



Enter!
Promoting Access to Social Rights for All Young People



A project by the Youth Department of the Council of Europe aimed at promoting access to social rights for young people, in particular of those exposed to social exclusion, discrimination and violence

Long Term Training Course 3rd edition
2017-2018

Concept paper and structural proposal

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The opinions expressed in this work are the responsibility of the author and do not necessarily reflect the official policy of the Council of Europe.

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Everywhere in Europe, societies are changing, people are moving, political, social and economic transitions are showing tendencies of rise of populism, inequalities, exclusion, discrimination and violence. Young people are not the only ones concerned by these social phenomena. However, they are often more targeted or vulnerable in their transition to adulthood and access to rights.

Social rights are an important part of human rights. However, these rights are often violated in young people's daily contexts. Access to quality education, to appropriate housing, access to physical and mental health, access to employment, non-discrimination...all these topics directly concern the daily challenges faced by youth in general, and by certain groups of youth with less opportunities, in particular.

Whereas the Enter! project was initially developed to target the access to social rights of young people from disadvantaged neighbourhoods, the following edition re-focused on youth facing disadvantages in general, rather than to limiting disadvantage to a particular working area. Nowadays, some students, but also refugees, Roma young people, youth in rural areas and many other particular groups encounter barriers in accessing and fully embracing their social rights.

Youth work plays an important role in accompanying young people towards autonomy, self-confidence, and competences to know, protect and claim their rights. But youth work cannot be the only social actor. Local authorities and policy makers also carry an important responsibility in setting up the framework in which social rights and human rights are respected and young people are protected. The Enter! recommendation, adopted by the Committee of Ministers in 2015, provides young people, youth workers and local authorities with a precious tool to take these demands further. The Enter! project, in its third edition, aims at accompanying these actors in such processes.

1.1 Scope of this publication

This publication seeks to build on the learning, successes and experiences of the past editions of the Enter! project, and more specifically of the LTTC, in order to develop a new concept for the 3rd edition of the LTTC 2017-2018. The publication does not only take into account the previous courses as such, but also aims at

integrating a reflection on the youth policy advancements and the work developed by the Council of Europe on access to social rights for young people. Therefore, the 3rd edition of the LTTC will have an additional dimension related not only to training and project development, but also to youth policy development and implementation of the Enter! recommendation at local level.

The document is organised in five main chapters.

The first chapter of this document looks at the Enter! project, its origins, aims, objectives and main developments. It also introduces the Enter! recommendation CM/Rec(2015)3 on access to social rights which was adopted by the Committee of Ministers of the Council of Europe.

In the second chapter, the concept paper then takes a deeper look into achievements, questions, developments to be taken from the previous LTTCs.

Based on this, the 3rd chapter gives a detailed and critical overview on various aspects of the LTTC and provides the reader with suggestions and recommendations for changes, improvements or elements to be added. This chapter looks at all aspects of the LTTC, starting from the profile of participants, contents, methods, support measures, partners involved, format etc., in order to propose a new concept based on current developments and learning from past editions.

Further on, in chapter 5, the document proposes three scenarios for the future LTTC, involving a diversity of options regarding the target group, length, format and course objectives.

Final open questions are put at the end of this document in order to invite the reader and the organisers of the future LTTC to critically look into the concept of this promising course.

The information gathered in this paper is taken from various publications and reports written about both courses. This involves:

- The Report: Enter!: from Policy to Practice- *A seminar on the implementation of the Recommendation on the access of young people from disadvantaged neighbourhoods to social rights [CM/Rec(2015)3] through youth work and youth policy practitioners*
- The Enter impact study: *What can youth work do for access to social rights? Impact and key lesson learned from the Enter! project on access to social rights for young people (Yael Ohana)*

- The course curriculum of Enter LTTC 2
- The seminar report of the Preparatory Seminar of the LTTC 2 (2012-2014)
- Various course documents, programmes, session outlines and evaluation tables developed within the context of the LTTCs 1 and 2
- The Enter! website: <http://www.coe.int/en/web/enter/home>.

The questions raised and the proposals made in this document are first and foremost to be seen as an invitation to use past experiences and current developments as an opportunity to transform this key programme of the Youth Department into a relevant, tailor-made training concept which will contribute to the further improvement of access to social rights of young people in Europe.

II/ The Enter project of the Council of Europe

The Enter! project was initiated by the youth sector of the Council of Europe in 2009 aiming at the development of youth policy and youth work responses to situations of exclusion, discrimination and violence affecting young people, particularly in multicultural disadvantaged neighbourhoods. The project promotes young people's access to social rights as a means for their inclusion and participation in society. The Enter! project mainly responds to multilevel social and economic imbalances, which hinder young people to access their social rights.

Since its beginning in 2009, the Enter! project has developed various activities, projects, partnerships and policy documents on access to social rights for young people.

These include:

- A key initiative at policy level was the drafting and passing of a Council of Europe Recommendation CM/Rec(2015)3 on the access of young people from disadvantaged neighbourhoods to social rights, which can be used as a benchmark for quality policy development and implementation by policy and decision makers around Europe, and as a tool for advocacy by youth organisations and the broader youth work community;
- Support for the implementation of the Council of Europe Recommendation on access to social rights and capacity building activities;
- Enter! long-term training courses (LTTCs) for youth workers to promote access to

social rights for all young people. Two editions of LTTCs have been organised in 2009 - 2012 and 2013 - 2014;

- The production and dissemination of Enter Dignityland!, an educational game about social rights that can be played with young people to raise their awareness about social rights;
- Large scale youth meetings to ensure young people's voices are heard and included in youth policy orientations of the youth sector of the Council of Europe, in 2011 and 2015;
- Thematic seminars on topics related to social rights, such as youth policy, gender equality in youth work, information and counselling, youth participation etc.;
- Study sessions, international youth activities organised at the European Youth Centres Budapest and Strasbourg in co-operation with international youth organisations;
- National level seminars to support the networking and promotion of innovative and coordinated ways of working on access to social rights;
- Research on youth work and youth policy aspects related to access to social rights for young people.

In 2017, the Youth Department of the Council of Europe is planning to start a third edition of the LTTC. This new course should build on the experiences, successes and learning of the previous two editions. It should involve a training dimension for youth workers, a continued cooperation with local authorities, an involvement of young people and an important dimension related to the implementation of the Enter! recommendation at local and national level.

This document will therefore propose a new concept for the third edition of the LTTC, by underlining successes and proposing changes or alternative where needed.

III/ The Long Term Training Course (LTTC)

3.1 General concept

The LTTC is a European level complementary training for youth workers, which aims to develop their competences in designing and implementing responses, projects, partnerships in support of youth-led initiatives that promote access to social rights and overcome discrimination, exclusion and violence.

The Enter! project has its main core in the Long-Term Training Course (LTTTC) for youth workers on access to social rights for all young people . The experiences of the training course will have a particularly important role in informing other activities of the project, by bringing the direct input of youth workers and young people and by bridging experiences from the European to the local level. This is a complementary training offering youth workers who undertake activities with young people that experience disadvantage the opportunity:

- to gain insights into how the European level and engagement with policy actors can support their efforts to empower young people, and,
- to promote access to social rights for young people, in an effort of overcoming the disadvantage young people face due to exclusion, violence and discrimination.

Long-term training courses have the advantage of enabling participants to be supported and trained over a longer period of time, which facilitates the transfer of competences into the local work reality. However, it also requires a long-term involvement of participants in all phases of the LTTTC, which can be challenging in some cases.

3.2 Looking back at LTTTC former editions

In the first Enter! project (from 2009 – 2012), the focus was on the complex forms of exclusions and the accumulations of discrimination, exclusion and violence that are experienced by young people living in disadvantaged neighbourhoods. In Enter! 2 (2013 – 2015), attention moved from the geographical disadvantage to the groups that experienced that disadvantage, which may or may not necessarily be defined by where they live.

Organised in two phases (from 2009 – 2012 and 2013 – 2015), Enter! had the following objectives:

- To address situations of conflict and exclusion of young people (living in multicultural environments) through youth work and non-formal education;
- To develop the competences of youth workers to initiate, support and evaluate projects for and with young people promoting access to social rights;

- To develop conceptual, educational and practical means of translating access to social rights for young people into the realities of youth work and policy-making;
- To advocate for the access of young people to social rights, particularly by developing partnerships between civil society actors, young people and policy-makers, at local, national and European levels;
- To address situations of exclusion, conflict and violence affecting young people using innovative youth work interventions initiated through partnerships between youth work, youth policy and local authorities; (Enter1)
- To develop translate concepts of intercultural dialogue into the practice of youth work; (Enter1)
- To consolidate the results of the first three years of Enter!, particularly in the areas of youth policy, non-formal education and recognition of youth work.

More than 60 youth workers from 26 countries were trained in Human Rights, social rights, conflict transformation, intercultural learning as well as project management. The courses involved various residential seminars in Strasbourg and Budapest, e-learning sessions, regional meetings and a final Enter! youth meeting at the end of the LTTCs, involving young people who had participated in the local projects.

Over the years, the Congress of Local and Regional Authorities of the Council of Europe became a steady partner of the Youth Department in the project, involving local authorities in various seminars. Participants were supported by trainers through regular mentoring sessions.

The profile of participants in LTTC 2 was defined as follows:

- Participants are youth or social workers, working directly with young people;
- they carry out their activities in a non-governmental entity (for example, a youth organisation, a human rights organisation, an organisation working on specific social rights or with specific target groups etc.) or in a local authority (for example, local community centres, youth centres, information office of a Municipality, school communities, etc.);
- they have experience in projects tackling exclusion, discrimination and violence affecting young people;
- they are either professionals or volunteers.

Participants were also selected keeping in mind the following:

- participants have the motivation and capacity to develop projects for and with young people on access to social rights;
 - participants have an interest to work in partnerships with local authorities on enhancing;
 - dialogue for improving access of young people to social rights;
 - participants have a specific target group of young people they will be working with throughout the LTTC;
 - participants are motivated to learn and to develop their professional and personal competences;
 - participants intend to remain active in their organisation/institution for the next 2 years and multiply their learning in their organisation/institution and community;
 - participants are aged 18-35, with exceptions possible;
 - participants are resident in one of the countries of the European Cultural Convention of the Council of Europe;
 - participants are able to work in English;
 - participants are available for full participation in all four phases of the course.
 - Participants are supported by their organisation for the whole duration of the course. This means, concretely:
 - ✓ the candidate must present a support letter from their organisation in the application phase;
 - ✓ the candidate should be allowed to participate in the residential seminar of the course and in other local and regional meetings for the whole duration of the course; there should be a priority among the organisation's work plan on developing partnerships with local and regional authorities and policy-makers and respectively civil society organisations for candidates working in the public sector;
 - ✓ the candidate will implement a local project for and with young people, with specific quality criteria, and this means support from other colleagues will be needed.
- It was a requirement for the selection that candidates' organisations have developed or are in a position to develop partnerships with local and authorities/civil society for the enhancement of social inclusion of young people.

An impact study was conducted following the two first editions of the LTTC in order to measure successes and advancements enhanced through these courses.

The study sheds light on the various successful dimensions of Enter! in general and of the LTTCs in particular. This paper is taking into account the challenges and good practices of the impact study in order to develop a proposal based on previous experiences.

IV/ Concept proposal for the 3rd edition of the LTTC

The following chapter proposes slight changes or alternatives to the previous LTTCs on the basis of previous experiences and evaluation processes.

The proposed formats aim at being:

- more inclusive in relation to the participant's profile
- more inclusive in relation to the focus on both youth work, youth policy and research

4.1 Aim and objectives

The LTTC aims at developing participants' competences in responding to discrimination, violence and exclusion through youth work, youth projects and youth policy development.

The objectives of the course could be formulated as follows:

- To develop participants' knowledge and understanding of human rights and social rights as well as to existing mechanisms to protect and promote young people's rights;
- To further enhance local cooperation between young people, youth workers and local authorities in the implementation and dissemination of the Enter! recommendation on access to social rights of young people;
- To introduce participants to the project management cycle and accompany them in the development of concrete, meaningful educational youth projects responding to young people facing discrimination, exclusion and violence;
- To motivate young people to take an active role in advocating for access to social rights at local and international level;
- To develop young people's motivation, self-confidence and belief in

contributing to social change through youth work and youth policy at local, national and international level.

4.2 Expected results and learning outcomes

At the end of the LTTC, youth workers should be able to:

- Explain to young people what human rights and social rights are and how they can be protected;
- Ensure space for young people to identify challenges and take action according the situations they face;
- Motivate, involve and accompany young people in planning, running and evaluating local initiatives and projects that promote access to social rights and respond to discrimination, exclusion and violence;
- Enable young people to work for the improvement of access to social rights;
- Plan, implement and evaluate non-formal education activities;
- Communicate, present and report on their projects and actions to various groups and people;
- Cooperate with local authorities and develop a common working culture based on access to social rights of young people;
- Support, accompany and coach young people in the development of local actions and initiatives for the implementation and dissemination of the Enter recommendation.

At the end of the LTTC, local authority representatives should be able to:

- Better understand young people's and youth organisations' challenges in relation to access to social rights;
- Support youth organisations in projects and initiatives related to social rights;
- Support and accompany young people and youth organisations in the development of local actions and initiatives for the implementation and dissemination of the Enter recommendation;
- Lobby for the implementation and dissemination of the Enter recommendation to national governments and other local authorities.

At the end of the LTTC, young people should be able to:

- Understand what human rights and social rights are and identify own

challenges related to social rights;

- Formulate concrete needs related to their access to social rights;
- Develop, run and evaluate local projects or initiatives related to access to social rights and tackling discrimination, violence and exclusion in their realities;
- Feel encouraged and empowered to exchange and share ideas with decision-makers and local authorities;
- Develop motivation and commitment to translate the recommendation into their own youth friendly language and develop advocacy ideas;
- Have gained confidence in their possible contribution to social change.

Altogether, all participants should have developed competences in addressing social rights at local and European level, learnt to work and cooperate together and explore common responses to violence, discrimination and exclusion.

4.3 What worked well? What should remain?

As the impact study shows, the LTTC brought a wide range of opportunities and positive changes at various levels, from developing competences to strengthening partnerships or to raising awareness about social rights. These very rich elements should of course be maintained or even increased further.

Amongst the "good practices" to be maintained, here are some of the main points:

- The long-term training course puts youth workers at the centre of the project and of the training dimensions. They should remain the main target group and be the link with other groups or involved people;
- The format, composed of two residential seminars with project work in the middle should be maintained. It ensures opportunities to connect and learn together, transfer back to local reality and common analysis at a meta-level. The European and local level work are connected through this approach;
- The type of support: In general, the richness of support measures provided to participating participants contributes to the overall success and should therefore be maintained. This mainly concerns e-learning and mentoring. How it is done, for whom and by whom, could be changed according to various possible scenarios. The self-assessment tool and the portfolio were also strong and

efficient tools for the youth workers and should remain. They could be adapted to young people's self-assessment of learning through their involvement in this project;

- The themes addressed: The big variety and range of themes addressed enabled participants to gain competences in various fields. The themes and the methodological approach related to them provided participants with a platform for experimentation in a safe place, but also enabled to create bridges for linking back course contents to local realities, and vice-versa.

4.4 What should be improved? Increased? Transformed? Further developed?

4.4.1 Participants: Who to involve?

First and foremost, the question of the target group should be raised.

Whereas in the previous LTTCs, participants worked more on training skills and competence development, the third LTTC should also involve a stronger youth policy dimension. The recommendation CM/Rec(2015)3 was adopted in 2015. This provides the Enter! project in general, and the LTTC in particular, with a powerful tool to lobby for access to social rights in local authorities and municipalities.

Local authorities

Previous editions of the LTTC, as confirmed in the impact study, provided participants with high challenges in relation to cooperation with local authorities. When links were already established before the start of the course, good cooperation and involvement of authorities could be expected. In other cases, even when youth workers should strong motivation, this was rarely shared by local authorities. In order for the LTTC to have a real local impact and enable youth workers to develop successful projects, which can impact young people's access to social rights in a positive way, the involvement of local authorities from the very beginning seems important.

NGO/ youth organisation

Furthermore, in both previous editions, participants struggled with the long-term

involvement on one hand, and with getting support or involvement of their NGO/ structure/ organisation, on the other hand.

From a systemic point of view, it is important to create an environment for youth workers in which they can work, learn and develop in good conditions. This requires a strong involvement of all actors working with them in the project.

IN order for youth organisations to support their youth workers, they need to be involved in the project beyond the one person from their organisation. This can be achieved through the involvement of the young people themselves, but also through a partnership with the local authorities. A partnership contract could be signed, and youth NGOs could participate in a "youth social rights award". All participating NGOs involved in the LTTC would be part of a contest, for which one NGO/ organisation would finally be selected to win the award, on the basis of predefined criteria. The selection jury should be composed of local authorities, Council of Europe Secretariat (Educational team or EYF) and possibly Enter alumni. The winning structure could be offered financial and educational support to run a local pilot project.

Youth workers

In the LTTC 1 and 2, about 30 youth workers were selected amongst hundreds to participate in the LTTC. However, their profile was often not defined clearly enough.

In order for the course to be successful, youth workers should:

- Already be actively involved in concrete youth work on access to social rights with young people (they could focus on social rights in general, or on a specific social right, such as access to education, health, employment...);
- Be fully supported by the organisation/ youth club/ NGO through which they apply (the form of involvement will be further discussed below);
- Already cooperate with local authorities in their daily work or through particular projects.

Young people

Secondly, the place of young people, so called "end beneficiaries" of the projects, could be revised. In previous editions, young people involved in participants' local projects were invited at the end of the LTTCs for an Enter! youth meeting. These events were successful and often perceived as a form of reward for young people's involvement. However, the real voice of young people and their possible impact at

European level remained very limited. In a third edition, the possible further involvement of young people should be considered.

LTTC alumni

Finally, Enter! 1 and 2 have contributed to training over 60 youth workers in various Council of Europe Member States. They have all developed local youth projects, developed strong competences in access to social rights, shared ideas on implementation of the recommendation and learnt to link local, national and European level when working on access to social rights. These former participants represent a potential strong resource for the new edition of the LTTC. The sharing of their acquired knowledge, but also of the challenges they faced and practices they developed, could be of strong added value for new participants. Whether this happens formally by contracting some of them, or rather informally by creating links and opportunities for networking, can be further explored.

Taking these various dimensions into account, the LTTC 3 could have the following profile of participants:

- **Youth workers** already involved in local youth work on access to social rights, and already cooperating with their local authorities on projects;
- **Local authority representatives** involved in previous Enter editions, actively involved in the Congress or strongly cooperating with youth NGOs or youth workers at local level, ready to get involved in the Enter! project and to support youth worker participants in the development, implementation and follow-up of a youth project on access to social rights;
- **2-3 young people** who are actively involved in their local youth club/ youth NGO in cooperation with their youth worker (these young people should be "nominated" by the applying youth worker). They should be strongly motivated, engaged over a longer period of time and willing to develop a long-term project;
- **Youth NGOs/ organisations** sending the youth worker and the young people.

One possibility would be to consider that applications take place as a package composed of a local authority representative, an NGO and 2-3 young people.

In this case, 8-9 grouped applications would be selected to participate. This would strongly limit the scope of the course, but ensure deeper quality and more

sustainable results in the project developments, the implementation of the recommendation and the long lasting impact of the projects. It would also enable a quality support by the trainer/ mentors.

The 4 categories of applicants would not necessarily need to be involved similarly in all stages of the LTTC.

In concrete terms, the Youth Department could test a new format of application procedure in **trios**, thus limiting the number of "teams" selected to 8-9 (each "team" being composed of one youth worker, one local authority representative and two young people), but ensuring already existing cooperation and shared commitment at local level (see scenario 1). This would be the main change factor to this new LTTC. Although it takes away the possibility for isolated youth workers to access training and support, it puts the focus on supporting and disseminating already functioning cooperation, with a stronger potential to have policy influence and possibly create good practices for other local authorities. Alternatively (see scenarios 2 and 3), the core LTTC could still focus on youth workers, thus involving young people and local authorities in some particular moments in parallel seminars. However, if the project is to be carried and owned by all these partners, it is essential to involve them early in the process. The latest they get involved, the least they will feel ownership of the project and the least they will show willingness to support it.

4.4.2 Selection procedure

The selection procedure should be revised entirely:

- Firstly, the language used in the application form is very institutional, formal and complex, thus sometimes scaring potential applicants.
- Secondly, a video introduction to the LTTC could be prepared by the team of trainers to accompany the application form and make the course livelier.
- In this same way, applicants should be invited to apply through a 2-minutes video in order to explain their motivation, experience on social rights, and possibly introduce their group of young people. If the application is commonly made by youth workers, young people and local authorities, a video would be an easy way to show this cooperation and take common responsibility for the participation from the very beginning.
- In all cases, the support of local authorities should be shown in the application, through a support letter or a more active role.

How to target potential applicants?

- As the impact study showed, the Council of Europe, as an intergovernmental organisation, struggles to reach out to local organisations and young people directly concerned by the challenges related to access to social rights.
- If the proposal above is followed, one possibility could be to work closely with the Congress and with former Enter! participants in order to identify municipalities actively working with local NGOs and supporting access to social rights. This procedure is less opened than traditional open applications. However, once again, the potential impact is increased. In a similar way as youth NGOs would be awarded for their projects, a "youth friendly" label could be envisaged for those local authorities supporting the projects.

4.4.3 Geographical/ regional scope

Although the previous LTTCs did involve participants from all over Europe, there is a tendency to look at challenges and access to social rights from a very western oriented perspective. In a future edition, it could be worthwhile to involve experts and examples from the Russian project on access to social rights as well as from other Eastern countries. As a matter of fact, realities and challenges in addressing access to social rights vary greatly from one region to another.

4.4.5 Support measures

❖ **E-learning**

The tool should be maintained as an important support measure in between residential seminars. It serves in creating first connections, introducing concepts and linking local realities to participants' common curriculum. However, E-learning could be more tailor-made and put participants' in a proactive learner's role rather than in a consumerist attitude, as was sometimes the case in previous editions.

- Some general "compulsory" introductory E-learning sessions could be proposed on Enter!, on human rights and social rights, on intercultural dialogue and youth policy.
- Then, the e-learning platform could propose parallel elective modules from which participants could choose according to their local realities and training needs. For example, some modules could tackle some specific social rights (health, education...) and participants could deepen their competences in the

right related to their local project.

- Furthermore, depending on the final group composition, some e-learning sessions could address young people directly, others specifically link to local authorities, and others again address only youth workers, whereas more general sessions could be drawn up for all groups.

❖ **Mentoring**

Mentoring is an essential support measure in the LTTC. It gives participants the security and the confidence to be supported back home at local level, thus facilitating the transfer and daily confrontation with challenges linked to social rights and to the project implementation. In previous years the trainers acted as mentors, thus following 6 participants each in their projects. This represented a high amount of work. This year, the concept of mentoring should be maintained. However, mentors could be extra resources other than the trainer's team. For example, former LTTC participants or partners could be hired as mentors, which could potentially enable more flexibility, availability and in some cases, mentoring in the local language.

❖ **The EYF**

The role of the EYF should be increased again. In the first edition of the Enter project, LTTC participants were given priority in their pilot project applications, which were supported by the trainers. This was not the case in the second LTTC anymore. For this edition, new forms of cooperation should be explored and the possibility to finance LTTC projects should be increased again, as the lack of resources remains one of the key challenges in the project implementation. The EYF could also provide an "award" to one innovative, inclusive LTTC youth project.

❖ **Linking Enter! to other Council of Europe projects**

The topic of access to social rights is closely linked to other work areas of the Council of Europe and of the Youth Department. Therefore, links should be made both online and during residential seminars, for example with TranZit (access to autonomy and working life), the No hate Speech Movement, the Roma Youth action plan. Here again, these projects could be part of the modular proposals on the e-learning platform for those who are interested and willing to link up or use some of these experiences in their projects.

❖ **Motivation**

One of the main challenges of previous LTTCs was to maintain the motivation of participants, of young people and of the organisations through which the youth workers applied. Very often, the organisations were too far from the course to feel part of it or willing to support it.

- One idea in order to involve all stakeholders would be to run a project contest with one youth project getting a final "youth social rights award". This price could consist in the right to run one EYF funded follow-up project with educational support. This could represent a strong motivation for all to get more involved.
- In a similar way, local authorities actively promoting the implementation of the recommendation could get a Council of Europe label or some form of recognition.
- Monthly challenges could be organised online in order to add a playful dimension to the e-learning (interview 10 people, make a short movie on one social right, meet your Mayor, make a collage of social rights figures/activists...)
- Local project visits by the team or Council of Europe Secretariat would add recognition and importance to the project and thus possibly increase motivation.
- Finally, the overall approach of the LTTC could be solution focused rather than problem focused: By focusing on what works, on innovative ideas, projects or initiatives already taking place, participants can be encouraged to believe in their possible impact.

4.4.6 Involvement of other partners and projects:

- ✓ The YSRN, which developed as a result of Enter! 1, could be further involved in this year's LTTC, either in a trainer's function, or through other means. Cross-cooperation could be envisaged, with a possibility for LTTC participants to be involved in YSRN study session or EYF project. The study session "Adventure" will take place in November 2017 and has the following objectives:
 - To deepen their knowledge and understanding of social rights and map ways

- of addressing social rights challenges in different realities;
- To introduce CM/REC (2015)3 Recommendation to youth councils;
- To map what is already being done, what needs to be improved, what needs to be started in relation to Recommendation in different realities;
- To increase competences for advocating and draft plans and tools for improvement of access to social rights and implementation of the CM/REC (2015)3 Recommendation at local level.

Finally, YSRN has managed to create good cooperation with some local authorities in various Member States. These contacts could be shared in the dissemination of the call. "Model" municipalities such as Neapoli-Sikies could serve as an inspiration to local authorities willing to implement the recommendation.

- Furthermore, possible links with SALTO, OSF, Youth Express Network and national institutions working on social rights should be increased;
- Some research on existing projects, initiatives and programmes related to social rights in general, or to specific social rights, should be made in order to identify potential partnerships and expertise.
- Study visits, or shadowing YSRN's projects (the working plan and the study session) or visiting/shadowing projects of previous LTTCs' participants on improvement of the access to social rights (to spend some time with the organisation and get to know how and if ENTER affected their work, In what way, what kind of projects they are doing .. maybe be part of some activities ...)

4.4.7 LTTC local projects

As already defined in previous concept papers of the LTTC, "*projects provide the practical basis for learning how to promote the social rights of young people and how best to use our research for youth policy action*".

The local projects are one of the key elements of the LTTC. However, in previous editions, some participants have encountered various challenges in developing and implementing these projects. This is due to various aspects:

- lack of experience in developing youth work projects
- lack of understanding or competences in working on access to social rights

- lack of institutional/ financial support
- lack of organisation/ structure to work with a group of young people

These major challenges have sometimes contributing to weak, unfinished projects or to high levels of frustration in motivated participants. In order to avoid this in the future edition, the understanding of what a youth project on access to social rights can be should be clearly defined.

Some basic preconditions need to be met for participants to be able to run quality projects. The previous teams have developed quality criteria for projects on the basis of which youth projects shall be developed. However, these remain very theoretical and sometimes abstract.

One concrete idea for this year could be to shape the projects by proposing certain categories of projects, a form of check-list based on elements which could feed the overall LTTC objectives and link the European dimension to the local dimension by taking into account the pillars of youth work, youth policy and research.

Participants could develop their project on the basis of the following proposals:

- Develop a training activity on access to social rights;
- Develop an educational tool (game, booklet, app...) on access to social rights;
- Develop youth friendly materials in your local language to promote the implementation of the Enter recommendation;
- Develop a local campaign;
- Develop advocacy tools on access to social rights;
- Do other similar activities...

The list should not be exhaustive, but rather give participants an indication of possibilities, by giving them the chance to add own ideas or proposals.

Depending on where projects are implemented, some resourceful links should be made with former participants, partner organisations and active municipalities to provide field support, if possible in the local language.

A project jury could be composed of trainers, Council of Europe Secretariat and former participants to create a project contest based on the project criteria (see criteria LTTC2),

Additional criteria could be:

- its originality,
- the motivation of young people,
- the youth friendliness

- the creativity
- the number of young people involved
- the visual materials provided
- Other criteria based on the project's objectives.

Finally, an interactive project advancement tool allowing for stories, pictures and other visual materials should be created on the platform in order for all to be able to follow. This tool should not only be fed by youth workers, but also by young people and possibly local authorities.

4.4.8 Role of staff/ trainers

In the new LTTC, further involvement of other forms of expertise could be foreseen.

- First of all, former Enter participants who have developed successful projects could serve as resource persons for new participants. On one hand, this could potentially facilitate language issues, as some former participants could possibly speak local languages. On the other hand, the form of support could be more practice oriented and based on own experiences. It could be considered that interested former participants apply to be mentors to new participants. This would be a specific role, which could still partially be supported by the trainers' team, but without putting the full responsibility on them.
- The composition of the LTTC trainer's team should involve various competences enabling the team to work at various levels: with young people, with youth workers and at policy level with local authorities. The team should combine advocacy competences, youth work experience, project management skills and e-learning or digital competences. These various dimensions should be represented in the combined team composition to ensure that the various competences can be found.
- Finally, e-learning could be partially outsourced by not asking the trainers' team to provide all the contents and expertise, but rather involve other experts and practitioners through videoconferencing, streaming, online workshops etc.
- Inspiring stories by young people, former participants or other young people involved in projects on access to social rights could be filmed and shared in order to directly address youth and possibly incite them to share own practices

and success stories.

- Trainers should be able to have one regional visit or visit to the local projects. If the scenario 1 is maintained, this would reduce the number of projects and thus the number of visits. These local visits have various advantages: Firstly, they enable the trainer to better understand the local reality and adapt their support. Secondly, trainers are considered as Council of Europe representatives, thus giving the organisation, the local authority and the young people certain recognition and importance, which could increase the commitment in the project. Thirdly, as already mentioned, access to social rights has very different meanings in different regions. This could be better grasped and understood through local visits.

4.4.9 Themes to be addressed

The core themes of the LTTC remain the same as in previous editions.

- Council of Europe and other relevant institutions;
- Human rights and social rights;
- Violence, discrimination, exclusion;
- Youth rights;
- Intercultural learning;
- Conflict transformation;
- Project management cycle;
- Youth policy and its link to youth work;
- Non-Formal education and youth work ;
- Policy recommendation: Since the last edition of the LTTC, the **policy recommendation** has been produced and adopted by the Committee of Ministers. This document sets the ground for a powerful new tool to accompany youth work at policy level. The new LTTC therefore needs to further integrate this dimension into the course. Some aspects of the course should focus on competence development for advocacy on the document. A youth friendly version of the recommendation in various languages could be envisaged.

However, in the current context, it could be worthwhile integrating some additional topics, such as:

- Psycho-social characteristics of youth;
- Working with young people with fewer opportunities;
- Methodology of research;
- Networking and co-operation;
- Advocacy and lobbying;
- the situation of young refugees;
- the rise of populism and its link to access or lack of access to social rights; and
- the rise of terrorism or terror threat and its consequences on young people and their access to social rights.

Additional themes could be identified as prevailing in other regions of Europe.

Again, some of these more specific themes could be addressed in parallel online modules, and possibly even developed by external resource persons (Voices of Young refugees in Europe, associations working with young people on the prevention of terrorism etc.)

4.5 Methodological approaches and course structure: Three scenarios

In classical LTTCs, participants meet for a first common residential seminar (usually in Strasbourg or Budapest). They get to know each other, are introduced to the main themes of the training and start developing their project ideas.

After the first residential seminar, participants go back home and work on their project development together with young people. They are provided with e-learning and with additional mentoring support.

A second residential seminar follows 9 months after in order to present the final projects, evaluate them and finalise the course contents.

Based on this format, this year's edition of the LTTC could foresee various scenarios.

What is common to the 3 scenarios:

- The training does involve youth workers, local authorities and young people in different roles and intensities;
- One youth project developed is awarded in the end of the LTTC to a youth organisation who developed an inclusive project on access to social rights;
- The participants are supported in between residential seminars;

What varies from one scenario to another:

- The intensity of involvement of the various categories of participants (full participation of all three groups vs. focus on youth workers with common moments with local authorities and youth);
- Role and involvement of local authorities and young people;
- Number of Member States/ participants involved;
- Selection procedure.

Scenario one is the most radical change proposal with a new framework and most need for re-adaptation. Scenarios 2 and 3 remain closer to what has been done so far, with more involvement of other partners/ participants.

However, one essential thought is the potential created by involving local authorities and young people from the very beginning of the project rather than later, in order to allow for a common ownership and feeling of belonging to the broader, European scope Enter! project. This can only happen by being directly involved in the happening, and probably by participating, at least partly, in the first residential seminar.

4.5.1 Scenario 1: 25/25/50 course

This scenario is the most complex and innovative of all. It requires a complete switch in planning, implementing and evaluating the course. It is also the most inclusive proposal as all stakeholders are involved equally and throughout the process.

❖ **Participants**

In this first proposal, as already mentioned in the profile of participants, applications would take place in **trios** (youth worker/ local authority representative, young people).

For each selected group, 3-4 participants would come together to the first residential seminar of the LTTC. If 30 places were available, this would allow for 7-8 trios to apply and participate.

All participants participate with equal intensity to all steps of the LTTC.

❖ BEFORE THE FIRST RESIDENTIAL SEMINAR

- Tailor-made introductory E-learning is provided for young people and for the other 2 groups of participants to understand social rights, human rights and start sharing about challenges in relation to access to social rights.
- An online Skype mentoring session is organised with each "group" of participants with one trainer/ mentor in order to clarify the project ideas, raise questions and enable the participants to clarify things at local level before coming to Strasbourg or Budapest.

❖ FIRST RESIDENTIAL SEMINAR

The first 2 days of the LTTC would serve for team building and general introductions to:

- Council of Europe
- Enter (courses, Enter! Recommendation)
- Human Rights and Social Rights
- Local youth policy

The next 2 days would focus on project ideas (work in trios and in professional categories) with the support of the team. These days would also focus on assessing needs (training needs, information etc.)

The following 2 days would consist in training participants in the specific themes/ topics identified in their needs. This could take place in small thematic groups and/or participant's categories.

This scenario enables all actors to start with a strong common experience, thus ensuring that the ownership of the project is not just carried by the youth workers, who then have to convince and motivate local partners, but that the project proposal is developed and carried out commonly by all actors.

In the case of this scenario, trios will already have been selected on the basis of existing projects or common applications based on a concrete project idea. This will create a stable basis for working on project development.

❖ IN BETWEEN SEMINARS

In between seminars, trios will be provided with educational support. This will include

e-learning (detailed proposal above) as well as mentoring and one project visit by the mentor and/or trainer. Regular contact should be kept with all categories of participants in order to ensure a stable follow-up and project implementation.

❖ **SECOND RESIDENTIAL SEMINAR**

In the second seminar, the projects will be presented. Parallel programmes could take place for the participants:

- Training for youth workers
- Meeting with Congress for municipalities
- Meeting with local youth/ exchange of experiences/ competences between young people
- Workshops ran/ organised by participants...

The second seminar will close the youth social rights award ceremony. The jury selects one successful project, which receives a support package for a follow-up project (EYF pilot project).

4.5.2 Scenario 2: Training for youth workers with common meetings with other target groups

❖ **Participants**

In this second scenario, the main focus of the LTTC remains with training the youth workers. These should still apply with a local authority, an organisation and a group of young people. In this case, the number of selected applications can be increased again to 20-30 participants, provided that so many applicants can already apply with the support of a local authority and their organisation.

Local authorities could be contacted when disseminating the call in order for them to link up with youth organisations active in the sector and already cooperating with them. This would be an unusual approach, but could ensure more willingness of local authorities to be involved.

❖ **BEFORE THE FIRST RESIDENTIAL SEMINAR**

An e-learning space is created for youth workers, young people and local authorities. Some common and some group specific tasks are given to all in order to get to know

each other and start developing an understanding on Enter! and related topics.

❖ **FIRST RESIDENTIAL SEMINAR**

The first seminar starts with the youth workers only. They are introduced to the key concepts of Enter! the first few days.

In parallel to the residential seminar, a 2-days meeting for local authorities is organised on access to social rights, in cooperation with the Congress. This should involve both Congress Members and local authorities partnering up with LTTC participants. The local authorities present at the meeting have a common 1/2 day with the youth workers to work on their project ideas. During the Congress meeting, they can introduce Enter! and lobby for the implementation of the recommendation.

Local authorities are introduced to good practices from Greece or “the former Yugoslav Republic of Macedonia” who have started implementing the recommendation at local level.

Youth workers could have a Skype meeting with the young people during the LTTC in order to brief them on what happens and further work on their project ideas. Young people could be asked to send in videos or other kinds of contributions. They would not be physically present during the first residential seminar.

❖ **BETWEEN RESIDENTIAL SEMINARS**

Between the seminars, youth workers are supported with e-learning and mentoring.

Some online youth meetings can be organised for young people to create links and take ownership of the project.

❖ **SECOND RESIDENTIAL SEMINAR**

In the second seminar, youth workers come first to finalise their project presentations. They are then joined by young people and local authorities for a big final symposium during which projects are presented (so that young people can also present themselves). Local authorities work on follow-up ideas and ways to further promote the recommendation.

4.5.3 Scenario 3: Youth workers and young people

❖ **Participants**

In this scenario, the focus lies on the co-development of projects by young people

and youth workers. Here, applications would be received by youth NGOs putting forward a group of young people (2 per project) and a youth worker. All applicants should already cooperate with local authorities that can send a support letter for the project.

In this format, 10-12 groups of applicants can be selected on the basis of clearly defined criteria (see selection of participants).

❖ **BEFORE THE FIRST RESIDENTIAL SEMINAR**

Common e-learning and specific e-learning for young people and youth workers

First online meeting with mentor to explain the procedure (these online meetings could possibly take place in the local language of the group).

Contact-making with the support person in the local authority and the youth worker with the young people can be done with support from the Council of Europe. As the contact should already be established when applying, this contact making would serve more the search for concrete support for this project.

❖ **FIRST RESIDENTIAL SEMINAR**

Young people and youth workers come together. The first 2 days are common introductions. The next 2 days serve project development, with identification of challenges and training needs. On the following days, parallel training sessions are provided to participants to respond to their identified needs. Whereas some sessions could be specifically conceived for young people and youth workers separately, other sessions could be in common.

One idea would be to invite local authorities for some public online sessions.

In this scenario, the focus lies on the direct involvement of young people in the project development.

❖ **BETWEEN RESIDENTIAL SEMINARS**

E-learning is proposed to participants, with common modules and specific modules.

Monthly challenges can be proposed to motivate young people to stay active.

Mentoring takes place regularly, with the possibility of having a mentor who speaks the local language.

Participants can be in touch with former LTTC participants to exchange practices, experiences and ideas. Young people are invited for shadowing in other youth

organisations of former LTTC participants in their region in order to collect ideas and share practices. Participants develop a local action plan for the dissemination of the Enter! recommendation.

❖ **SECOND RESIDENTIAL SEMINAR**

In the second seminar, the same group of participants comes to the EYC. The project presentations are finalised and the course learning are evaluated.

❖ **AFTER THE LTTC**

A symposium on the Enter! recommendation and youth policy is organised some months after the LTTC. Local authorities, youth workers and young people commonly present some of the LTTC achievements and commonly lobby for further support in the implementation and dissemination of the policy paper.

V/ Remaining questions

This concept paper proposed various new ideas based on previous experiences and the integration of diverse needs, cultural challenges, target groups and objectives. Altogether, the final concept depends a lot on who the main target group for the LTTC will be. Existing tools can be maintained and renewed in order to respond to more specific, individual needs.

However, some questions remain:

- Which resources will be made available for the LTTC? The amount of staff involved, the possibility of regional meetings or project visits will depend on this aspect; Can local authorities be active partners in hosting one of the residential seminars, thus showing their good practice in the field and linking the European dimension to the local dimension.
- In how far are trainers ready to adapt the course contents to three different target groups, thus working both on overall group coherence and individual or project group needs? And to give away certain tasks such as mentoring to other "teams"?
- Are we ready to involve young people as real actors of this project, thus letting them take a leading role both at European and local level?
- In how far is there human and financial capacity to revise the e-learning concept in a way that participants can choose parts of their learning contents and thus, be

responsible, autonomous learners?

- Finally, are we ready to challenge the usual application procedure for something more compact, more complex in procedure and simpler in language, more selective and possibly more sustainable?
- What is the role of the Council of Europe in this project? To coordinate the Enter! LTTC and make it a European project? Or to act as connector between local realities?

These questions should be at the centre of the re-shaping of the LTTC. But whatever the final scenario, the LTTC is and will remain a powerful tool and a unique course to ensure young people's access to rights at local level.