, and building sustainable communities in rural areas is a policy challenge for policy makers in local authorities in particular, as in these communities young people very often leave for education or to seek employment in urban areas.

PARTICIPATIVE DEMOCRACY

▬ Democracy works best when it operates as close to the citizen as possible. Enabling people to control what happens within their own communities is the most effective way of tackling disadvantage and building social cohesion. At the community level "people and communities should be empowered so that they are the authors of their own situation. Empowerment results in direct participation … [it] involves both work with specific groups or regions considered vulnerable as well as general programmes to relieve poverty and social exclusion" (Daly 2002). A growing level of scepticism about how democracy delivers societal objectives and community aspirations has matched the greater complexities of modern society. Citizens have less confidence in democratic institutions and are more pessimistic about their ability to influence policy outcomes. Consequently, there is a desire for more open government and opportunities to influence decisions. The engagement of young people in the social, economic and political decisions affecting their communities is essential for the future of democratic institutions.

▬ Empowering local communities to influence decisions that affect the daily lives of people enables the building of a "civil dialogue" and the seeking out of opportunities that can contribute towards a sustainable environment. Civil dialogue means the involvement of citizens' fora and networks of NGOs. It means having to create "spaces" and opportunities where people from very different and potentially conflicting backgrounds can come together.

Chapter 5
**Introduction to the Enter!
Recommendation CM/Rec(2015)3**

Introduction to the Enter! Recommendation CM/Rec(2015)3

The Committee of Ministers is the main decision-making body of the Council of Europe. Among other things, it has the mandate to elaborate recommendations, addressed to the governments of member states, on matters that concern human rights, democracy or the rule of law. A recommendation, while not binding on the member states, provides a policy framework and proposals that the governments of the member states can implement at the national level.

In January 2015, the Committee of Ministers adopted a recommendation to the member states that provides a wide range of policy measures that the member state governments can take into consideration in promoting young people's access to social rights. Recommendation CM/Rec(2015)3 on the access of young people from disadvantaged neighbourhoods to social rights is the result of the Enter! project, hence we will also refer to it as the Enter! recommendation.

The recommendation is directed primarily to national governments. However, it is possible for a wide variety of its policy measures to be implemented at regional and local levels. As the recommendation is about the situation of young people in disadvantaged neighbourhoods, local policies are most often focused on.

The recommendation was elaborated on the basis of the proposals coming from youth work practices developed throughout the Enter! project. These proposals were what young people, youth workers and policy makers from local and regional levels in the member states considered essential for the social inclusion of young people living in disadvantaged neighbourhoods in Europe today. The proposals were then considered and processed by an expert group on youth policy, as well as by the decision-making bodies of the Youth Department of the Council of Europe, the European Steering Committee on Youth and the Advisory Council on Youth, forming the basis for the recommendation adopted by the Committee of Ministers.

▬ This chapter is a description of the main contents of the recommendation, together with guidelines and ideas for its support. Each point is complemented by examples of local projects that were implemented within the framework of the Enter! project.

Preamble

▬ The preamble to the recommendation refers to an objective of the Council of Europe to achieve greater unity among the member states by promoting a youth policy based on a set of common principles. These principles are set out in the European Social Charter (revised) and the recommendation lists the articles relevant to developing a common youth policy.

▬ The preamble also notes previous Council of Europe recommendations that deal with aspects of youth policy and access to social rights, going back to 2000. It takes account of the Final Declaration and Action Plan adopted by the Heads of State and Governments of the Member States of the Council of Europe in 2005 (Warsaw Declaration) on the Council of Europe's work with regard to youth policies, including:

► declarations adopted at meetings of member state ministers with responsibility for youth affairs in 1998, 2002 and 2008;

► the declaration on gender equality (2009);

► the declaration on tackling discrimination against Roma in employment, access to justice and the provision of goods and services, including access to housing, health care and education (2010).

▬ The preamble of the recommendation recognises that access to:

quality education, secure employment, decent living conditions, adequate transport, health care, technology and opportunities for social, cultural and economic participation is a prerequisite for the inclusion and active citizenship of all young people … [and that] young people from disadvantaged neighbourhoods, especially those living in poverty, are more vulnerable to all kinds of risks, including poor physical and mental health, substance abuse, self-harm, violence, discrimination and exclusion.

▬ It also considers the effect on young people of demographic changes across Europe, including migration (which also involves young people), the impact of the financial crisis and the resulting deterioration in social conditions in many member states.

The recommendations

Therefore, taking these documents and observations into consideration, the recommendation itself advocates that the member states develop and implement policies on the needs of young people from disadvantaged neighbourhoods. Such policies have the objective of preventing and eradicating poverty, discrimination, violence and exclusion.

In order to do this, the recommendation identifies the following as necessary elements of such policies:

▶ improving living conditions for young people living in disadvantaged neighbourhoods by providing easy access to affordable and youth-friendly public services;

▶ implementing measures to achieve an end to segregation and isolation;

▶ promoting opportunities and programmes aimed at consulting young people and ensuring their participation in matters related to their living environment;

▶ implementing ways to ensure the active role of young people in society, without discrimination;

▶ recognising the role of non-formal education (and those involved in the delivery of non-formal educational programmes, such as youth workers and youth organisations) in preventing discrimination, violence and social exclusion and in promoting the involvement of young people in active citizenship;

▶ ensuring that youth policies are gender sensitive and support the equal participation of young women and men living in disadvantaged neighbourhoods.

Local and regional authorities have a key role to play in supporting the implementation of policies that improve access to social rights. The recommendation, in paragraph 2, suggests:

that the governments of the member States take into consideration the measures proposed in the appendix to this recommendation when formulating and implementing policies and programmes and encourage local and regional authorities to do the same.

and in paragraph 3:

that authorities responsible for youth in the member States ensure that this recommendation, including its appendix, is translated and disseminated as widely as possible, in particular among young people using youth-friendly means of communication.

Guidelines for implementation

As stated in these two paragraphs, the appendix is central to the recommendation. In outlining measures that can be taken by local, regional and national authorities, it sets out in detail how the Committee of Ministers envisages it should be disseminated and implemented. These measures are based on the experience of the Enter! project participants working with young people "on the ground" and on the realities for young people across the member states. The appendix addresses, in detail, each of the social rights issues as they affect young people living in disadvantaged neighbourhoods. This guide draws largely on the content of the guidelines.

Chapter 6

Measures for improving access to social rights

Measures for improving access to social rights

The appendix to the Enter! recommendation includes possible measures to be taken to promote access to social rights. In this chapter, we examine the measures and provide examples and suggestions on how they can be supported.

▬ The policy measures included under each point are numerous and should be read as examples of possible actions, mostly inspired by projects of the Enter! LTTC. Each public authority is called upon to contextualise the policy measures and to adopt those that are relevant to its context and young people.

▬ For each point, we have tried to make the language of the recommendation more accessible. The full text of the recommendation can be accessed online.[7]

IMPROVING LIVING CONDITIONS

▬ "Living conditions" refers to the circumstances under which a person lives, and cuts across a wide range of public services. The recommendation considers how each public service can respond so as to have a positive impact on the lives of young people, and it outlines a number of measures and policies that authorities, at all administrative levels within the member states, can introduce to tackle the challenges for young people and to improve their quality of life, their social and economic conditions, and their living environment.

▬ The recommendation specifically focuses on the following public services as needing to be improved and more youth-focused:

► education and training;
► employment;
► housing;
► health;
► information and counselling;
► sport, leisure and culture.

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7. Available at https://wcd.coe.int/ViewDoc.jsp?id=2282497, accessed 9 June 2016.

LIVING CONDITIONS – EDUCATION AND TRAINING

Young people living in disadvantaged neighbourhoods experience a range of difficulties in exercising their right to education and realising their full potential. For example, they may not be able physically to get to schools, colleges or other places of learning. The following case study, based on an Enter! LTTC project, demonstrates how an education and training programme can provide young people with an understanding of social and human rights.

The following actions are recommended to member state governments:

▶ invest in education in disadvantaged communities from pre-school to tertiary level;

▶ ensure that local educational budgets are sensitive to gender equality in promoting equal access to and enjoyment of education;

▶ develop school communities that include the participation of elected student representatives in decision-making processes;

▶ update existing curricula so as to take account of the specific needs of young people in accessing the jobs market and dealing with the challenges of working life;

▶ update curricula, in particular for first and second-level students, in partnership with teachers and youth workers, and include courses on democratic citizenship and human rights;

▶ make vocational and skills training more interesting and relevant for those young people not used to formal study methods;

▶ improve career and vocational/career guidance in schools;

▶ ensure access to education for the most disadvantaged young people, whose families may be unable to afford their education, by providing additional financial support for books, clothing, meals, transport, and so on;

▶ to prevent young people dropping out of the education system early, ensure procedures are in place so that schools, teachers and other staff can be alert to any learning, social, cultural, mobility or other problems that might affect the education of a young person, and put into action measures to ensure that such problems are addressed in good time;

▶ put in place "second chance education" opportunities, including non-formal education programmes designed to build self-confidence and entrepreneurship, for early school leavers anxious to return to education and/or access vocational training;

▶ design non-formal education programmes in co-operation with schools, youth organisations and youth workers, so as to develop lifelong learning strategies that prioritise the educational needs of young people;

▶ have procedures in place to ensure that schools, colleges and other educational centres are safe and free from bullying, discrimination, harassment – including sexual harassment – and all forms of violence;

▶ provide information to promote good health practices among young people, including nutrition and sex education;

Canal Communities Regional Youth Service, Dublin, Ireland[8]

▬ This project raised the awareness of young people and their ability to access social rights. The project included nine young people aged 17 to 21 who were interested in volunteering abroad to share their youth work skills, and who were already voluntary youth leaders in their community. They were from a designated area of disadvantage in Dublin.

▬ The main focus of the project was on a participative volunteering/learning visit to Tanzania, where the participants spent two weeks working and living in a small, rural community in the Kilimanjaro region. The programme included:

▶ painting classrooms in a local school;

▶ teaching English through structured classes and sports in the school;

▶ structured sessions looking at social rights.

▬ The young participants, both the visitors and the Tanzanians, learnt a lot by spending time together. The project helped the visitors develop a greater understanding of what it means to be a young person growing up in Tanzania and share with their hosts the experience of growing up in a "disadvantaged" community in Dublin.

8. More information at www.ccrys.org, accessed 9 June 2016.

▶ working in partnership with youth workers, other professionals and training projects include, in teacher-training programmes, modules on dealing with the challenges of working with young people and their specific concerns in all educational centres located in disadvantaged communities, on such issues as:

  – social problems;

  – social identity;

  – intercultural issues;

  – gender equality;

▶ facilitate students moving between different learning experiences, such as formal and non-formal programmes, including the certification and recognition of qualifications and skills acquired through these different forms of education;

▶ ensure that education strategies and policies take account of the needs of young people whose families have a nomadic or semi-nomadic lifestyle or are refugees or asylum seekers in member states.

LIVING CONDITIONS –
EMPLOYMENT AND OCCUPATION

Young people living in disadvantaged neighbourhoods can experience a range of challenges in moving from education to work, including a lack of skills, qualifications and low self-confidence. They can also suffer from various forms of discrimination. As disadvantaged communities are often isolated from centres of employment, young people face a number of additional challenges in seeking employment and, if they do succeed in getting a job, they may have to put up with precarious working conditions.

▬ The following case study from the Enter! project demonstrates how a community project can help in the rehabilitation of young prisoners, educating them about their social rights, their right to education and training, their right to legal and social protection and their right to employment.

To address the challenges young people face in accessing training and employment, the following measures are recommended:

► ensure that apprenticeships and vocational training programmes are inclusive, are linked to employment opportunities and include a clear career path;

► ensure that apprentices are properly paid and that this is set out in legislation, so that this route into the labour market is attractive to young people from disadvantaged neighbourhoods;

► legislate to ensure that internships are a secure and legal form of employment that can result in employment;

► improve existing approaches and develop new ones for providing information and career guidance for young people from disadvantaged neighbourhoods that take account of the barriers they experience in accessing vocational education and training, apprenticeships and employment;

► provide public access to ICTs through existing public services, such as youth centres, libraries, media centres and other information and counselling centres;

► provide access to on-the-job work experience in both the public and private sectors, including access through partnerships between employers and trade union organisations;

► make available work-experience programmes for those young people who are finding it difficult to access employment. All relevant local and national bodies, including local authorities, educational institutions and local business and trade union organisations, should be involved in providing work-experience programmes;

► ensure all relevant activities, including non-formal education programmes and community work, are recognised as work experience; this can be enhanced by an exchange of good practice and co-operation among all the relevant local and national bodies referred to above, but should also include youth organisations;

► consider the introduction of a "youth guarantee", which would ensure that no young person is without access to education, training or employment for more than four months;

► make available government incentives, through the taxation system and other financial mechanisms, to employers to provide quality employment to young people;

Prison Watch Public Association (Turkay), Azerbaijan[9]

▬ Young prisoners, on release from jail, very often face unemployment and the prospect of reoffending. This project provided training courses in prisons for soon-to-be-released young prisoners. The programme covered such issues as social rights, especially the right to education, the right to legal and social protection and the right to employment. The project consisted of 10 two-day training programmes in 10 prisons, in which more than 300 young prisoners participated. In addition, a second programme was provided for 300 young women prisoners, who were held in the only women's prison in Azerbaijan. The main topics covered were social rights, dealing with the relevant state bodies after release, and effective job-searching tools, such as preparing a CV. A number of booklets that cover these issues and provide further useful information for young prisoners were also published and distributed within the prisons.

▬ After finishing the training programmes, a round table was held with relevant stakeholders so as to inform the public about the activities of the project. An analysis of the national legislation was also undertaken with human rights organisations, and a number of proposals were made to the responsible state bodies, including the creation of positions for social workers and priests within the prisons.

9. More information at www.azpenalreform.az/en, accessed 9 June 2016.

► include modules on career guidance and support measures in public and community youth work programmes; these could include workshops on how to look for a job, write a CV and interview techniques for young job-seekers;

► make available funding schemes, such as micro-finance and co-operative finance programmes, to young people in order to encourage entrepreneurship and the setting up of social enterprises;

► provide access to affordable childcare, funded by the local, regional or national authorities, for young parents through public services, and ensure it is compatible with working hours, so that they can take up employment;

► encourage employers, through government incentives, to provide working conditions that take into consideration the particular responsibilities of young parents and ensure they have a well-balanced work and family life, by providing parental leave (including paternal leave), flexible working arrangements and, where possible, childcare facilities;

► take account of the specific challenges faced by young people in gaining access to the labour market when employment policies are being developed.

LIVING CONDITIONS – HOUSING

With regard to finding accommodation that allows for independent living, young people living in disadvantaged neighbourhoods experience a number of obstacles. For example, very often they are unable to access decent, affordable and secure housing, are discriminated against in the private housing market, and are unable to access social housing. Consequently, they can be at risk of homelessness, which can have a negative impact on their health and well-being and prevent them from continuing their education, finding employment or keeping a job.

▬ A case study in tackling homelessness is provided by a voluntary group in the United Kingdom, Bristol Nightstop, which has established a network of host families offering emergency overnight accommodation to young people who are homeless.

Bristol Nightstop, UK

▬ The Bristol Nightstop project is a community response to a community problem. The project is funded by a grant from the UK National Lottery. This grant pays for a Project Leader, a Host Co-ordinator and a Key Worker who works alongside other volunteers and experts to provide accommodation for young homeless people seven days a week.

▬ When no other options are available, Bristol Nightstop arranges temporary and emergency accommodation for young homeless people between 16 and 25 years of age: these are safe places in the homes of hosts. The hosts are vetted and trained through the project's volunteer Host Network and they offer a warm room in their homes, an evening meal, breakfast, support and compassion. They are recruited, trained, supported and supervised by Bristol Nightstop project workers.

▬ The project also provides emergency key worker support to give expert advice, help young people to return home where possible and support them when and where they need it. A key objective of the project is to provide young homeless people with clear, expert advice that facilitates their transition into safe emergency accommodation and supports them in accessing longer-term options.

▬ Nightstop works closely with a range of partner agencies, organisations and service providers in Bristol. These networks and partnerships work together to support young people "from day one for as long as it takes", so as to ensure that they can break free from the cycle of homelessness at the earliest opportunity.

(FEANTSA 2014)

Young people should have access to affordable and youth-friendly housing services that are easy to get to. Member state authorities are called on to do the following:

▶ improve access to suitable and affordable housing for young people from disadvantaged neighbourhoods;

▶ consider the housing needs of young people – especially vulnerable young people, families, victims of violence and minority groups – when making and delivering housing policies, strategies and services;

▶ involve young people and other vulnerable groups in making any decisions that affect their access to housing;

▶ simplify the way in which young people can get help and support when they have difficulties with their housing needs;

▶ improve co-ordination between public housing and other social services;

▶ ensure that young people have information about how to access housing and help with housing. This information should be youth-friendly and available in places where it is readily available to young people, for example through public information services, citizens' advice centres and youth centres;

▶ encourage and support the creation of different types of housing, such as social housing and affordable private rental housing, so that young people can find the option most suited to their individual needs;

▶ ensure the diversity of local communities by the use of mixed housing schemes. People from different backgrounds and cultures should be able to live as neighbours and no one should feel that they are living in a ghetto;

▶ ensure that the houses young people live in are safe and clean and allow them to be healthy;

▶ ensure that young people know their housing rights by providing youth-friendly communications on these rights, and have housing rights displayed in locations that young people frequent;

▶ make sure that housing providers meet minimum standards; spot-checks and inspections should be carried out by the housing authority responsible;

▶ provide a way for complaints to be made to the relevant housing authority about poor housing standards and involve consumer protection organisations in providing such a service;

▶ provide "halting sites" for Traveller communities, with access to clean water, electricity and proper sanitation. Where necessary, support to overcome any conflicts should be provided to Traveller communities and the local "settled" community.

LIVING CONDITIONS – HEALTH

Young people living in disadvantaged communities are more vulnerable to specific health risks and are less likely to use or have access to quality health services. National and local health services should ensure that they can easily access affordable and youth-friendly health services. An example of how this can be achieved is demonstrated by the work of the Sammonlahti youth centre in Lappeenranta, Finland, in confronting the habit of smoking among young people.

The following recommendations can help implement such policies:

▶ provide access to health services, health information services and social security services that are of high quality and are youth-friendly;

▶ invest in and support the personal and professional development of medical practitioners, nurses and community health workers working in disadvantaged neighbourhoods to ensure that they have skills, knowledge and attitudes that are youth-friendly, culturally sensitive and gender sensitive, and that their competences are up to date;

▶ ensure that medical professionals and other service providers have the necessary skills and resources to allow them to work with young people from different cultures and backgrounds. These include interpretation and/or cultural mediation services;

▶ design and deliver health and social services in a way that recognises the particular needs of young people who experience multiple forms of exclusion, for example young Roma, migrant women, young people suffering from poor mental health, young people with disabilities, or young people with HIV;

▶ invest in the development and delivery of support services, including crisis counselling and educational programmes that seek to improve, in a holistic way, the health and well-being of young people;

▶ engage community-based youth workers, social workers, educators and medical professionals in the development of support services. In particular, there should be a focus on programmes to deal with:

    – substance misuse and addiction;

    – sexual and reproductive health;

    – early, unplanned or crisis pregnancy;

    – mental health;

    – exercise;

    – nutrition;

    – family and work-life balance;

Sammonlahti Youth Centre, Lappeenranta, Finland

▬ A gap was identified in the health services in relation to young smokers. Young people under 18 years of age were not allowed to buy any substitutes for cigarettes, and school or health services do not offer these young smokers any help in giving up smoking, except through talking about it or, most of the time, by employing school detention for those caught smoking.

▬ The project began in October 2013 in a local school. The school was a major partner and supporter of the project and the young people, making it possible for young people to attend the project meetings.

▬ The project group comprised 11 young people, aged between 13 and 17. Meetings included team-building activities, information about smoking and the risks attached to it, tests to measure carbon monoxide in the participants' breath, a significant amount of self-observation (for example, answering questions such as "How does smoking make you feel? When do you crave a cigarette? What would motivate you to quit?"), and examples of a healthy diet and the meaning of exercise.

▬ The young people who took part in the full project achieved the following results: three gave up smoking, one significantly reduced her level of smoking and one moved to another school before the end of the project.

▬ In early 2014, a second group of four young people was set up, in response to participant demand. The school has been happy with the results and has shown an interest in supporting this method of working in the future; as a result, the youth centre has considered the possibility of training some young people to act as peer leaders for future groups.

▶ ensure that health strategies are responsive to the needs of young people. Young people and youth workers from disadvantaged neighbourhoods should be directly involved in developing and making decisions about these strategies;

▶ promote sport and physical activity as a way of maintaining a healthy lifestyle inside and outside school. Ensure that young people have full and equal access to public sports facilities and, where necessary, invest in the provision or improvement of such amenities locally.

LIVING CONDITIONS –
INFORMATION AND COUNSELLING[10]

Because of the lack of resources and their isolation from public services, young people living in disadvantaged neighbourhoods have limited access to information and counselling services, even though they have a greater need for these services than other young people.

Following on from the example of this case study, national and local authorities should consider the following:

▶ invest in setting up, or where they already exist, improve comprehensive, accessible, youth-friendly and up-to-date information services for young people (if possible, through ICTs on, for example, social rights, civil and social participation, and mobility);

▶ ensure that these information and counselling services are available through existing locations within the community, such as in schools, youth centres, health centres and public libraries;

▶ ensure that all staff involved in the provision of information and counselling services, and other professionals working with disadvantaged young people, are trained in intercultural and gender-sensitive awareness;

▶ put measures in place to ensure that recognised standards of quality and effectiveness for such youth information and counselling services are met.

The Association of Citizens (Sumnal), Skopje, "the former Yugoslav Republic of Macedonia"[11]

▬ This project raised the awareness of young Roma people aged 13 to 18, and from three Roma neighbourhoods in Skopje, about their social rights, to improve their access to employment and health services through human rights education and mediation with the social services. The project aimed to:

▶ promote citizenship and human rights within the Roma community;

▶ create links between Roma people and social care services;

▶ create possibilities for easy access to information for employment;

▶ create structures for easy access to health care and information about healthy lifestyles;

▶ underline the importance of the school and provide information on possible scholarship and professional opportunities.

▬ The project involved community outreach sessions, a needs assessment of students and workshops for students to address these needs interactively. A number of students helped in the fieldwork, assisted the experts and acted as project leaders.

▬ The project reached about 60 young people, most of whom are school dropouts or had never actually attended school in the first place, as well as, indirectly, some 180 young people in Topaana. The students helped:

▶ 50 young people to get scholarships from the Roma Education Fund (REF) and the Ministry of Education;

▶ 10 families to submit documents to receive monthly benefits, which, according to the law, were due to them after they had had a third child;

▶ 15 young people to submit the necessary documentation to get work as cleaners; this was done with the support of the Employment Agency.

▬ Another 15 young people participated in a number of courses where they also learnt how to apply for a job.

10. Of relevance to the theme of youth information and counselling, the work of ERYICA has focused in recent years on information and counselling and social inclusion. More information about the principles of information and counselling for young people can be accessed at http://eryica.org/page/european-youth-information-charter, accessed 9 June 2016.

11. More information at www.tigweb.org, accessed 9 June 2016.

LIVING CONDITIONS –
SPORT, LEISURE AND CULTURE

As sports and other leisure and cultural facilities and events have become commercialised and, consequently, increasingly exclusive and more expensive, young people living in disadvantaged neighbourhoods very often cannot afford to join in. However, they should be able to take part in sports, leisure and cultural opportunities that are affordable and youth-friendly. Also, very often, they are not always aware of the range of such opportunities that are available to them. The following Portuguese example from the Enter! project demonstrates how the media can be used to promote and disseminate social rights.

The appendix to the recommendation suggests the following actions to increase the participation of young people from disadvantaged communities in sports, leisure and cultural activities:

▶ provide fully accessible and affordable sports and leisure facilities in disadvantaged neighbourhoods; improve existing sports and leisure facilities; and involve local communities in making decisions about these facilities;

▶ make sure that all relevant public services work together, including youth workers, schools, community services, information and counselling services, and cultural institutions;

▶ integrate community development and participation strategies so as to make the best possible use of existing provisions, including youth work, schools, community services, information and counselling services, and cultural institutions;

▶ recognise that sport, leisure and culture have many benefits and, consequently, that they can promote youth participation, active citizenship, social cohesion, inclusion and well-being; these agendas should become increasingly important in community development schemes;

▶ ensure that sport, youth work and other activities are accessed by young men and young women from different cultural backgrounds; ensure that this provision is gender and culturally sensitive; recognise that many young people face specific challenges in participating in activities, especially young people with disabilities;

▶ ensure that cultural events, such as the theatre, concerts or exhibitions, are more accessible and affordable for young people from disadvantaged neighbourhoods;

▶ provide opportunities, guidance and support to allow young people from disadvantaged neighbourhoods to use their talents and cultural creativity to improve their communities.

Citizens of the World/Bué Fixe, Amadora, Lisbon, Portugal[12]

▬ This project promoted access of young people living in disadvantaged neighbourhoods to social rights through the media, in particular through radio, the magazine Bué Fixe, as well as its blog. The project was directed at vulnerable young people aged between 18 and 27, coming from Portuguese-speaking countries in Africa and living in disadvantaged communities in Portugal, as well as the second generation of migrants. The main obstacles these groups faced in integrating were social, economic, educational and cultural.

▬ Various media were used to disseminate key information produced by the young people themselves about their interests and rights, under the supervision of specialists. The social rights covered by the project were:

▶ access to education;

▶ access to health services;

▶ employment opportunities;

▶ access to information;

▶ non-formal education and youth participation.

▬ Learning about cultural diversity was another project priority, as these young people, though they speak Portuguese, have different cultures, religious beliefs and values.

12. More information at www.citizensforeurope.eu/organisation/dynka, accessed 11 August 2016.

PROMOTION OF SOCIAL INCLUSION

Social inclusion has many definitions. The European Commission defines its aim as to prevent and eradicate poverty and exclusion and to promote the integration and participation of all into economic and social life (European Commission 2006). The Council of Europe traditionally uses the broader term "social cohesion", which it defines as "the capacity of a society to ensure the welfare of all its members. A cohesive society is a mutually supportive community of free individuals pursuing common goals by democratic means" (Council of Europe 2004). Social exclusion is often referred to in official documents and research literature and is defined by the European Commission as "a process whereby certain individuals are pushed to the edge of society and prevented from participating fully by virtue of their poverty, or lack of basic competencies and lifelong learning opportunities" (European Commission/European Council 2004).

▬ Within the context of these definitions, young people living in disadvantaged neighbourhoods often experience exclusion, isolation and segregation. This increases their experience of discrimination. These challenges need to be addressed by national, regional and local authorities. The following example from the Enter! project shows how proactive initiatives can tackle social exclusion through education.

In the context of promoting the social inclusion of young people living in disadvantaged communities, the following measures are proposed:

► recognise that all young people have a right to equal access to essential public amenities and public services, such as:
  – post offices;
  – public libraries;
  – community and youth work centres;
  – employment services;
  – ICTs;
  – public transport;
► reach out to the most isolated and disenfranchised young people in the most disadvantaged communities with information, access to non-formal education programmes and other opportunities for them to participate in, through, for example, "mobile youth work";
► involve young people in strategy-development processes in their communities.

Youth in Free Initiative (RSL), Kukes region, Albania[13]

▬ The Kukes region, north and north-east of Albania, includes three districts, Kukes, Has and Tropoja, with a population of 116 000 inhabitants. It is the poorest region in Albania and interventions are needed, not only to improve the economy of the region, but also to educate the wider population. Working with Kukes Municipality, this project was specifically directed at educating young people on human and social rights.

▬ As part of the project, a three-day training course for 30 young people living in low-income neighbourhoods was organised. The course addressed social exclusion issues and the promotion of social cohesion in the region, by targeting young people from disadvantaged neighbourhoods through formal and non-formal education. In total, some 80 young people from disadvantaged neighbourhoods, teachers, students from the local university, journalists and social workers from the municipality were involved in the course.

▬ The social rights specifically addressed by the project included the rights to housing, education, employment and social protection. The main aim of the project was to provide knowledge and skills on these issues, so as to promote the social inclusion of young people from disadvantaged neighbourhoods, by:

► increasing their knowledge of social rights and then using them as "multipliers" for educating the wider community about their rights and also preventing forms of discrimination that specifically affect young people;
► giving the participants access to information about social exclusion, including the European Social Charter (revised);
► helping them to understand better the principles for action to tackle social exclusion and to participate in local government initiatives on social exclusion.

▬ At the end of the project the young people prepared recommendations on local youth policies; these were presented to the local authorities with the hope that they would become part of the municipality's policies and work on social rights. Based on the experiences shared during this project, some of the young people continued to be involved as facilitators, and five of them were selected to participate in summer internship programmes organised by RSL, in co-operation with Kukes Municipality.

13. More information at www.rsl-al.org, accessed 10 June 2016.

PROMOTING PARTICIPATION IN THE LIVING ENVIRONMENT

Young people living in disadvantaged neighbourhoods are very often excluded from the political decisions that affect their day-to-day lives. However, they have ideas and opinions that should be included in any decisions related to the environment in which they live. The following case study shows how an NGO, working with young people and local/regional authorities, can proactively improve the political participation of young people.

The involvement of young people in decision-making processes at the local and regional levels of government can improve the quality of that decision making. It also helps these young people to become active and more engaged citizens. The following measures are proposed:

► listen to and respond to young people by designing services and facilities around their needs;

► establish spaces, such as youth councils and youth parliaments open to all, for young people at local and regional levels;

► develop inclusive and transparent processes that allow young people and their representatives to participate in the planning of their living environment (at urban, community and neighbourhood levels) and in which the needs of young people, and access to essential public services and community amenities, are recognised as central to the planning process. In this context, examples of good practice include the establishment, at local and regional level, of youth consultative bodies, such as municipal youth councils and youth parliaments, that allow all young people, whether or not they belong to organisations or associations, to express their opinions and present their proposals on the formulation and implementation of planning and environmental policies affecting them, as well as the principles of co-management in place in the youth sector of the Council of Europe;

► use locations and media that are popular with young people (e.g. social media, youth organisations and centres, sports clubs, or public spaces they frequent) for the purpose of informing and consulting young people on planning processes relevant to them;

► provide youth organisations active in disadvantaged communities with sustainable support and resources for reaching out to the least enfranchised young people and for facilitating their participation in relevant debates.

Caucasian Institute for Peace Problems Research (CIPPR),[14] Shirak region, Armenia

▬ CIPPR organises projects to promote the involvement of young Armenians in local and regional life, thus promoting the establishment of civil society, the protection of human rights and the dissemination of democratic values in the country. This project supported greater participation of young people in democratic structures and processes at local and regional level, based on the principles set out in the Revised European Charter on the Participation of Young People in Local and Regional Life.

▬ A selection of 25 young people, aged between 18 and 30, from the Shirak region in Northern Armenia participated in the training course. Among those selected, many of them had not had the opportunity to be active in civil society or youth activities at local and regional level and many of them were from minorities, were socially disadvantaged and came from peripheral, economically disadvantaged areas.

▬ Both the Shirak regional government and the Gyumri municipality youth department supported the project, and young staff from the governmental and local authority services, with responsibility for youth participation at local and/or regional levels, took part in the training course.

▬ In terms of social rights, the course focused on the right to education, the right to legal and social protection and the right to non-discrimination. The project raised the participants' awareness of the importance of their civic responsibility and their participation in decision-making processes at local and regional levels. It was hoped that they would share their new competences, experiences and training with other young people in their communities and act as "multipliers". As a follow-up, a new group of young people was set up to co-operate on developing and implementing further local and regional projects.

14. More information at www.cippr.org, accessed 10 June 2016.

NON-DISCRIMINATION AND ACTIVE CITIZENSHIP

Active citizenship is about engagement, participation in society and valuing contributions made by individuals, whether they are employed or outside the traditional workforce. In practical terms, this engagement and participation may mean membership of a resident's association or political party or lobby group, volunteering to help out in a local sports club, caring for a family member or neighbour, or simply being active and caring about the local neighbourhood, the environment as well as larger global and national issues (Taskforce on Active Citizenship 2007).

▬ Therefore, active citizenship means being aware of, and caring about, the welfare of fellow citizens, recognising that we live as members of communities and depend on others in our daily lives. Being an active citizen might include:

► supporting and becoming involved in different types of voluntary and community activities;

► respecting and listening to those with different views from our own;

► playing our part in making decisions on issues that affect us and others, in particular by participating in the democratic process;

► respecting ethnic and cultural diversity and being open to change (ibid.).

▬ Unfortunately, many young people living in disadvantaged neighbourhoods do not have the opportunity to "engage" as full citizens in society. This form of social exclusion and discrimination should be addressed, in particular by public representatives at all levels of government. For democracy to be effective, young people need to be encouraged to become active citizens and, therefore, to be involved in the societal, political and economic decisions that affect their lives.

▬ An Enter! project based in Strasbourg demonstrates how young people living in disadvantaged communities can be helped to become active citizens.

The Enter! recommendation calls for measures to promote social cohesion and positive relations between people of diverse backgrounds and suggests the following actions to involve young people as active citizens in their communities:

► acknowledge that there are specific groups of young people that are vulnerable to discrimination and stigmatisation, and take explicit measures to tackle their problems;

► actively support young people and their organisations in developing projects and ideas that improve relationships among people living in their local community, including initiatives:

— to tackle negative attitudes towards neighbours from different social and cultural backgrounds;

— to promote access to social and human rights and social inclusion;

► provide funding for project development, project management and access to local facilities;

► support projects that include young people who are socially excluded;

► make information about local opportunities available to young people through different channels, such as social media and notice boards in public buildings (e.g. schools, libraries, youth centres);

Association Migration Solidarité et Échanges pour le Développement (AMSED), Strasbourg, France[15]

▬ The project Take the Chance and Overcome the Gap was designed to raise the awareness of young people living in the disadvantaged suburb of Hautepierre, Strasbourg about education, social inclusion, non-discrimination and intercultural learning opportunities. It increased the self-esteem of the participating young people and informed them about local policies that would help them access their social rights and also be involved in opportunities at the international level, such as training courses, youth exchanges and work camps. Moreover, the project aimed to change the perception of young people in their communities.

▬ A number of meetings and workshops were held with the participants, who were aged between 17 and 30 and came from the disadvantaged neighbourhoods of Meinau, Cronenbourg, Bischheim, Gare and Esplanade. Representatives of the local authorities, as well as social and youth workers in Strasbourg, also participated.

▬ The young people had a high level of early school drop-out and high unemployment, and those who were at work were generally on precarious employment contracts. Most of them also had an immigrant background, which added to the levels of discrimination they faced and contributed to their social exclusion on different levels.

▬ The participants became more aware of local and national policies and schemes available to them to access social rights. They also had the opportunity to be involved in a number of international activities, such as involvement in different training courses and in short-term volunteering abroad, which helped to develop and strengthen their competences, skills and knowledge.

15. More information at www.amsed.fr, accessed 10 June 2016.

► increase investment in youth work and youth organisations that run activities to promote active citizenship, social cohesion and dialogue between young people from different social and cultural backgrounds;

► ensure that public buildings are accessible to young people with disabilities. The principle for Universal Design should be used as the accepted standard.[16]

16. More information at http://cambridgehomes.com/why-cambridge/universal-design-concept, accessed 10 June 2016.

SUPPORTING NON-FORMAL EDUCATION AND YOUTH WORK

Well-planned non-formal education projects should set out clear and definite objectives. Non-formal education is defined as:

voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be temporary and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways.[17]

▬ Furthermore, the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education defines non-formal education as:

any planned programme of education designed to improve a range of skills and competences, outside the formal educational setting.

▬ The Council of Europe's Youth Work Portfolio defines the characteristics of non-formal education as follows:

▶ learning takes place outside the structures of the formal education system and differs from it in the way it is organised and the type of recognition it confers;

▶ learning is intentional and voluntary;

▶ learning aims above all to convey and practise the values and skills of democratic life.

▬ In the context of the Enter! project, non-formal education programmes have frequently proved to be an effective way of helping young people who have missed out on formal education to overcome the disadvantages they experience and become active contributors to the development of their communities and society in general. However, together with youth work, non-formal learning does not get the social and political recognition it deserves and too often youth workers are considered "low-status" professionals.

▬ The following example from the Enter! project – a youth theatre festival in Berlin designed to promote social rights for young immigrants – demonstrates how non-formal education can be used in youth work.

The introduction of the following measures would increase the value of youth work and non-formal education:

▶ responsible educational and other relevant public authorities should recognise and value youth work as an important contributor to community cohesion. This can be done by:

— consulting youth workers on the development and implementation of policies and strategies that are of concern to young people from disadvantaged communities;

— providing funding to youth organisations and ensuring that funding procedures are clear and simple;

— facilitating the provision of lifelong learning opportunities for youth workers;

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17. See EU Youthpass Programme website, available at www.youthpass.eu/en/youthpass/for/youth-initiatives/learn/information/non-formal-learning, accessed 10 June 2016.

JugendtheaterBüro Berlin – Das Unternehmen "Freedom Festival" (Youth Theatre Office Berlin), Germany[18]

▬ In July 2009 the NGO initiative Grenzen-Los! e.V. started a new project, the Youth Theatre Office Berlin. The project organised a theatre festival, the Freedom Festival, based on non-formal methods, in 2011. The organisation of the festival involved young people from disadvantaged neighbourhoods in Berlin aged between 14 and 22, mostly with immigrant and Muslim backgrounds.

▬ The project included a range of perspectives on human and social rights and related opportunities, and aimed at the participation and competence development of those in attendance. It focused on rights such as the right of non-discrimination, the right to education, and the right to participate in social and cultural activities and receive vocational guidance.

▬ During the three years of the project, regular meetings, workshops and training programmes on the whole organisational process for the festival were held. These covered all the relevant disciplines needed to run a theatre festival: acting, filming, lights, sound, public relations, administration, construction of masks, decor, costumes, teaching and presentation methods, and so on.

▬ New theatre productions were developed, organised and staged by the participants themselves. The project, therefore, included aspects of vocational guidance in a creative field, supported the young people in developing ideas for the future, and facilitated their access to the job market.

▬ Through this participative approach and by using non-formal education as a tool, the project workshops covered such key topics as:

▶ identity;

▶ hate and love;

▶ social inclusion;

▶ freedom;

▶ human and children's rights;

▶ gender;

▶ discrimination;

▶ diversity;

▶ racism;

▶ tolerance;

▶ democracy.

▬ With the knowledge gained during the project, the young people developed positive and creative competences and learnt to become active and more involved within their local communities.

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18. More information at www.grenzen-los.eu, accessed 10 June 2016.

— facilitating an exchange of expertise between youth workers and other professionals working with young people;

— improving the working conditions and the status of youth work;

▶ national and local policies should support youth organisations and youth workers, through legislation if necessary, to help them deliver "best practice" non-formal education and learning programmes;

▶ sustainable funding and physical support should be provided to ensure a suitable environment for youth workers and their organisations to deliver non-formal education and learning programmes in disadvantaged neighbourhoods.

IMPROVING GENDER EQUALITY

There has been a global focus on the promotion of equality between women and men in recent decades. While progress has been made, a lot more needs to be done to eliminate all forms of gender discrimination. As the United Nations Development Programme notes, "[T]he disadvantages facing women and girls are a major source of inequality. All too often, women and girls are discriminated against in health, education, political representation, labour market, etc – with negative repercussions for development of their capabilities and their freedom of choice."[19]

To address these concerns, the Council of Europe launched its Programme on Gender Equality in 2012 and its Gender Equality Strategy in 2014. A Gender Equality Commission was established to oversee the implementation of the strategy, the overall objectives of which are to "achieve the advancement and empowering of women and hence the effective realisation of gender equality in Council of Europe member States" and to "increase the impact and visibility of gender equality standards, supporting their implementation in member States through a variety of measures, including gender mainstreaming and action in a number of priority areas".

Five priority areas were agreed on to measure progress on the implementation of the strategy:

► combating gender stereotypes and sexism;

► preventing and combating violence against women;

► guaranteeing equal access of women to justice;

► achieving balanced participation of women and men in political and public decision making;

► achieving gender mainstreaming in all policies and measures.

The European Social Charter (revised), in Article 20, also recognises the right to gender equality in the workplace, stating that "[a]ll workers have the right to equal opportunities and equal treatment in matters of employment and occupation without discrimination on the grounds of sex".
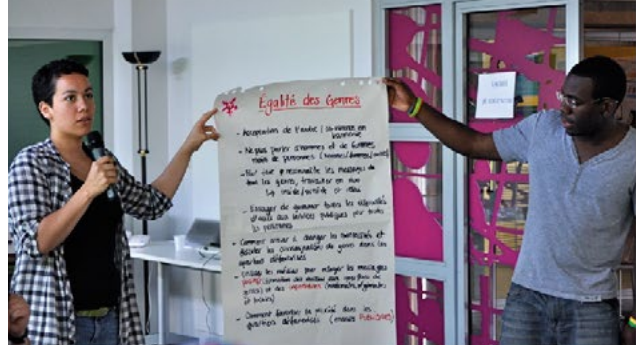
Bulwell Riverside Centre, Nottingham, United Kingdom[20]

Bulwell Riverside Centre, a youth centre run by Nottingham City Council, worked with young people, through the medium of art, music and performance, to promote awareness about the issue of abusive relationships. The artworks that were created were displayed and performed in schools and youth centres to raise awareness in the local community about domestic abuse.

20. See www.nottinghamcity.gov.uk, accessed 10 June 2016.

Recognising that young women living in disadvantaged neighbourhoods are at risk of additional social exclusion and discrimination and, therefore, need greater support to access their social rights, the recommendation calls for member states to promote gender equality and improve access to social rights by introducing the following actions:

► encourage young parents (especially young mothers) from disadvantaged neighbourhoods to continue or return to education or training;

► also encourage these young parents (especially young mothers) to pursue employment opportunities; this could be supported in different ways, including through appropriate benefits and childcare support services;

► provide opportunities for young people living in disadvantaged neighbourhoods to raise issues of concern to them publicly and also provide possibilities for them to participate in youth organisations, political activities and in society in general;

► support young people as leaders in their communities; this could be achieved through gender-specific youth organisations, co-educational youth work and gender-sensitive initiatives for young men.

19. *Gender Inequality Index* (GII), United Nations Development Programme, Human Development Reports, available at http://hdr.undp.org/en/content/gender-inequality-index-gii, accessed 10 June 2016. See also UNDP 2015.

PREVENTING VIOLENCE

Violence has been a concern of the Council of Europe for many years and a number of conventions related to this issue have been adopted by the member states, such as:

▶ the Convention for the Protection of Human Rights and Fundamental Freedoms and its protocols;

▶ the European Social Charter (revised);

▶ the Convention on Action against Trafficking in Human Beings;

▶ the Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse.

▬ Most relevant, however, is the Convention on preventing and combating violence against women and domestic violence, adopted in 2011.

▬ The 7th Conference of European Ministers responsible for Youth (Budapest, 2005) was devoted to youth policy responses to violence. In the final declaration, the ministers agreed, among other things, on the importance of taking stock of all forms of violence and of their impact on people, on the need to develop violence-prevention strategies and to recognise young people as actors in violence prevention, "whilst raising their sense of responsibility and actively promoting their participation and co-operation" in this domain. The declaration also recognises human rights education as containing an essential dimension of violence prevention.

▬ The ministerial conference was the culmination of a project against violence in daily life which resulted in various educational instruments and initiatives to prevent and address violence, such as the Manual for Living Library organisers.

▬ The Megaphone project in Stockholm, Sweden, is a good example of an Enter! initiative that sought to tackle violence.

Megafonen, Stockholm, Sweden[21]

▬ The objective of this project, These Days (Nuförtiden), was to create a news magazine where young people had the opportunity to discuss issues of interest to them, such as racism, violence and discrimination. The participants were 19 young people of immigrant origin, aged between 16 and 25, from Rinkeby-Kista, a borough of Stockholm.

▬ Rinkeby-Kista has a population of approximately 60 000, and the project was mainly aimed at young people from Kista district, which has one of the highest unemployment rates among young people in Sweden; many of them do not do well in the education system. There is also a high level of criminality in the area. Consequently, the young people lack social networks and the motivation to engage with society or to be able to access their social rights and overcome discrimination and exclusion.

▬ The project raised awareness among young people of their social rights to make them more capable of accessing these rights. They were able to set their own agenda and tackle issues that concerned them. The rights that the project focused on were: non-discrimination, non-violence, employment, education, participation and housing.

▬ During the project the local council employed six of the participants. As a result of the training aspect of the project, another 12 young people developed their journalistic skills. The magazine was distributed to more than 3 000 young people in the area and it demonstrated what young people can do, and this increased the interest of more young people in the project and in the work of Megafonen. As a result of the project the young participants were motivated to continue volunteering and to be more engaged in their neighbourhoods.

21. See http://megafonen.com, accessed 10 June 2016.

With specific reference to the Enter! project, the recommendation recognises that violence is a concern for young people living in disadvantaged neighbourhoods, as they are often victims, both inside and outside the home. Many young people can also be the cause of violence. Violence can take many forms and can create a climate of fear, further increasing discrimination against young people. As a means of addressing violence, the following measures are proposed to administrations in member states, at national, regional and local levels:

▶ provide opportunities for dialogue between young people living in disadvantaged communities and their representatives and the responsible national, regional and local authorities, including police, justice and probation services, youth organisations and youth workers, to identify the causes of violence and agree on strategies to deal with violence;

▶ introduce formal and non-formal education programmes to deal with bullying, sexual harassment, gender-based violence and other forms of violence;

▶ provide support programmes to aid the recovery of young victims of violence and provide information through youth-friendly communications;

▶ encourage victims to report violence against them to the police, including gender-based violence; also, make sure that victims of violence have access to services that can guarantee their safety and the safety of their families, including, if necessary, re-housing, counselling and financial support;

▶ train members of police forces, legal professionals and staff of other relevant public bodies involved in dealing with violence in disadvantaged neighbourhoods in gender-sensitive human rights;

▶ encourage members of police forces to protect young people living in disadvantaged communities from violence, including sanctioning any individual police officers who fail to do so;

▶ introduce initiatives to support the rehabilitation and social re-integration of those young people who commit acts of violence and other young offenders and also set up initiatives to prevent hate speech and hate crimes.
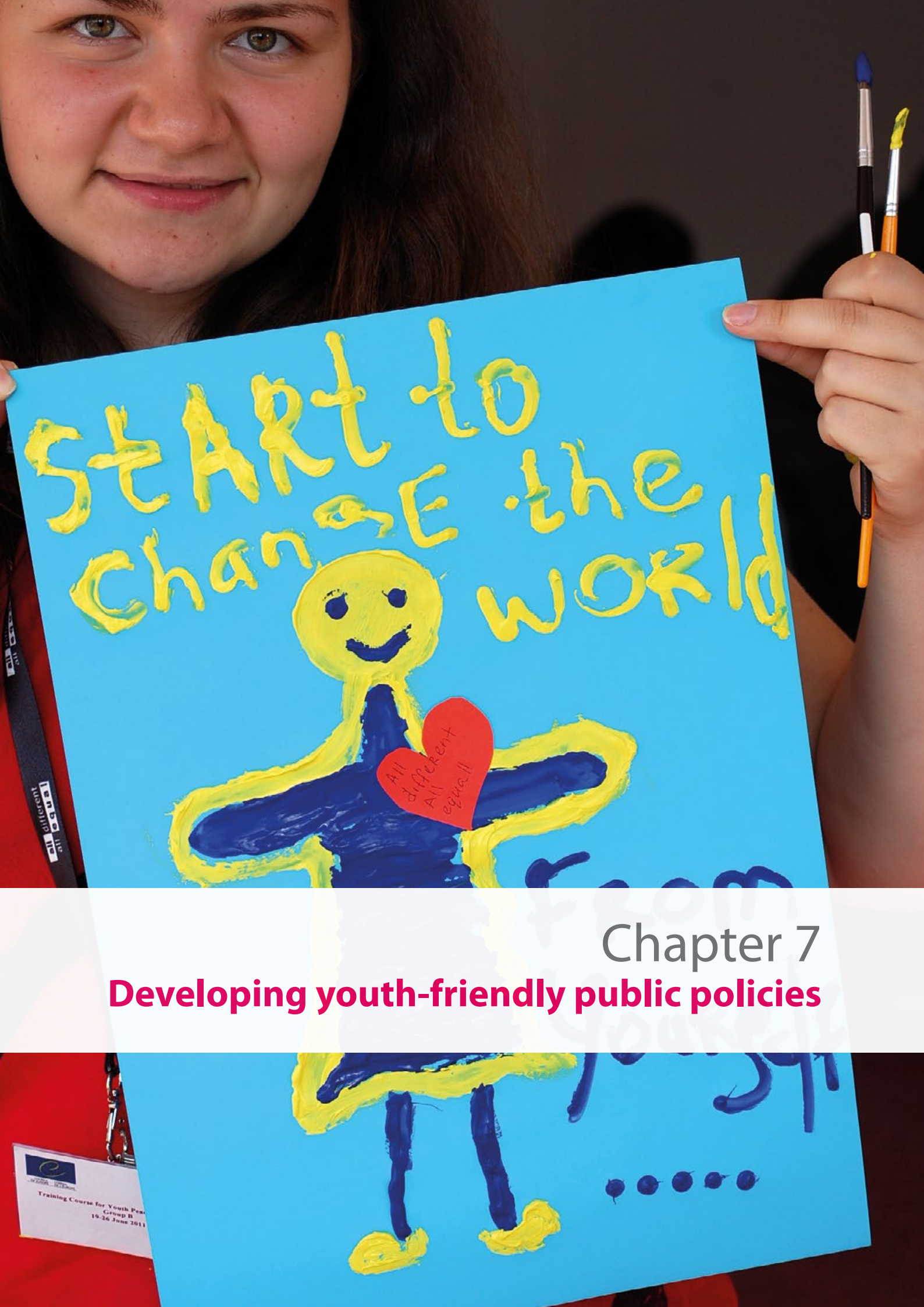
Chapter 7
Developing youth-friendly public policies

Developing youth-friendly public policies

WHAT IS POLICY?

▬ Policy for public authorities can be considered as the process by which the resources of a state are allocated to achieve political objectives. Public policy can be for a range of different economic and social reasons, such as to initiate social change, introduce reform or deliver better quality services. Policies can be implemented through legislation, regulation and/or administrative programmes.

▬ Effective policy making provides structure to governance, rather than have a situation in which governments react to events. It can be a complex process, as in modern governance structures, policy areas overlap with each other, so that decisions taken in one sphere of governance will have implications for other policy areas. Thus, public policy issues are inter-connected and dependent on each other.

HOW TO DEVELOP A POLICY

▬ The development of public policy should be based on research, analysis, consultation, and evaluation of the various options and a synthesis of available information. The stronger the policy-making process, the greater the potential for good decision making and, ultimately, for good government.

▬ The following steps to good policy making, at all levels of government, can also be used when adopting the policy measures included in the Enter! recommendation:

Step 1. There needs to be an understanding of the problem to be addressed:	▶ define the problem – what is the reason for the new policy and what are the objectives and expected outcomes? ▶ examine relevant existing services, in particular their strengths and weaknesses ▶ identify relevant stakeholders and decide what their roles/input should be, and how they can be involved in the process ▶ agree on a management structure to oversee the process ▶ define the rules for action
Step 2. Develop possible solutions:	▶ collect evidence and information ▶ consult widely with relevant stakeholders (in the case of a new national policy, a Green Paper may be published by the government) ▶ work with all organisations and individuals involved in the topic under consideration, and actively engage the wider public ▶ manage risk: what are the obstacles to be overcome? ▶ develop options/choices for further action ▶ develop a plan for how the various options will be tested, monitored and evaluated ▶ estimate the costs involved for each option: what resources will be available?
Step 3. Test the options:	▶ communicate the policy options ▶ support the service providers with training, advice, etc. ▶ field test the different options ▶ provide feedback mechanisms
Step 4. Agree on the most appropriate solution:	▶ evaluate the feedback ▶ select the most appropriate option ▶ adjust and/or revise existing policies, or design a new policy based on the selected option
Step 5. Implement the policy agreed on:	▶ implement a public information strategy ▶ involve relevant civil society partners ▶ put mechanisms and resources in place to enable change ▶ train those charged with the implementation of the new/revised policy (service providers) ▶ implement continual evaluation, based on benchmarks that have been agreed on. (Cabinet Office 1999; Czech Government 2002)

▬ Policy making, therefore, is a series of inter-connected steps from an idea through design, testing, implementation, monitoring to evaluation, contributing to an ongoing process of re-design and continuous policy improvement. It is a process within a given context and is benchmarked against existing policies or complementary policy making (see Figure 1) (Combat Poverty Agency 2006).

▬ For the involvement of relevant stakeholders in policy making to be effective and for them to provide meaningful input to the development process, they must have access to all relevant information in good time to enable them to consult with their communities, their members and relevant stakeholders who may be affected by a policy decision. This, in particular, applies to community and voluntary organisations.

Figure 2. Effective policy development

Source: Combat Poverty Agency (2006).
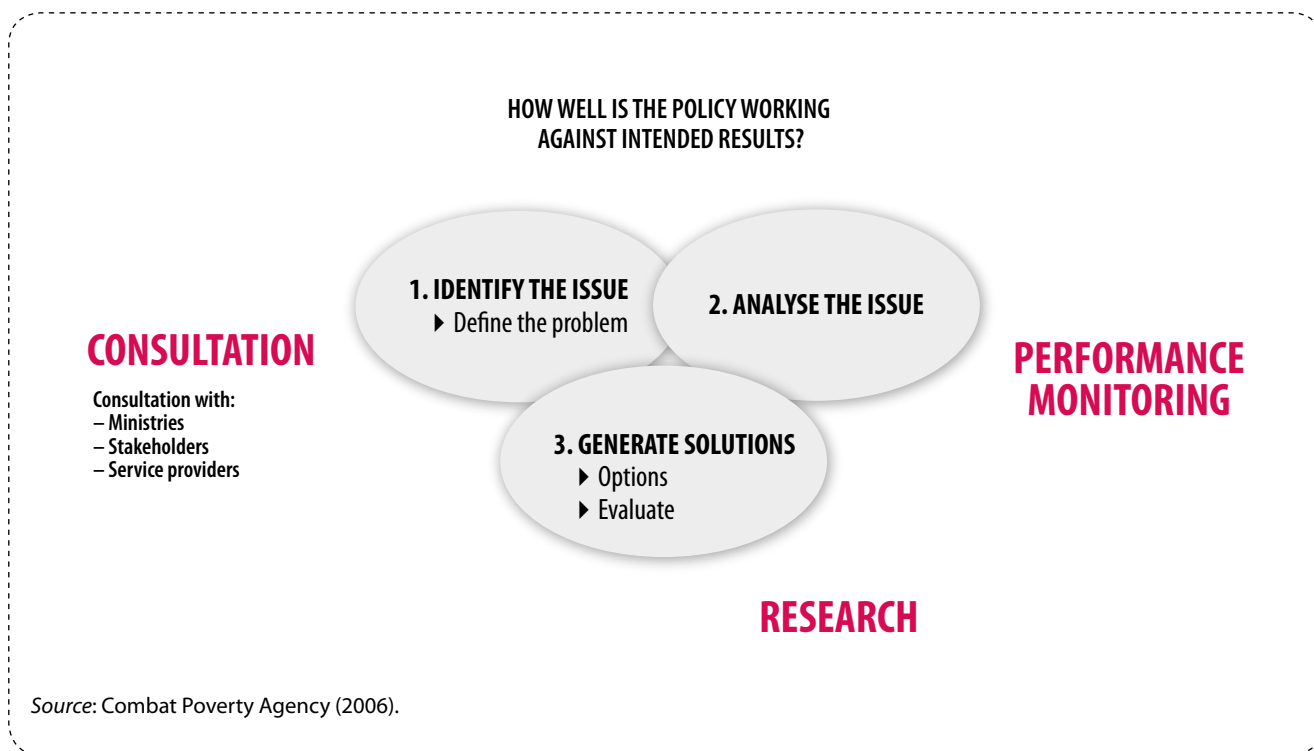
DEVELOPMENT OF YOUTH POLICIES

▬ How does all of this apply to the formulation of policies to address the specific concerns of young people?

▬ The challenge to developing policies that directly affect young people is that many of the issues set out in the Enter! recommendation, such as employment, education and training, health, housing, and the living environment, are subject to mainstream public policies. However, other policy areas deal specifically with the concerns of young people, such as the problem of violence and the role of youth work and youth organisations in improving their lives and their communities.

▬ In the development of a policy or updating of an existing policy, interested stakeholders should be invited to submit their views during the consultation, review, evaluation and "fact-finding" phases. With regard to mainstream policy areas, it is essential for youth representatives, through national or local youth councils or other consultation mechanisms, to ensure that they can engage with policy makers at an early stage of the policy development process and that they are recognised by the political and administrative structures as interested and relevant stakeholders at all stages of policy development.

▬ This can be achieved by the establishment of local partnerships of youth organisations that provide opportunities to persuade and build coalitions with other stakeholders in a campaign to influence the policy-making process. In this way, national policies can respond to and reflect the concerns of young people at the local level. However, a number of important considerations need to be kept in mind in forming such coalitions. These local partnerships need to be connected to young people and local communities in order to be legitimate. Young people must be consulted and involved in reporting back into the policy-making process.

▬ From the perspective of public administrations, the input of local youth organisations at an early stage in the development of youth-relevant policies can contribute important insights into what will and what will not work and can result in more focused and appropriate policies. Direct participation of young people may also be envisaged, within a defined and transparent process and scope.

CAMPAIGNING

▬ The participation of and dialogue with these relevant actors and stakeholders, including with organisations representing youth, in public policy making is key to the democratic process, providing youth with a voice in the political decisions that affect their lives, families and communities. As new social needs emerge, youth organisations and local youth partnerships can play a vital role in bringing social rights issues to the attention of public authorities and influencing any political or administrative policies and actions to address youth needs.

▬ However, if a campaign is required to get political action on what are considered important emerging social needs, but to which there is political and/or administrative resistance to addressing the issue, then the following points might be considered.[22]

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22. There are a number of websites that can help with the design of public campaigns, such as www.campaignstrategy.org or the site of the UK National Council for Voluntary Organisations (NCVO) www.knowhownonprofit.org, both accessed 10 June 2016.

Communications	▶ Public campaigns are about persuading others, so a focus on education and information is essential. The purpose is to draw attention to the issue, educate the wider population/electorate about it, motivate as wide an engagement as possible and make it personal for members of the public!
Research	▶ It is important to know what the possible objections and opposition might be and be prepared to counter these by having coherent arguments in favour of developing a new policy.
Who and what for?	▶ Who is the campaign aimed at? Is it a national, regional or local campaign? Is the objective to get legislative or administrative action?
Resources	▶ What financial and personnel resources are available to sustain an effective campaign? Can local partnerships pool their resources? Is there a need to widen the campaign's support base to like-minded organisations, to access more resources? How will this be managed? How will the priorities of the different partners be reconciled?
Planning	▶ Plan the campaign as a series of stages, each stage leading on to the next like building blocks, escalating as the campaign progresses.
Campaigning	▶ Publish clear, simple and understandable arguments for addressing the emerging social need, and decide what tools to use, such as: providing information to the national/local media; initiating petitions; lobbying political and administrative decision makers; if necessary, organising peaceful direct action events that will arouse the interest of the wider media, using press photos, TV, radio. ▶ Social media (blogs, Twitter, social networks) are a very effective way to campaign, organise online petitions, get information to a wider audience (particularly young people) and build support for the campaign.
Monitoring and evaluating the impact	▶ It is vital for the success of a campaign to measure continuously how it is going. Is it achieving the original objectives? Are the public, political representatives and other stakeholders engaged with the issue? What are the negatives, and what are the positives? Is there a need to change or revise the strategy?

Figure 3. Campaign planning cycle

Source: Kingham and Coe (2005).
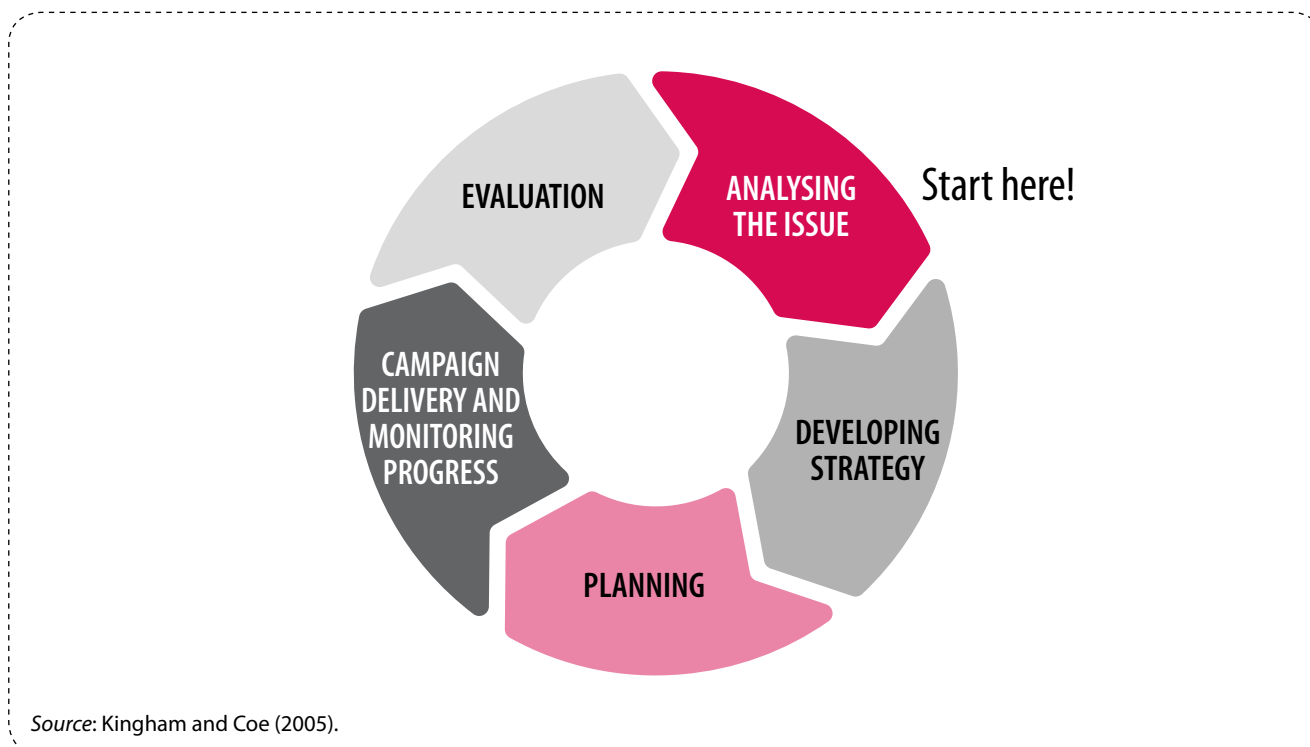
A CASE STUDY: GIOVANISÌ, TUSCANY, ITALY

▬ The Giovanisì project demonstrates an example of how the development of policy for young people can happen in practice. Although the project does not specifically target young people from disadvantaged neighbourhoods, it has reached young people at risk of social exclusion. It also provides a good example of policies based on the social rights of young people. The project addresses vulnerabilities that young people are likely to encounter in their transition to autonomy, related to housing, professional qualifications and employment, etc.

▬ Giovanisì is a project promoted by Regione Toscana to help young people become independent. It is financed by regional, national and European Union funding and focuses on six main areas: internships; housing; civil service; entrepreneurship; employment; and education and training.

▬ Giovanisì integrated the existing youth policies at regional level and, at the same time, created new lines of interventions. The project started in June 2011.

▬ The main aims of the project are to:

▶ encourage young people to become independent from their families;

▶ improve opportunities in the field of education;

▶ facilitate the transition from school to work;

▶ facilitate the start-up of new enterprises;

▶ promote working and training opportunities.

▬ The project is aimed at young people between 18 and 40 years old, with different age restrictions applying to different areas of the project.

▬ From an operational point of view, Giovanisì is managed and co-ordinated by a dedicated office based at the Presidency of the Regione Toscana. The office:

▶ interacts with the regional authority departments in order to implement new opportunities and renew existing ones;

▶ interacts with young people to inform them of the existing opportunities, get their ideas and feedback and register their needs.

▬ Giovanisì also promotes the increased participation of young people and youth workers. In addition, in order to directly involve youth in the collection of ideas and information about needs, Giovanisì set up working groups of young people, youth associations and NGOs working with young people.

▬ Giovanisì developed several initiatives to explore and provide evidence to its specific policy responses. For example:

▶ it organised two thematic seminars to explore issues of social rights in co-operation with the Council of Europe: Giovanisì Meets the Council of Europe (November 2013), and Youth ParticipAction – Strade per crescere (November 2015);

▶ it set up a Tavolo Giovani, a working group that directly interacts with Giovanisì and regional institutions. The working group is made up of more than 50 youth representatives of NGOs, local authorities and trade unions, as well as representatives of associations that work for and with young people. The group identifies youth needs and monitors the measures of Giovanisì in order to increase the responsiveness of the project;

▶ it carried out communication activities, informing young people about the opportunities created. More than 22 000 young people have participated in information events held at local level by Giovanisì information points.

▬ The following sections describe specific measures undertaken by the project.

Internships

▬ Non-curricular internships give young people the chance to train and prepare for the labour market. Regione Toscana co-funds non-curricular internships in the public and private sectors in Tuscany. The target group is young people aged between 18 and 30. There is no age limit for people with a disability or people from disadvantaged backgrounds. Regione Toscana co-funds the internships by providing €300 of the €500 monthly payment that is required by law, directly to companies or public bodies providing the internship. After the internship, Regione Toscana encourages, through economic incentives, private companies to provide an intern with permanent employment or a fixed-term contract for a minimum of two years.

▬ Curricular Internships and Professional Apprenticeships: Regione Toscana provides €300 to the companies or public bodies that involve interns (18 to 32 year olds).

Housing

▬ In order to help young people aged between 18 and 34 to move out from their parents' homes and become independent, Regione Toscana contributes towards the rent of young persons. The level of contribution varies from €150 to €350 a month for three years, according to the young person's income and whether they have children.

Civil service

▬ Regione Toscana finances regional civil service projects on such issues as: health care, the environment, education, culture, social care, immigration, consumer protection, equal opportunity, fair and ethical trade, and international co-operation. These civil service projects are financed for a period of 12 months with a contribution of €433 a month, directly paid by Regione Toscana to the young people involved, and they are run by registered local NGOs and local authorities.

▬ The target group is young people aged between 18 and 30; the scheme is extended to the age of 35 for young people with a disability.

Education and training

▬ To endorse talent and commitment and support the right of young people to education, training, learning and specialisation, a series of incentives, such as vouchers, scholarships and vocational education work programmes, have been put in place.

Entrepreneurship

▬ To make it easier for young people to start a business, Regione Toscana implemented different lines of intervention in the field of entrepreneurship. In particular, Regione Toscana supports young entrepreneurs by providing guarantees to any financing and leasing operations, by providing working spaces, giving grants to cover expenses, promoting micro-credit initiatives and supporting young practitioners. In addition, specific attention is given to start-up businesses in the agricultural sector. Grants of €40 000 are provided to young farmers who want to start up a new company.

Employment

▬ Regione Toscana promotes young people's access to the labour market by providing incentives for companies that hire young graduates and PhD holders under 35 years old with long or short-term contracts, by providing vouchers for co-workers under 40, supplying guarantees for temporary employees and supporting apprenticeships contracts.

▬ For more information on the Giovanisì project visit www.giovanisi.it or contact info@giovanisi.it.

Chapter 8

What you(th) can do: be active and speak out

What you(th) can do: be active and speak out

The guide represents a support tool for local authorities, which are, together with national governments, the main actors in the implementation of the recommendation. At the same time, youth organisations, young people and youth work providers also have an important role to play in the implementation of the recommendation. This chapter contains suggestions and ideas for what young people, youth organisations and youth work practitioners can do to take action to improve access to social rights for young people.

It is important that any actions that you initiate to support young people to access their social rights are undertaken in a way that encourages active participation and begins with young people and decision makers. Encouraging young people to become active and critical citizens, engaged in political processes, and ensuring that decision makers are responsive to the situation of young people, requires learning, debate and dialogue for all those involved. Any way in which you can expose young people and decision makers to realities that they do not encounter on a day-to-day basis and that encourages greater understanding of youth social rights and the realities of youth is a step in the right direction.

The following ideas can also be of significant relevance to policy makers. Very often, taking action and organising initiatives or projects require support, either institutional, in kind or financial. Supporting projects by civil society and young people for young people has proven to be a successful way to get young people to be active citizens.

UNDERSTAND THE SITUATION

Understanding the different aspects of an issue is essential in order to plan effective actions. Therefore, before deciding what to do about young people's access to social rights in your neighbourhood, you should first seek to understand the situation of young people and the social, political and economic environment in which they live.

UNDERTAKE RESEARCH

Knowledge is power and knowledge about the way in which young people are denied access to social rights in your neighbourhood is the starting point for action. You can start by thinking about, reflecting on and identifying the issues that confront young people in your neighbourhood:

▶ identify the specific issues that affect the quality of life for young people where you live. From your knowledge of the neighbourhood, you could identify the issues that make life difficult for young people, for example, access to housing, the cost of leisure facilities, access to youth spaces, a lack of sexual health, relationship education and youth-friendly health services, or prejudice towards a particular minority group;

▶ speak to young people and identify the things that they are frustrated by and/or are passionate about. Keep in mind that young people will often notice and say things that adult policy makers don't, won't or can't. Identify the issues that matter most to young people in your neighbourhood;

▶ involve young people in identifying and understanding the issues that affect them most, or that they are motivated to change. Keep in mind that it can take a long time and a lot of effort to make even small changes to the situation. Similarly, you or the young people you work with may have to learn more about certain issues and explore them from a variety of perspectives before taking action;

▶ stay realistic, manage expectations and be clear about what you would consider success to be; you could start by simply trying to raise awareness about the issues facing young people.

IDENTIFY THE KEY STAKEHOLDERS

▬ It is important that you know who else is affected by the issue that you have identified, who the key decision makers are and who the other stakeholders are. This will help you to identify opportunities for collaboration or people who may hold different opinions:

▶ undertake stakeholder mapping or community mapping. Find out who the key actors are, what the current situation is and what these stakeholders are doing about the situation;

▶ speak to adults and key influencers in your neighbourhood about the situation. Find out whether they agree with what young people are saying, and assess whether they could help with future actions;

▶ identify the different audiences that you want to communicate with and the message that will resonate with them. You may need to adapt your approach to the different stakeholders you have identified, such as other young people, local politicians, local media or public officials. Perhaps emotional and personal accounts will appeal to some and written reports and data to others.

START CREATING YOUR STORY

▬ Collect evidence, such as stories, data and personal accounts from people in your neighbourhood in order to understand the situation. You could:

▶ speak to the young people, carry out interviews, or make videos of them describing the way in which the situation affects their lives. For example, you could interview young people about their experiences of trying to access social housing, health care or their experiences of the education system. You could organise a survey to collect their views about the quality of education, housing or health issues in their neighbourhood;

▶ access and analyse the data and information that is held by government and other organisations. For example, there may already be data available on the rate of unemployment among young people in your neighbourhood, the number of violent crimes affecting young people, or the number of young people on waiting lists for social housing. Compile stories from local newspapers that will help you understand what is happening and work with other organisations that work in the area you decide to focus on;

▶ analyse the data that you have collected. Identify the key issues that are emerging. If possible, try to identify one or two key issues or ideas that could help improve the situation.
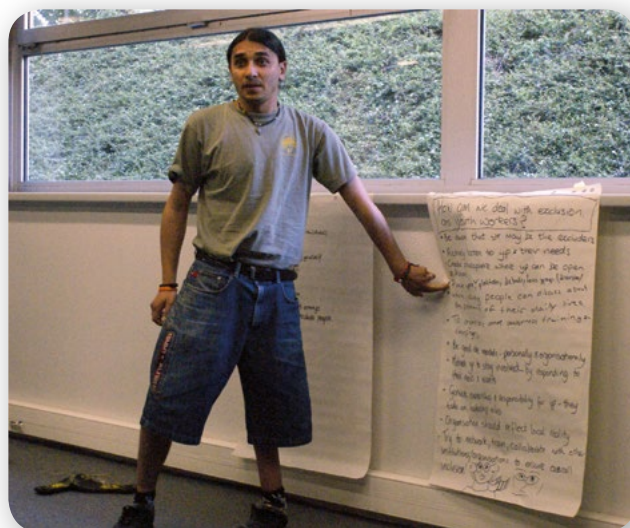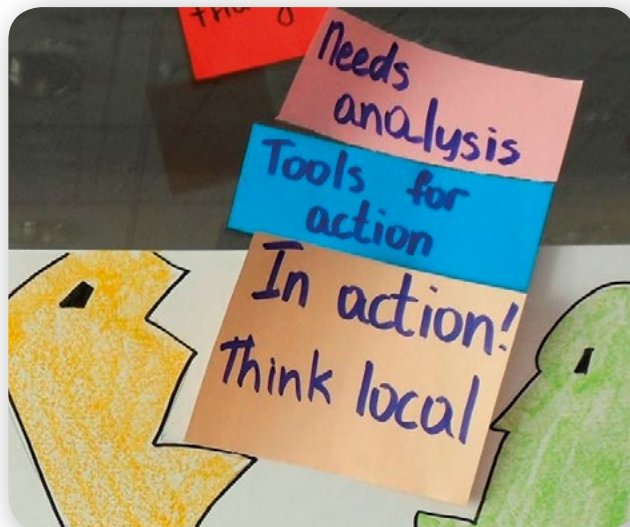
DEVISE A PLAN OF ACTION

▬ With a good understanding of the situation, you can start to decide on the best course of action. In general, good activism requires good planning. A planning session in the group will help you to focus on exactly what you want and are able to do, and what the best way of achieving your results is. For more ambitious aims, this is probably an advisable first move, since an action that does not achieve its desired results can be discouraging. You need to make the first thing you do effective.

▬ Try working through the four stages below within your group:

▶ find out where you stand: do a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis for your group;

▶ decide on the problem you want to address and the results you want to achieve;

▶ think of the best way you can address it, given the resources in your group;

▶ take action!

TAKE ACTION

By action, we mean something beyond a "formal" activity and something that probably includes a wider community than the group itself. Taking action is designed to bring about a result that is valuable, not only from an educational point of view, but also beyond. The actions you plan could be designed to support people affected by the situation, increase young people's knowledge about the situation, or actually change the situation itself.

LINK UP WITH OTHER GROUPS OR MOVEMENTS

Although it is useful for young people to initiate their own actions, there can also be benefit in taking action as part of a larger movement, or gaining experience by working with other organisations.

From the stakeholder mapping you undertake, you may identify organisations, both "professional" NGOs and spontaneous grassroots movements, engaged in working for social rights. Some of these may be operating in your local neighbourhood or may run campaigns that you or the young people you work with could become involved in.

Remember that an organisation may not always refer to its work as "social rights" work. However, an organisation working on homelessness, child poverty, domestic violence, racism and discrimination, or many other issues, is, of course, working on social rights, whether or not it states it explicitly.

SUPPORT PEOPLE IN NEED

Many young people and youth groups are active in offering direct assistance to people who have been denied access to their social rights. By meeting those who are experiencing difficulties, listening to their issues, or by providing company or conversation, young people can directly affect the lives of people denied access to their social rights. Visiting the vulnerable and noticing failures by the local, regional or national authorities can also put them in a stronger position to lobby those who are responsible, or to bring the failures to public notice by contacting the media. You could:

▶ engage young people in volunteering activities. For example, you or the young people you work with could volunteer at a homeless shelter, with a local NGO or charity, or run sports and leisure activities for other young people in the neighbourhood;

▶ involve young people in fundraising activities. For example, you or the young people you work with could organise activities to raise money to support local organisations that work to improve the situation of people in your neighbourhood.

TRAINING AND PEER EDUCATION

Young people can make excellent educators and are often more effective in recruiting others to a cause or changing attitudes, particularly when the audience is their own peer group. Explaining an issue to others will also help young people both to clarify their own positions and gain greater confidence. You could train young people to act as peer educators. For example, you or the young people you work with could be involved in training sessions that raise their awareness about gender inequality or sexual and reproductive health so that they can raise awareness about these issues among other young people in the local community.

LOBBYING AND CAMPAIGNING

Policy change – whether at international, national or local level – comes about as a result of a number of pressures, often one after another, from various sources. Sometimes the best way to exert pressure on elected representatives is through co-operation and by trying to get these representatives to understand your arguments. Sometimes protest or pressure is more effective. Generally, policies are changed as a result of influences coming from a number of directions, both collaborative and confrontational.

Supporting young people to communicate their experiences, hold public meetings or organise around a clear campaign can help raise awareness of the issues you want to address. The most successful meetings, campaigns or lobbying activities have a clear, simple, memorable and coherent message. It is essential that your campaign has clear strategic intent, so be clear about what you want to achieve: for example, you could be trying to raise awareness, or to change opinions, attitudes or a specific decision.

Ensure that key decision makers and stakeholders hear the experiences of young people who are denied access to their social rights, but also stories of success! Storytelling is a powerful tool for getting across the message of youth-centred social rights. Tell the story of your local activities or the experiences of young people who are denied access to their social rights, using social media as well as other forms of communications. These stories should be directed at policy decision makers, fund providers and, most importantly, the local community. For example, you could:

▶ work with young people to inform and educate key decision makers about what young people experience in accessing education, employment, housing, health, leisure, or any of the social rights covered in the Enter! recommendation;

▶ organise a public meeting where young people are invited to talk about their experiences. These meetings could allow young people to discuss their experiences with elected representatives and public officials;

▶ work with young people to produce short videos or photographs to raise awareness about the issues that they are facing and communicate these through social media;

▶ organise peaceful public actions, such as street theatre, a protest march, petitions, or sit-ins that aim to raise awareness, attract others to the cause, get media attention and show politicians or those in power that people are watching. If you are thinking of a public action, bear in mind the importance of doing something that will attract attention: make people laugh, or make them stop and stare; you may even want to try to shock them.

You need to get people talking!

Appendix

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Glossary

Active citizenship: The capacity for thoughtful and responsible participation in political, economic, social and cultural life. Young people learn about active citizenship through an introduction to the concepts and values underpinning citizenship in a democracy (usually through some form of education, formal or non-formal), by being active and responsible members of their community (through the activities of civil society) and, once they have reached a certain age, by practising the rights and responsibilities of citizens in a democracy (joining a political party or group, voting, standing for elected office, etc.). Active citizenship is both a human right and a responsibility. Young people experiencing barriers to accessing social rights are also more likely to experience barriers to exercising active citizenship and participating responsibly in society.

Co-management: The Council of Europe's system of co-management involves representatives from public authorities (governmental representatives in charge of youth) and civil society (representatives of non-governmental youth organisations and networks). This model of partnership has been in place since the 1960s. Partners in the co-management system decide together on an equal basis about the policies and programmes of the Council of Europe's youth sector and determine how they shall be financed.

Consultation: Asking communities, individuals and other stakeholders about their views on policies and decisions that affect their daily lives.

Co-operation: Working or acting together for a common purpose and for the benefit of the community as a whole.

Democratic society: A society in which all citizens have meaningful and effective ways to participate in the decision-making processes of every organisation that makes decisions or takes actions that affect them and to hold other individuals, and those who are responsible for making decisions and taking actions, fully accountable if their decisions or actions violate fundamental human rights, or are dishonest, unethical, unfair, secretive, inefficient, unrepresentative, unresponsive or irresponsible, so that all organisations in society are citizen-owned, citizen-controlled and citizen-driven and all individuals and organisations are held accountable for wrongdoing.

Disadvantage (social): A lack of access to the instruments required by every person for self-sufficiency and sustainable autonomy. In the context of the Enter! LTTC project, disadvantage is viewed as the process through which some groups of young people or other individuals are systematically denied (whether by design or neglect) the opportunity and/or means to fully enjoy social rights (as defined by the revised European Social Charter), which in effect represents a violation of their human rights. The experience of disadvantage may include a lack of: independence; incentive; responsibility; self-respect and respect from others; health; education; information; employment; adequate financial support; social, cultural and financial capital; responsive support systems and participation.

Disadvantaged neighbourhoods: Areas or communities in which residents, including young people, experience poverty, deprivation, violence, exclusion, marginalisation, a lack of opportunities, poor living conditions, a degraded environment or vulnerability to a higher degree than the majority of the population. Disadvantaged neighbourhoods lack important infrastructure and services for young people, which has negative impacts on their life chances and future development. Such infrastructure and services include youth centres, schools and other educational amenities, sport and cultural facilities, libraries, public meeting spaces, health centres, employment and training agencies, as well as local businesses and community initiatives.

These neighbourhoods are often denied or overlooked in terms of funding from national, regional and local authorities and from the private sector. Furthermore, they are often at a distance from city centres and are without adequate transport systems, leading to isolation and segregation. In the Enter! recommendation, the term "disadvantaged neighbourhoods" refers essentially to urban areas but also to the rural areas where Roma communities are settled and generally live in poor conditions.

Disadvantaged young people: Young people living in disadvantaged neighbourhoods (as defined above) experience various and multiple forms of (social) disadvantage (as defined above), including a lack of economic, cultural, and social capital and/or resources, a lack of access to or success in education, a lack of training or employment, a lack of perspectives on the future, a greater risk of homelessness, conflict with the law, sexual exploitation and/or violence and substance abuse, and so on. Furthermore, some young people from certain categories could become disadvantaged young people, including young people growing up in care or without their families; young people from migrant backgrounds or from ethnic minorities; Roma young people; young people with disabilities, mental health problems or living with illness; and young people living in segregated or isolated communities, who are much more likely to experience social disadvantages than other young people. Disadvantaged young people are among the most marginalised in society and require special support measures to access the same opportunities as their peers.

Discrimination: In all its possible forms and expressions, this is one of the most common forms of human rights violations and abuse. It affects millions of people every day and it is often difficult to recognise. Discrimination occurs when people are treated less favourably than other people in a comparable situation only because they belong, or are perceived to belong, to a certain group or category of people. People may be discriminated against because of their age, disability, ethnicity, origin, political beliefs, race, religion, sex or gender, sexual orientation, language or culture, and on many other grounds. Discrimination has direct consequences on those people and groups being discriminated against, but it also has indirect and deep consequences for society as a whole. A society where discrimination is allowed or tolerated is a society where people are deprived from freely exercising their full potential for themselves and for society.

Gender identity: Referring to one's sense of oneself as male, female, or transgender. When gender identity and biological sex are not congruent, an individual may identify as transsexual or as another transgender category.

Gender sensitive: Understanding and consideration of socio-cultural factors underlying sex-based discrimination. Gender sensitivity encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and to incorporate these into strategies and actions.

Hate crime: Any crimes that are targeted at a person because of hostility or prejudice towards that person's disability, race or ethnicity, religion or belief, sexual orientation, or transgender identity. This can be committed against a person or property. A victim does not have to be a member of the group at which the hostility is targeted.

Hate speech: Recommendation No. R (1997) 20 of the Committee of Ministers to member States on "hate speech" defines the term "hate speech" as all forms of expression that spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin.

Human rights: Throughout history every society has developed systems to ensure social cohesion by codifying the rights and responsibilities of its citizens. In 1948, the international community came together to agree on a code of rights that would be binding on all states, the Universal Declaration of Human Rights. Since 1948, other human rights documents have been adopted.

Human rights reflect basic human needs; they establish the basic standards without which people cannot live in dignity. Human rights are about equality, dignity, respect, freedom and justice. Examples of rights include freedom from discrimination, the right to life, freedom of speech, the right to marriage and family and the right to education.

All people are equally entitled to human rights, universally and forever. Human rights are universal, that is, they are the same for all human beings in every country. They are inalienable, indivisible and interdependent. They cannot be taken away, ever; all rights are equally important and they are complementary, for example, the right to participate in government and in free elections depends on freedom of speech.

Informal education/learning: The lifelong process whereby every individual acquires attitudes, values, skills, knowledge and insights from daily exposure to the environment, such as at home, at work, during leisure, from travelling, reading, and through different media sources. In contrast to formal and non-formal education, informal education is typically unorganised and unsystematic. It is virtually never certified, but it constitutes the majority of a person's lifetime learning.

Lifelong learning: All learning activity undertaken throughout life that results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social or professional reasons.

Local and regional authorities: Local and regional representatives, elected in free and democratic plebiscites, with responsibility for decisions on those aspects of citizens' lives devolved by national governments and the public administration structures that implement the decisions of the elected representatives.

Mixed housing schemes: Homes may be owned outright or secured on a mortgage; rented from the local authority, a housing association, a registered social landlord or a private owner; or they may be subject to a shared ownership agreement. Mixed housing schemes provide for different forms of tenure in the same locality. They aim to prevent social isolation by creating diverse and socially mixed neighbourhoods, in which people of different ages, backgrounds and socio-economic status live in close proximity.

Mobile youth work: A flexible and "outreaching" form of youth work that goes to the young people with whom it tries to engage, rather than grouping them together in a centralised point such as a youth centre or office. Mobile youth work takes a variety of forms and includes street work, individual assistance or counselling, group work and community work. It can take place outdoors as much as indoors, in private and in public spaces.

Mobility: Youth mobility is the capacity of young people to move between different places within their home country, or abroad, for the purpose of any of the following: achieving personal development goals; autonomy; volunteering and youth work; education systems and programmes; expert training; employment and career goals; housing opportunities; and leisure activities.

Non-formal education/learning: Any planned programme of education designed to improve a range of skills and competences, outside a formal educational setting. It stands for a range of core learning principles, methodologies and approaches in the youth sector, commonly emphasising the learner's intrinsic motivation, voluntary participation, critical thinking and democratic agency. The glossary of the European Knowledge Centre for Youth Policy[23] describes non-formal learning as:

> *purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways.*

Prejudice: A judgment, usually negative, we make about another person or other people without really knowing them.

Second chance education: A pathway for completing a high school equivalency programme, diploma or qualification, typically for young people who have been pushed out or who dropped out of mainstream schooling, who have otherwise disengaged from schools, or who missed schooling altogether.

Sex: A person's biological status, typically categorised as male, female, or intersex. There are a number of indicators of biological sex, including sex chromosomes, gonads, internal reproductive organs and external genitalia.

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23. See http://pjp-eu.coe.int/en/web/youth-partnership/knowledge-/-ekcyp, accessed 10 June 2016.

■ **Sexual orientation:** Refers to the sex of those to whom one is sexually and romantically attracted. Categories of sexual orientation typically have included attraction to members of one's own sex (gay men or lesbians), attraction to members of the other sex (heterosexuals) and attraction to members of both sexes (bisexuals). While these categories continue to be widely used, research has suggested that sexual orientation does not always appear in such definable categories and instead occurs on a continuum.

■ **Social cohesion:** The capacity of a society to ensure the welfare of all its members, minimising disparities and avoiding polarisation. A cohesive society is a mutually supportive community of free individuals pursuing these common goals by democratic means. Social cohesion is not only a matter of combating social exclusion and poverty, it is also about creating solidarity in society such that exclusion will be minimised (CDCS 2004).

■ **Social exclusion:** The failure of society to provide certain individuals and groups with those rights and benefits normally available to its members, such as employment, adequate housing, health care, education and training.

■ **Social inclusion:** The process of improving the terms for individuals and groups to access the rights and benefits normally available to members of society, such as employment, adequate housing, health care, education and training.

■ **Social rights:** The rights set out in the European Social Charter (revised) and the International Covenant on Economic, Social and Cultural Rights (ICESCR). The Charter is a Council of Europe treaty that guarantees social and economic human rights, and which was adopted in 1961 and revised in 1996. It confers rights in the areas of housing, health, education, employment, legal and social protection, free movement and non-discrimination. The ICESCR is one of the key UN human rights treaties, adopted by the United Nations General Assembly in 1966. It confers rights in the areas of work, social security, food, clothing and housing, health and education.

■ **Stigmatisation:** The process of treating someone or something unfairly and discriminating against them, seeing them as deviant from the norm. This is the result of stereotypes and prejudiced attitudes.

■ **Roma and Travellers:** The term used by the Council of Europe to encompass the wide diversity of the groups covered by the work of the Council of Europe in this field: on the one hand (i) Roma, Sinti/Manush, Calé, Kaale, Romanichals, Boyash/Rudari; (ii) Balkan Egyptians (Egyptians and Ashkali); and (iii) Eastern groups (Dom, Lom and Abdal); and, on the other hand, groups such as Travellers, Yenish, and the populations designated under the administrative term "Gens du voyage", as well as people who identify themselves as Gypsies.

■ **Universal Design:** Refers to broad-spectrum ideas intended to produce buildings, products and environments that are inherently accessible to older people, people without disabilities and people with disabilities.

■ **Vocational education and training programmes:** Education and training that aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly for participation in the labour market.

■ **Vocational guidance:** Assistance in choosing a career or profession or in making employment or training decisions.

■ **Youth policy:** A strategy implemented by public authorities with a view to providing young people with opportunities and experiences that support their successful integration into society and enable them to be active and responsible members of their societies, as well as agents of change. It involves four dimensions encompassing all aspects of young people's lives:

► being in good shape (physically and mentally);

► learning (informal, non-formal and formal);

► participation;

► inclusion.

Youth policy may combine different means of intervention (legislation, specific programmes, etc.) and integrates a long-term educational perspective. Youth policy targets all young people, but should pay special attention to those who are socially, economically or culturally vulnerable.

■ **Youth work:** This encompasses a broad range of activities (e.g. social, cultural, educational, sports-related and political) carried out with, by and for young people through non-formal and informal learning. Youth work has three essential features: (i) young people choose to participate; (ii) the work takes place where the young people are; (iii) it recognises that the young person and the youth worker are partners in a learning process.

■ **Youth workers:** People involved in work or activities with and for young people, either on a voluntary basis or professionally and in several contexts, including youth organisations, youth services, youth centres, youth/social work training institutions, or any other structure operating in the area of non-formal education with young people.

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In and around many cities, social and economic imbalances have led to the development of disadvantaged neighbourhoods, where diversity is also accompanied by poverty and often marginalisation or exclusion. This is sometimes combined with different forms and levels of *de facto* social segregation, discrimination and violence.

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

The Council of Europe has challenged itself to respond to these situations by adopting recommendations for its member states that encourage and support them in finding adequate policy responses to situations of exclusion, discrimination and violence affecting young people in disadvantaged neighbourhoods. In early 2015, the Committee of Ministers of the Council of Europe adopted a policy recommendation with proposals for policy measures to member states in order to promote access to social rights for young people.

Proposals concern:

– the provision of accessible, affordable public services;

– overcoming segregation;

– promoting the participation of young people;

– combating discrimination;

– recognition of youth work and non-formal education;

– promoting gender-sensitive approaches to the elaboration of youth policies.

This publication is an accompaniment to this recommendation, and aims to bring its content closer to policy makers, youth work practitioners, youth organisations and youth workers, and provide step-by-step information and guidance on the implementation of the recommendation. The publication also offers advice and examples of actions to take and policies to develop so that the social rights of young people are taken seriously by all the actors concerned by social inclusion and social cohesion.

ENG

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

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