



DJS/Enter! Eval Sem (2011) 4

Strasbourg, 15 June 2011

Long Term Training Course



Access to Social Rights for Young People from Disadvantaged Neighbourhoods

**Report of the online learning units
and the 3rd residential seminar**

(evaluation seminar)

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European Youth Centre Strasbourg

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Key-word summary of this report - by wordle.net



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Introduction (English version)

Today, migration flows and urban concentration in a globalised Europe have very often resulted in a growing number of multicultural communities and neighbourhoods. In and around many cities, the social and economic imbalances associated with migrant and minority communities have led to the development of disadvantaged neighbourhoods, where diversity is also accompanied by poverty and often with marginalisation or exclusion. This is sometimes combined with different forms and levels of *de facto* social segregation, discrimination and violence.

Disadvantaged neighbourhoods across Europe are not mainly or exclusively a result of migration, in the same way that all our societies are deeply multicultural regardless of the number of migrants. Social segregation, poverty and the lack of perspectives for social mobility are a reality for most of our societies; discriminatory phenomena are not targeted at migrants only.

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

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

The problems faced by many young people in these situations are often complex and multi-dimensional, sometimes resulting in a spiral, or a vicious circle, of *discrimination*, *violence* and *exclusion*. Responses, therefore, need to be inter-sectorial and consider the whole social context - the neighbourhood. This complexity, however, cannot justify a lack of action or response. On the contrary, it should stimulate co-operation, creativity and determination in order to prevent the escalation of conflicts and, essentially, to make sure that the social (human) rights of the young people concerned are not denied or violated.

Why Enter!?

The youth policy of the Council of Europe aims at “...providing young people, i.e. girls and boys, young women and men, with equal opportunities and experience which enable them to develop knowledge, skills and competencies to play a full part in all aspects of society”¹.

The Enter! project on the access to social rights for young people from disadvantaged neighbourhoods was set up in response to the growing concern and attention of the European Steering Group on Youth (CDEJ) and the Advisory Council

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

on Youth (CCJ), the governmental and non-governmental partners of the youth sector of the Council of Europe, to matters of social cohesion and inclusion of young people.

The chosen name 'Enter!' was chosen by the preparatory group of the long term training course after a long process of brainstorming on what this project should include. Enter! means 'come in', 'include', it can be an action and an invitation. Enter! is also a button on the keyboard, thus linking it to the e-learning dimension of the course.

Aims and objectives of Enter!

The Enter! project aims at developing youth policy responses to exclusion, discrimination and violence affecting young people in multicultural disadvantaged neighbourhoods.

The objectives of the project have been defined as:

- to address situations of conflict and exclusion of young people living in multicultural environments through non-formal education and youth work projects;
- to develop conceptual and practical means of translating intercultural dialogue into the realities of youth work;
- to explore and identify means for innovative youth work projects with young people at risk of exclusion and violence;
- to initiate, support and evaluate up to thirty innovative pilot projects with a high multiplier effect across Europe;
- to address situations of exclusion, conflict and violence affecting young people through partnerships between youth work, youth policy and local authorities;
- to consolidate results of the All Different - All Equal European youth campaign in relation to diversity, participation and human rights.

What is in Enter!?

Enter! combines different types of activities and youth interventions which, while rooted in the realities of young people and based on youth work practice, seek to influence youth policies in Europe from the local to the national level.

A preparatory seminar was held at the beginning of March 2009 in Budapest to set a clearer framework for the project, review the current needs and issues related to the project's aims, take stock of already existing initiatives, define the overall approach and develop an operational model for its planning and implementation.

A seminar on gender equality in youth projects, held in Strasbourg in June 2010, deepened the work done by the Directorate of Youth and Sports on 'gender matters' and gender-based violence, with a special focus on gender equality in disadvantaged neighbourhoods.

A consultative meeting on youth information and counselling held in Budapest in June 2010, discussed ways to improve access to information for young people and youth workers in disadvantaged neighbourhoods, including the role of young people in producing and providing information.

New ways of participation in multicultural youth work were shared and discussed at a seminar in Budapest in June 2010. The programme and recommendation focused on the participation of young people from disadvantaged neighbourhoods and the ways to support unrecognised forms of participation while working towards equality in the access to existing structures and processes of youth participation.

The central component of the project is the long-term training course that prepares and supports youth workers and youth leaders working in disadvantaged neighbourhoods with young people who face difficulties in exercising their social human rights. During the course, the participants develop their skills and competencies in setting up projects for integration and in sharing them with colleagues across Europe.

The Long Term Training Course (LTTC)

The course takes place over two years, during which a group of youth workers actively involved in disadvantaged neighbourhoods is trained on social rights and develops competences on how to address these issues with young people in the neighbourhoods. The course contains residential seminars, e-learning and mentoring elements between the seminars as well as project development dimensions.

The objectives of the course were set as follows:

- To develop participants' competences in developing and running a youth project for social inclusion based on intercultural learning, human rights education and participation;
- To familiarise participants with European youth programmes and policies (Council of Europe and European Commission) and the values, mission, structure and ways of working of the Council of Europe and in particular the Directorate of Youth and Sport;
- To concretely address situations of conflict and exclusion of young people living in multicultural disadvantaged neighbourhoods through non-formal education and youth work projects by the course participants;
- To explore and develop conceptual and practical means of translating intercultural dialogue into the realities of youth work;
- To identify and try out criteria for innovative youth work projects with young people at risk of exclusion and violence;
- To initiate, support and evaluate up to thirty five innovative pilot projects with a high multiplier effect across Europe;
- To share knowledge and experiences on challenges to human and social rights faced by young people in disadvantaged neighbourhoods in Europe;
- To support the implementation of cross-sectorial and interdisciplinary youth work and youth policy by associating local authorities, youth research and youth policy development to youth work;
- To contribute to the recognition of youth work and non-formal education at local and national levels;
- To support the implementation of the objectives of the Agenda 2020 of the Council of Europe in relation to the social inclusion of young people.

During the course, participants also developed specific projects with young people, based on active participation, intercultural learning and human rights education, and also address specific challenges in their access to social rights. These projects provided the practical basis for learning about how to promote the social rights of young people and how best to use youth research for youth policy action.

The LTTC was spread over the three years of the project and is structured around three residential training seminars at the European Youth Centre. In between the seminars, the participants worked on the development and implementation of their project while being mentored by trainers. The European Youth Foundation has prioritised eligible projects of the LTTC for financial support as pilot projects. An e-learning platform provided deeper insights into specific issues and allows participants to co-operate and share experiences.

The experience gained from participants' projects of the LTTC will serve as a basis for the development of policy recommendations on the access of young people to social rights.

The first residential seminar

The first residential seminar of the Long Term Training Course on the Access to Social Rights for Young People from Disadvantaged Neighbourhoods took place in Strasbourg in September 2009. It brought together 31 youth workers working in disadvantaged neighbourhoods in 24 countries. The participants were trained by a multicultural team of trainers on key concepts such as human rights, social rights, disadvantaged neighbourhoods. Participants also benefited from concrete skills development workshops in order to develop their own competences in working with youth in disadvantaged neighbourhoods. The second part of the seminar was devoted mainly to project development. All participants developed a concrete project involving youth in their neighbourhood. These projects will be developed and implemented in the next year within the frame of the LTTC.

↳ The full report of the first residential seminar is available online at <http://enter.coe.int>.

The second seminar: consolidation seminar

The second residential seminar of the LTTC Enter! took place in Budapest September-October 2010. This consolidation seminar allowed participants to share good practices and reflect on obstacles they might have encountered in their projects. It allowed the team to have a progress report of the participant's projects. Any further training needs were addressed at this moment, as you can see from the workshops described in this report. The participants consolidated the implementation of their projects and were refreshed to continue the work on their projects back home.

↳ The full report of the second residential seminar is available online at <http://enter.coe.int>.

The third seminar: evaluation seminar

Introduction

The third residential seminar took place in Strasbourg in May 2011. The main topics of the seminar were the evaluation of participants' projects and their follow-up, increasing the impact and sustainability of their projects, contributing to taking the main outcomes of the LTTC at policy level and thus contributing to the elaboration of a policy recommendation.

This report puts together the main contents and discussions of the seminar as prepared by the trainers of the course (Alexandra Raykova, Athanasios Krezios, Matteo Fornaca, Nadine Lyamouri-Bajja and Peter-Jan Uyttersprot) and compiled and edited by Tony Geudens.

↪ Find all reports and documentation online at <http://enter.coe.int>.



Introduction (version française)

De nos jours, les flux migratoires et la concentration urbaine dans une Europe mondialisée entraînent très souvent la multiplication des communautés et quartiers multiculturels. Dans et autour de nombreuses grandes villes, les disparités sociales et économiques associées aux groupes migrants et minoritaires ont conduit au développement de quartiers défavorisés où la diversité va de pair avec la pauvreté et souvent avec la marginalisation ou l'exclusion ; à cela s'ajoutent parfois divers types et degrés de ségrégation sociale, discrimination et violence de fait.

Les quartiers défavorisés à travers l'Europe ne sont pas principalement ou exclusivement le résultat de migrations, de même que toutes nos sociétés sont profondément multiculturelles, indépendamment du nombre d'immigrés. La ségrégation sociale, la pauvreté et le manque de perspectives de mobilité sociale sont une réalité pour la plupart de nos sociétés ; les immigrés ne sont pas les seuls à être victimes de discrimination.

En temps de crise sociale et économique, les sentiments d'impuissance et d'anxiété concernant l'avenir risquent de renforcer les tensions locales et les conflits sous-jacents. Les jeunes sont souvent au centre de ces tensions car ils sont plus vulnérables et ont moins d'assurance et sont plus directement touchés par les incertitudes concernant leur possibilité réelle de participer à la société, de contribuer à son développement et de devenir autonomes.

Dans les 47 Etats membres du Conseil de l'Europe, la situation est très différente d'un pays à l'autre et d'une ville à l'autre ; les réponses des autorités locales et nationales sont également diverses ; cependant, il est rare qu'elles s'attaquent de manière satisfaisante aux causes profondes ; au mieux, l'action des pouvoirs publics semble cibler des épiphénomènes (comme la violence ou la délinquance juvéniles) au moment où surviennent des événements graves ou lorsque les médias braquent les projecteurs sur ces questions. Les mesures de répression sont souvent plus visibles que les stratégies de prévention.

Les problèmes auxquels se heurtent de nombreux jeunes dans cette situation sont souvent complexes et multidimensionnels, engendrant parfois une spirale, ou un cercle vicieux, de *discrimination, violence et exclusion*. Les réponses doivent donc être intersectorielles et prendre en compte l'ensemble du contexte social - le quartier. Cependant, cette complexité ne peut justifier un manque d'action ou de réponse. Au contraire, elle devrait stimuler la coopération, la créativité et la détermination pour empêcher une escalade des conflits et, principalement, s'assurer que les droits sociaux des jeunes concernés ne sont pas déniés ou violés.

Pourquoi Enter!?

La politique de jeunesse du Conseil de l'Europe vise à « ... offrir aux jeunes - filles et garçons, jeunes femmes et jeunes hommes - les mêmes chances et expériences leur permettant de développer les connaissances, compétences et savoir-faire

nécessaires pour jouer pleinement leur rôle dans tous les domaines de la société »².

Le projet Enter! ! sur l'accès aux droits sociaux des jeunes de quartiers défavorisés a été élaboré pour répondre à la préoccupation et à l'intérêt croissants que suscitent la cohésion sociale et l'insertion des jeunes chez les membres du comité directeur européen pour la jeunesse (CDEJ) et du conseil consultatif sur la jeunesse (CCJ), partenaires gouvernemental et non gouvernemental du secteur de la jeunesse du Conseil de l'Europe.

Le nom "ENTER!" a été choisi par l'équipe préparatoire du stage de formation à long terme après un long processus de réflexion sur ce que le projet devrait inclure. ENTER! ! signifie « rentre », « inclure », ce peut être à la fois une action et une invitation. Enter! ! est aussi une touche sur le clavier, qui réfère à la partie d'apprentissage en ligne du stage.

But et objectifs d'Enter!

Le projet Enter! ! vise à concevoir des réponses politiques à l'exclusion, la discrimination et la violence qui touchent les jeunes des quartiers multiculturels défavorisés.

Les objectifs du projet sont les suivants :

- S'attaquer aux situations de conflit et d'exclusion que vivent les jeunes dans leurs environnements multiculturels, au moyen de projets mis en œuvre dans les domaines de l'éducation non formelle et du travail de jeunesse ;
- Développer des outils pratiques et conceptuels pour favoriser la traduction du dialogue interculturel dans la réalité du travail de jeunesse ;
- Explorer et identifier les possibilités de projets novateurs dans le cadre du travail de jeunesse avec les jeunes en risque d'exclusion et de violence ;
- Lancer, soutenir et évaluer 35 projets pilotes novateurs avec un fort effet multiplicateur à travers l'Europe ;
- S'attaquer aux situations d'exclusion, de conflit et de violence qui affectent les jeunes, par le biais de partenariats entre le travail de jeunesse, la politique de jeunesse et les autorités locales ;
- Consolider les résultats de la campagne européenne de jeunesse « Tous différents - Tous égaux » sur les thèmes de la diversité, de la participation et des droits de l'homme.

Que trouve-t-on dans Enter! ?

Enter! ! combine différents types d'activités et interventions jeunesse qui, alors qu'ancrées dans la réalité des jeunes et basées sur la pratique du travail de jeunesse, ont pour objectif d'influencer les politiques de jeunesse en Europe du niveau local au niveau national.

² Résolution CM/Res(2008)23 du Comité des Ministres sur la politique de jeunesse du Conseil de l'Europe.

Un séminaire préparatoire s'est tenu au début de mois de mars 2009, à Budapest, pour préciser le cadre du projet, réévaluer les besoins actuels et les questions liées aux enjeux du projet, faire le point sur les initiatives en cours, définir une approche d'ensemble et concevoir un schéma opérationnel pour sa planification et sa mise en œuvre.

Un séminaire sur l'égalité des genres dans les projets concernant la jeunesse, tenu à Strasbourg en juin 2010, a approfondi les travaux menés par la Direction de la jeunesse et du sport sur « les questions d'égalité des genres » et la violence fondée sur le sexe, en mettant tout particulièrement l'accent sur l'égalité entre les sexes dans les quartiers défavorisés.

Une réunion consultative sur l'information et le conseil pour les jeunes, organisée en juin 2010 à Budapest, a examiné les moyens d'améliorer l'accès à l'information des jeunes et des travailleurs de jeunesse dans les quartiers défavorisés ainsi que le rôle des jeunes dans la production et la transmission de l'information.

Les nouveaux modes de participation dans le travail de jeunesse en milieu multiculturel ont fait l'objet d'un examen collectif lors d'un séminaire tenu en juin 2010, à Budapest. Le programme et la recommandation étaient centrés sur la participation des jeunes des quartiers défavorisés et les moyens de soutenir des formes de participation non reconnues, tout en œuvrant à l'égalité d'accès aux structures et processus de participation des jeunes déjà en place.

L'élément central du projet est le stage de formation de longue durée qui préparera et aidera les travailleurs et responsables de jeunesse intervenant dans les quartiers défavorisés à s'adresser aux jeunes qui rencontrent des difficultés dans l'exercice de leurs droits sociaux. Au cours du stage, les participants développeront leurs aptitudes et compétences à mettre en œuvre des projets d'intégration et à partager leur expérience avec leurs homologues européens.

Le stage de formation à long terme (LTTC)

Le stage a lieu sur une période de deux ans durant lesquels un groupe de travailleurs de jeunesse activement impliqués dans les quartiers défavorisés est formé sur les droits sociaux et développe des compétences sur comment adresser ces questions avec des jeunes dans les quartiers défavorisés.

Le stage inclut des séminaires résidentiels, de l'apprentissage en ligne et des éléments de tutorat entre les séminaires, ainsi qu'une dimension de développement de projets.

Les objectifs du stage ont été définis comme suit:

- Développer les compétences dont les participants ont besoin pour monter et mener un projet de jeunes contre l'exclusion sociale basé sur l'apprentissage interculturel, l'éducation aux droits de l'homme et la participation ;
- Familiariser les participants aux programmes et politiques européens pour la jeunesse (Conseil de l'Europe et Commission européenne) ainsi qu'aux valeurs, missions, structures et méthodes de travail du Conseil de l'Europe, et de la Direction de la Jeunesse et du Sport en particulier ;
- S'attaquer aux situations de conflit et d'exclusion que vivent les jeunes dans leurs quartiers multiculturels défavorisés, au moyen de projets mis en œuvre

par les participants au stage dans les domaines de l'éducation non formelle et du travail de jeunesse ;

- Explorer et développer des outils conceptuels et pratiques pour traduire le dialogue interculturel dans la réalité du travail de jeunesse ;
- Identifier et tester des critères susceptibles de guider des projets novateurs dans le cadre du travail de jeunesse avec les jeunes en risque d'exclusion et de violence ;
- Lancer, soutenir et évaluer 35 projets pilotes novateurs avec un fort effet multiplicateur à travers l'Europe ;
- Echanger des connaissances et des expériences sur les obstacles aux droits humains et sociaux que rencontrent les jeunes des quartiers défavorisés en Europe ;
- Faciliter la mise en œuvre d'une politique et d'un travail de jeunesse intersectoriels et interdisciplinaires en y associant les autorités locales, ainsi que les secteurs de la recherche sur la jeunesse et de l'élaboration des politiques de jeunesse ;
- Contribuer à la reconnaissance du travail de jeunesse et de l'éducation non formelle aux niveaux local et national ;
- Concourir à la réalisation des objectifs de l'Agenda 2020 du Conseil de l'Europe en relation avec l'exclusion sociale des jeunes.

En outre, les participants au stage ont réalisé des projets concrets avec les jeunes, fondés sur la participation active, l'apprentissage interculturel et l'éducation aux droits de l'homme et s'attaqueront aussi aux problèmes particuliers que pose leur accès aux droits sociaux. Ces projets ont constitué une base concrète pour apprendre comment promouvoir les droits sociaux des jeunes et exploiter au mieux les travaux de recherche sur la jeunesse pour engager des actions politiques.

Le stage LTTC, qui s'échelonne sur les trois années du projet, s'est articulé autour de trois séminaires de formation résidentiels au Centre européen de la jeunesse. Entre les séminaires, les participants ont travaillé à la conception et à la mise en œuvre de leur propre projet, tout en étant conseillés par des tuteurs. Le FEJ a donné priorité aux projets du LTTC qui ont rempli les conditions requises pour une aide financière en tant que projets pilotes. Une plate-forme d'apprentissage électronique a permis d'approfondir certaines questions et a donné aux participants l'occasion de coopérer et de partager leurs expériences.

Les enseignements tirés des projets des participants au LTTC serviront de point de départ à l'élaboration de recommandations politiques sur l'accès des jeunes aux droits sociaux.

Le premier séminaire résidentiel

Le premier séminaire s'est déroulé à Strasbourg en septembre 2009. Il a rassemblé 31 travailleurs de jeunesse impliqués professionnellement dans les quartiers défavorisés dans 24 pays. Les participants ont été formés par une équipe de formateurs multiculturels sur des concepts clés tels que les droits de l'homme, les droits sociaux, les quartiers défavorisés. Les participants ont également bénéficié d'ateliers visant concrètement au développement de certaines compétences pour travailler avec des jeunes issus de quartiers défavorisés.

La deuxième partie du séminaire était consacrée principalement au développement de projets. Tous les participants ont développé un projet concret en implication avec les jeunes de leur quartier. Ces projets seront développés et mis en œuvre au courant de l'année prochaine dans le cadre du LTTC.

↳ Le rapport du premier séminaire est disponible en ligne

<http://enter.coe.int> .

Le deuxième séminaire résidentiel : le séminaire de consolidation

Le deuxième séminaire résidentiel du LTTC s'est déroulé à Budapest en Septembre - Octobre 2010. Le séminaire a permis aux participants de partager leurs bonnes pratiques et de réfléchir aux obstacles qu'ils avaient rencontrés dans leurs projets. De plus, cela a permis à l'équipe de formateurs d'avoir un rapport du progrès des projets des participants. Les nouveaux besoins de formation ont trouvé une réponse, tel que décrit dans le rapport des ateliers de travail. Les participants ont consolidé la mise en œuvre de leurs projets et ont été encouragés à continuer leur travail une fois de retour chez eux.

↳ Le rapport du deuxième séminaire est disponible en ligne

<http://enter.coe.int> .

Le troisième séminaire: le séminaire d'évaluation

Le troisième séminaire s'est déroulé à Strasbourg en mai 2011. Les thèmes principaux du séminaire ont été l'évaluation des projets des participants et leur suivi, l'amélioration de l'impact et de la durabilité des projets réalisés, contribuer au processus de la politique de jeunesse, et par conséquent contribuer directement à l'élaboration de recommandations politiques.

Ce document rassemble les discussions et contenus principaux du séminaire, tels que préparés par les formateurs du stage de formation (Alexandra Raykova, Athanasios Krezios, Matteo Fornaca, Nadine Lyamouri-Bajja et Peter-Jan Uyttersprot) et a été rassemblé et édité par Tony Geudens.

↳ Le rapport du troisième séminaire est disponible en ligne

<http://enter.coe.int> .

LTTC ENTER! > A long term training course about Social Rights

Have a look around Europe

Migration is on the rise. Cities are growing. The economy is in crisis.

This results all too often in **disadvantaged multicultural neighbourhoods** in urban areas: Services are less developed. People are poor and at risk of marginalisation and exclusion. The feeling of hopelessness leads to disengagement or violence.

Young people in these areas have difficulties to access their Social Rights:

- get the best out of education
- take care of their health
- find their way on the job market
- participate in social and civic life
- embrace their identity and culture

The Council of Europe's response

The youth policy of the Council of Europe strives for equal opportunities for all young people - also those in Disadvantaged Neighbourhoods - and to enable them to develop the needed competences to play a full part in society.

Therefore the Directorate of Youth and Sports (DYS) of the Council of Europe set up a two year project in 2009 to develop **youth policy responses to exclusion, discrimination and violence** affecting young people in multicultural neighbourhoods:

- addressing conflict and exclusion by non-formal education
- integrating intercultural dialogue into youth work
- setting up innovative youth work projects with young people at risk
- creating partnerships between youth work, policy and authorities
- using the results and tools of the 'All Different-All Equal' campaign

This project is a key element of the 2009-2011 DYS priority on '**social cohesion and inclusion of young people**'. The DYS searches for youth work and youth policy responses to social precariousness and exclusion, promoting access of young people to social rights. Non-formal education/learning facilitates this process. Particular attention is given to young people's autonomy, health and well-being and access to decent living conditions.

Improving the access to Social Rights in Disadvantaged Neighbourhoods through:

- a consultative meeting to share ideas and set out the frame of this project
- a Long Term Training Course for youth workers working in disadvantaged areas (of which this the report)
- a seminar on gender equality in youth projects in disadvantaged neighbourhoods
- a consultative meeting on youth information and counselling within those areas
- an expert seminar on new ways of participation in multicultural youth work
- a joint policy seminar with other Directorates of the Council of Europe on access of young people to social rights
- a youth congress

...leading to youth policy recommendations

A Long Term Training Course (LTTC)

This two-year course brings together youth workers who are working with young people in Disadvantaged Neighbourhoods. They will be trained to develop **projects to improve the access to social rights**, based on active participation, intercultural learning and Human Rights Education.

The experience from this course and from participants' projects will serve as a basis for **policy recommendations** on the access of young people to Social Rights.

The **participants** attending this course were either active grass root youth workers/leaders or local authority representatives dealing with young people in disadvantaged neighbourhoods. **32 participants from 24 countries** were selected based on their experience and the projects they were running or planning on access to social rights for young people.

Features of the course

- The long term nature acknowledges that learning takes place over a longer time span. Three residential seminars are combined with a practice period to develop projects.
- A reference and support group meets regularly to lend their expertise to the course team and steers the course. A variety of stakeholders are represented in this group.
- An internet site <http://enter.coe.int/> and e-learning platform <http://act-hre.coe.int> is used for communication between participants and team and for the documentation of the course.
- Participants develop and implement concrete projects to improve the access to social rights in their disadvantaged area, with the mentoring of the team.
- The practice projects or the participants make links with youth research and youth policy makers. Results and good practices are documented online.
- A documentalist captures all the methods, inputs and outcomes of the different LTTC seminars, of participants' projects and of the online platform in a reader-friendly way.

- An evaluator assesses the quality of the different course elements and the learning of the participants, extracting conclusions for future activities and policy.
- Results of this LTTC will link to other activities of the Directorate's programme, and more particularly to the other thematic Enter! seminars (☞ described at <http://enter.coe.int/>).

Overview of the LTTC course flow

B Before the first seminar, selected participants were invited to register for the online platform (<http://act-hre.coe.int>). The team launched some practical assignments for the participants to get to know each other and at the same time familiarise them with the features of the e-learning platform. It already got the participants thinking about the topic of the course and their learning.

☞ these e-units are documented in the 1st seminar report, 2009

1 The first seminar (Strasbourg, September 2009) aimed to prepare the participants for their projects improving the access to social rights. It gave them both a wider perspective, as well as practical competences to carry out practice projects back home in their Disadvantaged Neighbourhoods.

☞ all sessions of this first seminar and its outcomes are described in the 1st seminar report, 2009

P The participants went home after the first seminar and put their **Project ideas in Practice**. The online platform was used to document their project progress, as well as get support from peers or team. (☞ you can find a list of participants' project descriptions at <http://enter.coe.int/>) At the same time, different e-learning units were proposed to support participants' learning in the field of access to social right for young people in disadvantaged neighbourhoods.

☞ these e-units are documented in the 2nd seminar report, 2010

S At the same time, other **seminars of the Enter! project** took place: about youth information, gender equality, new ways of youth participation - with a focus on disadvantaged multicultural neighbourhoods. Participants from the Long Term Training Course were selected to take part in these seminars and make the link with the LTTC.

☞ these seminars are documented in the 2nd seminar report, 2010

2 The second seminar (Budapest, September-October 2010) allowed participants to share good practices and reflect on obstacles they might have encountered. It allowed the team to have a progress report of the

participant's projects (➡ <http://enter.coe.int>). Any further training needs were addressed at this moment. The participants continued the implementation of their projects.

- ➡ all sessions of the consolidation seminar and its outcomes are described in the 2nd seminar report, 2010

3 The third seminar took place (Strasbourg, May 2011) with the aim of evaluating and taking stock of the whole LTTC, particularly the different projects that have taken place and the personal learning and development process of the participants. At the same time, the evaluation seminar focussed on follow-up activities ensuring the sustainability of their impact. The different experiences of working on the access to social rights for young people in disadvantaged neighbourhoods also contributed to policy recommendations.

- ➡ all sessions of this evaluation seminar and its outcomes are described in this 3rd seminar report, 2010

F The LTTC is not the end of the Enter! process. Both the thematic seminars and the LTTC participants developed policy recommendations. A large-scale Youth Meeting will be organised in September 2011 to confront the policy recommendations with the views of young people from disadvantaged neighbourhoods. An expert group will fine-tune all different findings and produce a document to be validated by the Committee of Ministers in 2012. This will turn concrete project experiences in the field into European policy.



A true bottom-up approach towards policy development.

Note: The arrows ➡ refer to narrative parts of this report or that of the first LTTC seminar - whereas the page symbol 📄 refers to individual course items e.g. session outlines.

Project evaluation & follow-up > The story of the third seminar

The first LTTC Enter! seminar launched a two-year process to improve the access to social rights of young people in disadvantaged neighbourhoods. Many project ideas were born at this seminar in Strasbourg in September 2009 and put into practice.

After several months of project practice, it was time to consolidate these experiences in the 2nd Budapest seminar in September-October 2010. Participants did not only reflect on their projects, but also on the concepts and values behind the work they do.

The third seminar of the LTTC made time to **evaluate the work done** in the past and at the same time look towards the future. The participants and the trainers' team addressed follow-up possibilities and worked to increase the sustainability of their actions.

This evaluation seminar and participants' projects concretely contributed to the **policy recommendations** that should improve the situation of young people in disadvantaged areas. These and other recommendations will be introduced in a policy recommendation.



What this seminar aimed at...

Objectives of the evaluation seminar

The third residential seminar aimed to **evaluate the LTTC** in relation to access to social rights for young people from disadvantaged neighbourhoods and plan the **transfer of the course's results** into the overall Enter! project and participants' realities.

The evaluation seminar aimed to:

- evaluate participants' projects according to the quality criteria previously defined
- evaluate participants' learning through the different course components (projects, e-learning, residential seminars, mentoring, etc. in relation to the objectives of the LTTC)
- summarise and conclude on competences and framework conditions required for implementing youth work projects with youth people from disadvantaged neighbourhoods on access to social rights based on experience of the LTTC
- further develop participants' competences in combating exclusion, discrimination, violence with young people from disadvantaged neighbourhoods

- explore the possibilities for sustaining the results of participants' projects and work on access to social rights for young people from disadvantaged neighbourhoods
- prepare the transfer of the overall results and achievements of the LTTC in the youth policy recommendations and the Enter! project
- plan with participants the follow-up of the course both at local and institutional level

Flow of the programme

Reconnecting with the group

Another seven months passed since the consolidation seminar in Budapest (September 2010). Even though many participants were in contact with other participants and their mentor during this period, it was still necessary to **re-connect** the group.

At the **welcome evening** (📖 111), the trainers' team used some creative methods to break the ice and the next morning, they gave the participants a group challenge: all the participants had to cooperate to get across an imaginary electric fence without touching it. Strategies were discussed and developed - and they achieved the task leaving nobody behind.



Another introduction activity moved participants' focus back to the topic of the seminar. As it was Labour Day (1st of May), participants were asked in small groups to develop a front-page of a tabloid newspaper, mentioning what Labour Day represented in their country and what the **employment situation** of the young people is in their disadvantaged neighbourhoods (📖 112).

An **introduction** to the LTTC and its place within the Enter! project (👉 16) and an overview of the programme (👉 161) set the scene for a week of work. Participants got a common understanding of where they were in the process and where they were heading (👉 18). They complemented this with their own expectations and fears towards the programme and process.

Taking stock of valuable project experience

The projects implemented by the participants between seminars (👉 25) were a substantial part of the LTTC. It turned all the discussions, inputs and workshops into reality. At the evaluation seminar, the moment had come to look back at these valuable experiences (📖 113).

Participants made **project presentations**, giving each other an inventory of what happened and any conclusions they made. The projects were evaluated according

to the quality criteria (➔ 90) set out at the beginning of the LTTC. But participants also assessed their own learning within these projects (📖 113).

Discrimination, exclusion & violence

The Enter! project was initiated with the aim of finding responses to exclusion, discrimination and violence (➔ 14). These issues were to a more or less explicit degree tackled in participants' projects (➔ 25). Participants shared their experiences in a structured way, preparing **workshops** for their colleagues (📖 116). A large part of the evaluation seminar was dedicated to run and debrief these workshops. This method stimulated participants' scope for the dissemination of their project experience and result (📖 135).

At the third LTTC seminar, participants took the floor to actively share the resources of their projects. Many useful tools, videos, reports, methods, etc. were developed within these projects, to improve the access to social rights in disadvantaged neighbourhoods. A **resource market** (📖 139) brought all these products together to inspire each other's youth work practices.



Follow-up & policy recommendations

The evaluation seminar should not be the end of participants' interventions in disadvantaged neighbourhoods, but rather a spring board to new action. Therefore, the team emphasised the possibilities for follow-up after the LTTC (📖 146). Paul Boylan of '4 Children' (United Kingdom) gave an expert input on **sustainability of social projects** (➔ 132). This inspired participants to take measures to increase the impact and sustainability of their projects.

- One concrete follow up activity after the LTTC is the **Enter! Youth Meeting**, which will take place in September 2011 in the European Youth Centre in Strasbourg. The participants from the LTTC are invited to attend with young people from their projects to come and discuss the policy recommendations stemming from the different thematic Enter! seminars.
- During this evaluation seminar, the LTTC participants met the expert group responsible for the **policy recommendation development process** leading from the Enter! project to recommendations to be taken up by the Committee of Ministers in 2012 (📖 129).

Evaluation & conclusions

At the end of such a long process involving lots of human and financial investment, evaluation is at its place. From the educational point of view, the team of trainers collected participants' first-hand **feedback** on course features such as mentoring and the use of the e-learning platform (☞ 141). The course team drew conclusions regarding the optimal use of these tools for future activities.

The two-year intensive project also led to more general **conclusions** about youth work in disadvantaged neighbourhoods, based on participants' realities (☞ 144). These can inform future projects in those areas and help youth and social workers to exploit the project experience from this group.

On Saturday 7 May, it was time for the final evaluation (☞ 150) before the LTTC was officially closed. Participants, trainers and organisers celebrated the achievements of **2 years hard work** for the access to social rights in disadvantaged neighbourhoods.



Preparing the future > Outcomes of the third seminar

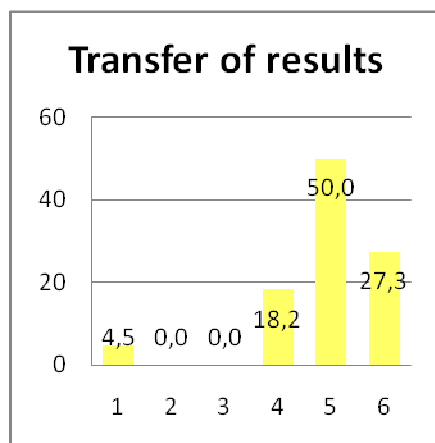
Evaluation of the third seminar

The aim of the third LTTC seminar was to evaluate the participants' projects, their learning and the process of the long term training course - and turn their experiences in policy contributions and future projects to improve young people's access to social rights in disadvantaged neighbourhoods.

Did the third seminar reach its aims?

The course team checked to which extent participants thought the evaluation seminar reached its objectives (☞ page 18). In an online questionnaire participants could express themselves on a scale of 1 (not reached at all) to 6 (fully achieved). Under each of the questions the participants had the opportunity to add comments. 22 participants filled in the questionnaire (N=22), the graphs below show the percentages (%).

1) Evaluate the LTTC in relation to the access to social rights and the transfer of the course results into participants' realities



Participants expressed that the evaluation seminar of the LTTC allowed them to **evaluate the LTTC** in relation to the access to social rights for the young people they are working with in their disadvantaged neighbourhoods. All but one participants expressed themselves positively (giving a score of 4 or more).

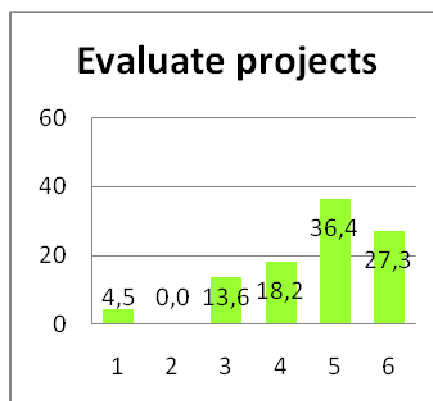
The second part of the question was whether the **course results were transferred** into the overall Enter! project and into participants' realities. Judging from the graphs, enough time was taken in the third LTTC seminar to analyse this important

transfer of LTTC outcomes. The team both evaluated the connection of the LTTC results to the other Enter! seminars that took place, as well as the impact on participants' disadvantaged neighbourhoods.

2) Evaluate participants' projects according to the quality criteria

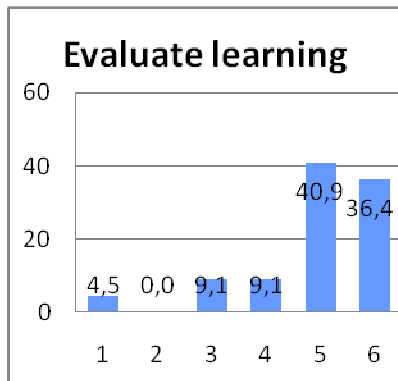
For the first LTTC Enter! seminar (2009), the team of trainers developed a set of **quality criteria** for participants' projects (☞ page 90). They served as guidelines for the participants while implementing their projects, but at the end of this two-year LTTC process it was time to have a critical look back to their projects.

A majority of participants appreciated the possibility to carry out their projects and to use the quality criteria for guidance (☞ 114). 82% of



respondents gave this programme element a score of 4 or higher.

3) Evaluate participants’ learning through the different course components



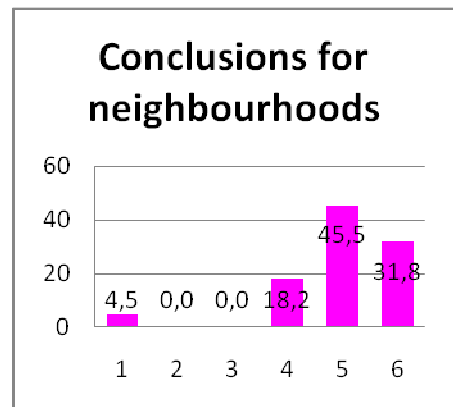
The LTTC Enter! contained a series of novel course components to **stimulate participants’ learning**. Besides the residential seminars, an important amount of project work was carried out by participants in their disadvantaged neighbourhoods, with the support of their mentors. E-learning units were used between seminars to keep the connection with participants and consolidate their learning process.

With such an investment in participants’ learning, it is crucial to see how these course components were evaluated in relation to the objectives of the LTTC. 86% of participants expressed their appreciation of this support the course offered to their learning. 77% even gave a score of 5 or 6.

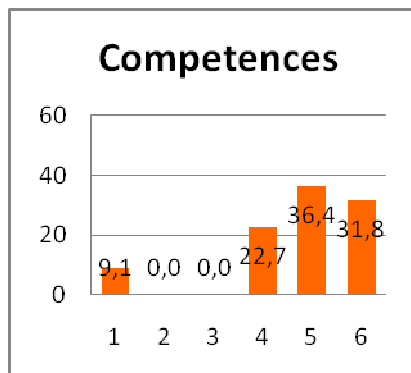
4) Summarise and conclude on competences and framework conditions required for implementing youth work projects in disadvantaged neighbourhoods

The LTTC aimed at training youth workers to set up projects in disadvantaged areas. So do the LTTC participants now have a clearer view of the **competences and conditions needed** to be successful?

Again, all but one participant were positive (score of 4 or more). They thought that the LTTC gave them a good summary of the framework conditions that are required for youth work projects in disadvantaged neighbourhoods. They drew conclusions about which competences would be needed to improve access to social rights in their reality (☞ 144).



5) Develop participants’ competences in combating exclusion, discrimination and violence



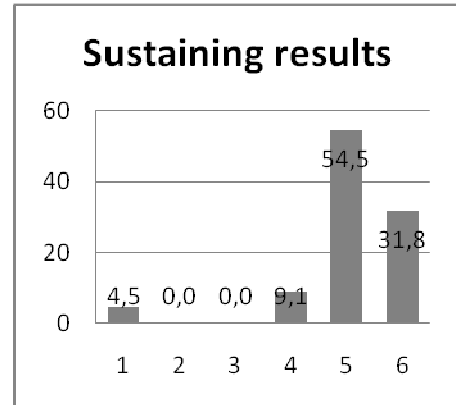
Three of the issues that youth work in disadvantaged urban areas is often confronted with are **exclusion, discrimination and violence**. The Enter! course wanted to address these issues and improve the participants’ competences to combat these problems (☞ 116).

All but two participants confirmed that they went home from the course with strengthened

competences to combat exclusion, discrimination and violence with young people from disadvantaged neighbourhoods. 90.9% of participants evaluated this objective with a 4 or higher.

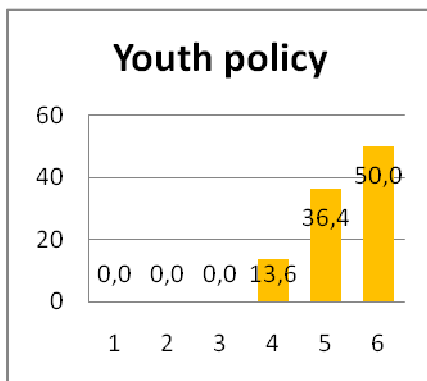
6) Explore possibilities for sustaining the results of participants' projects

From the previous graphs, it became clear that the LTTC Enter! contributed a lot to participants' projects, to their learning and to their disadvantaged neighbourhoods. But the end of the course should not be the end of their work. That's why the third seminar included many sessions regarding **sustaining the results and impacts of the projects** (☞ 132).



Participants particularly valued the focus given to the sustainability of their projects. All but one participant appreciated the sessions aiming to make their projects more sustainable. 86% even scored this objective with a 5 or 6.

7) Prepare the transfer of LTTC results and achievements into youth policy recommendations



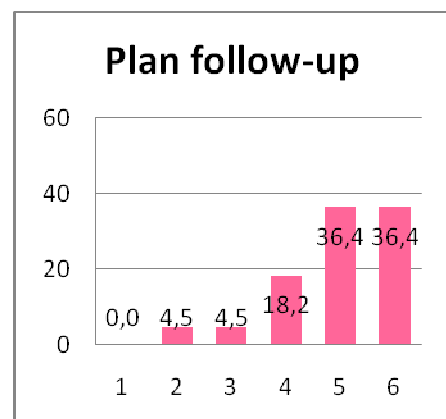
Carrying out projects in disadvantaged neighbourhoods is very important. But the practice will depend largely on the policy frame governing the disadvantaged areas. That is why the whole Enter! project is geared towards extracting **youth policy recommendations** from all those concrete youth projects that took place (☞ 128).

This is the one (and only) programme feature that was judged positively by all participants with a score of 4 or higher. Half of the group even gave top marks for the transfer of LTTC results and achievements into youth policy recommendations. This indicates the appreciation of practitioners (and the young people they work with) to be heard in the policy making process.

8) Plan follow-up of the course both at local and institutional level

And as is customary in most courses, time was spent in the last LTTC seminar on **planning the future**. What are the next steps?

Generally participants were positive about the planned follow-up of the course, be it at local or institutional level. 81% gave a score of 4 or higher.



Participants' projects harvest

In alphabetical order of the country - as received by the report deadline

The first seminar allowed participants to develop their projects. These project ideas are described in the report of the first seminar (2009) and documented online at <http://enter.coe.int>. Below there are the project descriptions and impact assessment after 2 years of LTTC participation.

Impact

When talking about 'active' and 'passive' participants, the team used the following definitions:

- **'Active' participants:** everyone who did something in the project such as running a workshop, act as a trainer, peer educator, multiplier, active volunteer, assistant, consultant, etc.
- **'Passive' participants:** everyone who benefited from the project by attending the activities, receiving information materials, participating in awareness raising activities, etc.

FROM SOCIAL EXCLUSION TO OPPORTUNITIES - RIFAT DEMALIJA - YOUTH IN FREE INITIATIVE (YFI), ALBANIA

Project dates

01/06/2010 - 15/08/2010

A. Your neighbourhood

- Largest disadvantaged neighbourhood of my city with 4500 residents.
- Approximately 1000 young people between the ages of 16 and 25 years old live in the neighbourhood where my project is implemented.
- The neighbourhood where my project is implemented is part of a town.

What makes your neighbourhood disadvantaged?

It is compound by new comers from remote areas of the region and it is the most undeveloped neighbourhood, with the highest rate of unemployment.

B. Participants of the projects & multiplication

How many 'active' and 'passive' participants did your project reach?

	Total number	Age	Male	Female
Passive	75	18-30	30	45
Active	13	18-30	7	6

Background of the participants

Participants have been from disadvantaged neighbourhoods, teachers, students from the university, journalists, youth employed and social workers from the municipality.

C. Project summary

The project is based in Kukes region, north and north east of Albania and includes three districts, Kukes, Has and Tropoja with a population of 116000 inhabitants. Kukes Region is

the poorest in Albania and interventions are needed not only to improve the economy of the region but also to educate people and specifically in this case youth on human and social rights. The project presented is a follow-up of the LTTC the Executive Director of YFI has been attending recently and it is a practical exercise of the knowledge gained. The training course organized addresses social exclusion and cohesion development in the region specifically young people, the access of young people from disadvantaged neighbourhood to social rights and promote formal and non-formal education. The aim of this project is to prioritize 'social inclusion of young people' which is one of the priorities of 2010-2012 Programme of the Council of Europe's youth sector: formal and non-formal education/learning as a means of facilitating the social inclusion of young people.

The main aim of the project was to provide knowledge and skills to address social inclusion of young people from disadvantaged neighbourhoods through non-formal education.

Main objectives:

- To organize a three-day training course on social rights in order to increase knowledge of the participants on social rights, prepare and use them as multipliers.
- To educate young people on social rights in particular by combating exclusion and by preventing phenomena specifically affecting young people.
- To have access in quantitative and qualitative information about social exclusion through training course.
- To better understand the principles for action against social exclusion and be part of the local government initiatives on social exclusion.

The implementation of the project was achieved through the following method and elements:

- organise a three-day training course on social rights for youngsters living in low-income neighbourhoods throughout Kukes Region with the participation of 30 youngsters;
- addressing social exclusion to target the community at large and have a broader impact of the initiative.

The methodology is based on:

- YFI management team drafting the plan for the whole duration of the project.
- Selection of the lectures/experts to prepare the materials necessary, help with the selection of the participants and be part of the leadership team.
- Use the European Social Charter and other youth training methods as Compass, T-Kit etc to be part of the materials.
- Selection of the participants based on clear criteria set by the leadership team.
- Select the venue where the training course will take place.
- Select topics to be addressed, analyze youth social situation in the region, provide real life stories from young people living in disadvantaged neighbourhoods to better serve the aim of the project.

D. Social rights

Which social rights were covered by the project?

- Housing, education, employment and social protection

Which rights did the participants of the project become aware of?

- Human rights of education, rights for social justice, rights for employment, legal and social protection.

Which articles of the European Social Charter did the participants of the project become aware of?

- Article 3 - The right to safe and healthy working conditions
- Article 10 - The right to vocational training
- Article 11 - The right to protection of health
- Article 12 - The right to social security
- Article 21 - The right to information and consultation

- Article 30 - The right to protection against poverty and social exclusion
- Article 31 - The right to housing

Which social rights themes were addressed in the project activities?

- Education, employment, social protection, housing and non-discrimination.

How did the project contribute to improve access to social rights in the neighbourhood?

- Through informing and being aware of social rights.

E. Results

The implementation of the project produces the desired results in order to achieve the aim and objectives of the action.

- high number of applications received,
- qualitative organising and training team,
- positive evaluation of the training by the participants,
- interactive methodology adopted,
- good adoption of exercises and workshops from Compass,
- the interest shown on the topics discussed,
- the quality of selected venue,
- the positive engagement of the participants during the training, the real life stories told by the participants,
- the interest shown by participants to participate in similar activities in the future,
- the inclusion of all participants in the e-database of YFI.

F. Media coverage

The project was commented in the local radio. However the work of the organisation was presented in the Public National TV, (TVSH), twice on the live morning connection, with the participation of the Executive Director and the project coordinator. The support from Council of Europe as well as of other donors was recognized. The activity is presented in the monthly e-newsletter prepared and distributed to the e-network.

G. Involvement of local authorities

Local authorities have been partners before and during the project. During the drafting of the project we organized 2 preliminary meetings with youth, local government representatives and individuals interested on our programs. The partnership with Kruma and B. Curri municipality has been established adding to the continuous successful partnership work we have built with Kukes Municipality. Departments of development planning were involved directly. The Deputy Mayor, Miss. Alketa Cenaj was directly involved on coordination activities and common meetings. They have supported the project by offering meeting spaces and drafting local youth policies.

H. Expected/planned follow-up of the project

The project is thought as follow-up of previous actions, activities and projects implemented by YFI. The participants in the training course are registered in the Youth Regional e-Network run by YFI are continuously informed on different topics. YFI produces an e-newsletter which is distributed monthly to the network. The newsletter includes description of activities organized by YFI and other actors working with youth and announcements on possible participation on training, seminars, workshops, etc that youth interested could attend. 5 of the participants have been selected to participate in the internship summer program organized YFI in cooperation with Kukes Municipality.

I. Sustainability of the project after the LTTC

We are adapting our strategic plan towards social inclusion and in these contexts our policies will be developed on the social rights and social justice. The experience learned and partnership set up already will serve us to continue working on social issues. Local policies we have recommended to local authorities will be another asset to continue even after LTTC ends.

YOUTH FOR ACTIVE PARTICIPATION - KAREN MKHITARYAN - CAUCASIAN INSTITUTE FOR PEACE PROBLEMS RESEARCH, ARMENIA

Title of the project

'Youth for Active Participation'-training course on the development and implementation of participation projects at local and regional level

Project dates

01/04/2010 - 01/09/2010

A. Your neighbourhood

- Gyumri is the second largest town of Armenia with a population of approximately 150.000 inhabitants.
- Approximately 20.000 young people between ages of 15 and 30 live in our neighbourhood.
- My project neighbourhood is a town.

What makes your neighbourhood disadvantaged?

The main challenges are social economic difficult conditions and the transition from Soviet system to market economy, unemployment, poverty.

B. Participants of the projects & multiplication

How many 'active' and 'passive' participants did your project reach?

	Total number	Age	Male	Female
Passive	15	18-30	4	11
Active	10	18-30	6	4

Background of the participants

25 participants were selected for the participation in the training course from the local regions of Northern Armenia. The target group was young people 18 and 30 years old involved in youth initiatives, local youth organizations, groups, networks and young staff of governmental or local authority services responsible for youth participation at local and / or regional level. The participants were selected according to the following priority: the inclusion of young people with fewer opportunities to be active in civil society or youth activities at local and regional level (minority youth, socially disadvantaged young people from the peripheral regions which are lagging behind economically)

C. Project summary

Within the project a training workshop on participation was organized in Gyumri for 25 young people. The project fostered greater participation of young people in the democratic structures and processes at local and regional level based in the principles promoted by the revised European Charter on the Participation of Young People in Local and Regional Life.

D. Social rights

Which social rights were covered by the project?

- The right to education
- The right to legal and social protection
- The right to non-discrimination.

Which rights did the participants of the project become aware of?

- Social Charter and general human rights formulated in Universal Declaration of Human Rights ...

Which articles of the European Social Charter did the participants of the project become aware of?

- All the articles in brief

Which social rights themes were addressed in the project activities?

- Education, legal and social protection, non-discrimination

How did the project contribute to improve access to social rights in the neighbourhood?

- As a result of the project, a group of young people from the disadvantaged neighbourhood were trained to be full members of our society, with the intention to contribute hugely and participate actively in development and social progress of their community and social environment using instruments of participation in local and regional life to make their voices heard

E. Results

25 young people from different regions of Shirak marz of Armenia were trained on Revised European Charter, the Social Charter and youth participation. They were young people (18 to 30 years old) involved in youth initiatives, organizations, groups, networks and young staff of governmental or local authority services responsible for youth participation at local and / or regional level. They raised their awareness on the importance of their civic responsibility and participation in the decision making at local and regional level. They marked that would share their new competencies, experiences and training findings with young people of their communities and to act as multipliers. A new group of young people established for future cooperation in developing and implementing local and regional projects

F. Media coverage

- Local TV and information about the project on the web site of our organization www.cippr.org .
- Gala TV reaching 30.000 local people.

G. Involvement of local authorities

Gyumri municipality and Shirak region government youth departments showed their interest of implementation of such kind of projects, so the support was formal, young people involved in municipal youth department had participated in the project.

H. Expected/planned follow up of the project

Now we have developed the continuation of the project enlarging the scope of participants involving young people from the other regions of Armenia and applied to European Youth Foundation for support.

I. Sustainability of the project after the LTTC

The Youth participation and democratic citizenship has a special place in the long-term strategy of CIPPR 2010-2015 and we are going to follow in this strategy and implement participation projects promoting the involvement of young people of our region in local and regional life so promoting of the establishment of civil society, protection of human rights and dissemination of democratic values in Armenia and the whole Caucasian region.



OPPORTUNITIES FOR YOUTH IN ORPHANAGES - AGSHIN ASGARBAyli - HUMAN RIGHTS IN THE XXI CENTURY, AZERBAIJAN

Title of the project

"Let's Create Social Inclusion Opportunities for Young Orphans"

Project dates

01/10/2010 - 31/12/2010

A. Your neighbourhood

- It is a village which consist of over 15.000 inhabitants.
- Approximately 5.000 young people live in this village.
- It is a village called "Mardakan" outside Baku city. The project was run in an orphanage situated in this village.

What makes your neighbourhood disadvantaged?

Within my project, I have worked with 20 young orphans from an orphanage. Thus, I have to mention that, I think, it is a disadvantaged neighbourhood, because they don't have access to the right of social security, social welfare and social services. It is just 20 km far from Baku and young people neither can use normal transport services nor can they use them with reasonable prices.

B. Participants of the projects & multiplication

How many "active" and "passive" participants did your project reach?

	Total number	Age range	Male	Female
Passive	5000	14-35	3500	1500
Active	300	14-25	150	150

What is the background of the participants in your project?

Participants were 14-18 years old young people abandoned by their parents when they had been small kids and they live in an orphanage school. They face big obstacles in the process of integration to the society after leaving the institution. Most of these young people after leaving orphanages become unemployed and do not live healthy lives in the end.

C. Project summary

"Human Rights XXI - Century Azerbaijan" organisation implemented the project "Let's Create Social Inclusion Opportunities for Young Orphans" in two directions in order to achieve the main aim of the project which was to provide the young people from orphanages with necessary tools to integrate into society and to help them to be responsible citizens and free individuals. Within the project, trainings covering social rights as part of human rights were delivered and trainings were addressed mainly to the themes like housing, health, education, employment, legal and social protection, movement of persons, non-discrimination. At the same time, psychological trainings to support psychologically the target group for social integration were conducted and the topic of the trainings encompassed different themes serving to build up the sense of self-esteem and confidence in the young orphans' abilities.

D. Social rights

Which social rights were covered by the project?

- Within the project activities, the target group participated in trainings on social rights such as, housing, health, education, employment, social protection, movement of persons, non-discrimination. During the trainings, the trainer used "Compass- A Manual on Human Rights Education with Young People" of the Council

of Europe which enabled the participants to discuss the topics concerning social rights.

Which articles of the Social Charter did the participants of the project become aware of?

- During the training activities, the trainer on social rights informed the participants of the right to work, the right to vocational training, the right to social security, the right to benefit from social welfare Services, the right of children and young persons to social, legal and economic protection, the right to equal opportunities and equal treatment in matters of employment and occupation without discrimination.

Which social rights themes were addressed in the project activities?

- The main themes were housing, health, education, employment, social protection, movement of persons, non-discrimination.

How did the project contribute to improve access to social rights in the neighbourhood?

- Along with youth awareness trainings, the project organisers carried out advocacy activities to draw the attention of the public to the social inclusion problems of the disadvantaged young people. The innovative nature of the project consisted of its advocacy activities which enabled the target group to communicate to the society and governmental institutions with the help of mass-media the challenges that they encounter in the society.

E. Results

The project increased the awareness of the target group about their social rights, helped them to build up their sense of self-esteem and self-confidence. The project broadened their horizons and raised their awareness about their rights. Now they already know where and whom to refer in case of violence of their rights. They could express their opinion about local youth policy and their voice was heard by state bodies, mass-media, civil society organization through the round table meeting and the press conference.

F. Media coverage

The national TV channels televised the training activities and the training participants were interviewed by the TV reporters.

The media covered over 10.000 people.

The news about the project and the events within the project are represented in the following links:

- <http://www.azhumanrights.az/eng/children/825-the-project-lets-create-social.html>
- <http://www.azhumanrights.az/eng/children/840-a-cultural-event-entitled-european-night.html>
- <http://modern.az/articles/8607/1/>
- <http://www.qhtxeber.az/news/a-5626.html>
- <http://www.qhtxeber.az/news/a-6109.html>
- http://qafqazinfo.az/BAKIDA_%E2%80%9CAVROPA_GEC%C6%8FSI%E2%80%9D-4442-xeber.html
- http://www.azertag.gov.az/index_az.jsp?id=8050&date=2010-12-01
- <http://www.muallim.edu.az/arxiv/2010/47/12.htm>

G. Involvement of local authorities

What authorities were involved?

- The project was implemented with the financial support of the European youth Foundation of the Council of Europe and with the strategic support of the Ministry of Education of the Azerbaijan Republic.

What level of support did they provide?

- The Ministry of Education provided my organisation with a support letter to run the project in the orphanage school and supplied a free space to conduct the training activities.

H. What is the expected/planned follow up of your project?

Our organization decided to advocate the project target group and that is why we have already created contacts with them. We have encouraged them to apply to the "hot-line" and "legal advice" services in the frame of our organisation in case of legal support and counselling in their social and professional life.

I. What will you do to ensure the sustainability of the project after the end of the LTTC?

In March 2011, our organization applied to a local donor organization (Council of State Support to NGOs under the President of the Republic of Azerbaijan) to promote social rights. As a result, now we implement "Let's Create Social Inclusion Opportunities for Young Orphans" stage two and continue the same conception of the project.

CAPACITY BUILDING FOR LOCAL AUTHORITIES (LA) AND NON-STATE ACTORS (NSA) - IHAR ZAHUMIONAU - SCAF YOUTH CENTRE, BELARUS

Full title of the project

Capacity Building for local authorities (LA) and non-state actors (NSA) cooperation on social inclusion and empowerment of disadvantaged young people in Belarus communities

Project dates

February 2011- March 2013

A. Your neighbourhood

- 9 urban districts in Minsk - some 2 million people.
- 2 remote rural districts (Babinichi and Golshany) - some 15.000 people.
- 30% youth (some 700.000).

What makes your neighbourhood disadvantaged?

- Belarus is a country in transition.
- Economic and social problems affect most of all young people (unemployed, people with disabilities, orphans, ethnic minorities)

B. Participants of the projects & multiplication

How many 'active' and 'passive' participants did your project reach?

	Total number	Age	Male	Female
Passive	4500	14-33	2000	2500
Active	165	14-33	75	90

Background of the participants

- unemployed, people with disabilities, orphans, ethnic minorities

C. Project summary

The overall objective of the project is to build the capacity for local authorities and NSA cooperation in meeting the needs of vulnerable groups of young people and their social inclusion in 2 rural and 9 urban Belarus communities. The project is aimed at facilitation of equal participation of non-state actors and local authorities in policy dialogue and partnership in policy formulation processes; capacity-building of non-state actors to

represent their target groups; capacity-building of local authorities for cross-sectorial cooperation and social inclusion of disadvantaged groups of young people; changing attitudes of citizens towards vulnerable youth groups.

D. Social rights

Which social rights were covered by the project?

- The project addresses the social rights in general, highlighting the right to social inclusion, the right to education, to social, legal and economic protection, the right to equal opportunities.

How did the project contribute to improve access to social rights in the neighbourhood?

- It builds capacity for local authorities (LA) and non-state actors (NSA) cooperation on social inclusion and empowerment of disadvantaged young people in Belarus communities.

E. Results

- 12 Belarusian experts will be trained by the Finnish counterparts on the EU approaches and best practices of capacity-building for local authorities and NSA cooperation in meeting the needs of vulnerable groups and their social inclusion;
- Guidelines for NSA and local authorities Cooperation in Belarus will be developed and printed (300 pages, 150 copies);
- Curriculum for training of local authorities, NSA and 5 beneficiary groups will be developed and published;
- 110 representatives of local authorities and NSA from 11 pilot urban and remote rural communities will be trained on cross-sectorial cooperation, social inclusion of disadvantaged groups, civil society organizations (SCOs) leadership, management, campaigning, lobbying, fundraising issues;
- 55 representatives of disadvantaged groups will be trained for employment and sustainable development and on how to promote their interests through participation in civil society organizations and initiatives;
- Distance learning programs for the target groups and beneficiaries will be launched and sustained; Web resources and databases in support of local authorities and NSA cooperation for social inclusion of disadvantaged groups of population will be developed;
- Advocacy resources will be developed (video, audio, printed and electronic materials) and a public campaign will be conducted through mass-media to promote inclusive agenda in Belarus society;
- The instrument will be developed and monitoring of public opinion regarding social inclusion and empowerment of disadvantaged groups of population will be launched;
- Local authorities and NSA Councils will be established in 11 rural and urban communities and agenda for their cooperation in meeting the needs of disadvantaged population will be agreed;
- The strategy and model of capacity building for local authorities and NSA cooperation will be published and disseminated;
- The national dissemination conference will involve 100 central, regional and local decision makers, educators, social workers and civil society representatives;
- Training-the-trainers program will build the capacity for multiplication of the developed model involving 30 trainers from Brest, Gomel, Grodno, Minsk, Mogilev and Vitebsk Regional Institutes for Education Development;
- Equal, transparent and long-term partnership between Belarusian and Finnish local authorities and NSA partner organisations will be developed.

F. Media coverage

The preparatory events such as the concert organized on August 1, 2010 has been widely publicised via Internet mass-media and has reached many young people in Belarus and internationally.

G. Involvement of local authorities

Our local authorities' partners in Belarus are the Minsk City Institute for Education Development, Minsk City Executive Council, local authorities in 9 urban (Minsk) and 2 rural (Golshany and Babinichi) districts of Belarus. They are all our official partners approved by the European Commission and they are very supportive to our project.

H. Expected/planned follow up of the project

The project will last for 3 more years. It will be also multiplied in other 6 regions of Belarus.

I. Sustainability of the project after the LTTC

We believe that our project strategy and methodology could be used by other organisations in promoting local authorities and NSA cooperation in meeting the needs of disadvantaged youth groups in Belarus. The proposed methods include study visits, guidelines and curriculum development, training of target and beneficiary groups, distance education, development of web resources and databases, advocacy campaign through mass-media, monitoring of public opinion, dissemination conference and training-the-trainers seminars. The project is based on a step-by-step approach and includes the development, implementation and dissemination phases so that at each stage capacity is built for the next one. It is important that through the project activities the capacity for local authorities and NSA cooperation is gradually built and strengthened: first the capacity of the Belarus local authorities and NSA partners to successfully implement the project is strengthened by the Finnish counterparts, then the Belarus partners in cooperation with the Finnish counterparts build the capacity of local authorities and NSA in the participating communities, further on the beneficiary groups are empowered through training and development while social environment is positively impacted in favour of social inclusion of disadvantaged youth.



ACT'HEURE - LYSIANE SCHMITZ - VILLE DE NAMUR, BELGIUM

Dates du projet

Octobre 2009 - Novembre 2011

A. Votre quartier

- 10 jeunes de 15 à 21 ans, issus du quartier de la cité de Germinal à Saint- Servais - Namur, le groupe est mixte et pluriculturel.
- 1385 jeunes étaient recensés en 2009 sur l'entité de Saint-Servais. (Source Cytise Namur, Atlas géostratégique)
- Un quartier de logements sociaux et ses rues avoisinantes.

Qu'est-ce qui fait de votre quartier un quartier défavorisé?

Le quartier dans lequel nous évoluons possède les caractéristiques typiques des quartiers populaires:

- Présence d'une cité de logements sociaux
- Population à revenus très précaires
- Présence de familles primo-arrivants
- Présence d'associations à but social (Resto du cœur, Maison médicale, Saint Vincent de Paul, Abris de nuit pour les sans demeure fixe, etc.).

B. Participants du projet et multiplication

Combien de participants 'actifs' et 'passifs' étaient touchés par votre projet?

	Nombre total	Tranche d'âge	Nombre d'hommes	Nombre de femmes
Passifs	9	25-40	5	4
Actifs	12	15-21	6	6

Quel est le profil des participants?

Le groupe est mixte et pluriculturel

C. Résumé du projet

En octobre 2009, le G8 a débuté une sensibilisation aux droits sociaux. Le but premier était le suivant: créer un, voire plusieurs supports (spectacle, blog, folder, exposition itinérante) afin d'informer et de donner accès aux droits sociaux à la population des quartiers, dans lesquels les citoyens pourront trouver tous les services et infrastructures qui leur donneront accès à ceux-ci.

Malheureusement, le projet a perdu son outil par le vol des ordinateurs portables qui devaient être le principal.

Néanmoins, le groupe contribue à un projet global initié par la cellule Prévention et sécurité, Equipe violences intrafamiliales et interpersonnelles.

Le groupe a décidé de créer des supports audio-visuels reprenant la thématique. Ils vont recevoir une formation concernant les outils audio-visuels afin d'être les plus performants possibles dans l'expression de leur avis en regard du thème abordé.

Autres actions du groupe dans le cadre de leur apprentissage de créations de projets :

1. Pour la sensibilisation aux droits sociaux, c'est la participante elle-même avec l'aide de l'animateur référent de ce groupe qui a proposé les activités sur différents thèmes.
2. Les jeunes, dans le cadre de leur implication dans le quartier, le groupe a organisé un repas spaghetti afin que les gens se rencontrent, viennent se rendre compte de ce que la maison de quartier propose. Environ 120 personnes ont participé.

3. Ayant eu un petit bénéfice, le groupe a pu s'impliquer dans la fête de quartier et proposer un stand kebab et un stand bonbons. En dehors de ces petites contributions, ils se sont mobilisés pour mettre en place le matériel avec le comité.
4. Peu après, les jeunes ont pu s'offrir un après-midi bowling. Et ensuite une mise au vert. Au fil du temps, le groupe s'approprie la méthode de projet et en entreprend un autre. Voir annexe.
5. Pour la journée de rencontre des jeunes, les partenaires ont mis un travailleur par association afin de faire « goûter » les ateliers aux jeunes. Les ateliers proposés étaient les suivants :
 1. Foot free style
 2. Breakdance
 3. Infographie
 4. Cirque
 5. Costume / couture
 6. Théâtre

Les jeunes ont pu découvrir les différentes approches des autres associations vis-à-vis de leur implication dans le projet.

Nous avons tenus des séances plénières pendant lesquelles ils se sont présentés en début de journée, et pendant lesquelles ils ont pu faire une démonstration libre de leurs talents à la fin de la journée.

D. Droits sociaux

Quels droits sociaux ont été couverts par le projet ?

Beaucoup ont été abordés, néanmoins, nous avons porté un intérêt pour ceux dont les jeunes se sentaient plus proches :

- Logement : accès et aide
- Santé : structure de soins accessible pour l'ensemble de la population
- Non-discrimination en général
- Circulation des personnes

De quels droits les participants du projet sont-ils devenus conscients?

- Vraisemblablement, ces jeunes ont déjà été largement informés par leur structure scolaire et il est difficile d'approfondir avec eux les sujets, exprimant une démotivation pour le débat, néanmoins, ils se sont créés des situations de les mettre en pratique au travers de leurs divers projets.

De quels articles de la Charte Sociale les participants ont-ils pris conscience?

- De par leur vécu, ils ont parfois été largement sensibilisés à des événements graves ...

Quels thèmes en lien avec les droits sociaux ont été adressés dans les activités du projet?

- Tisser le lien social - intergénérationnel - revalorisation du comité de quartier, participation active...

Dans quelle mesure le projet a-t-il contribué à améliorer l'accès aux droits sociaux dans le quartier?

- De par leurs projets, ils créent une dynamique rassembleuse par la création d'événements

E. Résultats

- Les jeunes se sont donné les moyens de faire des activités ludiques non accessibles en temps « normal ».
- Les jeunes se sont donné la possibilité de passer un week-end dans le sud du pays (ne sachant pas si le droit à la mobilité de deux de nos jeunes leur donnera l'occasion de partir.

F. Couverture médiatique

Télévision locale de Namur.

G. Autorités locales

Elles sont non seulement mon employeur mais aussi le porteur du projet général.
Toute logistique nécessaire : local, pc, animateur supplémentaire...

H. Quel suivi de votre projet attendez/planifiez-vous?

Une valorisation de notre projet porté à d'autres structures et à d'autres villes afin de sensibiliser la population aux droits sociaux, ainsi qu'à l'existence du Conseil de l'Europe, encore mal connu du public.

I. Qu'allez-vous faire afin d'assurer une continuité du projet après la fin du LTTC?

Essayer d'inclure des méthodes de travail similaires dans les autres quartiers dans un premier temps, dans les autres villes dans un second temps.



SOCIAL RIGHTS = MISSION POSSIBLE - TANIA TISHEVA - BULGARIAN GENDER RESEARCH FOUNDATION, BULGARIA

Title of the project

Promotion of the access to social rights and the right to education of disadvantaged youth in Sofia, Dimitrovgrad and Bourgas through Human Rights Education - Mission possible!

Project dates

1/08/2010 - 28/02/2011

A. Your neighbourhood

- In the town of Bourgas live 197.301 people
- In Dimitrovgrad live 38.015 people (children and young people up to 17 years are 6.545)
- The neighbourhoods in Dimitrovgrad and Bourgas are part of town districts

What makes your neighbourhood disadvantaged?

In the town of Bourgas, we directed our activities to young people living at highest risk and living in isolated and marginalized environment (2 orphanages - homes for young people

without parental care of family type and protected housing for young people at risk) which are institutions of closed type.

Most of them are located in the central part, but it does not make them privileged, just the opposite. These children live in an isolated environment, they interact only with peers. They do not have the opportunity to exchange information and to evolve with the other young people in today's dynamic environment. They do not benefit from the flow of information and different type of communication, and often they suffer from delays in their social development and problematic social adaptation. These institutions are closed microenvironments for these youngsters. In these homes the residents are under constant control and surveillance, and the access to the external environment is very limited. Children live in isolation from their peers, especially those up to 14 years because they can not leave the institutions without an escort. Most meetings and the communication between them and other peers take place in school, which is again controlled environment of adults and they do not have another opportunity to play and communicate with young people at their age, which limits their range of knowledge and interests.

Two high schools were chosen in the city of Dimitrovgrad. They gather pupils from rural areas and the small settlements around Dimitrovgrad. The target group in those schools, by comparison with other schools, has had less trainings and awareness raising on human rights.

B. Participants of the projects & multiplication

How many "active" and "passive" participants did your project reach?

	Total number	Age	Male	Female
Passive	500	14-25	300	200
Active	151	14-25	91	60

What is the background of the participants in your project?

They are pupils in 2 schools in disadvantaged neighbourhood in Dimitrovgrad and Haskovo towns, youngsters from 2 orphanages in the city of Bourgas. Their age is from 14 to 25.

C. Project summary

The aim of the project is to promote access to social rights and the right to education of disadvantaged youth in Dimitrovgrad and Bourgas through human rights education

Target group of the project: young people from disadvantaged neighbourhoods aged 13-25 years. They are pupils in a school in disadvantaged neighbourhood in Dimitrovgrad and young people living in orphanage institutions in the city of Bourgas.

The project consists of the following activities:

- 1) Study and meetings with local authorities, school in Dimitrovgrad, youth centres and orphanages in Bourgas. The aim is to study the existing practices for human rights education, non-formal education and gender equality, to evaluate their effectiveness and to study the training needs of the target group of young people who will take part in the project and the workshops. Two focus groups were conducted.
- 2) Design and implementation of workshops on human rights education and social rights (with accent on the right to education, right to work, right to rest and leisure etc.). A Manual with this methodology was created and published. The methodology was widely disseminated.
- 3) Information campaign for raising awareness on the educational needs of young people from disadvantaged neighbourhoods in terms of access to social rights and non-formal education. Information materials were published - posters for the promotion of social rights of young people, leaflets, and informational materials on the rights to education were published. The aim was to increase the knowledge of young people about their rights to education (including non-formal), right to free time and leisure and the

protection from discrimination. Media were invited to the practical exercises with young people and they covered the events. Media spread the messages for the need of official school curricula for human rights education.

4) A report on the recommendations for the improvement of the existing non-formal education practices for promotion of social rights of young people was issued for the Bulgarian NGO sector, educational institutions, youth centres, local authorities etc.

D. Social rights

Which social rights were covered by the project?

- Right to work, right to education, right to rest and leisure, right to health, housing and other social rights from the European Social Charter
- Information materials (posters and stickers) were published for promoting the following rights:
 - right to protection from violence
 - physical integrity
 - right to peace
 - protection from discrimination
 - right to property
 - ban of child labour
 - protection against poverty and social isolation
 - right to have free expression
 - right to dignified life
 - adequate standard of living etc.

Which rights did the participants of the project become aware of?

- Right to work, right to education, right to rest and leisure, right to health, housing, right to found a family, right to be protected from violence and discrimination and the other enumerated rights above.

Which articles of the Social Charter did the participants of the project become aware of?

- The articles related to right to work, right to education, and right to health and the other related

Which social rights themes were addressed in the project activities?

- Ban of child labour, discussions on the rights to housing and family, right to work, skills for realization at the labour market, How to write a CV, right to rest and leisure, social campaigns, volunteering
- Guidance to the map of public institutions, discussions on social engineering - needs of our neighbourhood etc.

How did the project contribute to improve access to social rights in the neighbourhood?

- Through provision of information, training and non-formal education. Information materials were produced - posters, stickers and brochures.
- Practical study visits to local institutions were organised for the orphans in the city of Bourgas.

E. Results

1) 150 young people from Bourgas and Dimitrovgrad were trained on social rights, and the workshops were based on the newly created methodology under the project.

2) Two focus-groups were conducted in September 2010 in Sofia and in Plovdiv. The first groups was with professionals (youth workers, teachers, school directors and pedagogues, local authorities and institutions) and the second was with young people from disadvantaged neighbourhoods in Plovdiv. The aim study was to gather information about:

- The level of awareness of young people, especially from disadvantaged neighbourhoods, about human rights and social rights - more specifically the right

- to education, the right to rest and leisure
- What are the needs for education for social rights
- What are the existing practices for education and their effectiveness
- How the existing awareness of young people on social rights can be improved

The results showed that young people have general knowledge on human rights and are less informed about social rights in particular. Both young people and practitioners, who took part in the focus groups fully agree that in Bulgaria there is a need for human rights education and education for social rights.

The need for raising awareness on social rights and education is linked to the whole spectrum of Human rights - theory and practical aspects, what are the means to protect human rights - all those elements must be present for youth work on social rights.

3) Recommendations the improvement of human rights education policies for social rights for youth from disadvantaged neighbourhoods were made, discussed and disseminated among various stakeholders.

4) The project reinforced the cooperation of the BGRF with local authorities and schools on the issues of non-formal education for social rights.

5) Through the working meetings, in the methodology and the media coverage we presented and promoted the issues "social rights of young people from disadvantaged neighbourhoods" - a key theme for the Enter! project and Council of Europe. When the recommendation of the Council of Europe on the access to social rights of young people from disadvantaged neighbourhoods will be issued in 2012, the BGRF will have more power to lobby for its implementation in Bulgaria.

F. Media coverage

- Radio, newspaper (Regional), Internet media
- Plus 2 articles in the bulletins of European youth NGOs (NGO from Switzerland and NGO from Macedonia)
- <http://speshno.info/news.php?id=187986>
- <http://www.cross-bg.net/balgariya/88-novini-i-sabitiya/1192809-nasarchavane-na-dostapa-do-sotzialni-prava-na-mladite-hora-ot-neprivilegirovanite-kvartali-misiyata-vazmozhna>
- Interview with the BGRF youth trainer Rada Elenkova, for the Dimitrovgrad newspaper DG Pazar, 18.02.2011
- <http://novini.dir.bg/news.php?id=8022278>
- [Newsmaker.bg - Категория::Политика](http://www.newsmaker.bg)
- [Димитровград - Новини от Den.bg - новините днес. Актуални новини ...](http://dimitrovgrad4u.com/index.php?topic_id=5541&month=-1)
- [http://dimitrovgrad4u.com/index.php?topic_id=5541&month=-1.](http://dimitrovgrad4u.com/index.php?topic_id=5541&month=-1)
- http://dariknews.bg/view_article.php?article_id=671134
- Municipal newspaper of Dimitrovgrad www.obvest.com/%3Fp%3D7426
- <http://obvest.com>

G. Involvement of local authorities

What authorities were involved?

- For Dimitrovgrad - Meetings with member of Municipal Councillor, who is member of the Commission of Education, support for access to schools in Dimitrovgrad. Support from the Mayor.
- For Bourgas - meeting with the member of Directorate for social assistance of Regional Direction of the Agency for Social Assistance in Bourgas. Provided support for the activities in the orphanage institutions, support for the analysis and mapping of the specificities and needs of the target groups
- For Sofia - participation of representatives of Sofia municipality in the focus-groups in the project. The Bulgarian Gender Research Foundation was consulted for the adoption of "Strategy for Prevention of Social Exclusion at Sofia City, 2011 - 2015". BGRF lobbied for the inclusion in the Strategy of social services for some groups of risk for marginalization, including young people. This cooperation and consultation

was with Directorate of social issues of Sofia Municipality.

H. What is the expected/planned follow up of your project?

From 2011 BGRF team will participate in the provision of innovative social services in Sofia, which are planned in the "Strategy for Prevention of Social Exclusion at Sofia City, 2011 - 2015". The activities aim help for self help for young people in risk, consultations and training for their realisation at the labour market.

I. What will you do to ensure the sustainability of the project after the end of the LTTC?

My organisation's team will ensure sustainability by its participation in the provision of innovative social services in Sofia, which are planned in the "Strategy for Prevention of Social Exclusion at Sofia City, 2011 - 2015". The activities aim help for self help for young people in risk, consultations and training for their realisation at the labour market. Those activities will ensure the access of disadvantaged young people to work and to education.

- The methodology for non-formal education created under the project will be further promoted as broadly as possible among schools, youth centres and other stakeholders.
- The BGRF will continue the activities with the target groups - young people from the orphanages in Bourgas and with the schools in Dimitrovgrad.
- BGRF will continue raising awareness on the need for Human rights education in the official school curricula in Bulgaria.
- When the recommendation of the Council of Europe on the access to social rights of young people from disadvantaged neighbourhoods will be issued in 2012, the BGRF will have more power to lobby for its implementation in Bulgaria.



CHANGE FACTORY - DANIJELA LOVRIC - YOUTH CENTRE FOR NON-FORMAL EDUCATION-CREATORS NOT CONSUMERS, CROATIA

Project dates

10/04/2011 - 19/04/2010

Project summary

The project included a training course for youth leaders from 10 countries in Osijek Croatia. Participants learned how to empower themselves by using theatre as a tool to promote social inclusion. The goal of the projects was to create multipliers, who when returning to their countries will use the methods that they have learned. The training course was positively evaluated both by the organisers and the participants.

Videos linked to the training course:

<http://www.youtube.com/watch?v=VTzPC7-b6TA>

<http://www.youtube.com/watch?v=2UqjYMpuuPU>

<http://www.youtube.com/watch?v=Wt32OowZ9oI>

<http://www.youtube.com/watch?v=h3yruW0HzBY>

SAILORS ON THE CITIZENSHIP - HARBOR OF CITIZENSHIP - MARCO SANTOS - EESTI ERINOORSOOTÖÖ ÜHING NOOR, ESTONIA

Project dates

27/09/2010 - 28/07/2011

A. Your neighbourhood

- Different cities, villages. Mostly small places from 400 to 20.000 and in the biggest city in Estonia with 400.000 with mainly working class.
- 9 different places reaching some 7.000 young people from 12 to 24 years old.
- From city (capital) to small villages around the country (in 3 more counties).

What makes your neighbourhood disadvantaged?

- Kopli - the poorest area in Tallinn - social and economical disadvantages
- Jõhvi and Narva - integration problem, due to a huge community of language minorities
- Near Pärnu and Viljandi - geographical obstacles - small communities with poor transport connections and social structures

B. Participants of the projects & multiplication

How many 'active' and 'passive' participants did your project reach?

	Total number	Age	Male	Female
Passive	~150	10-25		
Active	11	18-30	3	8

Background of the participants

Mainly working class

C. Project summary

Sailors on CitizenShip - Harbour of CitizenShip is a national and local level training course, which was developed as a module for youth workers/trainers to help them answer their questions concerning active citizenship issues.

We approach the idea of citizenship on different levels: locally, nationally, on international and global levels. While implementing the project with Estonians partners we would like to focus more on idea of global active citizenship at local level, together with youth workers from Europe and work on its implementation into our daily work, taking into account that participation is an important Social Right. The main idea behind stays the same: how to make young people active on all levels, how to make them feel responsible for the local community, for the place they belong to and how to make them aware of their interdependence within global society.

The detailed information about the international approach can be found on in the "sailors harbour": www.sailorstraining.eu

Sailors on the Citizenship is a training course that aims to promote active participation, through training of youth leaders, youth workers and educators from Estonia. This project aims to create common tools in Estonia and a pool of multipliers and which are involved with local



young people and raise awareness about the importance of the active participation with attention at strengthening Social Rights awareness, exchange and cooperation in the field of youth.

The main aim is to explore understanding of citizenship concepts and provide participants with the skills, knowledge and attitude to develop actions at local and national level.

The objectives are:

- provide opportunities for participants to present, share and exchange models of practice and examine concepts of citizenship in promotion of social rights
- learn about differences and challenges of citizenship by experiencing practical activities
- enhance understanding of citizenship through a process of personal and group reflection
- help participants consider principles that underpin citizenship and recognise their own values and getting aware of social rights
- evaluate participants' personal practice and learning in order to improve actions they take in their communities
- explore concepts and models of participation
- create links between participants, organisations and communities rising awareness on social rights issues
- equip participants with a range of tools and provide space to build new tools that can be used to develop their own practice on participation

D. Social rights

Which social rights were covered by the project

- health and non-discrimination in general.

E. Results

The project is ongoing, so we don't have the final results. One of the participants were invited to join the training team of Estonian Sexual Health Association after propose to them her idea.

F. Media coverage

Until now no media coverage, only in websites of the partners or the lists from Youth Council or Youth in Action National Agency for example.

G. Involvement of local authorities

None

H. Expected/planned follow up of the project

We would like to continue the same format and have again the support for next year. We plan to apply again to the European Youth Foundation.

I. Sustainability of the project after the LTTC

Keep the partnerships with the local partners and try to develop joint action plans. It is still very hard to find sustainability where there are no concrete funds available for a long term.

YOUTH EXCHANGE ON PARTICIPATION AND SOCIAL RIGHTS - SAMIUELA ELONE - CITY OF HELSINKI, FINLAND

Full title of the project

Intercultural Learning, Youth Participation and Youth Access to Social Rights

Project dates

1/05/2010-30/11/2010

A. Your neighbourhood

- Vuosaari, Eastern Helsinki, Finland.
- More than 30000 young people.
- Suburb of Helsinki.

What makes your neighbourhood disadvantaged?

- It is the smallest employment area in Helsinki
- The unemployment rate is higher compared to the Helsinki average unemployment rate
- High number of immigrants
- Quality of schools is lower than the average of Helsinki schools.

B. Participants of the projects & multiplication

How many 'active' and 'passive' participants did your project reach?

	Total number	Age	Male	Female
Passive	42	14-18	19	23
Active	10	22-55	7	3

Background of the participants

Unemployed, immigrant, low school achievement

C. Project summary

The project consisted of a multilateral youth exchange in Finland between the Vuosaari Youth Work Unit (Vuny) and three visiting groups from Spain, Estonia and France. We hosted the visitors in July from Sunday the 25th to Sunday the 1st of August in Vuosaari at the Eastern part of Helsinki. There were 51 participants out of whom 42 were young people from age 14 to 17, and 7 youth workers. The young people were from disadvantaged neighbourhoods, from ethnic minorities and with fewer opportunities.

The content of the project was based on the needs of young people. Non formal learning methods such as workshops, role plays, outdoor activities, and excursions were used to promote active participation, to promote learning and understanding of each others' cultures, to promote social inclusion, to raise awareness on access to social rights, and to facilitate the young people's personal and social development. The project also aimed at building young people's competences on tolerance, respect human rights and the rules of law, democratic principles are important values for themselves as individuals as well as European citizens.

D. Social rights

Which social rights were covered by the project?

- We discussed all the social rights since it was an awareness-raising about the social rights

Which rights did the participants of the project become aware of?

- All of them

Which articles of the Social Charter did the participants of the project become aware of?

- All

Which social rights themes were addressed in the project activities?

- All

How did the project contribute to improve access to social rights in the neighbourhood?

- The project was not about access to social rights but more about raising awareness of the social rights itself. I believe in our reality in Finland, the young people are well access to social rights. The schools are free, the accommodation provided, employment for young people is considered very important for the government and so on. Through this project, they learnt about the social rights as such.

E. Results

The young people/participants got to know about social rights. They are more active in defending their rights. As a result of raising awareness, all the participants got to know about there is such a document called the European Social Charter.

F. Media coverage

Every group was responsible for the media coverage. Our own group, the young people wrote an article about the exchange to the local news paper in our area. I also know that the Spanish group had coverage on the local TV.

In Vuosaari, there are more than 30,000 people but perhaps it is fair to say one third of them read their local news paper

Vuosaari-lehti, www.vuosaarilehti.fi/www/

G. Involvement of local authorities

The project was part of my work at one of the City of Helsinki Youth Department's Youth Work Units. I got the support from my Unit's Director and from my colleagues. The project was approved by Lasse Siurala, the Director of the Youth Department and the highest authority at the Youth Department.

I got all the support that we needed in the project. I am a participant as a representative of the Youth Department. Support was provided in terms of working hours and financial support. There also extra workers to help with the practicalities in addition to two of us youth worker who directly involved with the project. We were also hosted at our youth centre which was very convenient.

H. Expected/planned follow up of the project

There was a plan to continue the project of youth exchange this year in Spain. However, the theme will not be the same. Partners and the groups stay the same but with different theme(s).

I. Sustainability of the project after the LTTC

There is no plan to continue the project as it was. As mentioned above, the exchange will continue but not necessary related to social rights.

RAID SPORTIF AUTOUR DES PREVENTIONS - FADELA AOUIR - CENTRE SOCIAL ET CULTUREL PAPIN, FRANCE

No information was available at the time of printing.

EURODEPAYSE TOI ! - ALEXANDRA BOUDIA - ASSOCIATION DES TRAVAILLEURS MAGHREBINS DE FRANCE

Votre idée de projet en bref

Améliorer la connaissance de l'Europe des jeunes à travers l'éducation (amélioration des compétences linguistiques à travers l'éducation non formelle, informations sur les débouchés professionnels qu'elle peut offrir), la mobilité (réalisation d'un échange avec un pays européen) et le développement personnel (construction de la confiance en soi, considération et estime de soi).

Groupe cible

Une dizaine de jeunes de 16 à 25 ans.

Quel est l'état actuel de votre projet?

Je n'ai malheureusement pas pu finir ce projet, faute de soutien dans ma structure. J'avais néanmoins réalisé plusieurs présentations du projet, et quelques ateliers liés au projet. Je pense quand même pouvoir réaliser par la suite ce projet au sein d'une autre structure.

Les droits sociaux votre projet adresse spécifiquement?

Discrimination et xénophobie, éducation aux droits de l'homme, égalité des genres, citoyenneté.

Quels résultats concernant l'amélioration de l'accès aux droits sociaux vous avez jusqu'à présent?

J'ai constaté des réactions très positives par rapport à l'Europe chez les jeunes lors de la présentation du projet et la réalisation des activités. Lorsque nous avons mis en place l'atelier sur les discriminations, les jeunes ont réalisé qu'ils pouvaient s'en défaire. Je les ai sensibilisé à l'éducation aux droits de l'homme à travers l'atelier sur les droits sociaux par exemple : ils m'ont paru, à travers la mise en place de ce projet, plus conscients du fait qu'ils ont des droits.

Quelles autorités locales avez-vous déjà contacté et quel est le résultat. Si vous n'avez pas encore contacté, pourquoi?

J'ai contacté le conseiller municipal délégué à la jeunesse de la Mairie d'Argenteuil, Dominique Mariette. Je le connaissais déjà de vue, donc je pense que cela a contribué à créer un sentiment de confiance entre nous. Il était enthousiaste à l'idée de voir ce projet se réaliser. Il m'avait conseillé de contacter le responsable chargé de l'éducation mais je ne l'ai pas fait car je n'avais pas avancé dans le projet.

Les autres acteurs qui sont impliqués dans votre projet (p. ex. autres ONG, des chercheurs, etc.)?

Il n'y a pas vraiment. J'ai essayé de travailler en partenariat avec une autre association parisienne dans le 18e ème arrondissement et dont je connaissais la coordinatrice. Il s'agit de l'association CEFIA. Je l'ai informée des dispositifs européens qui existaient (comme le programme « Jeunesse en action », l'existence de l'INJEP, le SVE...). Elle était enthousiaste mais nous n'avons pas vraiment travaillé dessus. Néanmoins, elle serait toujours d'accord pour réaliser un projet européen dans sa structure.

Comment vous envisagez d'influencer les politiques jeunesse locales / internationales?

Je ne sais pas vraiment mais j'ai l'impression d'avoir acquis des méthodes qui vont dans ce sens. J'avais en effet trouvé intéressant de pouvoir discuter avec un responsable local, de voir qu'il était possible d'établir des partenariats. Grâce à l'outil européen, j'ai eu l'impression de pouvoir dépasser certaines barrières qui peuvent se poser dans la réalisation de projets au niveau local: je n'étais pas trop dépendante des fonds locaux et

j'apportais de nouvelles idées issues de cette dimension européenne (la Charte Sociale, la possibilité d'échanges européens...).

Voyez-vous déjà des recommandations possible pour les politiques de jeunesse (concernant l'accès aux droits sociaux) émergent de votre projet / travail?

Etablir une collaboration entre les secteurs non-formel et formel dans le domaine de l'éducation notamment par le biais d'interventions et d'activités issues de l'éducation non-formelle.

En effet, je travaille actuellement comme assistante d'éducation dans un lycée professionnel. Le public que j'y rencontre est assez proche de celui avec lequel j'ai travaillé au sein de mon association (les élèves sont principalement issus de milieux défavorisés, ils n'ont bien souvent pas eu le choix de leur orientation: celle-ci a été faite par défaut et ils souvent pas vraiment idée de ce qu'ils veulent faire plus tard. Se rajoute à cela un sentiment de dévalorisation lié au stigmate d'être dans un «lycée pro»). Je pensais donc qu'il serait très intéressant de réaliser des ateliers (ceux du manuel Repères par exemple) avec l'intervention de professionnels du secteur non formel (associatif). Cela leur permettrait de renforcer l'estime personnelle, d'être conscients des discriminations dont-ils sont l'objet et d'avoir des outils et des arguments pour lutter contre, de favoriser la tolérance et l'ouverture d'esprit en sortant de leur cadre local (ils sont par ailleurs très souvent attirés par l'étranger, étant eux-mêmes/ou leurs parents issus de pays étrangers). Que ce soit également un outil pour améliorer leur connaissance des dispositifs qui leur sont destinés (Jeunesse en action...). J'ai réalisé la même chose pour le personnel de l'école : de nombreux professeurs ou personnels d'encadrement (proviseur, conseiller principal d'éducation...) ne semblent pas vraiment comprendre les jeunes du fait -semble-t-il- d'un manque de connaissances sur ces publics et ces thématiques. Ils ne savent pas non plus comment répondre aux problèmes auxquels les jeunes doivent faire face (malgré l'existence de certains réseaux comme RESF...). De plus, les jeunes sont bien souvent un peu blasés et leur présence au lycée est souvent vue comme une relégation : je pense que la connaissance de ce type de projets et d'outils destinés à la jeunesse (pas seulement des quartiers défavorisés) permettrait de changer d'angle d'approche (ce qui permettrait aussi d'adopter une vision un peu moins « disciplinaire », comme on peut le voir par exemple avec des réformes qui vont accroître le pouvoir du chef d'établissement : la politique de l'établissement dépendra davantage -semble-t-il- de sa personnalité, mais également au détriment de la démocratie à l'école). Je pense qu'il serait intéressant d'apporter au sein de l'école les instruments utilisés dans le monde associatif, afin que ceux-ci touchent plus de monde.

Je prends l'exemple des voyages. Dans ce lycée , ils sont d'abord liés à la bonne volonté du professeur. Beaucoup d'élèves ne partent donc jamais en voyage scolaire (c'est la grande majorité des élèves : seulement une classe a fait un voyage à Barcelone de trois jours alors qu'il y a 300 élèves dans le lycée, de plus ce voyage était assez cher : 250 euros et beaucoup d'élèves n'ont pu se l'offrir, malgré la motivation dont-ils ont fait preuve => vente de gâteaux...). Le prétexte régulièrement avancé pour ne pas effectuer ces voyages est que les jeunes étaient trop turbulents. Je pense que l'angle d'approche du CoE est différent par rapport à cela : j'ai l'impression que la réalisation d'échanges permettait justement de participer à la construction du sentiment d'appartenance à un groupe et que le fait d'impliquer les jeunes dans leur voyage les responsabilisait, réduisant ainsi les risques de débordements. De plus, je pense également qu'une bonne préparation (que les jeunes puissent choisir leur destination, les faire réfléchir sur ce qu'ils peuvent apprendre à travers un voyage, les motiver pour travailler la langue du pays...) ne peut que les motiver et améliorer leur bien-être personnel (face au stress scolaire par exemple). Je ne serais pas aussi certaine de penser cela si je n'avais pas participé à cette formation et rencontré des travailleurs sociaux qui ont déjà réalisé des échanges. Ils avaient une vision positive et progressiste de ces jeunes issus de ces quartiers dits « désavantagés ». Cet angle d'approche me semble plus caractéristique de l'éducation non-formelle et plus en adéquation avec la réalité du terrain.

BIBLIOTHEQUE DU PORT DU RHIN - BADIA LOUKILI-RAIHANI - AU-DELA DES PONTS, FRANCE

L'idée est d'avoir une approche ludique pour le mieux vivre ensemble dans le quartier du Port du Rhin à Strasbourg. Pour cela nous pensons qu'il serait pertinent d'impliquer les jeunes, les habitants, et partenaire sociaux à la réalisation d'un outil de communication et d'information sur les événements du quartier. La stratégie est de travailler sur un droit social par mois sur les quelles les jeunes feront des recherches, des visites et pour finalement faire des articles dans la gazette.

Le groupe cible est formé par 10 jeunes du quartier du Port du Rhin (mixte) de 11 à 18 ans pour ensuite ouvrir à l'ensemble des habitants.

Le projet a commencé en octobre 2010, le groupe cible est constitué et nous avons commencé par l'accès au soin est nous avons fais des recherches avec les jeunes sur ce sujet et nous avons programmé une intervention avec une personne du planning familial.

Les droits sociaux que le projet adresse sont l'accès aux soins, le droit à non discrimination, le logement, l'éducation, la protection juridique et social, emploi, l'accès aux loisirs, l'accès et la formation des personnes handicapées, l'environnement.



JE SUIS UN RROM COMME UN AUTRE - JULIE MERCIER - FRANCE

« Les migrants sont avant tout des femmes, des hommes et des enfants qui ont des droits. Ces derniers ne peuvent pas être niés au seul prétexte de l'absence de papiers. »
(Déclaration de Montreuil, 2008)

La population Rrom est une population venant des pays des Balkans, qui fuient des conditions de vie médiocres, des ségrégations et des discriminations importantes. On les dénomme alors comme migrants. Ils arrivent en France dans l'espoir de recommencer une vie nouvelle où leur origine ne serait pas synonyme de persécution, de violence ou de racisme.

C'est pour cela, qu'à l'aube de l'ouverture européenne des frontières, notamment récemment pour la Bulgarie et la Roumanie, ceux et celles qui franchissent celles du pays des droits de l'Homme, arrivent en France en espérant y trouver clémence et prospérité, se retrouvent très vite confrontés à la dure réalité : à l'orée de nos métropoles, ils s'entassent dans des bidonvilles aux conditions désastreuses et alarmantes, sans eau courante ni électricité, où l'accès aux soins et au travail leur est restreint voir interdit, ou alors autorisé sous certaines conditions.

Les Roms sont des citoyens européens et ont par conséquent les obligations mais avant tout les mêmes droits que tous les ressortissants de la communauté européenne.

Néanmoins, « les quelques milliers de Roms migrants récemment arrivés sur le territoire français sont soumis à des politiques inhumaines et kafkaïennes dans le simple but de les inciter à quitter la France. Ils vivent dans des conditions sordides et indécentes et se voient régulièrement expulser de leurs précaires campements et squats, déplacés vers la commune voisine-de laquelle ils sont à nouveau expulsés. Par ailleurs, ils subissent des violences, abus et harcèlements de toutes sortes et doivent faire face à une indifférence totale conduisant à des violations extrêmes de leurs droits dans pratiquement tous les domaines de la vie quotidienne. Ainsi ils se voient très souvent refuser les droits civils, politiques, sociaux, économiques et culturels fondamentaux ou sont confrontés à des problèmes d'ingérences dans l'exercice de ceux-ci.

Ainsi, au lieu de cela, les Roms migrants sont sujets à diverses formes de violences, d'abus, de harcèlement et de mépris qui résultent en extrêmes violations de leurs droits dans pratiquement tous les aspects de leur vie. L'effet cumulé de ces violations persistantes des droits de l'homme est si sérieux qu'ils s'apparente à un traitement inhumain et dégradant »

A. Votre quartier

A Strasbourg nous recensons près de 300 Roms migrants venant principalement de Roumanie. Différentes associations viennent en soutien à cette population tant bien dans le domaine de la santé, que dans les démarches administratives et scolaires. Néanmoins ces associations ne proposent quasiment rien pour les jeunes vivants dans ces campements, ils ne sont pas directement pris en compte. En tort, car ils ont des besoins et des envies comme tout autre jeune de leur âge.

Cela fait maintenant près de deux ans que nous intervenons sur les campements et proposons des animations directement sur place (jeux, cirque, peinture, coloriage, football, jeux de raquettes, jeux de société et aussi de l'aide aux devoirs). Nous organisons également des sorties hors du terrain comme des visites de la ville, de musées, piscine, cinéma, rencontre avec d'autres jeunes. Nous intervenons de façon bénévole et n'avons donc qu'un budget très limité, et de la même sorte, n'avons aucun lieu d'accueil pour ces jeunes.

B. Participants du projet et multiplication

Depuis le début de nos échanges, nous avons rencontrés une trentaine de jeunes (0 à 15 ans). Certains sont là depuis plusieurs années, d'autres sont juste de passage, ou souvent viennent d'autres campements et rendent visites à leur famille.

Nous avons également rencontrés certains directeurs et instituteurs où sont scolarisés les jeunes (95% sont scolarisés).

- Groupe cible : les jeunes (de 4 à 15 ans)
- groupe cible secondaire : famille + la communauté

C. Résumé du projet

A l'heure actuelle il est donc dans l'objectif de créer notre association afin de mettre en avant ces activités et s'aider de cette structure pour aller plus loin dans l'accès aux droits fondamentaux de ces jeunes Roms.

Aller au-delà des préjugés en permettant à tous les jeunes d'avoir connaissance et conscience de l'existence des droits sociaux existant et accessible par tous et pour tous, à travers des activités pédagogiques formelles et non formelles ainsi que des activités culturelles (théâtre, cirque, spectacle), leur donnant ainsi la possibilité de s'exprimer, d'échanger sur le sujet et de comprendre pour agir par la suite.

- accompagner les jeunes dans leur vie de jeune
- promouvoir la participation active des jeunes dans leur envie de changement

Recommandations des jeunes (par les jeunes et pour les jeunes), sur leurs envies, leurs besoins

Participants' project harvest

- promouvoir la participation active des représentants Roms dans les prises de décisions qui touchent la vie sociale, politique et civique
- créer un environnement positif et amical afin de permettre une meilleure inclusion des jeunes

Roms migrants dans les écoles

- sensibiliser sur les droits sociaux et en améliorer leur accès
- combattre et casser les préjugés
- combattre la stigmatisation et les discours de haine
- proposer des animations sur les terrains et organiser des sorties culturelles et sportives

Programme de médiation :

- entre l'école et les enfants/familles
- entre la communauté et les différentes structures
- entre la communauté et les autorités locales

Local :

Accueil jeune : pouvoir accueillir les jeunes dans un local approprié afin de

- leur permettre de se retrouver autrement
- leur proposer un lieu d'échange et d'expression

Accueil adulte : pouvoir accueillir les adultes dans un cadre plus sécurisant et plus chaleureux afin de

- les écouter
- leur proposer des cours de français
- leur proposer un lieu d'échange et d'expression

Quelques idées :

- apprendre les droits de l'Homme, de l'enfant et sociaux par des ateliers d'éducation non formelle
- mettre en pratique la campagne Dosta ! en utilisant les outils et le kit mis à disposition
- créer avec les jeunes un plateau de jeu sur l'accès aux droits sociaux
- créer un grand livre (grand format - illustration et texte) sur les droits de l'Homme, de l'enfant et sociaux (ou en format roman-photo)
- se faire rencontrer plusieurs groupes de jeunes

D. Droits sociaux

Droit à l'éducation

- inscription à l'école
- médiation scolaire / suivi scolaire
- soutien scolaire

Droit à la non-discrimination

- droits sociaux (ateliers)
- apprentissage Droits de l'Homme, droits de l'Enfant

Droit à la protection juridique et sociale

- travail et médiation avec les assistantes sociales

ACCES AUX DROITX SOCIAUX A TRAVERS LE SPORT - OZLEM YAVUZKAN - ACCOORD, FRANCE

Dates du projet

Octobre 2011 (pas de date précise encore)

A. Votre quartier

- 33 567 habitants, soit 12, 4 % de la population nantaise.

Qu'est-ce qui fait de votre quartier un quartier défavorisé?

- majorité des familles dans situation précaire.
- enfants en échec scolaire.

B. Participants du projet et multiplication

- Pas encore connu

C. Resume du projet

Le projet se déroulera au Maroc probablement pendant les vacances d'octobre prochain. Le but de ce projet est que les participants accèdent à leurs droits sociaux. Et ce à travers le sport et avec des jeunes venu d'ailleurs (Royaume Uni, Roumanie,...)

Objectif 1 : faire découvrir l'interculturalité

- Jeux pour favoriser l'échange entre les participants,
- Travail en sous groupe,
- Utilisation du Tkit Interculturel
- Jeux linguistiques

Objectif 2 : leur permettre de prendre connaissance de leurs droits sociaux et économiques (Accès à l'information)

- Exercices du Compass
- Communication de la Charte Sociale, avec un moyen ludique
- Visites



Objectif 3 : proposer des temps d'échanges et de convivialité entre les participants

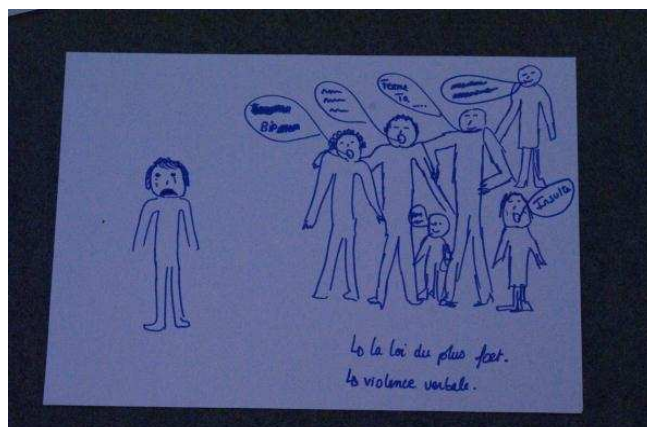
- Mise en place de jeux collectifs, autour de disciplines sportives, peu accessibles ou très populaires.
- Découverte de pratiques sportives : activité sur mer ...
- Proposer des temps libre.

D. Droits sociaux

Quels droits sociaux ont été couverts par le projet ?

De quels droits les participants du projet sont-ils devenus conscients?

- Droit à la mobilité, droit à la santé, droit à un emploi.



YOUTH THEATRE OFFICE BERLIN - SANDRA RABOW - INITIATIVE GRENZEN-LOS!, GERMANY

Title of the project

JugendtheaterBüro Berlin /Youth Theatre Office Berlin

Subproject: "Act Your Rights- Human and Social Rights on Stage"

Project dates

- JugendtheaterBüro Berlin (July 2009-July 2012)
- Subproject: "Act Your Rights- Human and Social Rights on Stage" (September - December 2010)

A. Your neighbourhood

- Berlin, city of approximately 3,5 mil inhabitants
- Berlin-Mitte 323.303 inhabitants (2008)
- The organisation is based in Berlin Moabit West, a part of Berlin- Mitte and one of the disadvantage neighbourhoods of the city.
- The local town district Moabit West counts 19.788 persons (2008)
 - 13.437 Germans
 - 6.351 Foreigners
 - 32,1% Foreigners, the amount of people with migration background is even higher
 - 27,8 % of the population of Moabit West is under the age of 25 years.
 - 20,6 % of the population are young adults in the age between 25-35 years

What makes your neighbourhood disadvantaged?

The area of Berlin Moabit West has an over proportional amount of households facing social and economical problems. Poverty, unemployment, dependency on the social welfare system (especially Arbeitslosengeld II), health problems etc. are structuring the conditions people live in. The rate of people with migration background is very high. 20% of the population are jobless.

Especially child poverty is a problem of the district. 52% of the children and youngsters are living in households with a very low income or under precarious living conditions. Especially children living in families with migration background are a vulnerable group. Over 2/3 of them are living in poverty.

Environmental pollution is high because of the traffic jam (many cars running to the city centre) and there are just a few green or leisure time areas like parks or play yards around.

Many inhabitant of Moabit West do not have a school degree (41%) and the educational level is low.

The district Moabit West is part of Berlin-Mitte, the central city district where most of the governmental buildings are situated. Crossing the Spree River located at the north-west borders of Berlin-Mitte, Moabit West traditionally was a working class area. Still today it is the only city internal industrial area of Berlin but people working there are often not from the neighbourhood.

B. Participants of the projects & multiplication

How many 'active' and 'passive' participants did your project reach?

	Total number	Age	Male	Female
Passive	2.000-3.000	x	50%	50%
Active	105	12-80	53	52

Active participants:

- board team of the project (3 persons working fulltime)
- people working on a frequently honorary basis (15)
- workshop trainers/ facilitators (5)
- advisory board as consultants (approx. 12)
- participants doing a long-term internship (2 students)
- podium discussion (3 Persons)
- out side speakers / interview partners (8 persons)
- cooperation partners (approx. 10 persons)
- approx. 25 youngsters as core members of the JTB organising the mini-festival at the beginning of December /final event
- approx. 25 students of the Alice Salomon Hochschule and seniors of the 'theatre of experiences' acting at the festival

Passive participants

- approx. 35 youngsters (plus the 25 youngsters of the core team) attending several activities of the JTB during the period from Sep-December
- approx. 50 youngsters joining the productions of cooperation partners and acting at the festival
- around 500 guest during events and the festival in the rooms of the JTB
- around 1000 spectators during the external performances on the street and in other institutions
- providing invitations for events and information about the project through internet (800 e-Mail addresses)
- Facebook (almost 200 friends)
- the project has been in the media / press >>>WDR/ RBB Volltreffer/ Katholische Sonntagszeitung/ locale press / amount of spectators

Background of the participants

- most of the participants are migrants, many of them with Muslim background
- some of the youngsters had experiences with being homeless
- some are young offenders

C. Project summary

In July 2009 the NGO *Initiative Grenzen-Los!e.V.* started a new project: *The Youth Theatre Office Berlin*. The project pursues the aim to plan, organise, run and implement an international non-formal theatre festival: *The Festi-walla KulTür auf!* in autumn 2011. The festival will be realized by youngsters from disadvantaged neighbourhoods of the age between 14 to 22 years, mostly with migrant and Muslim backgrounds.

The project offers a variety of perspectives and opportunities in the area of human and social rights, participation and developing capabilities to disadvantaged youth such as the right of non-discrimination, education, social and cultural participation and vocational guidance.

Among others, new theatre productions will be developed and run by the participants themselves. Over a 3-year-period of preparation, regular meetings, workshops and trainings the whole organisational process will be taken and handed over step by step to the participants own responsibility. All relevant disciplines for running a theatre festival (acting, filming, lights, sound, public relations, administrative work, construction of masks, decor, costumes, teaching and presentation methods etc.) are potential fields of activities for the participants. In that sense, our project includes aspects of vocational guidance in a creative field supporting young people in developing a perspective for the future and facilitating access to the job market. Various networks and cooperation's covering research as well as practical approaches are involved to ensure a professional process of internships and working experience.

Through our participatory approach and by using non formal education as a tool, we are working strongly on the key subjects of the youngsters. Structured in periods of trimesters, the participants will work on topics like a) vocation vs. personal calling, b) identity, c) hate and love, d) social inclusion and freedom. Workshops will be offered focusing on subjects such as human and children's rights, gender, discrimination, diversity, racism, tolerance and democracy. With that knowledge the youngsters develop positive and creative competencies and learn to become active and more involved within their local community.

The sub-project "Act your Rights - Human and Social Rights on Stage" (September-December 2010) was part of the overall project "Youth Theatre Office Berlin". It was the 4th consecutive project of this nature. Each of the projects was independent as far as organisational structure and content is concerned. The proposed project dealt explicit with human and social rights issues and so called glocal Brennpunkten or 'hot spots'.

The Human Rights Conventions (specifically the Convention of the Right of the Child as well as the European Social Charter) and its meaning for the everyday life of young people and young adults participating was a focal point. Furthermore there has been a wide frame for the youngsters to decide on the key aspects to work on. Focus topics have been discrimination, poverty, migration, freedom, access to the health care system, labour market and housing as well as the situation in Gaza. Also the debate about Thilo Sarrazins book 'Deutschland schafft sich ab' has been very important for the youngsters. As they are a target group of the addressed prejudices in the authors book they decided to work on this topics and they developed a theatre street performance which has been shown during a two day city tour in autumn 2010.

During the project many of our youngsters furthermore experienced external working experiences in projects of our cooperation partners. Special for this sub-project was, that it did not ended with a final event as the other projects did before. This time the JTB run a small local festival in the beginning of December 2010, the "Moabiter Brennpunktstage" It was very successful and a kind of training for the bigger festival in autumn 2011.

In addition to the weekly and other regular activities offered by JTB there was also a wide range of other events which were significant for our work during that period.

TRIMESTER MILESTONES

- 3.-5.09.2010 HUMAN RIGHTS WORKSHOP
- 10./11.09.2010 FORUM-THEATRE WORKSHOP with Till Baumann, also on Human Rights
- 17./18. 09.2010 BRENNPUNKTFORUM PART I with guest speakers based around five current 'hot spot' social issues
- 21./22. 10.2010 JTB BRENNPUNKTTOUR - street performances in different town quarters of Berlin
- 30.10.2010 BRENNPUNKTFORUM PART II - where the youths discussed their experiences in the different external projects they had undertaken. Many of the participants were able to develop further skills through the work done in this time.
- 3.-5.12.2010 BRENNPUNKTTAGE FESTIVAL
- 7.&9.12.2010 EVALUATION und FOLLOW UP Workshop

D. Social rights

The project covered especially:

- The right of non-discrimination (as everybody can join the project/ people are treated equal/ there have been no different between boys and girls concerning their participation; the decision making process etc.)
- The right of education (offering different workshops and actives etc.)
- The right of vocational orientation and guidance (offering programs in different fields or sectors of the youth theatre office such as bureau and event management, sound

and light techniques, film, theatre, costume and mask etc.), offering consulting sessions concerning problems with the jobcentre or vocational guidance, having excursions, providing external working experiences through some of the co-operation partners, handing out certifications to the youngsters about their work in the project)

Many other human and social rights has been addressed to the youngster which they became aware of through workshops, interviews, researches and discussion rounds. Some of them have been addressed to the public through a theatre play developed the youngsters or a theatre play. We worked with the convention of the child and the social Charta itself

- The right of housing played an important role in the theatre play.

E. Results

- Many young people joined the project and got informed about human and social rights (see above)
- The youngster developed a street theatre performance and realised a Tour trough Berlin >>>felt empowered through the positive feedback
- The youngsters developed two theatre plays, one titled "Social Box" and the other "Türken Sam" - both productions will be shown at the festival in October 2011.
- Another product of the project is the film "Access to..". This film about the Brennpunktour will be extended in the coming months and will also be presented at the festival.
- Around 12 youngsters achieved external working experiences in other theatres or institutions
- We have also acquired a new cooperation partner - Schaubuehne (an established theatre in Berlin) and will be working on developing and strengthening this relationship.
- We strengthened our cooperation with the Alice Salomon University
- A local festival in the disadvantaged neighbourhoods took place, strongly managed by the youngsters themselves
- A podium discussion with the Mayor, a member of the local quarter management and a member of the arc hive of youth culture and the youngsters and guest of the festival about access to social rights took place
- A member of the Berliner Integrationsbeauftragten (the authority who is responsible for integration issues in Berlin) became member of our advisory board who is specifically working on vocational guidance and access to employment
- Over 25 youngsters received a certificate for their work
- The recognition of the organisation in the disadvantaged neighbourhoods did increase
- Best practice and example for innovative methods of vocational guidance in a magazine of the campaign "Berlin braucht Dich!" and during a network conference of the Migrationsrat (migrant council) Berlin Brandenburg

F. Media coverage

- the project has been in the media / press >>>WDR/ an youngsters took place in a show called "Volltreffer" on a local level
 - there have been an article in the Katholische Sonntagszeitung (locale press, amount of spectators unknown)
 - providing invitations for events and information about the project through internet (800 e-Mail addresses)
 - Facebook (almost 200 friends)
- Conclusion, the coverage of the media could have been higher but it was difficult to receive their attention.

G. Involvement of local authorities

Participants' project harvest

- Mayor (support letter and visit at the festival (through podium discussion)
- One member of the office of the representative of integration (Integrationsbeauftragte des Berliner Senats) became member of our advisory board
- One representative of the quarter management office

H. Expected/planned follow up of the project

- Create a Campaign Kultür auf!
- Festival realisation
- We hope to find a way to establish a theatre

I. Sustainability of the project after the LTTC

- To become member of the planned network
- Applying for an follow up project
- thinking about other ways of fundraising
- Fostering the contact to local authorities
- Initiating a meeting with other community players or let's say around table addressing the issue of vocational orientation and guidance and fostering new ways of cooperation
- Transfer of the working results to the public through a panel at the festival and a conference at the end of the year in cooperation with our advisory board and the TU (Technische Universität)



YOUPI - MARY DROSOPOULOS - UNITED SOCIETIES OF BALKANS, GREECE

Project dates

October 2010 - May 2011

A. Your neighbourhood

- OREOKASTRO: approximately 20.000 with a large population of regular immigrants from Albania and the Russian Federation.
- AGIOS IOANNIS approximately 4.000 with a large population of Roma.
- Approximately 6.000 aged 15-28 and 1.000 respectively.
- It used to be a suburb, now it is considered to be a part of the new urban planning.

What makes your neighbourhood disadvantaged?

- a highly multicultural area where instances of racism and discrimination often climax to violence or social exclusion
- high numbers of delinquency
- lack of employment opportunities

- lack of active in the areas NGOs
- problematic infrastructure and lack of correct urban planning
- lack of concrete youth projects in the area

B. Participants of the projects & multiplication

How many 'active' and 'passive' participants did your project reach?

	Total number	Age	Male	Female
Passive	200+	...	...	...
Active	100	15-32	25	75

Background of the participants

Mainly ethnic minorities, mainly women from Albania and the Russian Federation

C. Project summary

The YOU.P.I. project is a 7-month creative campaign aspiring to build upon the fruitful results of the "Emis for social cohesion" project, which was completed in May 2010, targeting thus a larger group of people and setting the prerequisites for a multiplier effect. It is a project which will be implemented partly by the same people who benefited from the "Emis project"; a new generation who - thanks to the support of the Enter! project of the Council of Europe - had the opportunity to get trained, to evolve, to meet new people and relinquish stereotypes and prejudices. The project team will work more extensively with local authorities, various NGOs and youth representatives and encourage international partnerships and initiatives.

Throughout the first project (Emis for social cohesion), the trainers' team realised that the vast majority of young people have no access to information regarding their opportunities and that is because there is not concrete youth policy in Greece, the National Agency is underworking due to lack of resources and there are very few information and raising awareness campaigns concerning social rights, non-formal education, mobility and work opportunities.

Additionally, the majority of young people are not aware of the European institutions' existence and missions and are ignorant of the opportunities that these can provide to them.

As a result, many people in Greece complain about their limited horizons and see immigration as the only solution, when in fact, there are numerous opportunities offered by the European and international bodies which can allow them to evolve themselves without migrating.

The austerity measures which have been imposed to Greece due to the country's debt and dire financial straits have led to unemployment and poverty. In this socioeconomic turmoil, where opportunities to work at the public or private sector are scarce and temporary, especially for young people and women, an alternative solution could be found in self-employment. With the right training and guidance, young people could start their own business, which would boost the local economy and save them from the widespread phenomenon of black labour. Alternatively, they could gain expertise in new fields of work and research, such as youth studies or human rights, which are still quite unexplored fields in Greece.

After the completion of the Emis project, the team found it necessary to launch a second and more ambitious project, in order to raise awareness about social and human rights, motivate more young people into getting actively involved and also, provide information about non-formal education, voluntary work and training as a tool to combat unemployment which leads to criminality, delinquency and flee.

Activities and methodology (please see calendar of events below):

- An awareness-raising campaign in schools, educational institutions and athletic groups to inform young people about non-formal education, social rights and employment/training/research opportunities.
- The translation into Greek and dissemination of two SALTO booklets which are very

Participants' project harvest

relevant to our youth work reality (making waves, empowering women).

- Youth initiatives and creative activities: festivals, thematic days, concerts, etc.
- Training courses and seminars, using non-formal educational tools: Compass activities such as study cases, forum theatre, Living Library, etc.
- An international photography exhibition with the help of Ms Terri Potoczna (member of the London Association of Photographers, artist and activist for human rights), where female participants of the you.p.i. project, living under disadvantaged conditions, will pose as their future aspiration.

The aim of the project is:

- To raise awareness about social rights and enhance training and employment opportunities to young people in the disadvantaged area of Stavroupoli (wider region) by means of a creative campaign with the upper goal of highlighting the need for a concrete youth policy in Greece.

The objectives are:

- To launch an information campaign about human and social rights and the mission of the Council of Europe by visiting schools, institutes, academies and local NGOs.
- To inform about the Enter! project and similar initiatives (Youth in Action programme of the European Commission, etc.) that can inspire active citizenship.
- To work closely with local authorities, so as to organize cultural and artistic events such as festivals, concerts and presentations in order to promote intercultural dialogue, human rights education, voluntarism and mobility.
- To address unemployment by providing specialised training in specific domains via seminars and training courses, so as to encourage self-employment.
- To empower women and especially single mothers or immigrants by raising awareness about training and employment opportunities and by incorporating them into creative initiatives.
- To translate from English into Greek booklets about youth work and women's empowerment, so as to provide access to information hindered by the barriers of language and inspire more young people to act for their community.
- To collaborate with local and Balkan NGOs, the media and international artists so as to organize initiatives and make local authorities and young people aware of the need for a concrete youth policy.

D. Social rights

Which social rights were covered by the project?

- Employment despite gender or ethnic background.
- Right to holidays, medical insurance and social security.
- Right to religion and cultural expression.
- Gender equality (women's empowerment)
- Right to free thought and expression.

Which rights did the participants of the project become aware of?

- Legal and dignified employment despite gender or ethnic background.
- Right to religion and cultural expression.
- Gender equality (women's empowerment).
- Right to free thought and expression.

Which articles of the Social Charter did the participants of the project become aware of?

- We presented and distributed the entire Social Charter and presented the rights mentioned above through videos and clips.

Which social rights themes were addressed in the project activities?

- Legal and decent employment despite gender or ethnic background.
- Right to holidays, medical insurance and social security.
- Right to religion and cultural expression.

- Gender equality (women's empowerment).
- Right to free thought and expression.

How did the project contribute to improve access to social rights in the neighbourhood?

- Getting people more involved.
- Providing access to information.
- Getting local factors more involved.
- Highlighting to the local authorities young people's needs.

E. Results

- 100 people were directly involved and hundreds indirectly.
- 30% of the participants got a job, or got a promotion after the training in languages and dance.
- 50% of the participants decided to go back to school or continue their studies.
- 10% had the opportunity to travel abroad after being informed about relevant projects and training courses.
- 35% see self-employment as an answer to recession and unemployment and 10% started their own business.
- 33% of the people who were participants in the 1st project (Emis) became trainers/facilitators/volunteers for the YouPi project.

F. Media coverage

- Local and national TV, radio and internet, Turkish and Greek newspapers, Turkish and Greek websites.
 - Very large coverage, not only in Thessaloniki, but also in the whole country (Greece, Turkey, Balkans)
- www.facebook.com/spin.youth
- www.myspace.com/spin.youth
- www.youtube.com/watch?v=G0IX-e0pmFc
- www.ispania.gr/eidhseis/anakoinoseis/977-ptosfora-gia-mathimata-ispantikwn
- <http://yenisafak.com.tr/KulturSanat/?i=293501>
- <http://www.taraf.com.tr/haber/artik-pera-guzeli-ni-siz-de-gorebilirsiniz.htm>
- <http://www.cayfan.net/community/235494-2010-pera-guzeli-laterna-istanbul-laternasi.html>

G. Involvement of local authorities

1. Municipality of Thessaloniki - Youth Department (Ms Kelesidou)

They provided space to organize our activities (Alexander Theatre), as well as publicity on the radio (98.4, Panorama Fm).

2. Aristotle University, Rector's Office (Ms Kristina Mantasavili)

They provided space to organize our activities (Aneton Theatre, Veterinary Dept's room of conferences, dorms, etc)

3. Istanbul Cultural Capital of Europe 2010 (Ms Nilufer Saltik)

They sponsored the documentary film "The Beauty of Pera" about intercultural dialogue and secured wide publicity.

H. Expected/planned follow up of the project

The YouPi project is in fact a follow-up project /campaign of the Emis project, which went a step beyond, reaching more people and through its activities, passing the borders of Greece. Our activities will continue through our participants, the new NGOs and groups that were created. It is also important that our team in collaboration with local factors (such as the Aristotle University, the municipality etc) has stressed the need for a youth policy framework and more concrete and useful activities in all the spectrum of youth work

I. Sustainability of the project after the LTTC

- Keep in touch with the local authorities.
- Remind them of their compromises.
- Make contacts with the new mayor (Mr Boutaris) and his team, who have promised to turn Thessaloniki into a more efficient and modern city.
- Mentoring new projects and ideas.
- Ongoing research and publication of articles.

SOCIAL RIGHTS-AN ISSUE FOR YOUTH - FIONA JOYCE - CANAL COMMUNITIES REGIONAL YOUTH SERVICE, IRELAND

Project dates

October 2009 - June 2011

A. Your neighbourhood

- 3 large working class communities close to Dublin City Centre, population altogether of approximately 18.000;
- approximately 3.000 young people between the ages of 15 and 24 live in the neighbourhood where my project is active;
- the Canal Communities are three communities on the outskirts of Dublin city centre.

What makes your neighbourhood disadvantaged?

High unemployment, high rate of substance misuse, high rate of teenage pregnancy, high rate of minority ethnic groups with lack of inclusion, poor social housing, lack of education facilities, e.g. there is no secondary school for boys and only one for girls.

B. Participants of the projects & multiplication

How many 'active' and 'passive' participants did your project reach?

	Total number	Age	Male	Female
Passive	1000	11-65	300	700
Active	35	17-35	17	18

Background of the participants

At risk of substance misuse, early school leavers, at risk of unemployment, unemployed, membership of minority ethnic groups, young offenders, involved in substance misuse.

C. Project summary

The idea for this project is to work with a group of young people who have expressed an interest in volunteering abroad. We will look at the situation for young people in our community in terms of accessing their human and social rights, we will then look at the situation for young people in a developing country and see how this differs, which rights are an issue here in Dublin & which rights are more prominent in a developing country. After this research phase the youth workers & young people will visit a developing country and spend some time volunteering in a youth project there. All of the young people in the group are or have been volunteers in local youth projects, clubs or sports groups. They can experience the differences and similarities of youth work & volunteering in a different environment. The aim of the project is to raise awareness among the young people about

their ability to access their human and social rights in comparison to that of other young people throughout the world, to share their learning and experience of youth work from their own local perspectives.

D. Social rights

Which social rights were covered by the project?

- Housing, education, non-discrimination, legal & social protection, free movement

Which rights did the participants of the project become aware of?

- Education, non-discrimination, freedom of movement, legal & social protection

Which articles of the Social Charter did the participants of the project become aware of?

- Articles 1,7,10, 12, 13, 14, 17, 18, 19, 30, 31 of the European Social Charter (revised version)

Which social rights themes were addressed in the project activities?

- Housing, education, non-discrimination, legal & social protection, freedom of movement

How did the project contribute to improve access to social rights in the neighbourhood?

- The project raised awareness of the rights afforded to young people in our community, and the responsibility that young people have to try to access these rights. It also raised interest across the community in their access to social rights, not just with young people, but also with other local residents. There are now a number of local initiatives set up as a direct result of the information brought to the community through the Enter! project including 'Rialto Rights Action Group', a group of local residents fighting for their right to improved housing; 'Rialto Human Rights Youth Group', a group of youth workers and children looking at the Charter on the Rights of the Child; 'Canal Communities Social Analysis' - a group of young people, including some members of my project group who wish to develop a social analysis of our community, with a view to finding out the major gaps in our social rights, and how to address these gaps in the most effective way.

E. Results

- The young people have a heightened awareness of their social rights and how to access them.
- The young people have agreed on next steps for the project i.e. a social analysis of the community, a fundraising activity for one of the groups we met in Tanzania and seeking out opportunities for them to become leaders in international youth programmes themselves.

As a result of my project

- 3 young people have gone on to access further education;
- 1 young person is an active leader in an international exchange project;
- 1 young person is seeking opportunities to volunteer abroad with young people;
- 1 young person has re-engaged with her local youth project which has removed her from anti-social behaviour;
- 1 young person has sought support from a situation of domestic difficulty;
- 25 young people have expressed an interest in becoming involved in a social analysis of the community & a human rights education programme;
- 2 secondary schools (approximately 700 students) have invited our group to share their learning from the process of the project.

F. Media coverage

The project reached local newsletters and websites, and particularly it reached approximately 10.000 people, as follows:

- St. Michael's Parish Newsletter, Rialto Parish Newsletter, Rialto Network News, Bluebell Parish Newsletter, ccrys website;
- <http://www.ccrys.org/s=tanzania&searchsubmit.x=0&searchsubmit.y=0&searchsubmit=search> , we are awaiting publication of an article in YNow magazine, published by City

Participants' project harvest

of Dublin Youth Service Board, our work was already mentioned on page 14 of issue now of the magazine

- http://www.cdysb.ie/publications/publications_details.cfm/pckey/24 .

G. Involvement of local authorities

No local authorities were involved, but our organisation and its work are supported by the City of Dublin Youth Service Board. Our organisation is core funded by CDYSB.

H. Expected/planned follow up of the project

Dissemination of learning through school visits, presentations to community members and workers, social analysis of the community, fundraising activity for project in Tanzania, young people supported to become leaders in other international projects.

I. Sustainability of the project after the LTTC

I no longer work for my organisation, but I remain involved as a volunteer. I am available to support the process for the young people, as are my former colleagues. Two larger local youth projects are very interested in becoming involved in the social analysis and human rights education process, with CCRYS as the driving force and working with a wider group of young people aged 16+. I have tried to transfer my learning from the LTTC to the organisation so that they can continue with the work in my absence. The involvement of the team leader of Rialto Youth Project in the Tanzania project has meant that he has gained a deeper understanding of Social Rights Education, and so is happy to continue the process in his local area, and at regional level.



WORK FOR REFUGEES - FEDERICO TSUCALAS - COOPERATIVA SOCIALE CAMELOT, ITALY

No information was available at the time of printing.

CREATIVE EFFECTS WORKSHOP - SINTIJA LASE - RED-RADOSU EFEKTU DARBNICA, LATVIA

Project dates

28/08/2010 - 4/09/2010

A. Your neighbourhood

- 40 international youngsters from 8 countries and 200 local youngsters of Vidzeme region, Latvia.

What makes your neighbourhood disadvantaged?

- Countryside, isolation, with less opportunities for youth.

B. Participants of the projects & multiplication

	Total number	Age	Male	Female
Passive	200+100	15 - 50	No data	No data
Active	40	16 - 27	21	19

What is the background of the participants in your project?

- Active youth from 8 countries and rural high school students from Latvia

C. Project summary

Creativity, art, communication and visibility are very important keywords not only for successful business, but also in social life of every individual - you and me! Do I know my social rights? How can I get all the information I need? How can I tell about social rights to other people as wide as possible? How can I use different media and art forms to spread this information, not spending too much money? The youth exchange „Creative Effects' Workshop”, organized by Latvian organization RED in strong collaboration with 7 other institutions from different European countries (Portugal, Slovakia, Italy, Spain, France, Turkey and Norway), gathered together 32 social active participants (4 from each country, age: 18 - 25, one from each group was with less opportunity) + 8 leaders (one per country, 50% were not older than 30). The project took place in Latvia (in Riga and country side, guest house Jauncaunes) from 28th August until 4th September 2010 (8 days, excluding travel days). It was a project with 3 different topics: creative non-standard media, social rights (especially rights to job, qualification, just conditions, education and non-discrimination) and intercultural dialogue as well. The youth project had 4 main activities: 1) creative workshops, practicing different ways to express our ideas (flash mob, theatre, painting, video, poster creating, music & ecology etc.); 2) preparation of the creative social rights' presentations and workshops for 5 rural schools; 3) travelling to 5 different rural schools to organise creative events for local youth about social rights and Youth in Action opportunities; 4) at the end of the project there was an open event with a concert in Riga. During the project participants got more knowledge about social rights and practical skills in advertisement, arts, video, theatre and communication. Mainly they worked using non-formal education & creative art methods as theatre, video, photo, flash mob, painting etc. With these tools they not only learned about social rights; but also expressed their understanding about social rights and gave input for about 200 Latvian rural youngsters to become more active in social life.

D. Social rights

Which social rights were covered by the project?

- right to work, qualifications, just conditions, education and non-discrimination

Which rights did the participants of the project become aware of?

- All the rights in the European Social Charter

Which articles of the Social Charter did the participants of the project become aware of?

- All.

Participants' project harvest

Which social rights themes were addressed in the project activities?

- right to work, qualifications, just conditions, education and non-discrimination

How did the project contribute to improve access to social rights in the neighbourhood?

- The awareness of social rights and the information how to reach them is a big step forward.

E. Results

240 youngsters got to know about their rights to work, qualifications, just conditions, education and non-discrimination and become aware about the ways how to reach them.

F. Media coverage

- We had 7 minute interview in youth program SeMS in Latvian National Television, 1 hour conversation in Latvian National Radio, some publications in youth portals and some local newspapers.
- Project participants made lib-dub video clip about the project which was first lib-dub clip in Latvia. It has been published in youtube.com and has more than 2300 views.

What is the coverage of such media?

- Latvian National Radio - no data (a few hundred thousands) www.ltv.lv
- Latvian National TV - no data (a few hundred thousands) www.lr.lv
- Local newspapers - a few thousands readers www.jaunatneslietas.lv

G. Involvement of local authorities

What authorities were involved?

- None

H. What is the expected/planned follow up of your project?

We plan an international promotion campaign for different specific social rights issues.

I. What will you do to ensure the sustainability of the project after the end of the LTTC?

International promotion campaigns for different specific social rights issues.

HIV/AIDS PREVENTION AMONG YOUNG PEOPLE OF BITOLA - BILJANA VASILEVSKA - CENTRE FOR HUMAN RIGHTS "AMOS" BITOLA, FYROMACEDONIA

Project dates

01/03/2010 - 01/10/2010

A. Your neighbourhood

- City of Bitola - According to the last demographic research in 2002 in Bitola there are 95.385 inhabitants.
- According to the last demographic research in 2002, 20 868 or 21.87% of the population are young people between 10 - 24 years of age.

What makes your neighbourhood disadvantaged?

We considered the whole city of Bitola as a disadvantaged neighbourhood. The situation is not far from any other place in the country. The biggest problems are the poverty and the unemployment which tend to increase, lack of job opportunities, vocational training forms, lack of any other services or non-functioning of the institution due to the long lasting transition in every aspect of life (economic system, political system, education, health ...) unimplemented laws, constant race for entering the European Union and neglecting the real needs of the population and the concrete situation, political disputes, corruption, ignorance etc. Young people are either directly or indirectly affected by all of this. Due to this situation in the whole country, the young people in Bitola are often that part of the population who is manipulated for political reasons and often victims of false promises of the adults. I may say that they (meaning me as well) are neglected and non-heard for anything or by anyone even though if you analyse the laws you might think that the young people enjoy a lot of benefits from the state they live in or have a very qualitative life. The young people are somehow neglected, marginalised and not paid enough real and appropriate attention. The only thing that young people know and that is connected to social rights is the fact that we live in poor, manipulative society with bad educational and health system which are stuck in inappropriate transitional period, no activities organised for leisure time, no job opportunities, no information that whatever happens in our country affects our rights and we should properly respond to it. The acceptance of the situation is a result to lack of knowledge and information from one side and conscious manipulation of the state authorities from the other side.

B. Participants of the projects & multiplication

How many 'active' and 'passive' participants did your project reach?

	Total number	Age	Male	Female
Passive	366	15-18		
Active	12	15-18	2	10

Background of the participants

Mixed group of young people (from schools and out of schools, poor, minorities).

C. Project summary

This project HIV/AIDS prevention among young people in Bitola "Get more knowledge and skills" was directly connected with young people's sexual and reproductive rights as a part of human and social rights. Providing preventive educational activities related to HIV directly helps young people to acknowledge, access and practice their sexual and reproductive rights and the right for protection of health.

The aim was to prevent HIV infection among young people in Bitola, by increasing the knowledge and skills about HIV of 300 young people from 15 - 25 years of age that live in Bitola about HIV risks, ways of transmission and ways of protection by:

- Establishing a network of young peer educators that will provide information and education related to HIV infection;
- Educating 300 young people on HIV/AIDS;
- Raising public awareness of specific ways for protection of young people concerning HIV infection.

And in long term by:

- using the established network of peer educators for further educations after the project's end, as well as
- improving the participation of young people in activities directly connected to protection of their health and the health of their peers, by cooperating with them and motivating them to undertake activities in the field of HIV prevention on their own initiative after the end of the project.

D. Social rights

Participants' project harvest

Which social rights were covered by the project

- All

Which rights did the participants of the project become aware of?

- All

Which articles of the Social Charter did the participants of the project become aware of?

- The whole Charter

Which social rights themes were addressed in the project activities?

- The project HIV/AIDS prevention among young people in Bitola "Get more knowledge and skills" was directly connected with human/social rights of young people or precisely with sexual and reproductive rights, rights to protection of health and education as a part of human/social rights. Providing preventive educational activities related to HIV/AIDS directly helped young people to acknowledge, access and practice these rights.

How did the project contribute to improve access to social rights in the neighbourhood?

- The project helped in the promotion, information and education of young people about social rights and appropriate mechanisms and actions for their protection and materialisation. It brought young people closer to these rights, especially the rights for protection of health, education, sexual and reproductive rights. It provided links and support, it gave opportunities for multiplying and practicing behavioural change, it provided an opportunity for young people to take an active role in the protection of their health and to participate in the decision-making process. It provided an opportunity for establishment of a sustainable services for informing and education. It promoted the development of a sense of individual responsibility.

E. Results

- An established network of young peer educators that will continuously provide information and education related to HIV infection:
- 12 young people trained in standards, methods and ways of organising and realising peer education;
- 366 young people empowered with information and confidence to avoid risky behaviour and make choices about their health;
- 366 young people gained knowledge on human rights, social rights and human rights education;
- People empowered with information to avoid risky behaviour and make choices about their health; promote the development of a sense of an individual responsibility

Impact in the community;

- Informing of the general local population about HIV infection and specific ways of protection of young people

F. Media coverage

Local TV and radio Stations were our partners. Facebook was used as well.

They cover the city of Bitola, Prilep, Resen

- TV TERA <http://tera.mk/>
- TV ORBIS <http://www.orbis.com.mk/>
- Radio B97 http://www.predavatel.com/mk/6/bitola_radio_b97

G. Involvement of local authorities

The Council of Bitola, the local youth commission (the local government), the Mayor Vladimir Taleski gave us the following support: technical (space for trainings), in-kind contribution, letters and support for entering in schools and doing the trainings.

H. Expected/planned follow up of the project

For now only a few activities are specified:

- Writing an article in web and printed newspapers about the Enter! project, HIV

prevention project and the impact and changes that this projects made on a local and international level which will contribute to the promotion of our work, the Enter! project and its visibility and transparency on local level and probably will contribute to making a 'safe' environment for our future steps;

- Workshops on social rights;
- Workshops on youth policy and youth participation;
- 10 training sessions in secondary schools and NGOs with the accent to Roma population, undertaken by trained peer educators (each per minimum of 20 people);
- Writing articles for a local newspaper addressing HIV infection and prevention, social rights of young people, youth policy and youth participation;
- Skype informing and counselling;
- Development of youth-friendly service centre in the offices of AMOS which will be governed by the young people within our NGO and where young people will have a chance to discuss every youth issue that catches their attention and will be informed on HIV infection and prevention, sexual and reproductive rights, human/social rights as well as will be informed on training possibilities, voluntary work possibilities, employment possibilities etc. will be linked with needed institutions etc;
- Meetings with local authorities, NGO representatives and other relevant actors for initiating and lobby for renewal and some changes in the Action plan on prevention on HIV among people in Bitola;
- Meetings with local authorities, NGO representatives and other relevant actors for initiating and lobby for changes regarding the practice in the implementation of the Action plan for realization of the National Youth Strategy on local level;
- Street actions with media coverage.

I. Sustainability of the project after the LTTC

We will try and motivate young people to continue with sharing the knowledge and skills that they have learned and applying for follow-up projects which will provide technical opportunities for the development of a youth-friendly service centre where young people can get more information and education on anything connected to their health, as well as anything else that they find necessary.



SOCIAL RIGHTS AND SOCIAL SERVICES FOR ROMA - ELEONORA POPOSKA - JOURNALISTS FOR CHILDREN AND WOMEN RIGHTS AND ENVIRONMENTAL PROTECTION, FYROMACEDONIA

Project dates

01/10/2010-26/02/2011

A. Your neighbourhood

- It is a Roma neighbourhood within Saraj Municipality which is a suburb area at the very end of Skopje. The Roma neighbourhood has around 200 residents, out of which 100 young people.

What makes your neighbourhood disadvantaged?

- This neighbourhood is a suburb area of the city, very isolated, in which the Roma young people live in very poor conditions and face numerous problems, such as lack of information about their social rights and the manner of their fulfilment, lack of information on the social services, lack of education and in this regard lack of understanding about the importance of the education, dropping out of school, unemployment, discrimination, early marriages, premature pregnancies, domestic violence, alcoholism, begging etc. Also, there is a lack of information and knowledge on the importance of having personal identification documents (birth certificate, certificate of citizenship, ID card, etc.) which are absolutely necessary to access any social rights. Quite often they don't register their children in the register for newborns, and as result of that, there are no records on them and they cannot exercise their social rights. In addition to this, they are neglected by the authorities and there are very few interventions to improve their situation. As for the NGO's, no other NGO has ever worked in this neighbourhood until now.

B. Participants of the projects & multiplication

	Total number	Age	Male	Female
Passive	8	13 +	...	...
Active	9	19-43	4	5

What is the background of the participants in your project?

- Young Roma people originating from poor families, living in the disadvantaged neighbourhood. The group was composed of youngsters who go to school and dropouts.

C. Project summary

The aim of the project was to raise awareness for social rights and improve the access to social services for the Roma young people living in disadvantaged neighbourhood in Saraj Municipality through non-formal education in order to improve their living conditions. The target group was Roma young people at the age of 13-20 living in the disadvantaged neighbourhood of Saraj and originating from poor families, who later act as multipliers for the whole neighbourhood and wider.

The project was based on non-formal education methods, conducted through workshops for increasing of the understanding of the human rights, social rights and the access to social services, information providing sessions, group discussions, visit of the relevant institutions and services and leisure time activities.

The main elements of the programme were social rights, social institutions, human rights and discrimination.

The project took place in a neighbourhood where no other NGO has worked before and these people were reached for the first time by any NGO. It should be emphasized that the

institutional visits proved to be a very good tool for better understanding of the social rights and their fulfilment by these young people.

The young people were involved directly in the creation of the programme and its modification in accordance with their needs. They were consulted in regards to the leisure activities as well, and at the final workshop the results were presented by the young people themselves.

D. Social rights and E. Results

Which social rights were covered by the project?

- The right to health protection, the right to social security, the right to social and medical assistance, the right to benefit from social welfare services, the right to work, the right to housing, the right to education, non-discrimination.

Which rights did the participants of the project become aware of?

- All the above mentioned

Which articles of the Social Charter did the participants of the project become aware of?

- Article 1, Article 11, Article 12, Article 13, Article 14, Article 31, Article E

How did the project contribute to improve access to social rights in the neighbourhood?

- With this project the young people that were directly involved were introduced to social rights, they found out which are the institutions in which these rights can be fulfilled, these institutions were visited and the young people were able in practice to see and understand the manner in which they are fulfilled. Some of them already achieved that, for example, two of them got their ID card for the first time, two of them got registered in the Agency for employment and its work club and were already invited to attend a free course in English language organised by this agency, etc. In addition, these young people were assisting other people from the neighbourhood in regards to these issues, and also, a brochure containing the basic information was distributed.

F. Media coverage

Was your project covered by the media?

- One national and one local TV
- 24 casa - www.24online.mk and TV Sutel -<http://tvsutel.s5.com/roma.htm>

G. Involvement of local authorities

What authorities were involved?

- Directly involved - a partner- was the Municipality of Saraj (the local government in the neighbourhood where the project took place). Apart from that, also involved were the institutions that we visited: the Centre for social affairs, Agency for employment, the Health Fund and the Ministry of Interior - Department for issuing personal documents.
- The municipality provided some in-kind contribution, facilitated the contact with some other stakeholders and had a person assigned who was following the project from its very beginning. While for the institutions that were visited, they contributed by making short presentations to the young people on the work they do, as well as the manner in which they work and in which the social rights are fulfilled, and received copies of the application forms.

H. What is the expected/planned follow up of your project?

To continue the cooperation with the municipality in regards to improvement of the access to the social rights; possibly implementing another project with a larger target group.

I. What will you do to ensure the sustainability of the project after the end of the LTTC?

Support the young people who were participating in the project to be multipliers of the knowledge gained with this project in case of need, and continue following the work of the Municipality in regards to the recommendations given to them as a result of this project.

ROMA YOUTH INFORMATION CLUB - ELEZ BISLIM - ASSOCIATION OF CITIZENS SUMNAL, THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Project dates

01/10/2010 - 28/02/2011

A. Your neighbourhood

- My city is Skopje (almost 1 million residents).
- My neighbourhood is Topaana with 5 000 residents and all are Roma.
- Young people are living in the neighbourhood, approximately 1500.

My project was linked to the following municipalities:

- Municipality Chair/ Community Topaana
- Municipality Gazi Baba / Community Singelik
- Municipality Suto Orizari

What makes your neighbourhood disadvantaged?

The neighbourhood I work in is an area of social and economic disadvantage that results in high levels of unemployment, low education levels, poor and busy housing, poor health, high crime levels, lack of leisure and sports and general barriers to opportunities.

B. Participants of the projects & multiplication

- 60 participants were involved and people from the communities
- 7 Young Roma Students
- 5 from NGO Sumnal

How many 'active' and 'passive' participants did your project reach?

	Total number	Age	Male	Female
Passive	180	13-18...	90	90
Active	60	13-18...	30	30

Background of the participants

The participants are from a disadvantaged neighbourhood. They never attended school, usually they drop out and also there are those who do not finish the school.

C. Project summary

The main themes were human rights, social rights, unemployment, health and education.

The objectives of the project are:

1. To promote citizenship and human rights within the Roma community;
2. To create links between Roma people and social care services;
3. To create possibilities for easy access to information for employment;
4. To create structure for easy access to health care and health care prevention;
5. To underline importance of the school and information for possible scholarship and professional orientation.

The methodology we used involved community outreach, a needs assessment of students' needs, and workshops for students to address these needs interactively.

The innovative part of the project was including the youth, students, the team of Sumnal, the community and the partner organizations of Sumnal in other communities.

This project is for Roma young people whose age range is from 13 to 18 years old, from three different disadvantaged communities in Skopje: Topaana, Shuto Orizari and Singelik. The role of the young people was to help in the field work, assist the experts, and act as leaders. One result was to get the students experience in field work, with communication with people from the communities. Another result was that the students learned how to create projects and programs for the workshops. The final result was that the communities

of Topaana, Shuto Orizari, and Singelik now know where to come for help from the students and Sumnal. And they also help each other.

D. Social rights

Which social rights were covered by the project?

- Human rights - to promote citizenship and human rights within the Roma community;
- Social rights - to create links between Roma people and social care services;
- Unemployment - to create possibilities for easy access to information for employment;
- Health - to create structure for easy access to health care and health care prevention;
- Education - to underline the importance of the school and information for possible scholarship and professional orientation.

Which rights did the participants of the project become aware of?

- All

Which articles of the Social Charter did the participants of the project become aware of?

- All

Which social rights themes were addressed in the project activities?

- The educational activities involved teaching students how to make meetings, using field work to find the target groups and for needs assessment, using social networking, creating workshops, educational activities organised by the institution for using the rights on employment.

E. Results

EDUCATION: the students and Sumnal help for 50 kids for the scholarship (Secondary Roma students) from Roma Education Fund (REF) and the Ministry of Education.

SOCIAL RIGHTS: The student and Sumnal team helped 10 families to prepare the documents for obtaining social allowances for children.

UNEMPLOYMENT: help for 15 young people with the documentation for obtaining a job etc.

COURSES : 15 young people applied for the courses where they can learn about the application for a job, about how to get a diploma, and after that with the diploma they have big chances to find a job.

HEALTH: the Agency for unemployment and social services helped get health insurances for free for 10 families and 5 young people from the community Topaana and Shuto Orizari.

F. Media coverage

Sumnal web site, Facebook link, flyers, pens, T-shirt

G. Involvement of local authorities

- Municipality Chair
- Agency for unemployment provided information about the documentation, vocational training for the community and for the youth from the Topaana, Singelik and Suto Orizari
- Ministry of Education supported getting the scholarships
- Ministry of Social Affairs and Labour provide help and information for social services.

The project succeeded in creating partnerships with the Ministry for Education, Ministry for Labour and Social care, Municipality, Department for Education and State Agency for Employment.

H. Expected/planned follow up of the project

We wish to continue with this project with Sumnal for the leaders. We are planning workshops now that will teach them how to better communicate and teach, so that they will be able to continue to transfer knowledge into the community. Also we had a plan to deeper our relation with the institute. The strength was that this is the first time we have the young people involved in the community for communication with the relevant institutions and transferring the relevant information for the community in the area of education, housing, health, and human rights.

I. What will you do to ensure the sustainability of the project after the end of the LTTC?

We plan on continuing our good relations with the social service departments that we worked with, as well as to keep track of the people who we contacted and continue to offer them opportunities in the future.



SOURIRE - MOHAMMED MARFOQ - FONDATION ORIENT OCCIDENT, MOROCCO

Dates du projet

01/11/2010 - 30/09/2011

A. Votre quartier

- Ville de 7.500 habitants, quartiers défavorisés de 1.500 habitants.
- C'est une sous-localité dans une ville-compagne minière.
- 250 jeunes de 16 à 18 vivent dans le quartier dans lequel a lieu mon projet.
- Les quartiers connaissent une forte perte scolaire, ainsi un taux de criminalité très élevé.

B. Participants du projet et multiplication

	Nombre total	Tranche d'âge	Nombre d'hommes	Nombre de femmes
Passifs	3	16-18	3	0
Actifs	5	16-30	4	1

Ce sont des jeunes qui ont une situation sociale difficile et qui souffrent de marginalisation.

C. Resume du projet

La proposition suivante s'inscrit dans le cadre de la stratégie « participation active » des jeunes dans les différentes activités de la société civile. Elle vise à rendre la parole aux jeunes à travers la réalisation d'un maxi rap et un vidéo clip, et des ateliers de formations sur les droits sociaux, et aussi à ce qui concerne leurs projets de vie en relation avec leurs droits sociaux, dans le contexte du passage de l'approche des droits humains à l'approche des droits sociaux, et s'adresse donc aux jeunes des quartiers défavorisés, en leur offrant

des services d'animation sociale et de formation informelle concernant leurs droits sociaux.

D. Droits sociaux

Quels droits sociaux ont été couverts par le projet ?

- Les droits sociaux sont développés à travers des rencontres sur la rue.

De quels droits les participants du projet sont-ils devenus conscients?

- Droit au travail.

Quels thèmes en lien avec les droits sociaux ont été adressés dans les activités du projet?

- La situation de la ville de Hattane, entre la réalité et l'espérance.

Dans quelle mesure le projet a-t-il contribué à améliorer l'accès aux droits sociaux dans le quartier?

- Le projet n'a pas reçu aucun support financier, donc on n'a pas réussi à faire toutes les activités prévues, donc je ne crois pas que le projet a contribué directement à l'accès aux droits sociaux.

E. Résultats

- Suite aux activités réalisées, un morceau de rap est produit
- Une page sur Facebook est réalisée

F. Couverture médiatique

- Internet (Facebook)
- http://www.facebook.com/mobileprotection#!/home.php?sk=group_104446012961486&ap=1

G. Autorites locales

- Rien du tout.

YOUTH MEDIA TO PROMOTE SOCIAL RIGHTS FOR YOUNG PEOPLE LIVING IN DISADVANTAGED NEIGHBOURHOODS TO SOCIAL RIGHTS - DYNKA AMORIM DOS SANTOS - CITIZENS OF THE WORLD/BUÉ FIXE, PORTUGAL

Project dates

Not specified

A. Your neighbourhood

We worked in 3 disadvantaged neighbourhoods in Amadora village, in *Cova da Moura* (7.000 people), *Santa Filomena* (3.000 people), *6 de Maio* (900 people).

- In *Cova da Moura* neighbourhood live approximately 4000 young people.
- In *Santa Filomena* neighbourhood live approximately 2000 young people.
- In *6 de Maio* neighbourhood live approximately 700 young people.

What makes your neighbourhood disadvantaged?

The things that make our neighbourhood disadvantaged are some obstacles that people face, like low access to adequate information that maintain high risk behaviours regarding their sexual and reproductive health, including the risk of STD/HIV infection when compared with similar groups living in other countries in Europe. Other constraints affect these young people, particularly, racism, discrimination, unemployment, drug abuse and the lack of opportunities and support to access educational settings. Other factors such as violence and alcohol abuse, within the family, create barriers to the social inclusion of

Participants' project harvest

these young people coming from Portuguese-speaking countries in Africa, such as Angola, Mozambique, Cape Verde, Guinea Bissau or São Tomé. Some may be able to finish high school but have no economic means to continue their studies.

B. Participants of the projects & multiplication

How many 'active' and 'passive' participants did your project reach?

	Total number	Age	Male	Female
Passive		18-31	...	...
Active	60	18-31	28	22

Background of the participants

See above

C. Project summary

The main goal of this project was to engage particularly vulnerable young people coming from Portuguese-speaking countries in Africa and living in vulnerable communities in Portugal, to their social rights, media tools such as the ongoing radio programme, the magazine Bué Fixe as well as the related Blog. All this will be used to disseminate adequate information produced by the young people themselves with the supervision of specialists to the different contents. Non-formal education will be used such as peer education and role playing in order to help these young people to experiment situations that they may face in their daily life regarding their constitutional rights as much as European ones. We used the existing human and material resources on communication to establish awareness and bridges to the main social goods and services in a sustainable manner. Young Portuguese speaking African migrants living in Portugal will participate in the production of ongoing radio program, as well as into the existing Youth Magazine Bué Fixe and its Blog in order to answer the needed information of this specific group. Monthly meetings will also be organised with this particular group of young people around the various social rights and existing legislation.

D. Social rights

Which social rights were covered by the project?

- The social rights covered in the project were access to health service, job opportunities, access to information to regularization of migrants, human rights and youth participation.

Which rights did the participants of the project become aware of?

- Access to health service and access to information to regularization.

Which articles of the Social Charter did the participants of the project become aware of?

- We did not use it, we hope to use in one of the next step of the project

Which social rights themes were addressed in the project activities?

- The themes were access and right of migrants to health services

How did the project contribute to improve access to social rights in the neighbourhood?

- This project was very relevant because it helped young people to improve their level of information and their effective access to social goods and services available in their communities. This initiative also promoted the adoption of safer attitudes and behaviours, regarding health and social inclusion, in the context of the existing social, economic and cultural constraints and barriers. The related activities promoted a more active participation of young people into the intercultural dialogue, the struggle for equal opportunities, the defence of human rights as well as social cohesion and peace.

E. Results

- More knowledge regarding access to health information
- Service and access to information to regularization

F. Media coverage

- The project was covered by TV, Internet, Magazine and radio.
- Revista Publica, RDP AFRICA, RTP AFRICA, MTV and Europa Magazine.

G. Involvement of local authorities

The Municipality of Amadora only supported us to delivered the magazine in the project in the library.

H. Expected/planned follow up of the project

We want to continue the project for one more year but it depends if we get fund to do so.

I. Sustainability of the project after the LTTC

We are going to apply again for funding (Youth in Action and European Youth Foundation).



DROITS SOCIO-ECONOMIQUES DE LA JEUNESSE RURALE - FRANSUA TULIKUNKIKO - ORGANISATION HUMANITAIRE DE LA REGION DE PSKOV "HEUREUSE ENFANCE", RUSSIA

Dates du projet

2009 - 2011

A. Votre quartier

- Le projet est principalement réalisé en milieu rural de la Région de Pskov: 22.000 habitants
- Plus de 2.000 jeunes de 10 à 30 ans
- Zone rurale

Qu'est-ce qui fait de votre quartier un quartier défavorisé?

Manque de conditions de vie (besoins élémentaires) ou insuffisance de progrès dans le domaine de réalisation des droits sociaux de la population rurale, y compris la jeunesse.

B. Participants du projet et multiplication

Combien de participants "actifs" et "passifs" étaient touchés par votre projet?

	Total	Age	Hommes	Femmes
Passifs	Plus de 800	8-95	300	500
Actifs	130	8-65	50	80

Quel est le profil des participants?

Le projet cible 2 groupes de 2 catégories :

- Catégorie I: enfants, adolescents et autres jeunes
- Catégorie II: représentants des principales institutions affectant l'éducation de la nouvelle génération (parents, enseignants, fonctionnaires du secteur social et les représentants des structures de la sécurité publique/départements du Ministère chargés des mineurs et de la jeunesse)

C. Resume du projet

Ce projet a été élaboré pour indiquer les pistes et concourir la jeunesse rurale du Nord-Ouest de la Russie dans la résolution de leurs problèmes sociaux: insuffisance alimentaire; manque d'accès aux soins médicaux, à l'éducation égale, au logement; chômage aggravé par la crise économique; quasi inexistente participation civile et sociale; inactivisme dans le domaine de défense de ses droits, libertés et intérêts légaux.

Ces problèmes perdurent en général suite à l'insuffisance ou au manque à la jeunesse ciblée de formation et d'information sur les droits de l'homme.

Ainsi, dans la Russie d'aujourd'hui, comme ailleurs en Europe, beaucoup de gens continuent à vivre face-à-face avec la violation, l'ignorance et la suppression d'un grand nombre de leurs droits et libertés. Les différents types d'organisations et autres instruments aidant à comprendre les droits de l'homme restent pratiquement inaccessibles, surtout pour une grande partie de la jeunesse évoluant dans des milieux ruraux. Beaucoup de gens ne sont pas informés de leurs droits, libertés et moyens de défense. L'éducation à la citoyenneté n'est pas développée et la participation civile et sociale se trouve encore au bas niveau. A part cela, sont très remarquables l'absence de culture de droits chez plusieurs autorités et leur comportement négligeant des droits et libertés de l'homme. Sur le fond de la violation des droits de l'homme, consciemment ou non commise par des autorités, systématiquement s'aggrave la situation des couches sociales les moins protégées. Parmi ces couches sociales on distingue la catégorie des jeunes citoyens à moyens limités: les enfants de la rue et la majorité d'enfants orphelins, enfants évoluant dans des orphelinats, enfants handicapés, enfants des familles nombreuses, enfants migrants forcés et mineurs libérés des milieux pénitentiers.

Ouvrant en zone rurale du Nord-Ouest de la Russie, l'organisation humanitaire «Heureuse Enfance» a mis sur place ce projet, regroupant des activités de sensibilisation et d'éducation de la jeunesse rurale, afin de résoudre les problèmes ci hauts mentionnés.

D. Droits sociaux

Quels droits sociaux ont été couverts par le projet ?

- Droit à l'éducation égale
- Droit au logement
- Droit au travail (y compris le droit à des conditions de travail équitables, le droit à l'égalité de chances et de traitement en matière d'emploi et de profession, sans discrimination fondée sur l'origine)
- Droit à l'assistance sociale et médicale
- Droit à l'information et à la formation
- Droit à la protection contre la pauvreté et l'exclusion sociale
- Droit au logement

De quels droits les participants du projet sont-ils devenus conscients?

- Droit à l'éducation égale
- Droit au logement
- Droit au travail: conditions de travail équitables, égalité de chances et de traitement en matière d'emploi et de profession, sans discrimination fondée sur

l'origine

- Droit à l'information et à la formation

De quels articles de la Charte Sociale les participants ont-ils pris conscience?

a) Article 1 - Droit au travail

- la réalisation et le maintien du niveau le plus élevé et le plus stable possible de l'emploi en vue de la réalisation du plein emploi: quasi inexistante au milieu rural;
- assurance ou favorisation d'une orientation, une formation et une réadaptation professionnelles appropriées: seulement théorique, sur papier, mais pas en réalité.

b) Article 2 - Droit à des conditions de travail équitables

- les conditions de travail en zone rurale sont considérablement différentes de celles de travail dans les grandes villes;

c) Article 4 - Droit à une rémunération équitable

- le droit des travailleurs à une rémunération suffisante pour leur assurer, ainsi qu'à leurs familles, un niveau de vie décent: dans plusieurs, le salaire en milieu rural est même moins que de niveau de vie minimum; les travailleurs des grandes villes touchent beaucoup de fois un salaire supérieur à celui des travailleurs en milieu rural, alors que le travail est le même ou parfois plus pénible;
- le droit des travailleurs à un taux de rémunération majoré pour les heures de travail supplémentaires, exception faite de certains cas particuliers: avec la crise économique de ces dernières années, les heures de travail supplémentaires ne sont pas payées;

d) Article 13 - Droit à l'assistance sociale et médicale

- que toute personne qui ne dispose pas de ressources suffisantes et qui n'est pas en mesure de se procurer celles-ci par ses propres moyens ou de les recevoir d'une autre source, notamment par des prestations résultant d'un régime de sécurité sociale, puisse obtenir une assistance appropriée et, en cas de maladie, les soins nécessités par son état: pratiquement tout est devenu payant;

e) Article 19 - Droit des travailleurs migrants et de leurs familles à la protection et à l'assistance

- à maintenir ou à s'assurer qu'il existe des services gratuits appropriés chargés d'aider ces travailleurs et, notamment, de leur fournir des informations exactes, et à prendre toutes mesures utiles, pour autant que la législation et la réglementation nationales le permettent, contre toute propagande trompeuse concernant l'émigration et l'immigration: la population n'est pas informée;
- à adopter, dans les limites de leur juridiction, des mesures appropriées pour faciliter le départ, le voyage et l'accueil de ces travailleurs et de leurs familles, et à leur assurer, dans les limites de leur juridiction, pendant le voyage, les services sanitaires et médicaux nécessaires, ainsi que de bonnes conditions d'hygiène: information non existante auprès de la population;

f) Article 30 - Droit à la protection contre la pauvreté et l'exclusion sociale

- En vue d'assurer l'exercice effectif du droit à la protection contre la pauvreté et l'exclusion sociale, les Parties s'engagent à prendre des mesures dans le cadre d'une approche globale et coordonnée pour promouvoir l'accès effectif notamment à l'emploi, au logement, à la formation, à l'enseignement, à la culture, à l'assistance sociale et médicale des personnes se trouvant ou risquant de se trouver en situation d'exclusion sociale ou de pauvreté, et de leur famille: manque ou, dans le meilleur cas, insuffisance d'information à ce propos;

g) Article 31 - Droit au logement

- accès au logement d'un niveau suffisant: ça reste un souhait, les moyens faisant défaut;
- rendre le coût du logement accessible aux personnes qui ne disposent pas de ressources suffisantes: idem, et on a l'impression que l'Etat n'y est pour rien, tout se trouvant entre les mains des agences ou compagnies privées.

Quels thèmes en lien avec les droits sociaux ont été adressés dans les activités du projet?

- Diverses rencontres avec les jeunes, axées sur les thèmes de promotion de l'éducation aux droits de l'homme pour la jeunesse rurale dans la région du Nord-Ouest de la Russie;
- formation des multiplicateurs basée sur les manuels «REPERES» et «COMPASITO»;
- prévention et lutte contre le racisme, antisemitisme, xénophobie et toute forme de discrimination;
- promotion de la coopération entre la jeunesse rurale et la jeunesse des grandes villes dans la résolution des problèmes sociaux de diverses catégories de citoyens de la société contemporaine;
- participation aux échanges de bonnes pratiques et formation de partenariats comme facteur d'amélioration de la situation sociale en milieu rural: dimension locale, régionale, nationale et/ou européenne.

Dans quelle mesure le projet a-t-il contribué à améliorer l'accès aux droits sociaux dans le quartier?

Les activités réalisées sur le premier plan concernent l'INFORMATION et la FORMATION: la ligne stratégique du projet commence par la formation des multiplicateurs parmi les adultes et des volontaires parmi les jeunes dont la première mission est de mener les activités de sensibilisation de la jeunesse rurale en la matière d'accès aux droits sociaux, économiques et culturels.

E. Résultats

- Formation de 25 multiplicateurs et 15 volontaires (assistants des multiplicateurs);
- Réalisation de 3 petits projets dans la période octobre 2009 - janvier 2011(y compris 2 subventions de la part des organisations de la Russie et 1 subvention du Fond Européen de la Jeunesse);
- Réalisation de 2 actions collectives sous appellation «Semaine de Tolérance» (Novembre 2009 et Novembre 2010);
- Participation à nos activités d'au moins 11 représentants des Administrations locales de la Région de Pskov;
- Organisation de plus de 15 activités de sensibilisation et de formation (stages de formation, tables rondes, heures de classe ouverte);
- Plus de 40 jeunes ont rendu 1 ou 2 visites aux vétérands de la 2^{ème} Guerre Mondiale et participent dans une action d'appui social avec eux;
- Organisation d'une excursion ethnographique «Sur les Hauteurs de la Victoire» (relative au champ de bataille et aux nationalités ayant combattu le fascisme lors de la 2^{ème} Guerre Mondiale);
- Elaboration de 4 mini-projets par les jeunes participants à mon projet.

F. Couverture médiatique

- Journal local
- Internet : local (de notre organisation, des institutions académiques), régional et international (site du projet Enter!)

Quelle est la couverture d'un tel média?

Les journaux locaux couvrent en générale les lecteurs des districts de diffusion: par exemple, dans la localité de Novosokolniki, le journal local couvre à peu près 18.000 personnes. Les journaux scolaires couvrent, eux, le personnel et les étudiants de l'institution académique concernée (par exemple 500 personnes pour l'une des écoles de Novosokolniki).

Quant à l'internet, il m'est difficile d'estimer la couverture.

- Journaux au niveau local: Novosokolnichesky Kray, journal scolaire «Bolshaya

- peremena» (Grand renouveau, Grand changement),
- Internet : local (de notre organisation - www.hchil.org, des institutions académiques),
- Régional (Institut d'Amélioration de la qualification des Pédagogues de la Région de Pskov)
- International: site du projet Enter! - <http://enter.coe.int/>, Conseil de l'Europe

G. Autorites locales

Dans mon projet sont impliquées, en premier lieu, les administrations locales. Jusqu'alors le plus de support a été de la part de 1) Oksana IVANOVA de l'Administration de la Région de Pskov (Département de travail avec les associations publiques et partis politiques) et 2) Zoya BULOVA de l'Administration du District de Novosokolniki (Chef du Département des affaires sociales et Chef du Département de Défense des Droits des Mineurs du District de Novosokolniki de la Région de Pskov).

Le soutien consiste en

- lettres de soutien
- participation aux activités organisées par notre organisation (tables rondes, séminaires).

H. Quel suivi de votre projet attendez/planifiez-vous?

- Au sein de mon organisation une réunion de rapport et planification de futures activités aura lieu cet été 2011.
- Une rencontre avec les jeunes sera organisée fin septembre - début octobre 2011 afin de partager les résultats de notre participation à la Rencontre de Jeunes de Strasbourg du 14 - 18 septembre 2011;
- En décembre 2011 un rapport recapitulatif devra être dressé et envoyé aux organisations ayant financé l'un ou l'autre partie du projet ;
- Une conférence ou une table ronde relatant les activités réalisées en 2009 - 2011 est également envisagée en décembre 2011.

I. Qu'allez-vous faire afin d'assurer une continuité du projet après la fin du LTTC?

- Organisation d'activités d'échanges interculturels à dimension européenne;
- Participation aux activités des autres: par exemple, un camp d'été international;
- Initiation de partenariat faisant appel aux ONG de différents pays (ONG participantes à Enter!) et aux diverses structures chargées d'éducation et formation de la jeunesse;
- Participation au réseau des organisations du LTTC Enter! (l'initiative de création de ce Réseau a été déjà lancée lors de notre Séminaire d'évaluation à Strasbourg, du 30/04 au 08/05/2011)
- Demande de subvention (auprès du FEJ et autres sponsors) pour continuer mon projet; publications sur les travaux et résultats du projet.

PLAY AND LEARN TOGETHER - SUZANA KAPLANOVIC - RED CROSS BELGRADE, SERBIA

Project dates

May 2010 - December 2010

A. Your neighbourhood

- The Municipality Palilula in Belgrade has 150.000 residents. There is a unhygienic Roma settlement near the school where my project was implemented with 1.500 people living there. The school has 320 pupils.
- Approximately 1.000 young people between the ages of 7 to 15 live in the neighbourhood where my project is active.

What makes your neighbourhood disadvantaged?

In the unhygienic Roma settlement there is no access to water, sanitation, electricity etc. There is a very high level of school dropout, high level of illiteracy and unemployment.

B. Participants of the projects & multiplication

How many 'active' and 'passive' participants did your project reach?

	Total number	Age	Male	Female
Passive	320	7-15	170	150
Active	20	...	...	...

Background of the participants

Roma and non Roma pupils in school

C. Project summary

The project "Lets play for Humanity" was focused on improving the social rights guaranteed under the European Social Charter by establishing good, humane, democratic relations between students of different nationalities and skin colours. The project was implemented in the school "Jovan Cvijić" in Belgrade. This school is a multicultural environment and educational centre for children of different nationalities and religions, different social and financial status.

We wanted to contribute to a better and more equal access to social rights for all by establishing positive and friendly atmosphere and environment in the school. The project was implemented at the school that is located near the largest Roma settlement "Deponija". The ratio of children from the majority population and minorities is 60% - 40% (320 pupils). Because of this diversity and multiculturalism the school is facing major challenges and problems.

In this project we used the method of participatory drama, theatre of the oppressed etc. The method is based on the assumption that all human beings want to have opportunities for dialogue, because where dialogue becomes a monologue always appears oppression or threat. The objective of the organisation was to implement a new method of non-formal education and to begin the process of creating a network of practitioners who apply this methodology at the local level.

Belgrade's Red Cross project, "Let's play for humanity'", has been recognized and financially supported by European Youth Foundation of the Council of Europe and the Swiss Agency for Development and Cooperation.

D. Social rights

Which social rights were covered by the project?

- The project intended to create a positive environment in school and contribute to the inclusion of Roma pupils, through highlighting the problems of discrimination and intolerance, and understanding the consequences of such behaviour and to sensitize

young people to prevent such acts or incidents.

Which rights did the participants of the project become aware of?

- Discrimination and exclusion

Which articles of the Social Charter did the participants of the project become aware of?

- education - access to basic training (in primary and secondary education), universities and other higher educations, including professional education and continuing education; prohibition of discrimination.

Which social rights themes were addressed in the project activities?

- Discrimination and exclusion.

How did the project contribute to improve access to social rights in the neighbourhood?

- The project intended to create a positive environment in school and contribute to the inclusion of Roma pupils. The project goal was to create a positive and friendly environment in school and to facilitate the involvement of Roma students.

E. Results

Perhaps the most important thing to keep in mind, if the prejudices are defined as hostility and rejection or unfounded negative attitudes towards members of certain groups on the basis of membership in a group, is that they are not one-dimensional when it comes to Roma. Namely, the prejudice depends not only on the group membership but also on some other characteristics. In school we saw that different groups of Roma were treated differently. If Roma pupil belongs to similar social classes with pupils from majority, they are less discriminated. Roma living in non hygienic settlements and without basic hygiene habits and knowledge of the Serbian language are completely discriminated.

We found that the problems related to hygiene and extreme poverty of some children from the settlement of "Deponija" are key and there is need to make efforts to solve systematically problem. There is no opportunity for integration without full support in meeting their basic human rights, access to water, food and clothing. The atmosphere in the classroom still depends mainly on the teachers. Observations from the workshops confirmed that there were significant differences in the level of friendliness and cooperation within the group and level of discrimination in the classes with approximately the same number of Roma students.

The project has discovered that the problem of multiculturalism, social diversity and cultural diversity in school is absolutely beyond the capacity of the school and the ability to solve them. This fact poses a challenge for the Red Cross, but also need to be a challenge for the local community to.

Roma children are not involved in sports clubs, or in any extracurricular activities. The school is the only place for Roma children to interact with other children, from majority or minority.

The problems of discrimination, rejection and all the other problems with children in school can be relatively easy and quick to fix, but for a permanent solution it is necessary to include adults in the dialogue because they are generators for bad attitudes and they are passing this attitude to young people.

The majority of people don't know anything about Roma culture, habits, costumes, religion. Unfortunately, cultural exchange was not recognised as a need and therefore for example, no one knows that for Roma children Indian movies and songs are favourable (we learned that also in informal discussions with Roma children during the workshop).

EVALUATION

1) Data for the evaluation were obtained on the basis on an evaluation plan, and they include:

- Direct observation of coaches (notes, reports)
- Sociometric tests
- Appropriate questionnaire for students (before and after the programme implementation)
- Video recordings from the workshops so that they can be considered valid.

2) In relation to the discriminatory grounds (four discrimination grounds were tested: sex - boys and girls, economic status - rich and poor, members of the Roma minority and physical disability).

Roma and poor pupils are recognised as most discriminated categories in all age groups (from first to eighth grade). If we consider that the Roma who attend primary school "Jovan Cvijic" are living in extreme poverty in the unhygienic settlement "Deponija", we can conclude that they, in fact, are facing double discrimination: as a part of Roma community and the poverty they live in.

3) The effectiveness of the Forum Theatre technique is justified in the multiethnic environment

As the focus in this project was in the process, not in presentation, the indicators of success in implementation are:

- Children from all age groups (from first to eighth grade) were happy to be involved in various activities.
- At the beginning of project implementation some children didn't want to exercise in pairs with Roma children - later in process that problem disappeared.
- The ability to express was equal and it has been used from Roma and non Roma children.
- Children who had other issues (elements of autism, attention deficit disorder) were actively supported and participated in the activities.
- Non-Roma children accepted and processed problems that Roma children expressed.
- In the workshop, some of the Roma words were learned and that was strange for Roma and non Roma children.
- Non-Roma children accepted and imitated the movements and sounds assigned by Roma children.
- In dramatic display, in the higher grades, the non-Roma children were happy to be in the role of Roma children (in classes where there is already a relatively good climate), especially for children recognized as a leaders.

4) Awareness-raising on the problem of discrimination

The problem of awareness was observed through identifying the causes of discrimination and examination of the discrimination causes. During the realization of workshops (other programs related to the fingering or solving this problem have not been realized) so we can conclude that the program "LET'S PLAY FOR HUMANITY" contributed to raising awareness on the problem of discrimination.

The question of recognizing the problem of discrimination has been investigated with open questions in the questionnaire, through questions based on personal experience and through the testimony / presence on the discrimination.

The questionnaire obtained (prior to programs application) limited answers where, in most cases, they were reduced on definitions / explanations of such behaviour already listed in the question. On the same questions, after the workshops realization, students gave a lot of answers (50% more than in the first examination) and the answers were extensive and described real life situations. Also, they spoke about the delicate ways of social pressure to behave in certain ways. Roma children cited forms of discriminatory conduct against them. As in the case of recognition of discrimination and in stating the cause of discriminatory conduct, more extensive and more frequent were the answers from the questionnaire after program implementation. In most cases the children recognized diversity as a main cause for such behaviour.

5) Work Content

Problems that have been presented into the workshops were related to the social violence, from verbal to physical. No matter which category they belong to, all children named the same or similar allegations or problems, which confirms the assumption that the level of need is - the level of dialogue and understanding.

6) The behaviour and the ability to change

83% of children believe that the change in behaviour is possible and that the behaviour can be learned. The best way to learn how to behave at all ages and in most cases, according to children, is teaching by adults (parents and teachers). The answers given to the questionnaire after the program implementation show greater number of responses from categories that indicate that the behaviour can be learned by observing how others behave in a certain situation and by practicing in different situations.

THIS JUSTIFIES THAT THE THEATRE OF THE OPPRESSED METHODS CAN HELP IN THE ACCEPTANCE OF NEW FORMS OF BEHAVIOUR

7) It is important to note that performing/play context of this technique allows the easy inclusion for all children. Also, the 'non verbal' games are helpful in overcoming language barriers.

8) Why the school is the right place for implementation of this program! The school is a natural meeting point for two ethnic groups. It can create a link between these groups or to cause further separation. Schools are, regardless of importance of this problem alone and they are doing their best to help in overcoming problems. They are focused primarily on the implementation of the curriculum (set at the national level) and the question is how much time remains for teachers to engage in solving the great problems of interethnic relations.

All 320 pupils have passed the same games and same process. Every class passed 20 games.

F. Media coverage

None

G. Involvement of local authorities

- Meeting with local authorities in the municipality of Palilula. The project manager / Secretary of the Red Cross Belgrade and the program manager had two meetings with local authorities, at the beginning and end at the end of the project. The meetings were held at the office of the Municipality of Palilula.
- Meeting with the delegates of Serbia in the Council of Europe. The project manager / secretary of the Red Cross Belgrade and program manager presented the objective of the project Enter! to Mr. Zoran Alimpic, delegate of the Republic Serbia to the Council of Europe.

The project was well accepted by local authorities and as a proof of good will in co-operation in this area, the Red Cross of Palilula received a support letter.

H. Expected/planned follow up of the project

We believe that if we want to achieve social inclusion of Roma in small multi-ethnic communities and environments, than we need the following:

1. Permanent work with children, especially at the lower age groups, under long-term program of the theatre of the oppressed and the workshops in order to foster better cooperation and understanding among children and as a result to reduce discrimination and bullying, we all agreed that we need to continue with the Red Cross workshops running by Red Cross volunteers in "Jovan Cvijic" school. We trained volunteers, but most of volunteers were not from the local area, so we need to train a new local group and if it is possible from the Roma community.
2. Creating a social theatre stage - this stage will help young people to express themselves easily and will enable them to choose topics close to their interest. On the other hand this stage will be recognised as a place for 'building' a culture of dialogue and as a place where voice of young people will be heard. During the project implementation the school "Jovan Cvijic" was acquired with necessary equipment for stage (curtains, sound system, spotlights) and as the Red Cross continues with workshops, basic conditions are met.
3. Enable greater number of sports and cultural events at school or in the school environment, and to ensure access and encouragement for young people from the Roma community to engage in activities.

Participants' project harvest

4. Provide opportunities to create more cultural activities from Roma and non Roma. To submit an open invitation to cultural associations to participate in the development of cultural dialogue in this multi-ethnic environment, with the participation of Roma children as well as encouraging the adoption of the Roma cultural traditions.

5. Creating conditions for greater interaction, exchange and cooperation among parents from majority and minority in order to influencing community awareness for greater understanding of the Roma population and reducing the level of discrimination.

6. Strengthening the capacity of the local communities through the promotion of cooperation and networking between schools, Red Cross, Centre for Social Welfare, municipalities and other stakeholders in the local environment to improve the position of some very vulnerable pupils; provide targeted and coordinated assistance to the school and the community in solving the rising problems (for example, solve the problem of lack of hygiene of some children, bullying, and skinheads as a real threat out of school, etc.).

7. Cooperation with the Agency for employment, schools for adults, etc. and providing better information about opportunities for the advancement of parents in solving the problem of poverty.

I. Sustainability of the project after the LTTC

Continuation of larger program of supporting Roma pupils in education by providing them tutorial support given by student from Faculty for social work, and by training a new group of volunteers from local area who will provide workshops in school.



NUFÖRTIDEN - RAMI AL-KHAMISI - MEGAFONEN, SWEDEN

Project dates

June 2010 – September 2010

A. Your neighbourhood

- Rinkeby- Kista is the name of the local district. Approximately 60.000 people live there. Our project addressed young people in the Kista community where around 25.000 people live.
- In Rinkeby - Kista there are around 15.000 - 17.000 young people.
- Rinkeby - Kista is a district in Stockholm, and Husby where I live and work with my organization is a suburb.

What makes your neighbourhood disadvantaged?

Rinkeby - Kista has Sweden's highest unemployment among young people as well as many young people not doing well at school. There is a high level of criminality. The most negative aspect is that people lack a social network and motivation to be somewhere in the society, especially in a country where there are episodes and structures of discrimination both in education and in the job system.

B. Participants of the projects & multiplication

How many 'active' and 'passive' participants did your project reach?

	Total number	Age	Male	Female
Passive	3000	15-25	...	...
Active	19		12	7

Background of the participants

Migrants, children of migrants, minority young people in the suburbs Akalla, Husby and Kista.

C. Project summary

The aim of the project was to create a platform, a newsmagazine where young people from the age 16 to 25 in the suburbs of Stockholm can be aware of and discuss issues such as racism, violence and discrimination. They were able to create their own agenda and use their own terms on issues that concerns them. The purpose of this project is to raise awareness among young people of their social rights, so that they are more likely and able to access them.

D. Social rights

Which social rights were covered by the project?

- Non-discrimination, non-violence, employment, education, participation and housing.

Which rights did the participants of the project become aware of?

- All of them were discussed and young people wrote about them in the magazine.

Which articles of the Social Charter did the participants of the project become aware of?

- Articles 1,5, 7, 14, 18

Which social rights themes were addressed in the project activities?

- Non- discrimination, non-violence, employment, education, participation and housing.

How did the project contribute to improve access to social rights in the neighbourhood?

- The project was mainly focusing on raising awareness among young people and make them reflect on their reality. But also to allow the young people to have a voice and participate in a debate which always is talking about them instead with them.

E. Results

During the project we could hire and pay for 6 young people, thanks for the support from the Local Council. We had around 12 young people going through a journalist - writing

course. After the project we had more motivated young people which wanted to continue working as volunteers and being engaged in the neighbourhood. By having the magazine distributed to more than 3.000 young people in the area, and to show them that young people produced it, made more young people interested in what we did.

F. Media coverage

Swedish newspapers, and other organizations websites and magazines covered the project. The local newspapers are distributed to 35.000 houses. The Swedish radio show has around 400.000 listeners.

- <http://tuggmenage.com/2010/10/18/kapitel-35-husby-i-huset/>
- <http://www.quickresponse.se/artiklar/2010/juni/de-sag-mig-som-en-del-av-overheten/>
- <http://sverigesradio.se/sida/artikel.aspx?programid=1637&artikel=3868138>
- <http://www.paraplyprojektet.se/nyheter/med-fokus-pa-det-positiva-i-rinkeby-kista/>

G. Involvement of local authorities

The local council Rinkeby- Kista was involved in the project. We had the possibility to employ 6 young people during three weeks.

H. Expected/planned follow up of the project

The project with the magazine will still continue. We are planning to start the work with the project at the beginning of June 2011. This time we want to improve the skills of young people when it comes to writing and interviewing. This year we have applied to the Local Council to have 10 young people to work with the magazine. The funding will be received from the cultural department in Stockholm. We are also planning to reach out to more young people.

I. Sustainability of the project after the LTTC

We must work closer to the local municipality in order to lobby for some of the social rights that we are targeting within our project with young people. The visibility of the project is something which we have to improve in order to inform more young people in the neighbourhood that they can engage in the project but also because we want to reach out to policy-makers and politicians. We have also discussed to have partnerships with other organisations in other neighbourhoods to reach out to their young people and make them more active.

MY FUTURE, SOCIAL RIGHTS FOR YOUNG PEOPLE IN YOUTH WORK - ALEX COLLOP - MUIRHOUSE YOUTH DEVELOPMENT GROUP, SCOTLAND, UNITED KINGDOM

Project dates

September 2009 - May 2011

A. Your neighbourhood

- 5.150 (Muirhouse profile 2009)
- 744 aged 16-25 years (Muirhouse profile 2009)
- The neighbourhood where the project is active is a district on the outskirts of Edinburgh.

What makes your neighbourhood disadvantaged?

- Economic activity: according to the 2009 mid-year estimate there are approximately 750 young people aged 16-25 in the Muirhouse area. Approximately 37% of the entire population of Muirhouse are income deprived. Young people in the area are three times

as likely to be unemployed as the city average.

- Education: young people from Muirhouse are much more likely to be amongst the lowest performing 20% of pupils. The last set of S4 results (2008) indicate that local pupils have an average tariff score of 103 compared with a City average of 181. These low scores mean that it is unlikely that many S4 pupils will stay at school beyond the compulsory stage and are also highly unlikely to be able to access higher education. Previous statistics from School Leaver Destinations Reports confirm this pattern.
- Health: Negative indicators of health are two to four times the City average.

In conclusion, the educational, health and employment prospects for young people are bleak. This project offers a serious attempt to redress this balance by giving opportunities to develop social, educational and employability skills.

B. Participants of the projects & multiplication

How many 'active' and 'passive' participants did your project reach?

	Total number	Age	Male	Female
Passive	35	14-21	25	10
Active	17	16-40	13	4

Background of the participants

- Dropped out from school, young offenders, migrants, dropped out from school

C. Project summary

The aim of the project is to promote the awareness and access to social rights for young people in Muirhouse and surrounding areas. The project will work alongside young people involved in the MY Future (training and development) and MY Adventure (social enterprise) projects in various activities and actions designed to develop a better understanding and access to social rights especially relating to education, employment and access to sport, outdoor and leisure activities. The STABLE (Support and Training through Activities Building Long Term self-Esteem) element of the project, a pilot project funded by EYF, aimed to increase access to social rights for young offenders.

D. Social rights

Which social rights were covered by the project?

- Education - high rate of early school leavers, low mainstream educational attendance and attainment (exam results).
- Employment - high rates of local population, especially young people, experiencing long term unemployment, few opportunities, post code discrimination and lack of sustainable or desirable employment.
- Sport, outdoor and leisure activities - lack of facilities to pursue normal sport, outdoor and leisure activities.
- Social rights - the media and public label the young people as 'problematic'. The Muirhouse area suffers from a particularly negative stereotype. There is also a lack of non-formal education in social rights therefore restricting knowledge, participation and access to 'youth participation' instruments that could affect change and allow for their voices to be heard more clearly.

Which rights did the participants of the project become aware of?

- Particularly education (vocational training and volunteering) and employment rights but also access to sport, outdoor and leisure activities. Housing rights were also discussed in relation to the regeneration of the Muirhouse area.

Which articles of the Social Charter did the participants of the project become aware of?

- Articles relating to education, employment and housing were explored.

Which social rights themes were addressed in the project activities?

- The right to access education, training and employment opportunities were the

Participants' project harvest

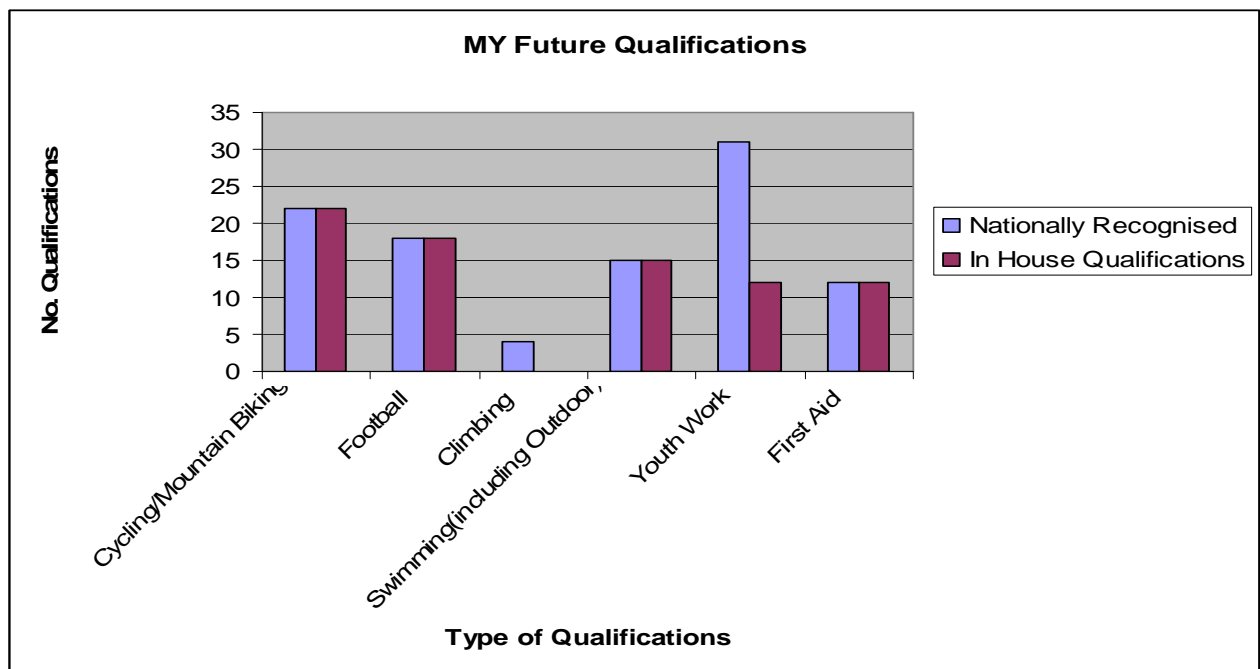
strongest themes through the project.

How did the project contribute to improve access to social rights in the neighbourhood?

- The lack of opportunity to develop sports, outdoor learning and youth work has been addressed by the MY Future project. This is shown by not only the number of qualifications gained by young people but the progress of particular individuals.
- The project has shown by involving young people in training in sports, outdoor learning and youth work. Other opportunities such as employment, volunteering and life changing experiences can be achieved by gaining training in the MY Future disciplines.
- The project has also addressed the issue of young people's confidence and self esteem. This is portrayed excellently in the MY Adventure launch video where a participant of My Future explains his journey into employment.
- <http://www.youtube.com/watch?v=iaO-12FmbBM>
- <http://myadventure.org.uk/index.html>

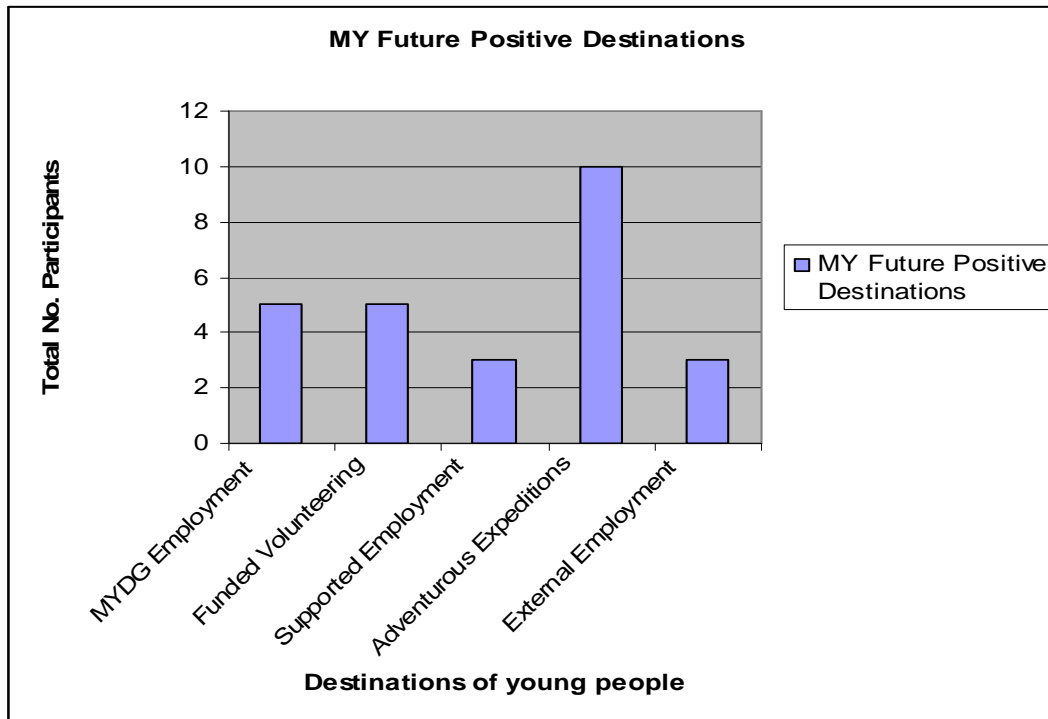
E. Results

Through MY Future young people gained qualifications in the following activities:



10 young people have nearly completed the STABLE programme funded by the European Youth Foundation.

Young people involved in MY Future achieved the following:



F. Media coverage

At the Big Lottery (People's Millions) funding application stage, MYDG made a presentation with a national TV station and this was shown after the national news. The public vote for a project and if the project wins the vote they receive the funding they applied for. MYDG were best runner up and received £38,000 for the project.

- National TV - unsure of the coverage but 1.500 people voted for MY Future.
- Scottish TV - www.peoplesmillions.org.uk/past-winners/my-future

G. Involvement of local authorities

None

H. Expected/planned follow up of the project

MY Future has been successful in securing further funding through State Street Bank and Action 1.2 Youth Initiatives. This will allow further training and development of young people in the local area.

MY Adventure is now a separate organisation from MYDG and currently has many bookings from outside organisations and employs young people who have graduated through the MY Future programme.

<http://myadventure.org.uk/index.html>

I. Sustainability of the project after the LTTC

The training and development model of MY Future is an integral part of MYDG and we will continue to explore ways to support the development of young people in the area.

MYDG actively supports MY Adventure through booking the organisation to deliver particular youth activities.

Quality criteria for good projects

Developed by the team of trainers of the LTTC

Quality in project development is about standards and definitions of a successful project, related to its essence and to the overall aim of the Enter! LTTC. It refers to what should be in certain projects, but also to how they should be prepared, implemented and evaluated.

These **quality standards** for the projects of the LTTC served as an assurance to all partners involved and concerned (course participants, young people, local authorities, supporting institutions, trainers, sending organisations), that the stated aims and objectives of a given project are adequately defined and will be pursued so as to be made fully achievable.

Quality concerns the whole spectrum of context, partners, people, methods and stages of the project. It is defined implicitly or explicitly, but a minimum common understanding of what it entails has to be secured, the minimum being the quality standards referred to in this document.



Many of the quality standards described below may be difficult to measure in the short or even medium term; however, this does not mean that they cannot be evaluated.

Quality in project development should be seen as a never-ending process in development.

Quality standards for projects

The purpose of these standards in the LTTC was to ensure that the projects developed by course participants can benefit from the best conditions possible and are run according to the most efficient and effective usage of educational, financial and technical resources.

- ☞ The LTTC Enter! first seminar report (2009) also included practical criteria to measure whether the quality standards were met.

Quality standards are...

as defined by the organising team of the long term training course

The project...

1. is based on identified needs of participants
2. is participatory
3. has a bottom-up approach
4. has a direct link with/to young people
5. includes research
6. liaises with local authorities
7. includes networking with other community actors
8. has a European dimension
9. ensures a multiplying effect
10. is sustainable
11. is SMART
12. contributes to improving access to social rights in disadvantaged areas
13. responds to situations of exclusion/ discrimination and violence
14. includes human rights education approaches
15. makes use of intercultural learning
16. include an integrated approach of non-formal education
17. secure timely accessible documentation
18. apply open and thorough evaluation
19. have adequate educational support
20. is innovative
21. contribute to the Enter! project
22. is based on/ include a conflict transformation dimension
23. make use of information and communication technology (ICT)
24. is open for development and learning
25. is set in a disadvantaged neighbourhood

Conclusions of the third seminar

The Enter! Long Term Training Course is part of the Council of Europe's response to the problems young people are facing to access their social rights, especially in disadvantaged neighbourhoods. 23 participants took part in this third seminar (Strasbourg, May 2011) and others were excused.

As much as the second LTTC Enter! seminar focused on participants' projects, the third and final seminar of the long term Enter! project explored in depth the follow-up and sustainability of the participants' activities and learning processes. The different projects in disadvantaged neighbourhoods should not be the end, but rather the beginning of further actions and inspire youth policy.

Participants' projects were taken as the starting point to draw conclusions for working with young people in disadvantaged neighbourhoods. The reflections about 'what it takes' (competences and framework conditions) to make a difference in disadvantaged areas, brought participants' experiences together. You can find a summary of these conditions in this report (144).



This third LTTC seminar worked a lot on follow-up and sustainability of the projects. Participants' projects were considered as a springboard to future action. Paul Boylan's input (132) was very instrumental to give participants a better understanding of sustainability, or how to develop further youth work in their neighbourhoods. The sessions on sustainability

and follow-up and also the questions about this in the project report form, definitely made participants see the importance of looking further than the end date of a project.

The highlight of the LTTC evaluation seminar was though the link to youth policy development. Participants were asked to formulate policy recommendations based on their experience over the past two years. The experts' group who will work on the policy recommendations held their first meeting at the same time as the seminar in the European Youth Centre in Strasbourg. They came to listen and work with the LTTC participants to carry forward their policy ideas. Participants dedicated time to contribute rough material to be taken up at policy level. Judging from the evaluations (22), this was the crucial element from the LTTC: making participants' voices heard - or better - making the voices of the young people in disadvantaged neighbourhood heard.

One of the aims of this seminar was to develop competences, more particularly in the area of combating exclusion, discrimination and violence. Next to the importance of follow-up action and future policy initiatives, this seemed to get a

more secondary role. Having said that, participants enjoyed exploring in smaller self-prepared workshops how they deal with these topics in their work back home.

Looking back to the whole process of the LTTC, participants appreciated the course components that supported their learning such as the 3 seminars, mentoring, team visits to their projects and the e-learning platform.

Some participants raised the question whether a two-year course was too long to keep everybody motivated. They said 3 seminars in a one year period would have been perfect. Others raised the point that it generally takes already more than a year to go through all the steps of a project (considering funding deadlines etc.). So if the LTTC aims to help participants set up projects, support them throughout implementation and then evaluate, the current length of the LTTC was appropriate.

Not everybody was happy with having two working languages. Participants surely appreciated the experience of linguistic diversity and working with interpreters, but it led to practical difficulties. Not all material (such as this report) can be made available in two languages, participants tend to remain in their preferred language groups, it has consequences for the social life of the group. English was the dominating language, which put non-English speakers at a disadvantage. There was however no consensus on how to deal with this issue.



From a first look at the different project reports (⇒ 25), it becomes clear that participants' projects set up within the frame of the LTTC had a tremendous impact on the field. If you combine this with the drive towards policy recommendations that took place in the evaluation seminar, this indicates that the LTTC Enter! definitely had its reason for existence. The report of the evaluator has more detailed proof of this.

Ask the experts > Input of the speakers

Sustainability - by Paul Boylan

Consultant, 4 Children, United Kingdom

“Be realistic, expect the impossible!” (Che Guevara)

Read the following quote - and guess who it could be from?

“The young people of today love luxury. They have bad manners, they scoff at authority and lack respect for their elders. Children nowadays are real tyrants, they no longer stand up when their elders come into the room where they are sitting, they contradict their parents, chat together in the presence of adults, eat gluttonously and tyrannize their teachers.”

Some might think, this quote comes from the likes of Thatcher, Sarkozy or other politicians complaining about nowadays youth, but actually the quote is attributed to Socrates, 300 BC. So the situation we are in today is certainly not new, but still we struggle with the same challenges.

Session outline:

- Current challenges facing young people and youth work
- Understanding the youth policy landscape in the United Kingdom
- Case study: Blacon Community Trust and the “Virtual Child”
- The sustainability challenge

Current challenges facing young people and youth work

Paul Boylan grew up in Liverpool, a city known for the Beatles and football, but also for its famous skyline across the river Mersey. Many of the iconic buildings on the historic water were built during the ‘boom’ years when Liverpool was a thriving slave trade seaport. Liverpool fell into economic decline during the 70’s and 80’s and there were significant social issues - particularly for the youth.

It was against this background that Paul spent his formative youth years and first came into contact with youth workers. It was these youth workers that inspired Paul, who since then has worked with socially excluded young people in a variety of settings. Paul now works across the United Kingdom as an independent youth work consultant.

We can take the river Mersey as a metaphor for a young person’s life, starting at the source of birth and slowly flowing towards adulthood. We hope that young people learn to swim by the time they turn 18, but unfortunately this is not the case for many. Often it is clear from the start which young people will drown and be lost: from birth they are exposed to d clusters of risks such as domestic abuse, alcohol and substance misuse, criminality and a range of other social issues.

Youth workers are strategically placed along the banks of the river, throwing lifelines to as many young people as resources permit. This can be the helping hand for young people desperately trying to swim in the rough waters of their personal

situation, their neighbourhood and society in general (the system). The government (local authorities) gives youth workers the funding for throwing out the life lines - in return for results. But in times of recession, more and more of the funding is cut. So how can youth work continue to provide lifelines for young people at risk? More importantly: how can we not only throw life lines but actually teach young people to swim independently of adult support ?

Another challenge for youth workers in the United Kingdom is that the majority of governmental funding is directed at the 13+ age group. This means that youth workers pick up the issues accumulated in the previous 13 years of the young person's life - both good and bad. Because of abuse at home (social service), young people have health problems (health service) which probably affect their schooling (education). They often look for an escape route out of their predicament. In many neighbourhoods this can lead to involvement with drugs, alcohol and offending.

Young people are 'treated' by a range of interventions and agencies for different aspects of their lives; however the young person experiences life in a 'joined up' manner. Youth workers often perform the task of a 'human joiner - upper' helping the young person negotiate a myriad of services and agencies each concerned with their own narrowly focused service delivery.

Youth workers need to continually break down this mentality and ideally work their way back down the river to stop the young people falling in the first place or at the very least teach them to 'swim' as soon as the risk factors are seen to be clustering.

Understanding the youth policy landscape

Britain in its recent past has pursued 'monetarism' as an economic strategy. The previous Prime Minister Margaret Thatcher led a Government that sought to reduce the role of the state in the life of an individual in favour of encouraging (and holding) the young person to be directly responsible for their own economic and social well-being. This ideological agenda had far reaching consequences for the delivery of public services but also significant consequences for those individuals not able or willing to "help themselves". The quotes below (not contextualised) give some insight into that ideology....

- "There can be no liberty unless there is economic liberty." Does this mean that basically you are FREE to be poor?
- "There's no such thing as society." The state abdicates its responsibilities and holds the individual responsible for the situation s/he is in with all the associated consequences!

Through the reallocation of the country's wealth and significant cuts to public services many of the functions of the state that traditionally support social inclusion and community cohesion were diminished if not abandoned. The result was major civil unrest.

It became apparent to many youth workers that what we had previously assumed were inalienable rights were in fact dependent upon a range of supporting agencies

and services that enabled young people to assert their rights. These are the things that are lost to young people during periods of economic downturn.

It is therefore important to acknowledge that a right is only truly a right if it is enforceable

- Morally
- Socially
- Politically
- Economically
- Legally

Case study: Blacon & 'the Virtual Child@'

There are approximately 15.000 people living in Blacon (approximately 3.000 young people), on the edge of a wealthy town. It is one of the top 3% most deprived wards in England. Life expectancy in Blacon is significantly lower than it is for its more affluent neighbours just 2km away. It has a two-tier authority structure composed of the Cheshire County Council and the Chester City council. There are 26 shops, 5 churches, 1 mosque and 7 schools in the ward. Blacon has a small black and ethnic minority population, but a strong community spirit.

The residents' priorities for combating the problems in the area were as follows:

- Reduce the fear of crime
- Reduce youth disorder and offending
- Improve sports, play and recreational facilities
- Improve the range and quality of goods and services available in the neighbourhood
- Increase access to learning and job opportunities
- Increase residents satisfaction with the neighbourhood
- Improve school attendance
- Improve school performance
- Close the health gap

Many residents felt that a lengthy game of political football had been played with this community for years. A young person commented having just witnessed a meeting between opposing politicians that it was like watching

- *"Watching the politicians argue is like watching 2 fleas on the back of a dog fighting over which one owns the dog!"* (Blacon young person)

Regeneration and social exclusion is an equation with two parts:

- How many resources are available at any given time? The greatest underused resource in most communities is undoubtedly are the young people that live there. It is essential that we reframe the



perception of young people as part of the problem to a recognition that young people are part of the solution.

- How do we use those resources? Joined-up problems require joined-up solutions.

There is a tendency to divide young people up in different parts for which different services and agencies are responsible. Education is dealt with by the school authorities, drug abuse by the health service, income benefits by the social services, criminality by the justice department, etc. Young people are pushed from office to office, because each says that it is 'not their job'. This happens until the young people 'drown' in the river of life. The picture of the yellow line over the dead rat symbolises this approach. People painting yellow lines are 'not responsible' for cleaning the road. A young person presented this photo to the neighbourhood management board to try and explain the difficulties young people face trying to access support from many different agencies.

If you calculate what all the different disparate agencies and services cost for 'taking care' (but actually shoving around) problematic behaviour of young people, you come to a big sum of money. This money could be better used if invested in young people's projects and ideas (e.g. youth work, youth service) rather than in problem solving for young people who have lost the battle against society/the system.

The best placed persons to make decisions on young people's lives are the young persons themselves. And not, like often is the case, the policy officials in some office far away from the field. Blacon youth and community workers took initiatives in this sense. To win the local authorities over, the youth workers used the concept of the 'virtual child'.

The Virtual Child®

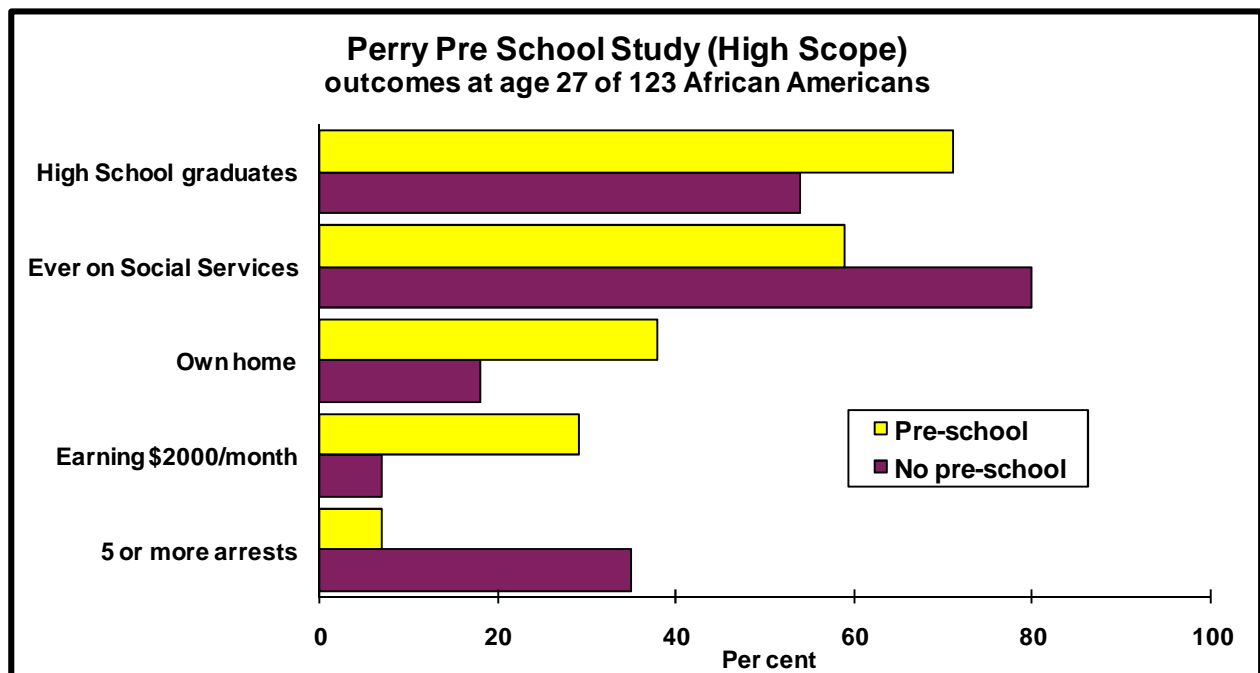
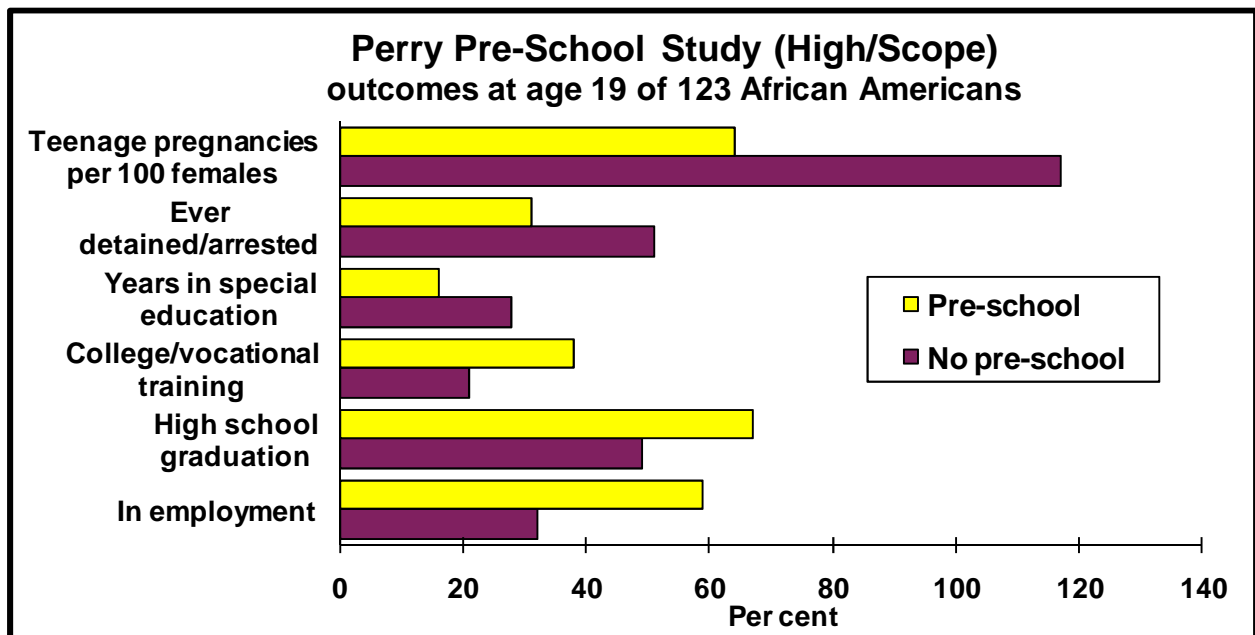
Young people were fed up with being reduced to statistics and figures. But at the same time we can use figures for our own purposes to calculate the costs of non-intervention. The 'virtual child' is a social audit tool that shows a clear cost-benefit relation of youth work interventions. It gives economic credibility to the things we do and indicates where we need to throw more lifelines.

An example: 2 Blacon young offenders were responsible for 30% of burglaries in the area. They were caught but released on parole before being sent to a 'secure unit' for young people. They partied like hell while they could, doing lots of drugs. A stay in a secure unit can cost some £6.000 per week. Thus sending these 2 young people for 10 weeks in a secure unit would cost as much as a year of well-developed youth service in the area. Youth work could prevent the crimes and social problems at a much lower price as it would cost to deal with and punish the anti-social behaviour.

Young people face a range of risk factors such as drugs, violence, school drop-out, health issues, etc. Different agencies try to remediate each in their corner, but when they fail to change the situation, they just qualify the young person as beyond help, 'a lost cause', 'gone too far' or 'it's their own fault' and refer on to the next agency. All that comes at with tremendous cost. It was noted that in some

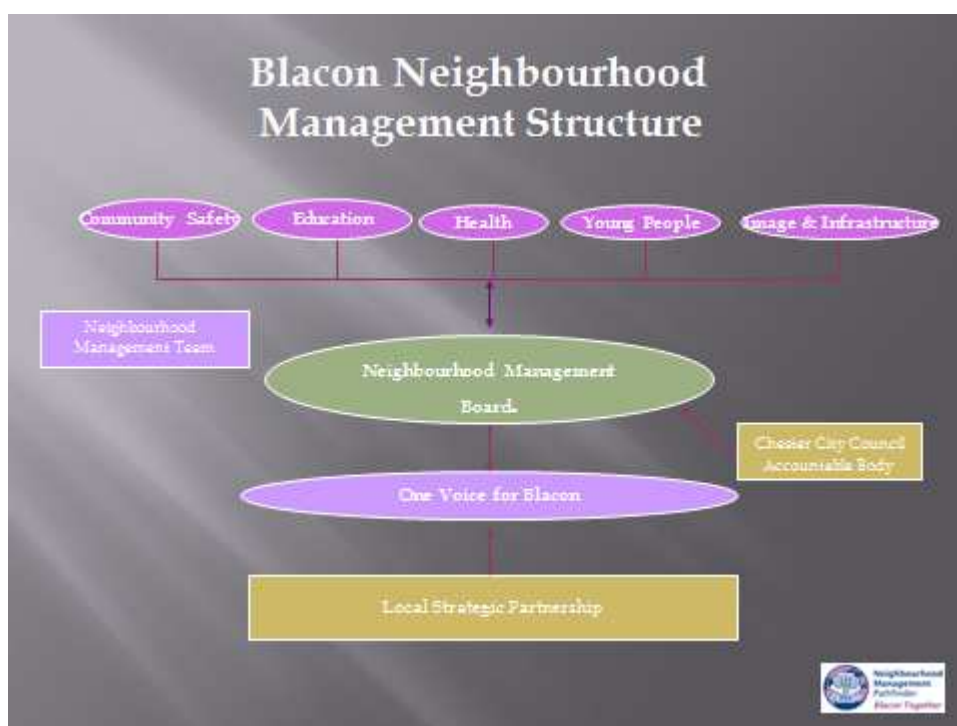
neighbourhoods young people who ‘fall off the edge’ can have passed through more than 37 different statutory and voluntary agencies. The sum of resources flowing into the neighbourhood of Blacon were estimated to be some £80 million. The cost of a comprehensive youth service for that neighbourhood was estimated to be around £300.000.

Similarly, an American longitudinal study called the high scope or Perry pre-school project appears to confirm the benefits that flow from early intervention. By comparing 2 groups of pre-school children - one who received a range of early intervention support for parents and children and another group who did not receive such support they were able to demonstrate not only short term benefits for those receiving early support but throughout their lives the benefits appear to continue.



A new Blacon neighbourhood management

Instead of wasting much of the public money on expensive reactive interventions, youth and community workers as part of the national neighbourhood management programme set up new management structures and encouraged young people to participate. Most importantly they encouraged young people who were described as part of the problem to join. The involvement and participation of young people gave a completely different and positive dynamic to the process. Residents, young people and agency representatives came together in 5 key partnerships detailed in the diagram below. Their remit was to develop joined up solutions for joined up problems, making the most of the £80 million that represented the annual mainstream resource available in that community.



They used a powerful problem solving tool called Audit to Action. Audit to action does not make assumptions about how much resources are available; rather it systematically ensures that the best use of all available resources is made. This process has 5 stages that partnerships work through and is composed of the following steps:

1. Partnership development (in the classic youth work way) - not just throwing people together and assuming that they will function as a partnership - but create true group dynamics with ice breakers and cooperation exercises etc.
2. Audit (reality based) - they found out for instance that the groups most afraid of crime, or at risk, are not as urban myth would have it the old people, but the young people themselves. They discovered and evidenced that young people had the highest fear of crime, were most likely to be the victim of a violent assault and least likely to report such incidents to the police. They made an inventory of which are the biggest, most pressing issues.
3. Option appraisal (best practice and evidence based) - what are the resources available, what can we do with what we have and what can we learn from other

communities that have tried to address these issues. The option of ‘doing nothing’ was also considered as this gave an insight to bigger issues (with associated costs) down the line.

4. Action plans: having decided priorities and agreed the best way to proceed, the groups produced clear, concise action plans that hold partners, including young people and residents to account.
5. Monitoring and evaluation. This part of the process was perhaps the most important as the bottom line for residents and young people was “are we making the difference that we set out to achieve”.

The whole process/cycle was repeated annually dealing with new issues as they emerged. It can be used for both macro issues as well as small scale issues. It can be a very powerful tool for bringing people together to collectively solve neighbourhood problems.

An example: arsoned cars

- Each year approximately 100 cars were being deliberately arsoned in Blacon.
- One arsoned car costs the authorities/services approximately 4.000 pound (to extinguish it, remove it, repair roads, etc) - the total cost is 400.000 pound/year for 100 cars.
- Young people were integrated in the solution: they knew the reasons behind the burned down cars and were able to tell the agencies in advance which cars were likely to be burned. With their help, they introduced a scheme called car clear that resulted in ZERO cars being arsoned the following year! This represents a net saving of approximately £400.000 a year.
- However, the savings do not materialise as money that can be used by the young people; rather it represents savings across big organisations that have no mechanism for redirecting savings as was pointed out “the fire service puts out fires but doesn’t employ youth workers”.

There is a big difference between top-down projects and community projects. We need to shift our approach from one to the other.

Top down projects	Community project
<ul style="list-style-type: none">• Short life• Government led• Political ideology• Service focus	<ul style="list-style-type: none">• Sustained• Evidence based• Needs focussed• Community led

Tips for sustainability

(adapted from the Myplace Support team United Kingdom with thanks to Tom Calderbank)

Act early

- ✓ A common problem with projects is that they allow the issue of sustainability to drift.
- ✓ The key is to make sustainability an important agenda item from day one. Do not be tempted to allow it to slip away or to be skipped over. This will only ensure that you store problems up for the future. It leads to a mad scramble to try to find funding from a position of fear rather from a position of strength.

- ✓ Also, projects where sustainability is unclear often lose key staff as they become anxious about their future.
- ✓ The effect of this is that projects then have to recruit someone on a short-term contract and then try to keep momentum. Inevitably there is often then a dip in project performance.
- ✓ It is important then to see sustainability as a means of continuing your project when funding expires, as well as a means of upholding the projects credibility and impetus.

Be enterprising

- ✓ If you become more enterprising, it's possible to reduce your project's dependency on grant funding.
- ✓ Enterprising activities include developing trading income; fund-raising events; sponsorships; private donors; sale of consultancy or intellectual property.
- ✓ Enterprising activities may involve some risk and some investment, but if you get them right your project can take more control over establishing long-term sustainability.
- ✓ Try to move away from a hand-to-mouth existence by asking yourself what you have that may be of value to someone else.

Create an irresistible proposition

- ✓ Most projects are deserving causes. Yet there is only so much money and other resources to go around. Holding out the 'begging bowl' is a strategy that inevitably has a high failure rate and can lead to great frustration.
- ✓ A more positive approach is to build the story of what you have achieved into an irresistible proposition. This is one which homes in on and: addresses the key concerns of funders; demonstrates evidence that concerns can be addressed; shows value for money; offsets some of the costs with money from elsewhere; and provides intangible benefits such as good public relations.
- ✓ There are no guarantees that a funder will support you rather than some other priority, but projects can increase the odds by developing their own unique proposition.

Taper it in: bit by bit

- ✓ Statutory bodies are frequently hit with requests, often from several projects, to provide continuing funding.
- ✓ It may be more palatable to try to build in a taper of support over life of the project so costs are picked up gradually and are planned into the budgets well in advance.

Sell spare capacity

- ✓ There is an overwhelming need to fulfil the potential of your facility by 'sweating the asset'; i.e. reducing dead space and increasing the profitability of your lettable floor area. For youth provision, that means finding other users while the main client group are in statutory education. Some centres (such as the John Boscoe Centre in Dublin and the Hunslett Centre in Leeds) essentially deliver further education activity during the day and are youth centres in the evening.
- ✓ Developing alternative realistic revenue streams, from paying services and other sources, will aid sustainability.

Consider the full range of methods

Mainstreaming...

- ✓ Many projects quote mainstreaming as their hoped for solution to long-term sustainability. Few actually achieve it. It needs careful thought and an understanding of how the planning and budgeting systems work, also where the political and ideological risks arise.

Private funding

- ✓ This is something everybody aspires to have yet few projects ever achieve anything significant.
- ✓ The key is to focus on the proposition rather than asking for handouts, finding as many ways as possible to add value to the private organisation, which often implies more than just sponsorship opportunities.

Volunteers

- ✓ For many projects, recruiting and developing volunteers is part of the sustainability strategy. This is appropriate where the project has only a small professional input to replace and where good systems of volunteer recruitment and training are in place.

Consultancy

- ✓ Many projects have been through a process of development which has given them some expertise in their field or has resulted in creating some intellectual property.
- ✓ To others trying to do the same, this may be valuable; and if made available as consultancy services on a commercial basis, could become an extra source of income to sustain a project.
- ✓ Sell your knowledge of how to deliver OUTCOMES.

Last but not least - some inspiration from the Harlem Children Zone: www.HCZ.org, a business model to youth work practices from someone who refused to accept that negative outcomes are inevitable in some communities.

Questions & Answers

Q: How can you change the way of thinking of local authorities and give young people more voice in structures?

A: It is a slow process: it takes time. Make it a challenge for the young people e.g. related to the burning cars: the youth workers told the young people that the politicians were convinced they were part of the problem instead of the solution. The young people took up the challenge to prove the politicians wrong. They demonstrate that they can be part of the solution.

A: Always try to understand what is in it for the policy makers, teachers, others: reflect from their perspective. What can this person gain from the involvement of young people to solve the issues, from giving them some leeway? That is the hook you can get them with. You help to deliver them their targets.

Q: How and from where can you collect statistics/numbers?

A: It is amazing to calculate the cost of illiteracy: all the services that need to intervene or which are ineffective or inefficient if someone is allowed to grow up without knowing how to read and write. This is a great argument to convince others about the need of your intervention.

A: As for collecting these figures: some agencies will be happy to give the figures, others not. If (statistical) information doesn't exist, you can create it yourself (but with academic support). In the project we worked together with the local university to unravel some myths surrounding delinquency, etc. For instance we found out through surveys that it is not the old people that have the highest feeling of insecurity, but the young people themselves. Beware of misuse of figures.



A bit more detail > Session outlines

Online e-learning units (October 2010-May 2011)

Quality criteria for Enter! projects

1. Title	Quality criteria for ENTER projects
2. Date	20 November 2010 - 15 January 2011
3. Authors	Nadine Lyamouri-Bajja & Athanasios (Sakis) Krezios
4. Background	The quality criteria have been conceptualized by the training team in view of assuring certain standards of conduct and performance both for the projects that were realized by the participants and the LTTC itself. They have been used several times during the different stages of the course, starting already in the first residential seminar (September 2009) where participants got acquainted with them and continuing during the consolidation seminar where most of the participants could already see what has been and what remains to be achieved. The present unit consists of a handy tool where participants can use a 5-level scale to indicate the extent of achievement of each quality criterion/indicator. The training team and the evaluator can then have an overview, useful for drawing conclusions in relation to the achievement of the objectives of the course.
5. Aims	<ul style="list-style-type: none"> To create an in depth understanding of the achievements of participants' projects.
6. Objectives	<ul style="list-style-type: none"> To draw general conclusions on the applicability of the criteria into participants projects. To allow participants to explore the criteria further and through this exploration to realize the achievements and what is still left to be done. To further familiarize participants with the «language» of quality in (international) youth projects.
7. Competences addressed	<ul style="list-style-type: none"> Project planning and project management cycles An understanding of key concepts related to youth work and their role in transformative learning approaches. <p style="text-align: right;"><i>[page 4, Course description, Call for proposals]</i></p>
8. Methodology and methods	It's typically a «feedback» activity. Essentially, participants are given the quality criteria with all indicators beneath them; for every indicator they have to reply «fully met», or «partly met», or «barely met» or «not met» or «not yet met». A «comments' space» is made available for each criterion.
9. Programme	20/11/2010 – 15/01/2011 (indicative dates)
10. Outcomes	<ul style="list-style-type: none"> Participants' better understanding of their projects' achievements. Participants' greater familiarity with the «language» of quality in (international) youth projects. Participants' realization of where the focus should be put on onwards. An overview of achievements. Useful conclusions about which indicators were met/not met.
11. Evaluation	23 participants attained this unit and only 4 of them in time. It is important to mention though that for several participants, it was rather irrelevant to attain the unit before their project was reaching

	to an end. Some participants finished this unit during the evaluation seminar, with the help of their mentors. It has been several times stated that this unit helped participants to further understand the quality criteria and indicators and for some it showed them ways how to use them/adapt them in their own project realization efforts.
12. Follow-up	Mentoring groups during the Evaluation seminar (30/4 - 08/05/2011) looked back into this unit in different occasions.
14. E-learning unit related	This is an e-learning unit.
16. Appendices	Sample

Annex 1 - Sample

Criteria to measure to what extend quality standards are met in participants' projects.

LEGEND / EXPLANATORY NOTE

- Choose *Fully met* when you have clear evidence that the indicator has been reached.
- Choose *Partly met* when you have evidence that the indicator has been reached, but there is still some way to go before it's fully met.
- Choose *Barely met* when it is evident that the indicator has been little reached and there is still a long way to go before it's fully met.
- Choose *Not met* when it is clear that the indicator has not been met and will have not been met by the end of the project.
- Choose *Not yet met* when you have evidence that the indicator will be reached in due course (by the end of or after the project).

The project...

1. ...is based on identified needs of participants

1.1 Young people/beneficiaries are/have been consulted*

Fully met Partly met Barely met Not met Not yet met

1.2 Research/Study has been conducted*

Fully met Partly met Barely met Not met Not yet met

1.3 Colleagues/other organizations confirm/have confirmed the defined needs*

Fully met Partly met Barely met Not met Not yet met

1.4 Beneficiaries/Partners are/have been consulted in the evaluation/during implementation*

Fully met Partly met Barely met Not met Not yet met

1.5 Participants are able to present a social analysis of the project*

Fully met Partly met Barely met Not met Not yet met

Youth Policy Recommendations

1. Title	Youth Policy Recommendations
2. Date	February 2011
3. Authors	Matteo Fornaca & Alexandra Raykova
4. Background	In the Consolidation Seminar the focus is now on the best ways to transfer the results of participants' work in a way that can help also the development of youth policy. For this reason we have worked on Youth Policy recommendations from the Budapest meeting on. On the other hand it would be useful if the recommendations could include directly the point of view of young people involved in participants' projects. This is the idea of the Unit.
5. Aims	<ul style="list-style-type: none"> To make young beneficiaries of participants' projects reflect and express their needs in order to include their point of view in the development of concrete Youth Policy recommendations
6. Objectives	<ul style="list-style-type: none"> To involve young people in the participation process To include the use of medias that can help the communication between young people and institutions To receive ideas from young beneficiaries of the projects of our LTTC participants
7. Competences addressed	<ul style="list-style-type: none"> Thinking about our own reality and prioritizing needs Communication
8. Methodology and methods	The unit was presented through a video and participants are asked to record a 'home-made' video themselves and upload it on YouTube.
9. Programme	Participants are asked to: <ul style="list-style-type: none"> Watch the video with instructions (with French subtitles). Ask their target group to think about their ideal neighbourhood: what should change in order to make it different, more in line with their dream? Ask them to formulate concrete proposals and ideas to change their reality. Record their proposals and upload the videos on youtube.
10. Outcomes	The outcome is very poor in terms of number of uploaded videos although participants were reminded several times. Only three participants uploaded a video.
11. Evaluation	In the beginning we thought that it could be a good idea to involve directly the target group of participants' projects, and to use a more interactive and fresh method for the unit. It turned out being probably too complicated. On the other hand, the units after the consolidation seminar in general registered a lower participation, which should be considered in the future. Some participants expressed their problems with their target group, composed by children. Others simply said they could not manage to do it because too demanding in terms of time.
12. Follow-up	The uploaded videos present some interesting points which can be used in a later stage, for instance in the youth congress. Still it would be helpful if the unit was done by more participants.
13. Materials and hand-outs	<ul style="list-style-type: none"> For the videos: http://act-hre.coe.int/mod/forum/view.php?id=2481 for instructions: www.youtube.com/watch?v=ODB5nadCm_k and www.youtube.com/watch?v=7-fnJot2dE0

Combating Exclusion, Discrimination & Violence

1. Title	Preparing workshops on violence, exclusion and discrimination
2. Date	April-May 2011
3. Authors	Pieter Jan (PJ) Uyttersprot & Nadine Lyamouri-Bajja
4. Background	Because violence, exclusion and discrimination are part of the Enter! project we felt that something concrete on these topics would be beneficial for participants' learning.
5. Aims	<ul style="list-style-type: none"> To develop workshops on how to address violence, exclusion and discrimination with young people from disadvantaged neighbourhoods
6. Objectives	<ul style="list-style-type: none"> To prepare educational workshops on exclusion, violence and discrimination in groups based on their experiences with young people from disadvantaged neighbourhoods To develop their skills to work in intercultural teams and prepare common educational sessions To reflect on how to address violence, exclusion and discrimination with young people in the neighbourhoods
7. Competences addressed	<ul style="list-style-type: none"> Ability to prepare and conceptualise an educational workshop Ability to transfer and share their local realities and daily work into an educational workshop with a different public Ability to work with an intercultural and interdisciplinary team Ability to critically reflect on the best ways to address exclusion, discrimination and violence with young people in disadvantaged neighbourhoods Ability to prepare a common work without being face to face
8. Methodology and methods	<ul style="list-style-type: none"> Wiki building Other communication if wished so <p>Participants were put into groups according to themes and language and asked to prepare their workshops within the group, using any means of communication and preparing a session outline.</p>
9. Programme	<p>See online unit description.</p> <ul style="list-style-type: none"> They got the task. They should contact their colleagues and discuss on the best way of running a workshop on the given topic. They build a common work true the wiki. They communicate with the team on materials, needs for the workshop.
10. Outcomes	Some of the groups started to prepare using the wiki others by mail and some of the groups didn't manage at all to prepare something before actually going to the seminar.
11. Evaluation	<p>The online preparation didn't really work because they found it hard to do so with only on line tools. Because it was in groups it was difficult to do or decide something if some group members didn't react at all.</p> <p>The workshops during the seminar were on the other hand very successful and appreciated (see ¶ 116).</p>
12. Follow-up	The workshops were put in practice during the evaluation seminar in Strasbourg (¶ 116).

Getting prepared for the evaluation seminar

1. Title	Getting prepared for the Evaluation seminar
2. Date	20 April 2011
3. Authors	Alexandra Raykova & Athanasios (Sakis) Krezios
4. Background	The team decided about this unit during the preparatory meeting of the Evaluation seminar.
5. Aims	<ul style="list-style-type: none"> To support participants' preparation for the Evaluation seminar.
6. Objectives	<ul style="list-style-type: none"> To remind participants about the preparation of the thematic workshops; To provide them with a project report form and ask them to complete it; To announce the meeting with the institutional stakeholders and request them to make a choice about it.
7. Competences addressed	<ul style="list-style-type: none"> Reporting skills
8. Methodology and methods	<ul style="list-style-type: none"> The workshops were re-called in the introductory message; A project report form was up-loaded as an assignment; A “choice” activity was initiated for the meeting with the institutional stakeholders.
9. Programme	The unit was announced on the 20 th April 2011 and was open until the Evaluation seminar.
10. Outcomes	Most of the project report forms were up-loaded. Some remains still to be done by participants.
11. Evaluation	None for the moment.
12. Follow-up	It remains to finalise the collection of the project report forms. Participants are reminded by their mentors to finalise this by the end of May 2011.
13. Materials and hand-outs	Project report form - uploaded.
14. E-learning unit related	The unit is an on-line unit.
15. Required from participants	See above.
16. Appendices	Project report form.

ANNEX: PROJECT REPORT FORM

Your Name, Organisation, Country

...

Title of the project

...

Project dates (starting and ending dates)

...

A. Your neighbourhood

How big is the community/neighbourhood/ area(s) your project addresses?

For example, city of 300,000; largest working class neighbourhood with approx. 50,000 residents

...

How many young people are living in the neighbourhood, approximately?

For example, approx. 2,500 young people between the ages of 15 and 24 live in the neighbourhood where my project is active

...

What makes your neighbourhood disadvantaged?

...
 Is the neighbourhood where your project is active a district of a town, a suburb, a town, a region, other?
 Please specify

...
B. Participants of the projects & multiplication
 Please provide us with some numbers about your project's participants in

How many “active” and “passive” participants did your project reach? Complete the table below
 “Active” participants (i.e. everyone who did something in your project like run a workshop, who acted as a trainer or peer educator or as a multiplier, active volunteers, assistants, consultants, etc)
 “Passive” participants (i.e. everyone who benefited from the project by attending the activities, receiving information materials, participating in awareness raising activities, etc)

	Total number	Age range	Number of males	Number of females
Passive
Active

What is the background of the participants in your project?
 For example, migrants, dropped-out from school, young offenders, rural youth, minority, etc.

...
C. Project Summary
 Describe your project in a few paragraphs

...
D. Social Rights
 Which social rights were covered by the project
 (for example, discussed, taught about in a training course, developed through practical experience)?

...
 Which rights did the participants of the project become aware of?
 ...
 Which articles of the Social Charter did the participants of the project become aware of?
 ...
 Which social rights themes were addressed in the project activities?
 ...
 How did the project contribute to improve access to social rights in the neighbourhood?
 ...

...
E. Results
 List the project results that you know.
 Can you quantify (i.e. put in numbers) any of the results you mention (for example, as a result of my project 30 young persons got a job after the training in computer skills, etc)

...
F. Media Coverage
 Was your project covered by the media?
 ...
 If yes, what kind of media (TV, radio, internet / local / regional/ national)?
 ...
 What is the coverage of such media (i.e. 30,000 people in my city read this newspaper, etc)?
 ...
 Please provide the names of the media where your project was featured and their weblinks as appropriate

...
G. Local Authorities
 What authorities were involved?
 Please provide details - name of the local authority, department responsible, etc.

...

What level of support did they provide?

support letter, meeting, financing, in-kind contributions, changing some regulations, other...

...

H. What is the expected/planned follow up of your project?

...

I. What will you do to ensure the sustainability of the project after the end of the LTTC?

...



Sessions of the evaluation seminar

Welcome evening

1. Title	Welcome evening
2. Date	30 April 2011, Evening
3. Authors	Matteo Fornaca & Athanasios (Sakis) Krezios
4. Background	It's the first evening but of the 3rd seminar: participants already know each other, and are probably tired after their trips.
5. Aims	<ul style="list-style-type: none"> To set a friendly and relaxing atmosphere that will help participants to reconnect after few months
6. Objectives	<ul style="list-style-type: none"> To reconnect To create a nice atmosphere to start the last seminar. To inform other participants about each other's life in the past months
7. Competences addressed	Communication and team work competences
8. Methodology and methods	Interaction between the participants. Method: we organized an auction where they had to bid responding to the attached questions. Who offered most won a chocolate.
9. Programme	<ul style="list-style-type: none"> Welcome note. 5 min. Auction: 25 min. Practical information. 5 min. Informal time
10. Outcomes	Participants shared some of the events of the last months in a nice way.
11. Evaluation	Nice way to start, but participants were tired and some of them were still on their way... after the auction all participants stayed to enjoy some discussions and updates.
13. Materials and hand-outs	Who bids more? <ul style="list-style-type: none"> Who travelled the most? Who had least holidays? Who worked the hardest? Who had craziest experience? Who worked with the youngest young people? Who worked with the oldest YP? Who has watched the most of yesterday's wedding? Who has travelled the furthest from his/her home town? Who kissed more than one person? Who used the social charter the most? Who used the platform the most? Who has been in touch the most with his/her mentor? Who has watched more reality show? Who had more hangovers? Who has used the words 'Disadvantaged neighbourhood' the most?

Re-connecting the group & introduction

1. Title	Re-connecting the group & Introduction
2. Date	1 May 2011, AM
3. Authors	Athanasios (Sakis) Krezios & Alexandra Raykova
4. Background	Participants came together for the last time in the framework of the LTTC. Last meeting was in September 2010, thus a boost in the connections was needed to ensure smooth relationships and effective communication during the seminar. Moreover, during the 'Introduction' part, the 'state-of-play' was revealed and desired achievements were described. These were both very necessary as this seminar is part of a wide framework of activities, so everybody needed to position themselves accordingly and also to have it clear in their mind 'what they are here for' and where does it all fit.
5. Aims	<ul style="list-style-type: none"> To ensure a working culture of understanding, communication and cooperation during the seminar and to clarify its purpose as well as its role in the wider framework of the 'ENTER' project
6. Objectives	<ul style="list-style-type: none"> To develop team spirit among the participants To foster communication & cooperation skills To clarify the conceptual framework of the seminar To present the seminar's position in relation to other building blocks of the 'ENTER' project
7. Competences addressed	<ul style="list-style-type: none"> Communication and presentation skills Knowledge about the relevant programmes and instruments of the Council of Europe and other international organisations.
8. Methodology and methods	<p>An interactive methodology was applied in order to have participants cooperating and exchanging. As it is the norm, the 'Introduction' part was less interactive and more information-based.</p> <p>For 're-connecting the group' the activities implemented were:</p> <ol style="list-style-type: none"> «Electric fence». The whole group had to go over a «wall» while two of the people were «birds» and could go over «flying». 'Front page' (Compass, 135) exercise. Participants were split in 4 groups. They were journalists working on the front page/main themes and contents of a magazine. The magazine tackled the following topics: <ol style="list-style-type: none"> 1st of May: Interesting facts from the countries. Situation of employment/unemployment of young people from disadvantaged neighbourhoods. Contribution of participants' projects in addressing the right to employment. <p>The front page should have presented in an eye-catching way the main «articles» of the magazine.</p> <p>For the 'introduction' part, there were mainly multimedia presentations, addressing a set of different issues (<i>see below</i>).</p>
9. Programme	<p>09.15 - 09.30 Day intro</p> <p>09.30 - 10.00 Electric fence</p> <p>10.00 - 10.15 Introduction to the «front page» exercise</p> <p>10.15 - 12.00 «Front page» (coffee break included)</p> <p>12.00 - 12.15 Presentation</p> <p>12.15 - 12.30 Where are we now?</p> <p>12.30 - 12.45 Aims & objectives / Programme</p> <p>12.45 - 12.55 Institutional stakeholders</p>

	12.55 - 13.00 Expectations / Contributions / Fears
10. Outcomes	<ul style="list-style-type: none"> • Energy flow, mainly through the «Electric fence» exercise • Knowledge and understanding of the place of the evaluation seminar in the overall framework of the «Enter» project • A nice «decor» for the plenary room, prepared during the «Front page» exercise. • A more «warm» and cooperative atmosphere • An indication about what participants are expecting from this seminar. • Interesting examples on projects and activities implemented in view of combating unemployment
11. Evaluation	<ul style="list-style-type: none"> • The session combined in a good balance the use of indoors/outdoors and reflective/active exercises. • The «Electric fence» was implemented in a good mood and with dynamic cooperation between the participants and that is all it meant to be. • The «Front page» exercise was successful not only in terms of what was set out to present and represent but also as a «platform» for discussion, group-reflection and cooperation. • The parts referring to the conceptual background and the place of the evaluation seminar were conducted as an input and clarified several points raised by the participants, as well. • In a nutshell, it was a proper beginning and the foundations were laid for a successful seminar.
12. Follow-up	Dedicated sessions to the «ENTER» Youth Meeting built up on the basic information provided during that day.
13. Materials and hand-outs	<ul style="list-style-type: none"> • Old magazines and newspapers, for the 'Front page' exercise. Standard seminar gear. • A piece of string for the «electric fence» exercise
14. E-learning unit related	Getting prepared for the evaluation seminar



Quality criteria-based evaluation of the projects

1. Title	Quality criteria based evaluation of projects + evaluation of learning from projects + projects presentation
2. Date	1 May 23011, PM & 2 May 2011, AM
3. Authors	Matteo Fornaca & Pieter Jan (PJ) Uyttersprot
4. Background	One of the key elements of the ENTER project is the development of concrete and innovative local projects within the frame of the LTTC. After almost 20 months it's now time to evaluate the work participants did with their project, the impact, the possible follow up, what was learnt etc. At the same time it's also the moment for participants to present their project within an adequate frame of time.
C5. Aims	<ul style="list-style-type: none"> To evaluate participants' projects according to the defined QC and their learning through the project they have done in order to relate it to youth work in disadvantage neighbourhoods
6. Objectives	<ul style="list-style-type: none"> To reconnect with the mentoring group and to update mentees and mentor on the past months To evaluate mentees projects according to QC, and to check which criteria are more relevant to my work To evaluate mentees learning through the project in relation to the competences identified in the initial LTTC description and in relation to their PLDP To give space and guidelines to participants for a presentation of their project
7. Competences addressed	<ul style="list-style-type: none"> Self-reflection, critical thinking and assessment of a project on a long term perspective Creative and effective presentation skills Ability to evaluate own work in the frame of the organization strategy
8. Methodology and methods	First part (the afternoon of 1 May) in mentoring groups; projects presentation (2 May) in plenary
9. Programme	1 May 14:30 > mentoring groups <ul style="list-style-type: none"> The groups start with a reconnection (to be done by each mentor the way they prefer) so that all participants feel comfortable. Then groups move to a brief analysis of QC starting from general elements which are relevant to many projects, and then they move to specific criteria which are relevant to individual projects. This work can be done also through the attached guidelines. This reflection should not be to see only what happened in the project: it is very important to transfer this reflection to the reality of their local youth work: the project is part of the work done within an NGO or local authorities, and therefore it's part of a wider work. The analysis that should be done should help participants finding out which elements, criteria, indicators are more relevant to their youth work. And this should lead the process to what was learnt through the project. This can be related to the competences to be developed in the LTTC project description and personal learning and development plans.

	<ul style="list-style-type: none"> In the end participants should be informed that on the day after they will have time (5 min) to present their project the way they want but making sure they reply to questions written in guidelines attached. <p>2 May > projects presentations</p> <ul style="list-style-type: none"> 5 minutes each. Creative but should complete somehow (even non-verbally) the following half sentences: <ul style="list-style-type: none"> The name of my project is... After my project, in my neighbourhood.... If I could do something differently, i would have... Local authorities... Participation of young people in the project... Fund raising was... The main result of my project is.... I promoted my project... Through this project, my NGO... Access to social rights, now... I managed to involve... And now....
10. Outcomes	<ul style="list-style-type: none"> Participants had the chance to discuss in their mentoring group in the first half of the session (one afternoon). This part included also a reconnecting part, so that participants could get more in touch after few months. Some guidelines helped the discussion and lead to the discussion on what was learnt through the project. The morning after each participant presented his/her project in a creative way but following the guidelines provided, so that the project could be clear to any audience.
11. Evaluation	<ul style="list-style-type: none"> Dividing the session in 2 gave the possibility to deepen the evaluation in mentoring groups. Unfortunately some participants were missing, so some mentoring groups were very small while other had all their members and needed more time. The presentations in the 2nd half of the session contributed to development of self-confidence presenting the project by participants. It has also been a 'touching' moment, as it somehow represented a first closing moment of the course.
12. Follow-up	<ul style="list-style-type: none"> The evaluation of learning started with this session: we evaluated what was learnt through their project. Now it's time to put it together with other parts of the course. The session transferred the role of project to the role of the work done in participants' neighbourhood and in their NGOs
13. Materials and hand-outs	See attached guidelines.

Guidelines for quality criteria based evaluation of projects:

- Which criteria/indicators are more relevant to your project?
- Are the same criteria as relevant for your NGOs work?
- Are there indicators that have not been achieved which would be relevant to your past, present and future youth work?
- If you could change something in your project implementation, what would you change?


- External elements: what can you do to have them more under control?
- To which extent did your project contribute to improve the access to social rights in your neighbourhood?
- How do you relate the project you have done with the objectives of your NGO?
- Quality criteria are a tool to help evaluating your work: more criteria could be identified according to your experience?

Workshops on violence, exclusion & discrimination

1. Title	Workshops on violence, exclusion and discrimination
2. Date	2 May 14:30 - 3 May 13:00
3. Authors	Nadine Lyamouri-Bajja & Pieter Jan (PJ) Uyttersprot
4. Background	In a recent online unit on the e-learning platform of the course, participants were asked to develop a workshop on one of the themes of the LTTC, being violence, exclusion and discrimination. They were put into groups according to themes and language and asked to prepare their workshops within the group, using any means of communication and preparing a session outline. This session will be the moment for them to deliver the workshops they prepared.
5. Aims	<ul style="list-style-type: none"> • To develop and run workshops on how to address violence, exclusion and discrimination with young people from disadvantaged neighbourhoods
6. Objectives	<ul style="list-style-type: none"> • To prepare educational workshops on exclusion, violence and discrimination in groups based on their experiences with young people from disadvantaged neighbourhoods • To develop their skills to work in intercultural teams and prepare common educational sessions • To reflect on how to address violence, exclusion and discrimination with young people in the neighbourhoods • To develop their facilitation skills and ability to learn from each other
7. Competences addressed	<ul style="list-style-type: none"> • Ability to prepare and conceptualise an educational workshop • Ability to transfer and share their local realities and daily work into an educational workshop with a different public • Ability to work with an intercultural and interdisciplinary team • Ability to critically reflect on the best ways to address exclusion, discrimination and violence with young people in disadvantaged neighbourhoods
8. Methodology and methods	<ul style="list-style-type: none"> • Interactive workshops (methods depending on participants' preparation and workshops). • The workshops were completely ran and facilitated by the participants in charge of them. • The trainers' team took an observer role and thus did not directly participate. <p>The 6 workshops were then followed by a general debriefing session focusing on:</p> <ul style="list-style-type: none"> • The preparation process: difficulties encountered, means chosen for preparation, methods etc. • The actual running of the workshops: roles, facilitation, contents chosen, outcomes, main learning • Remaining questions: how adapted would such workshop be for the young people in the neighbourhood- what main learning can be seen? Etc.

	<ul style="list-style-type: none"> • What can I get from this experience as a social worker? • What did they learn about the theme? • There should be some reflection on how the others would or would not use this activity, why etc.
9. Programme	<p>On Sunday, participants were informed about the order of the workshops. There were each time 2 parallel workshops taking place on the same topic (ENG/FR). The groups stayed the same throughout the 3 themes, thus swapping between being a participant and a facilitator, but within the same group. So the English speakers participated in the 3 English workshops, the French speaking participants in the French ones.</p> <p>The team showed a very supportive attitude, underlining many times that participants should focus more on how to address these topics with their young people in the neighbourhood rather than focusing on trainer or facilitator skills.</p> <p>MONDAY 14:30 workshops 1+2 on discrimination 16:00 Coffee break 16:30 workshops 3+4 on exclusion</p> <p>TUESDAY 09:15 Intro to the day 09:30 Workshops 5+6 on violence 11:00 Coffee break 11:30 Debriefing and discussion on all workshops 12:45 Technical introduction to the Youth Congress (Mara)</p>
10. Outcomes	<p>Firstly, a few general comments should be made:</p> <ul style="list-style-type: none"> • Not all participants attended the seminar, so that some groups ended up being composed of only 2 people and having to revise their initial plans. • Although some concrete proposals had already been made via e-mail or over the wikis on the platform, most groups made final changes and preparations once in Strasbourg. <p>All 6 workshops were run according to expectations, fitting the requested criteria and tackling the themes of exclusion, discrimination and violence.</p> <p>The following points came out of the debriefing:</p> <p>1) On the preparation</p> <ul style="list-style-type: none"> • Preparations over the e-learning platform remain difficult and do not replace real group work for most of them, so that this objective was not entirely met. • Nevertheless, the fact that all participants knew each other well helped a lot in getting smooth preparations for all groups, without any main difficulties. • The main challenge thus remained to bring the different practices together as participants' realities on the themes are sometimes so different. <p>2) Running</p> <ul style="list-style-type: none"> • Everyone felt comfortable in the running of the workshop, and it seems all participants found their role in their group. • The learning did not only occur from other groups, but also within the own one during preparation, as participants went into deep discussions about the concepts and compared their own experiences;

	<ul style="list-style-type: none"> • Instead of using the methods they would use in their home contexts, some groups came up with new methods composed of the different realities in the group • One thing which made the task easier was the amount of facilities available in the EYC for running such workshops, which is, of course, not always the case for youth workers in disadvantaged neighbourhoods; <p>3) Learning</p> <ul style="list-style-type: none"> • A big dimension of learning happened through the group work. All participants are more or less used to sharing their ideas in their context using their methods. Opening up and bringing in new dimensions made the work really interesting and created potential new ideas for back home; • It was difficult to put things together and to trust each other, as they had never been in the facilitators' position together so far. This was a good learning opportunity; • The learning also lied in how to construct a workshop, how to use online tools to do so and how to structure ideas etc. • There was no real leaders, but different languages and space for everyone to share something. The dimension of using each other as a source of learning was finally exploited and worked very well; • This exercise also encouraged participants to explore their own stereotypes and prejudices and to challenge them. <p>4) How could these workshops be reproduced with the young people?</p> <ul style="list-style-type: none"> • All agreed that some adaptation would be needed in each local context with young people. The workshops would probably be more polemic and therefore require more preparation. • All participants got clear ideas on how to possibly use some of the methods at home. <p>5) Are discrimination, violence and exclusion still valid denominators for qualifying disadvantaged neighbourhoods?</p> <ul style="list-style-type: none"> • Yes, they are still valid, but it is difficult to differentiate them as they are often interlinked and overlapping; • They have always existed and will always exist, but they all lead back to a lack of opportunities; • A major concern lied in the risk of stigmatising the young people we work with. It should all be more about how to work with individuals than within existing structures; • The word 'suffering' seems to resume the situation of young people best and to include all three dimensions
<p>11. Evaluation</p>	<ul style="list-style-type: none"> • The workshops worked very well and met their objectives. They enabled participants to work together, to explore the concepts deeper and to reflect on how to address these in their local realities. • In general, participants agreed that the concepts of violence, exclusions and discrimination are still valid, although not necessarily exhaustive. • Some participants regretted that these workshops were only organised during the 3rd seminar as they could have benefited more during the 2nd, also to integrate some elements into their projects. • All participants felt very comfortable with the exercise and liked the challenge of exploring in a safe group.

12. Follow-up	All groups have been asked to fill in their session outline and post it online (the ones available are pasted below).
14. E-learning unit related	E-learning unit on exclusion, violence and discrimination (March 2011  107)
15. Required from participants	Participants are in charge of the preparation and running of the workshops, the team only provides the frame.

Workshops discrimination (English)

1. Title	Discrimination in our Realities
2. Date	2 May 2011
3. Authors	<i>Eleonora, Karen, Sam, Fiona & Suzana</i>
4. Aim	<ul style="list-style-type: none"> To raise awareness among participants of discrimination in everyday life
5. Objectives	<ul style="list-style-type: none"> To share, to discuss and to think about how to react to some real examples of discrimination in our own realities...
6. Methodology and methods	<ul style="list-style-type: none"> Energizer: everyone stand in a circle & hold a rope. People must then move so that they are standing in order of their height, but they must have one hand on the rope at all times. A second time they move into order of birthday. Walk the roles... The facilitator calls out different characters e.g. policeman, thief, someone in love, winner, loser etc. & everyone must walk as this character. Be aware of how bodies are when doing this. Step forward: Compass p. 217 Image theatre (in pairs with different characters) - divide into pairs, one person is the sculpture & one is artist, artist creates an image of someone with power, audience discuss. Switch roles and create someone who is powerless. Theatre of the oppressed - two groups, role play an incident of discrimination, including oppressor, oppressed and observer, audience decides how to change situation for the better, oppressor stays the same. Discussion and debriefing
7. Programme	1,5 hours
8. Outcomes	<ul style="list-style-type: none"> A lot of discussion about discrimination in our realities. Experience of new methodologies Different responses to different situations Great participation from the group We managed to cover a lot in 1.5hrs
9. Evaluation	<ul style="list-style-type: none"> We forgot to check with participants at the end of the session how they evaluated the session. For us, we felt it went very well, we really enjoyed it. We shared responsibility, this felt good. We adapted the programme as we went along. We were able to mix our own methodologies together. Everyone participated well, we managed to include everyone well.

10. Materials and hand-outs	<ul style="list-style-type: none">• Spirit of active participation & a rope• Compass materials for 'Step forward'
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Workshops exclusion (French)

Lysiane & Dynka

Tout d'abord, le groupe préparatoire s'est posé les questions suivantes :

- L'exclusion sociale et les jeunes, dimensions de l'exclusion sociale : quelles sont les réalités de nos pays ?
- Quelles sont les politiques sociales/de jeunesse pour inclusion sociale des jeunes? Bonnes pratiques, discussion.
- Est-ce que les jeunes connaissent ses droits sociaux: droit a non-discrimination, droit à l'éducation, au travail etc. ? (Expérience avec les jeunes avec lesquels nous travaillons)
- Education non-formelle et les droits sociaux des jeunes, discussion, bonnes pratiques, études des cas de nos projets. Bonnes pratiques du LTTC et du projet ENTER.

Le groupe a établi la procédure suivante :

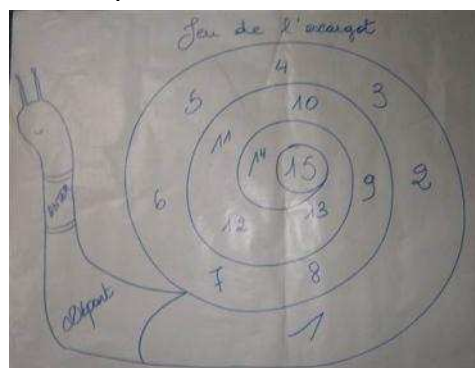
1. Planifier un atelier : *Jeu de l'escargot* :

Chacun possède un pion et le déplace sur le plateau de jeu (voir photo) et doit arriver à la case finale. Chaque case est une situation. Plusieurs situations difficiles seront rencontrées et procurent un sentiment d'exclusion.

Situations :

- 1) *Tu es un jeune qui fait partir d'un projet et dont la finalité est un voyage en dehors du pays, tu n'as pas de papiers donc tu ne sais pas encore si tu vas partir...*
- 2) *Tu viens d'arriver dans un pays d'accueil, tu reprends une scolarité dans ce pays dont la langue n'est pas la tienne ...*
- 3) *Tu as une rage de dents et tu n'as pas de papiers, tu ne sais pas comment faire pour te soigner.*
- 4) *Tes parents doivent remplir des papiers importants pour l'école et ils ne savent pas écrire.*
- 5) *Tu dois apporter 3 euros pour aller au théâtre, tes parents n'ont pas encore de revenus, tu ne leur demandes rien.*
- 6) *Tu vas à une soirée anniversaire qui se terminera en boîte, le videur n'accepte pas que tu entres mais bien tout le reste du groupe.*
- 7) *Tu dois te rendre à un entretien d'embauche, mais tu ne sais pas comment t'y rendre.*
- 8) *Tu dois faire des démarches administratives urgentes sinon tu n'auras pas de revenu, mais tu ne sais parler la langue locale.*
- 9) *Tu ne peux pas faire des courses parce que tu n'as pas assez d'argent,*
- 10) *Tu ne peux pas trouver de travail parce que tu n'as forcément pas les revenus suffisants (envoi de cv, déplacements vers les employeurs),*
- 11) *Tu ne peux pas aller à l'école supérieure parce que tu ne sais pas bien lire ni écrire,*
- 12) *Tu ne votes pas parce que tu ne comprends pas la logique politique.*
- 13) *Papa est parti, maman n'a jamais travaillé, il ne voulait pas. Maintenant, nous sommes seuls et sans revenus, je ne sais plus aller à l'école, le bus coûte trop cher.*
- 14) *Je voudrais faire un projet mais je n'ai pas les connaissances sur les méthodes.*
- 15) *J'ai participé au projet Enter, qu'est-ce que je vais faire après ?*

2. Objectifs :



- Faire prendre conscience des possibilités de situations quotidiennes d'exclusion.
 - Solution éventuelle du problème
3. Groupe cible (bénéficiaires) ou participants :
- 10-15 personnes
4. Contenu du sujet :
- Jeu de rôle- brainstorming- débat
6. Résultats attendus
- Pistes de solution
 - Identification des problématiques
 - Débat sur les différentes sortes d'exclusion

Workshops exclusion - English

1. Title	The Anthropologists!
2. Date	2 May 2011, PM
3. Authors	Igor Zagumionnov, Rami Alkhamash, Biljana Vasilevska, Marco Santos
4. Aim	<ul style="list-style-type: none"> • To deepen participant's knowledge about the possible responds on exclusion.
5. Objectives	<ul style="list-style-type: none"> • To detect different attitude that we have, regarding prejudices and stereotypes that we have when we meet different group/communities • To straighten the empathy and feel how it is to be in a different community and don't be accepted; • To explore our personal attitude regarding others; • To share experience about dealing with exclusion in participant's life; • To explore possible personal and professional ways of dealing with exclusion; • To define the role of the youth worker in the process of dealing with exclusion
6. Methodology and methods	<p>Methodology:</p> <ul style="list-style-type: none"> • Non-formal approach <p>Methods:</p> <ul style="list-style-type: none"> • Simulation • Group Discussion • Group work
7. Description	<p>Small Introduction Try walking in my shoes (5 - 10 min.)</p> <ul style="list-style-type: none"> • Ask the participants to stand up and form a circle. Then ask them to take of their shoes and put them in front of them. Then ask them to move one step to the left, to put the shoes that are in front of them and to walk around in them. After that you can repeat this as many times as you want but at the end you ask them to find and put their own shoes and reflect on the feelings that they had while they were wearing someone else shoes and whit what can they connect this exercise. <p>Simulation: The Anthropologists</p> <ul style="list-style-type: none"> • Ask for 3 volunteers among the group. Put the volunteers in another room and explain them that they will be anthropologist on a new island and they have to analyse the 'New Tribe' and try to interact with it. • The rest of the group will be the new tribe. This tribe has only 2 rules:

1. Never communicate through verbal language.
2. They have to move constantly and have to keep equal distance from 2 random people they choose inside the group (without telling anyone who they choose)

Practice the rules

- Ask the anthropologists to come back in the room and give them 5-10 minutes to be in the tribe and analyse them.

Debriefing

1. Ask the group to sit down and the anthropologist to describe the tribe and their customs and rules
2. First Debriefing (How did they feel?; What did just happened?, For the anthropologists - Was it easy to integrate in the tribe? For the tribe - Did they even noticed the anthropologists? If they did than what did they do about that? If they didn't - why they didn't etc.); (10 min.)
3. Ask the tribe in the end to reveal the 2 rules previously agreed;
 - Compare the outcomes of the anthropologist dividing them in two groups: Observation and Assumption. Assumptions are based on the personal experience and the Observation is the pragmatically description on that happened.
 - You can use the following model for explaining the response of excluded people on exclusion or you can find another model to describe how excluded people react to exclusion, how prejudices and stereotypes are formed and how that can affect the power to change things or not to change them.

Intercultural Sensitivity

	Order	No Order
P O W E R	Empower Actor/Actress <i>Know their roles and Place</i>	Newcomer Syndrome
N O W E R	Plot of Conspiracy <i>Origin of Stereotypes and Prejudices</i>	Cynical Attitude

- Power = Ability to change things
- Order = Ability to understand the situation
- Assumptions are based on the subjective personal experience
- Observation is the pragmatic objective description of what happened

Second Debriefing/Discussion

- Do you think that something like this happens in your

	<p>community (something like the situation with the tribe and the anthropologists?)</p> <ul style="list-style-type: none"> • Do you have any personal example in your society? <p>Group work:</p> <ul style="list-style-type: none"> • Divide the participants in groups. • One of the groups will work on ‘How can we personally as human beings deal with excluding and being excluded?’ • The second group will work on ‘What is your role as a youth worker in dealing with exclusion?’ (15 min.)
8. Outcomes	<ul style="list-style-type: none"> • Participants detected and discussed different attitudes that we have, regarding prejudices and stereotypes that we have when we meet different group/communities. • Participants explored our personal attitude regarding others. • Participants shared experience about dealing with exclusion in their lives. • Participants explore possible personal and professional ways of dealing with exclusion.
9. Evaluation	<p>Ask the participants to stand up and form a circle. To close their eyes and reply to the asked question only by moving their hands. Hands up = Yes! Hands down = No! Hands in the middle = I don’t know (I am not sure)</p> <p>Then ask some questions that might evaluate different aspects of the workshop and the planned aim and outcomes.</p> <p>Example of some evaluation questions:</p> <ul style="list-style-type: none"> • Did you gain anything from this workshop? • Do you think that now you have a better understanding on deferent responses to exclusion? • Do you feel more confident as a youth worker to be a part of the process of dealing with exclusion? • Was it creative? • Was it affective? • Can you see yourself using this in your work? <p>Participants found these methods useful for their learning and introspection and facing their personal and professional attitude and different responses to exclusion, and found the method adaptable for their practices in their own realities and work with young people.</p>
10. Materials and hand-outs	<ul style="list-style-type: none"> • Flipchart paper • Markers

Workshops violence (English)

1. Title	Youth violence
2. Date	3 May 2011, AM
3. Authors	Elez Bislim, Sandra Rabbow & Alex Collop
4. Aim	<ul style="list-style-type: none"> • To explore examples of violence affecting young people from different countries across Europe through positive role models, discussion and recommendations from the participants
5. Objectives	<ul style="list-style-type: none"> • To explore the meaning of violence to young people from

	<p>different countries across Europe</p> <ul style="list-style-type: none"> • Explore ethnicity and other factors affecting violence across Europe • To allow the participants to explore the feeling, thoughts and actions of young people involved in violence; both the perpetrators and the victims • To explore possible non-violent solutions, or conflict transformation, through role play activities
6. Methodology and methods	<ul style="list-style-type: none"> • Icebreaker • Brainstorming examples of what is violence. • Group work - concrete examples from participants own experience. Two groups reflecting on; 1. Victim 2. Violator. Exchange of reflections in the plenary. • Drama - developing short scenes in groups dealing with situations of violence reflecting positive and negative outcomes. Groups acted scenes to other group. • Presentation - to explore violence from a young person's perspective through a 'reflective circle of change'; feeling, thought, action, cost and gain. • Media images - exploring participants feelings and thoughts through pictures to allow the participants to explore different perceptions of violence. • Reflection on session.
7. Programme	<p>Timetable of the actual programme proposed / implemented.</p> <p>9:15am to 9:25am Introduction and icebreaker (Elez - 10 min)</p> <p>9:25am to 9:35am What is violence? Group discussion. (Elez - 10 min)</p> <p>9:35am to 9:55am Concrete examples from participants own experience; victim and violator. (Sandra - 20 min)</p> <p>9:55am to 10:20am Drama. (Elez - 25 min)</p> <p>10:20am to 10:30am Presentation; feeling, thought, action, cost and gain. (Alex - 10 min)</p> <p>10:30am to 10:40am Media images (Alex - 10 min)</p> <p>10:40am to 10:45am Reflection on session (Elez - 5 min)</p>
8. Outcomes	<ul style="list-style-type: none"> • Participants got to know different activities and methods that can be used or adapted to explore issues of violence facing young people. • Participants reflected upon their own experience of violence. Some participants thought that there was not enough time to explore personal examples of violence and also if this was appropriate for the group due to the nature of the topic. • A participant questioned whether it is appropriate to work openly or directly on the subject of violence with young people.
9. Evaluation	<ul style="list-style-type: none"> • The participants were satisfied with the content and methodology and felt that the session was well organised and we worked well as a team. This was supported by comments from the participants who felt welcomed to the session and well informed due to a timetable . • Some participants felt that they were pushed to contribute to parts of the session. • Some of the participants felt that emphasis on personal experience regarding violence was not appropriate or would have needed more time and space to explore.

	<ul style="list-style-type: none"> • Further feedback was that there should have been more emphasis on the disadvantaged neighbourhoods that the participants work in rather than general or personal experience.
10. Materials and hand-outs	<ul style="list-style-type: none"> • Flipchart • Photos • Marker pens
11. Appendices	<ul style="list-style-type: none"> • Usually the group work on personal experience should include feedback from both groups on being both a victim and a violator. • The whole session needed more time to explore the issue.

Workshops violence (French)

Rifat, Fadela, Mary, Ozlem & Agshin

La violence, c'est quoi?

(presentation by Mary Drosopoulos)



• La violence est un phénomène complexe dont on parle de plus en plus et qui peut prendre des formes et des dimensions différentes. Elle se trouve partout où il y a des êtres humains : dans la rue, dans le quartier, à l'école, dans les institutions, dans la famille...

• La violence fait souvent suite à des problèmes de communication. Les jeunes et les adultes ont parfois des difficultés à exprimer leurs sentiments, leurs frustrations, leur incompréhension et certains peuvent utiliser des comportements violents pour se faire entendre s'ils n'ont pas trouvé d'autres moyens de communication

• La violence peut aussi être utilisée dans le but de dominer ou de contrôler l'autre. Chacun peut être ou devenir acteur, témoin ou victime dans le processus de la violence car il est interactif (il va dans les deux sens) dans la plupart des cas.



Le premier niveau d'action pose tout le problème de l'éducation, laquelle est en perte depuis trop longtemps

- L'idéal en la matière serait que les parents et les adultes en général se fassent un devoir d'inculquer la non-violence aux enfants. Cela suppose qu'eux mêmes leur donnent l'exemple dans ce domaine en s'efforçant, entre autres, d'être paisibles intérieurement, de parler calmement, d'agir avec sérénité, et naturellement en condamnant la violence sous toutes ses formes

• En effet,
la cause majeure de la violence est la violence elle-même

Comment combattre la violence?

- *Pour combattre la violence, il faut agir*

au niveau de l'individu lui-même et au niveau de la société..

Pour ce qui est de la société en général, il s'agit de faire en sorte qu'elle n'incite pas à être violent.

- Lutter contre la misère sociale, le sentiment d'injustice, l'impression d'insécurité, etc., mais également de mettre un terme à la violence gratuite qui s'affiche continuellement sur les écrans de cinéma, de télévision et de jeux vidéo.

- *Responsables pour le mal sur le monde ne sont pas seulement ceux qu'ils le provoquent, mais aussi ceux qui ne réagissent pas.*

Victor Hugo

Debriefing of the workshops

How was it to prepare workshops? How did it go?

- We shared ideas on the wiki and checked with each other if it was complete.
- It is difficult to work from a distance - important to sit together and discuss face-to-face.
- Beneficial to have people from different background - this enriches the programme/session.
- Start from a common understanding of the aims and allow different methods.
- You need to have trust in each other - allow diversity - there are different ways to get to the same result.
- It was easy(er) because the people already know each other - an important pre-condition for working together.

What were the challenges?

- Knowing what the issue was e.g. in the workshop on violence someone proposed 'unemployment' as a type of violence, this opened our minds.
- Sometimes it is good to take on a new challenge (and not just do the same thing) - to widen your ideas and concepts. E.g. violence is more than physical violence (e.g. psychological, verbal, etc.).
- It is good to work in smaller groups in which you feel comfortable, so that you can go deeper and more personal into the topic.

How did the workshops go?

- You learn a lot by working together: how different people with different professional backgrounds approach the same topics are methods.
- A clear division of tasks/roles is needed. Give space to everybody in the team. Allow for difference and individuality. However the sum is bigger than the different elements separately.
- Participatory approach. People were actively involved in the workshops.
- Adding variations to different methods.
- Lots of respect, understanding and listening during the workshops.

What is the link to the work back home? Did you learn new approaches?

- You need to adapt the methods to the resources available (not always access to equipment & materials). Be creative with limited materials.
- Interesting to get to know other realities and learn from them for back home.
- Reflection is needed to transfer (ideas from) workshops/methods to the young people you are working with.

What did you learn?

- Sometimes difficult to let your own ideas go/step back. Working together with other participants opens your eyes. It opens your mind. Lateral thinking stimulates personal development.
- You become more flexible when dealing with different approaches and methodologies.
- Good exercise in spontaneous planning in a safe environment (having little time to prepare)
- Learn to use online tools to prepare workshops.
- Different approaches to time-management and structuring programmes.
- Working in different languages and with people from different cultures.
- It is good to see methods and colleagues in action. Inspires our work.
- We are confronted with our own stereotypes of the different roles we play (in role play, but also in facilitating session).
- It would be good to get feedback from observer.

What could you do with the young people in your project/organisation?

- Activities need to be adapted to the target groups you are working with. Invent variations of the methods.
- Often it helps to have gone through a method to understand it and be able to do it with others.
- Be conscious of your participants' skills, preferences and limitations e.g. if some young people are not able to read or write

Open question: What are the limits of youth work - how far can you intervene e.g. in family life, personal life, sensitive topics e.g. violence etc.

Youth policy recommendations

1. Title	Making youth policy recommendations
2. Date	3 May 2011, PM & 5 May 2011, PM & 6 May 2011, AM
3. Authors	Pieter Jan (PJ) Uyttersprot & Alexandra Raykova
4. Background	After the 2 year process building up to this moment, we will try to take the whole experience of the projects, the course, the seminars and the e-learning platform and turn them into recommendations for youth policy about access to social rights for young people from disadvantaged neighbourhoods.
5. Aims	<ul style="list-style-type: none"> To prepare the transfer of the overall results and achievements of the LTTC in the youth policy recommendations and the ENTER project
6. Objectives	<ul style="list-style-type: none"> Analyse their own experience Analyse the common ENTER experience Translate these experiences into recommendations
7. Competences addressed	<ul style="list-style-type: none"> Ability to analyse the ENTER experience Ability to make grass root experiences into more general recommendations valid for a larger European level Ability to capitalise experiences Ability to work together Writing skills
8. Methodology and methods	<ul style="list-style-type: none"> Individual reflection Small group work Wiki on the platform Mentoring group analysis
9. Programme	<p>We started in plenary with a recall of the objectives of the LTTC-seminar that is linked to youth policy recommendations (☞ 18)</p> <ul style="list-style-type: none"> We looked back to the LTTC. Steps we took together. Diagnostic of our situation in the neighbourhoods we work. <ul style="list-style-type: none"> What is wrong with the ATSR in our disadvantaged neighbourhoods for YP? Awareness raising Find solutions within our youth / social work field / options (our projects) A next step is to draw larger conclusions from all this work, in order to be able to contribute to lasting changes towards a better Access to social rights for young people from disadvantaged neighbourhoods. We need to find concrete advice to give to the political level for structural changes. Keeping in mind our experiences, our projects, our young people. <ul style="list-style-type: none"> So let's : (individually) <ol style="list-style-type: none"> Re-formulate the problem(s) we have dealt with in our projects / work and link them directly to 1 or more social rights (have the charter). Try to formulate / propose a solution (not a youth work project) We create a collective WIKI on the platform where each person will individually be able to write the proposals... from his or her experiences. This wiki is structured as the social

	<p>charter...</p> <ul style="list-style-type: none"> • Before putting a recommendation online, they need to pass by the ‘helpdesk’ that will feed back on the recommendations according to the following criteria <ul style="list-style-type: none"> - Are they youth work related? - Do they speak about a social right? (which one) - Do they speak about the ACCESS to social rights for young people and are they linked to disadvantaged neighbourhoods? • And they need to pass via the translation bureau (team members to make sure it is in English & French and has a more or less similar formulation). • After this the team looks at the results (in a team meeting). • Next steps are done in mentoring groups where we take a look at the proposals made by the respective mentees and delete some if they are double and we try to make 1 document per group.
10. Outcomes	<ul style="list-style-type: none"> • After step 1 the document was too long and repetitive and not user friendly so we added the mentoring group work. • This made the document shorter and of a higher quality.
11. Evaluation	<ul style="list-style-type: none"> • It was a very difficult process for most of them because it was something completely new. • All of them worked very hard & constructive and we believe that after a little bit more editing by the team members we will have a very useful list to pass on to the expert group.
12. Follow-up	<ul style="list-style-type: none"> • Mentors re-edit • We combine all in a new wiki on the platform • We pass it on to the expert group • We follow the work of the expert group closely and will feed back at several moments
13. Materials and hand-outs	PowerPoint explanation
14. E-learning unit related	The wiki with recommendations is online



Meeting with the expert group

1. Title	Meeting with the expert group
2. Date	4 May 2011, AM
3. Authors	Pieter Jan (PJ) Uyttersprot
4. Background	The day before we have been working on the youth policy recommendations (128).
5. Aims	<ul style="list-style-type: none"> To exchange experiences and ideas with the people from the expert group in order to make them benefit from our concrete field experience.
6. Objectives	<ul style="list-style-type: none"> To pass the LTTC's findings to the expert group To better understand the role of the expert group To better understand the process the recommendations will go true To get to know each other
7. Competences addressed	<ul style="list-style-type: none"> Ability to clearly pass ideas and messages.
8. Methodology and methods	<ul style="list-style-type: none"> Presentations Input Discussions
9. Programme	<ol style="list-style-type: none"> Rui Gomes explains shortly the purpose of the expert group and the path recommendations go true. In 3 different groups the participants and representatives of the expert group have discussions on the question "what should these recommendations change in the disadvantaged neighbourhoods?" The groups shortly feedback in the plenary.
10. Outcomes	The participants took the chance to share their work field experience and the expert group was interested and cooperative.
11. Evaluation	Both participants and expert group were happy with the exchange and they found it fruitful and very useful for the further work.
12. Follow-up	<ul style="list-style-type: none"> The participants continued to work on the recommendations and those will be given to the expert group. Sakis joined the expert group meeting as well to clarify some things and to be able to follow the process. In a later stage we have the youth congress and consultation rounds will be held.

Reports of the different groups

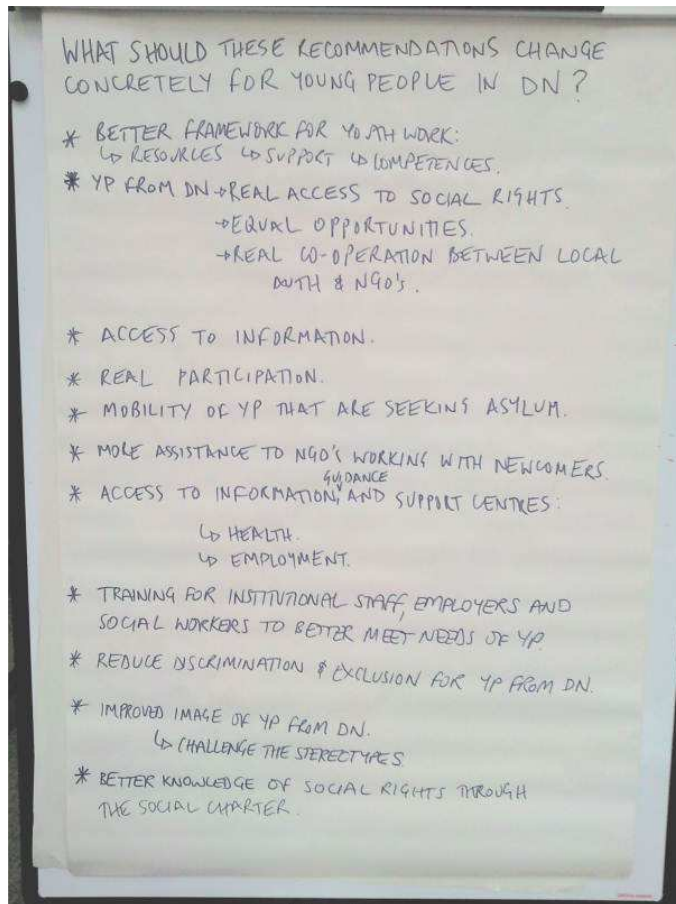
The discussion concentrated on the following issues:

- How far can youth policy recommendations 'interfere' in other policies?
- How can youth policy recommendations be used by civil society? Civil society should become more aware that all existing recommendations can be used to request things we are entitled to.

What should these policy recommendations change for young people's reality?

- More support for youth organisations but also a more strict monitoring system to make sure that the resources are used properly.
- Improvement of the quality of the educational system and integrating Human Rights Education in schools, potentially carried out by social/youth workers and/or in cooperation with HRE trainers.

- Recognition of youth work.
- Empowerment through peer education.
- Improvement of existing services or establishing new ones.



After sharing the projects and the main results, the working group agreed that:

- Partnerships based projects in the local community lead to wider and deeper outcomes for the organisation and reach a bigger number of young people.
- The concept of 'disadvantage neighbourhoods' leads to a corrective negative approach, rather than a positive approach (based on strengths and potential). The negative approach should be reconsidered and turned into the positive at the moment of writing the recommendations.
- Recognition of youth work and youth workers should be stimulated and improved. There should also be a better connection between youth work and formal educational institutions (e.g. schools) in order to link the community and the academic knowledge.
- The decision boards (in different levels) should be as varied as possible and include representatives of many different communities and groups.
- Registration of new NGOs in the countries should allow also that those NGO's can seek funding at local level (instead of have to wait 2 to 3 years like in some places).
- Funding should not only be directed to project work, but also for strategic long-term organizational work.
- There needs to be more sustainable support - continuous longer-term support should be implemented, valorised and better funded.

Input on sustainability - Paul Boylan

1. Title	Input on sustainability of projects in disadvantaged neighbourhoods
2. Date	5 May 2011, AM
3. Authors	Nadine Lyamouri-Bajja & Matteo Fornaca
4. Background	After spending some time evaluating participants' projects, the time had come to think of how to continue the work after the end of the ENTER project. Although ENTER stops, the aim of the LTTC remains to contribute to improving access to social rights for young people from disadvantaged neighbourhoods. In order to do this, sustainability of projects needs to be ensured. This session therefore aimed at clarifying what sustainability means and how to make projects in disadvantaged neighbourhoods sustainable.
5. Aims	The session aimed at providing participants with a clear understanding on what sustainability of projects means and to give them concrete examples and practices on how to make a project on access to social rights in disadvantaged neighbourhoods sustainable.
6. Objectives	<ul style="list-style-type: none"> • To introduce participants to the concept of sustainability in youth work projects • To provide participants with concrete tools and practices on how projects in disadvantaged neighbourhoods can be made sustainable • To get participants to reflect on their own projects and how they can possibly work on its sustainability beyond the LTTC
7. Competences addressed	<ul style="list-style-type: none"> • Ability to transfer their work into a long term perspective aiming at social change in the neighbourhood • Ability to use the evaluation of their projects to develop the work on access to social rights further • Ability to understand what sustainability means and what their role is/ can be in ensuring it
8. Methodology and methods	<ul style="list-style-type: none"> • Interactive plenary input with both theory and practical examples from youth work practice
9. Programme	<p>09:30 Introduction to the day 09:45 Input by Paul Boylan + discussion 11:00 Coffee Break 11:30 Linking to participants' projects- Working groups around 3 main questions:</p> <ul style="list-style-type: none"> • What makes sustainability challenging for you? • What do you need to consider in order to make your project sustainable? • How can your work contribute to improving access to social rights on the long run? <p>12:15: Feedback in plenary and conclusions by the speaker 13:00 Lunch</p>
10. Outcomes	The input started with a short introduction of Paul Boylan. He has over 30 years of experience in youth work and is currently working for a charity Foundation in the UK, called "4children". Mr. Boylan started with an overview of the main challenges faced by young people in disadvantaged neighbourhoods, using concrete examples from his own practice. He gave an overview on the way economic factors play a role, and how youth work could use

	<p>economic arguments to propose alternative was to the state. The presentation of Paul Boylan is available ➡ 94.</p> <p>In a second part of his speech, Mr. Boylan defined sustainability through identifying 6 main points:</p> <ul style="list-style-type: none"> • Act early • Be enterprising • Create an irresistible proposition • Taper it in (step by step) • Spell spare capacity • Consider the full range of options <p>Concerning further methods for sustainability to be used, he identified the following main ones, emphasizing that all should be considered:</p> <ul style="list-style-type: none"> • Private funding • Mainstreaming • Volunteers • Consultancy: consult young people and sell their experience to companies <p>A discussion followed with some concrete questions from participants, mainly around the support (or non-support) from local authorities and how to influence this. The possible support of academics to collect interesting data was also raised.</p> <p>The questions & answers session with Paul Boylan is available ➡ 94.</p> <p>All in all, Mr. Boylan concluded by saying that the experience young people in the neighbourhoods have cannot be valued enough and is needed by authorities and the State, so it needs to be sold to them.</p> <p>The second part of the morning took place in working groups around three main questions. Here is a collection of all groups' answers:</p> <p>What makes sustainability challenging for you?</p> <ul style="list-style-type: none"> • lack of financial resources • lack of human resources (volunteers do not always exist or have other priorities) • low awareness of social rights and lack of obligatory HRE • the fact that sometimes other people steal ideas and make advantage of it • political changes which influence youth work • no adequate replacement when people leave (loss of expertise) • no recognition of youth work and youth workers as such • fundraising as an obstacle (in the LTTC for example, the main source of funding was the EYF because no other funding was available) • local authorities' resistance to certain projects (often very different agenda from youth NGOs) <p>What do you need to consider in order to make your project sustainable?</p> <ul style="list-style-type: none"> • Adaptability to societal changes • Promotion of the youth sector • financial means (logistics, transport, didactic) • Position for professional work on social rights- for example by training 2-3 young people on this issue • provide volunteers
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	<ul style="list-style-type: none"> • make social rights fit into the reality of young people (or realise how it does already) • continue working on and improving access to social rights • consider all above mentioned challenges • develop a long term strategy of the NGO which does include social rights • good team work • accompanying financial applications to help youth workers in these procedures, especially with the Council of Europe and other European funding opportunities <p>How can your work contribute to improving access to social rights on the long run?</p> <ul style="list-style-type: none"> • through multiplying effect (young people talk about their project to others etc.) • networking • active contribution to local youth policy • Sustainability as "<i>if a model is replicable in another context</i>" • by informing local authorities regularly on the work done • by interacting more with people at community level • by finding partners to transmit the work to a wider public • by striving to improve your own or your NGO's work • long term solutions depend on responding to challenges the young people really face on a daily basis • through different approaches to peer education • by not relying exclusively on local authorities • by keeping in touch with changing needs of the community • being active and creative, thinking outside of the box • avoid dependence on youth workers- ideally, they should become redundant and not needed :-)
11. Evaluation	<p>The session was strongly valued and appreciated by participants. Although P. Boylan's input did focus strongly on a UK specific reality, the ideas brought were inspiring for all, and the fact that he himself came from a neighbourhood and managed to link the practice and policy dimensions made him both credible and highly valued. The working groups worked well and helped participants realise that, although they face very different realities, some common challenges remain and some practices can be transferred from one to another. Finally, the session prepared participants for their meeting with stakeholders in the afternoon (📅 135), as their needs became clearer and they could therefore formulate their requests in a clearer way.</p>
12. Follow-up	<p>Mr. Boylan shared his contacts with some participants and promised to get them in touch with funding sources in the UK. He also emphasized his wish to stay involved in the ENTER project and, if possible, to join the Youth Congress with a group of youngsters.</p>
13. Materials and hand-outs	<p>PowerPoint and suggested resources by Paul Boylan are available on the platform and in the resources (👉 152)</p>

Working with institutional stakeholders & sustaining project results

1. Title	Meeting institutional stakeholders
2. Date	Thursday, 05/05/11 (afternoon session)
3. Authors	Alexandra Raykova & Nadine Lyamouri-Bajja
4. Background	<p>So far in the programme among others the participants evaluated their projects and learning, developed additional competences on exclusion, discrimination and violence and met the Expert group on the youth policy recommendations to share their experiences and provide input based on their experiences and recommendations addressed by the young people they work with.</p> <p>This session comes in the second part of the programme where in the focus are the sustainability of project results and participants' work and transfer of LTTC results both at local level and within the overall ENTER! project as well as discussing and planning the LTTC follow-up. It follows an input on sustainability, which among others will reflect practices to combat exclusion and sustaining social and youth work in disadvantaged neighbourhoods.</p>
5. Aims	<ul style="list-style-type: none"> To improve participants knowledge on existing mechanisms at the Council of Europe, relevant to their projects follow-up and work on access to social rights in disadvantaged neighbourhoods
6. Objectives	<ul style="list-style-type: none"> To explore further opportunities to sustain participants project results and youth work through existing relevant Council of Europe instruments, programmes, resources, etc. To provide space to participants to meet with institutional stakeholders and discuss with them how to use relevant Council of Europe framework
7. Competences addressed	<ul style="list-style-type: none"> Communication skills Ability to collect information and analyse its relevance to ones work Knowledge of Council of Europe's instruments, programmes, resources, etc. relevant to improving access to social rights for young people from disadvantaged neighbourhoods
8. Methodology and methods	<p>Introduction to the session</p> <ul style="list-style-type: none"> The session was introduced in plenary and the following info was provided: List with the names of the institutional stakeholders, brief explanation of their area of responsibility, some practical information how to find them and instructions on the time available for the meetings and the starting time of the debriefing in plenary. <p>Preparation for the meeting On their way to the meeting participants were asked to reflect the following:</p> <ul style="list-style-type: none"> expectations on relevant information they would like to have the information they would share on the situation of young people, their project or their work in general <p>Meeting with stakeholders (see appendix - guidelines for the meeting)</p> <p>Debriefing and conclusions</p> <ul style="list-style-type: none"> Participants met in Plenary to share the outcomes of their meetings. <p>The following list of institutional stakeholders was suggested for meetings by the team and those in bold took place:</p>

	<ul style="list-style-type: none"> • Social Charter • UNHCR • The team of the Special Representative of the Secretary General on Roma issues • Congress of Local and Regional Authorities of the Council of Europe • Advisory Council on Youth • CDEJ - Steering Committee on Youth • ECRI - European Commission against Racism and Intolerance • Commissioner for Human Rights • Building a Europe with children programme • Education for Democratic Citizenship programme
9. Programme	<p>14h30 Introduction to the session; 14h40 Preparation for the meeting; 14h55 Meeting with stakeholders; 16h00 End 16h30 Feedback + debriefing 17h00 Mentoring groups to review recommendations 18h00 End 20h30 Resource sharing evening</p>
10. Outcomes	<ul style="list-style-type: none"> • Participants reported in plenary about the type of information they received and how it is linked or could be used in their work on access to social rights • Further they decided to exchange the information and the contacts received on the e-platform.
11. Evaluation	<ul style="list-style-type: none"> • Both participants and the team evaluated the session as very useful. Participants were able to see the relevance of the information received and make a link to the work they do on access to social rights. • Some underlined that will use further the contacts and the information received.
12. Follow-up	<ul style="list-style-type: none"> • Participants will share the information received on the platform. • Some expressed that they will use the information received in their future work on access to social rights.
13. Materials and hand-outs	<ul style="list-style-type: none"> • Handouts with guidelines for the meetings; • List with stakeholders and brief explanation of their area of responsibility;
14. E-learning unit related	None. But participants will share some relevant information and contacts on the platform.
15. Required from participants	To share relevant information on the e-learning platform;
16. Appendices	<ul style="list-style-type: none"> • Handouts with guidelines for the meetings • List with stakeholders and brief explanation of their area of responsibility

Institutional stakeholders - description of responsibilities

Social Charter	The European Social Charter is a Council of Europe treaty which was adopted in 1961 and revised in 1996. The Revised Charter came into force in 1999 and is gradually replacing the initial 1961 treaty.
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	<p>The Charter sets out rights and freedoms and establishes a supervisory mechanism guaranteeing their respect by the States parties.</p> <p>The mission of the European Committee of Social Rights (ECSR) is to judge that States party are in conformity in law and in practice with the provisions of the European Social Charter.</p> <p>In respect of national reports, the Committee adopts conclusions, in respect of collective complaints, it adopts decisions.</p> <p>The Committee is composed of 151 independent, impartial experts, elected by the Committee of Ministers² for a 6-year term of office, renewable once.</p> <p>It elects the members of its Bureau, composed of the President, one or more Vice-Presidents and a General Rapporteur, to serve for a two-year period, renewable.</p>
UNHCR	<p>The Office of the United Nations High Commissioner for Refugees was established on December 14, 1950 by the United Nations General Assembly. The agency is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees. It strives to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State, with the option to return home voluntarily, integrate locally or to resettle in a third country.</p>
The team of the SRSG on Roma issues	<p>The Council of Europe's main objective is to encourage its members to take a comprehensive approach to Roma issues. This involves three main priorities - protecting minorities, combating racism, anti-gypsyism and intolerance and preventing social exclusion. One of the fundamental principles guiding this approach is participation of the communities concerned, through Roma and Travellers representatives and associations.</p>
Advisory Council on Youth	<p>The Advisory Council on Youth is made up of 30 representatives from youth NGOs and networks who provide opinions and input on all youth sector activities. It also ensures that young people are involved in other activities of the Council of Europe.</p>
European Steering Committee for Youth - CDEJ	<p>The European Steering Committee for Youth (CDEJ) brings together representatives of ministries and organisations responsible for youth matters from the 49 States Parties to the European Cultural Convention. It encourages closer co-operation between governments on youth issues and provides a forum for comparing national youth policies, exchanging best practices and drafting standard texts such as Recommendation R(97)³ on youth participation and the future of civil society and the Convention on Transnational Voluntary Service for Young People. The CDEJ also organises the Conferences of European Ministers with responsibility for youth matters and drafts youth policy laws and regulations in member states.</p>
Congress of Local and Regional Authorities of the Council of Europe - CLRAE	<p>The Congress of Local and Regional Authorities of the Council of Europe is a pan-European political assembly, the 636 members of which hold elective office (they may be regional or municipal councillors, mayors or presidents of regional authorities) representing over 200,000 authorities in 47 European states.</p> <p>Its role is to promote local and regional democracy, improve local and regional governance and strengthen authorities' self-government. It pays particular attention to application of the principles laid down in the European Charter of Local Self-Government. It encourages the devolution and regionalisation processes, as well as transfrontier co-operation between cities and regions.</p>

<p>European Commission against Racism and Intolerance - ECRI</p>	<p>ECRI is entrusted with the task of combating racism, racial discrimination, xenophobia, antisemitism and intolerance in greater Europe from the perspective of the protection of human rights, in the light of the European Convention on Human Rights, its additional protocols and related case-law (Article 1 of ECRI's Statute). ECRI's objectives are: to review member states' legislation, policies and other measures to combat racism, xenophobia, antisemitism and intolerance, and their effectiveness; to propose further action at local, national and European level; to formulate general policy recommendations to member states; to study international legal instruments applicable in the matter with a view to their reinforcement where appropriate. ECRI should provide Council of Europe Member States with concrete and practical advice on how to tackle problems of racism and intolerance in their country. To this end, it examines in each country the legal framework for combating racism and racial discrimination, its practical implementation, the existence of independent bodies to assist victims of racism, the situation of vulnerable groups in specific policy areas (education, employment, housing etc.) and the tone of political and public debate around issues relevant for these groups.</p>
<p>Office of the Commissioner for Human Rights</p>	<p>The fundamental objectives of the Commissioner for Human Rights are laid out in Resolution (99) 50 on the Council of Europe Commissioner for Human Rights. According to this resolution, the Commissioner is mandated to:</p> <ul style="list-style-type: none"> • foster the effective observance of human rights, and assist member states in the implementation of Council of Europe human rights standards • promote education in and awareness of human rights in Council of Europe member states • identify possible shortcomings in the law and practice concerning human rights • facilitate the activities of national ombudsperson institutions and other human rights structures • provide advice and information regarding the protection of human rights across the region <p>The Commissioner's work thus focuses on encouraging reform measures to achieve tangible improvement in the area of human rights promotion and protection. Being a non-judicial institution, the Commissioner's Office cannot act upon individual complaints, but the Commissioner can draw conclusions and take wider initiatives on the basis of reliable information regarding human rights violations suffered by individuals. The Commissioner co-operates with a broad range of international and national institutions as well as human rights monitoring mechanisms. The Office's most important inter-governmental partners include the United Nations and its specialised offices, the European Union, and the OSCE. The Office also cooperates closely with leading human rights NGOs, universities and think-tanks.</p>
<p>Education for Democratic Citizenship and Human Rights</p>	<p>Education for Democratic Citizenship and Human Rights (EDC/HRE) is a set of practices and activities for equipping young people and adults to play an active part in democratic life and exercise their rights and responsibilities in society.</p>

<p>Building Europe with Children</p>	<p>The programme "Building a Europe for and with children" is being implemented further to the Third Summit of Heads of State and Government of the Council of Europe (Warsaw 2005). It is also a response to the Organisation's mandate to guarantee an integrated approach to promoting children's rights and the decision to launch a three-year programme covering the social, legal, educational and health dimensions relevant to protecting children from various forms of violence.</p> <p>The programme comprises two closely related stands: the promotion of children's rights and the protection of children from violence. The programme's main objective is to help all decisions makers and players concerned to design and implement national strategies for the protection of children's rights and the prevention of violence against children.</p>
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Guidelines for the meeting with the Institutional stakeholders

On your way to the meetings think about:

- your expectations on relevant information you would like to have
- the information you would share with them on the situation of young people, your project or your work in general

The meeting should start at 15h00.

Try to consider the following points in your discussion:

- Start the meeting with the with brief introductions of who are they and who are you.
- Get some relevant information on their work which could be useful for your and other participants work. Collect information on relevant programmes, publications, etc., useful to you and which could be accessed by other participants too.
- Share with them information on the situation of young people in disadvantaged neighbourhoods which you think that might be useful to their work as well.

Be back in Plenary with some feedback on the information which you collected at 16h30.

ENJOY!



Resource-sharing evening

1. Title	Resources sharing evening
2. Date	5 May 2011, EVE
3. Authors	Alexandra Raykova & Pieter Jan (PJ) Uyttersprot
4. Background	During the first days of the Evaluation seminar there was session on participants' projects presentations. Following this session a Resource sharing evening was introduced, where participants could share further about project outcomes and resources produced within the project.
5. Aims	<ul style="list-style-type: none"> • To make participants better acquainted with the outcomes and achievements of other participants' projects
6. Objectives	<ul style="list-style-type: none"> • To provide space for sharing materials produced within the project • To share about the visibility of the projects • To provide further information on project outcomes and achievements • To share other relevant information.
7. Competences addressed	<ul style="list-style-type: none"> • Presentation skills
8. Methodology and methods	<ul style="list-style-type: none"> • The resource sharing evening was an evening session which took place in the Austrian room. • The session was facilitated by a trainer. <p>In two rounds participants shared</p> <ul style="list-style-type: none"> • materials from their projects and resources, press cuts and resources available on internet: internet sites, Facebook pages, you-tube videos • video materials from their projects
9. Programme	20h30 Resource sharing evening
10. Outcomes	<p>In two rounds participants shared:</p> <ul style="list-style-type: none"> • materials from their projects and resources, press cuts and resources available on internet: internet sites, Facebook pages, you-tube videos • video materials from their projects
11. Evaluation	Very positive. The evening provided further information on the participants work and their projects as well as the outcomes of their work.
12. Follow-up	There is space on the e-platform for participants to share project materials and resources. Participants were invited to share their resources on the e-platform.

Evaluation of learning through mentoring and e-learning

1. Title	Evaluation of learning through mentoring and the e-learning platform
2. Date	6 May 2011, AM
3. Authors	Athanasios (Sakis) Krezios & Pieter Jan (PJ) Uyttersprot
4. Background	The e-learning platform and the mentoring scheme have been two major support measures for the LTTC. To estimate their importance, the learning that occurred through their use should be revealed. This session's outcomes feed into the overall evaluation of the seminar and the entire LTTC. It also showed the volume of learning occurred in comparison to other elements (the residential seminars, for example).
5. Aims	<ul style="list-style-type: none"> To evaluate the learning that occurred through the support measures of mentoring and the e-learning platform.
6. Objectives	<ul style="list-style-type: none"> To support participants to explore links between the occurred learning and their goals as described in their 'personal learning and development plans'. To provide participants with an opportunity to share and analyse the learning sourced in these two support measures. To be able to describe their learning in a competence-based language. To identify possible interventions for improvement of the support measures for future use and reference.
7. Competences addressed	<ul style="list-style-type: none"> An understanding of key concepts related to youth work and their role in transformative learning approaches. Project planning and project management cycles
8. Methodology and methods	<p>Participants were asked to work individually but also in their mentoring groups. A good balance in this approach greatly benefited participants' understanding of their learning, once they had possibilities for sharing and also space for self-reflection.</p> <p>A 5-steps approach was used:</p> <ul style="list-style-type: none"> Step 1: "How do you generally feel about learning possibilities and the learning itself that occurred through these 2 support measures?" Group discussion, 20 minutes Step 2: Participants look at the 'competences to be developed' list and try to write down learning outcomes that occurred in relation to these competences (note: they are not obliged to write learning outcomes underneath every competence, only under those where they feel they have learnt the most/best and they can rather easily articulate that learning). Individual work, 30 minutes. Step 3: Sharing and feedback within the mentoring group. Mentor can use examples of the statements participants wrote down and comment accordingly. Group discussion, 20 minutes. Step 4: Trainer asks participants for their writings (it's important to inform them about it in the beginning) and explain that they may be used anonymously for the evaluation. 5 minutes. Step 5: Trainer explains that soon they will be asked to submit online a revised PLDP where a new column will be added: 'Achievements/Outcomes' and they will have to briefly

	comment on the goals they have set. 5 minutes.
9. Programme	11.30 - 13.00 Work in mentoring groups according to the 5-steps approach
10. Outcomes	<ul style="list-style-type: none"> • Participants achieved a greater understanding of the learning that was sourced in these 2 support measures. • Participants compiled a document called 'Competences developed' that was made available to their mentors and through them, to the evaluator. • The value of each support measure was revealed and constructive points for their further development were shared by the participants. • Two years after the course was conceived, links were created between participants' learning outcomes and the 'competences to be developed' (see <i>Annex 2</i>) and thus continuity, coherence and congruence were demonstrated.
11. Evaluation	<p>The 5-steps approach supported participants' reflection and understanding and although more time would have created greater benefit, still the sessions' objectives were achieved.</p> <p>It has been suggested that a common 'closing' session with all the participants saying something about their learning sourced in these two support measures, would have been of benefit, both in terms of evaluation and also of further inspiration.</p> <p>Lastly, the learning outcomes written by the participants were made available to the evaluator of the LTTC and thus, the wider picture of learning achievements will be drawn.</p>
12. Follow-up	It has been proposed by the trainers' team that every participant will receive their PLDP, updated with a new column titled 'achievements/outcomes' and they will have to respond and send it back.
13. Materials and hand-outs	The «Competences to be developed» paragraph of the «Call for participants».
16. Appendices	Anything else to be added

Competences to be developed (from call for participants)

- A thorough understanding of social rights as human rights and of the main European mechanisms and instruments for their protection and promotion at international and European level, including the European Social Charter;
- Knowledge about the relevant programmes and instruments of the Council of Europe and other international organisations;
- Knowledge about recent research results and the ongoing research projects in relation to access to social rights and young people;
- Critical thinking skills and the ability to create multiple perspectives on contemporary human rights issues and dilemmas related to young people in disadvantaged neighbourhoods or exposed to conflict and violence;
- Needs-based youth policy approaches and its relevance in youth projects;
- Intercultural learning and its applicability in local youth work;
- Management of cultural diversity with youth groups;
- Integrated policy approaches to local youth projects, in particular in relation to the development of partnerships with various institutions and partners concerned by youth policy and youth work at local and regional level;
- Non-formal learning and its role in promoting the autonomy and social integration of young people;
- Conflict transformation with young people;

- Developing democratic and participatory approaches with young people;
- Project planning and project management cycles;
- Communication and presentation skills;
- Networking and negotiation skills;
- Fund-raising and financial management;
- An understanding of key concepts related to the youth work and their role in transformative learning approaches;
- European youth programmes and policies (Council of Europe and European Commission).

Feedback on e-learning

- Participants observed their smaller involvement in the e-learning platform after the Budapest residential seminar. The reason might be the following: they complained they had too many activities at the platform to follow, thus their impression is that the team listened to their concerns in Budapest and reduced the number of assignments.
- Several people said they particularly liked some units of the platform like library (access to resources, knowledge development) and the forum, where they could learn about each other work, get motivation and inspirations.
- Unfortunately, most of the posts in forum were in English, so the French speaking participants felt excluded. The French speaking group also have some concerns about the documentation being mainly in English, the bilingualism of the course doesn't work.
- After learning how to use the platform this knowledge is useful for other activities, where participants have also a platform as a tool.
- The most important and useful in terms of learning, were the units linked to practical tasks e.g. like interviewing the local authorities, youth policies, the other assignments like the evaluation surveys must have been done as well, but without personal engagement.
- Some units did not fit to the participants' work schedule and engagement with young people, some appeared suddenly and had to be completed. E.g. it was difficult to organise a workshop with young people, when they appeared to be in other stage of their project. Participants were also busy to response in time
- Two years is too long for the course, 6 months would be enough.
- Participants did not really provide feedback to each other, which was a missed opportunity.
- Technical difficulties in using the e-platform.
- A suggestion for a direct involvement on the platform for young people, participants worked with.
- Some have mentioned that anticipated 2 hours e-learning involvement per week was far too few.

Feedback on learning through mentoring

- Next to the residential seminars, this was the most effective way of learning, impressions of re-doing the session in small and trust groups.
- Very high importance of the project visits by mentors.
- Appreciation of the mentor (Alexandra) for their knowledge about the EYF, what helped in preparing and monitoring the projects.



Conclusions: Youth work in disadvantaged neighbourhoods

1. Title	Conclusions: Youth work in disadvantaged neighbourhoods
2. Date	6 May 2011, PM
3. Authors	Alexandra Raykova & Matteo Fornaca
4. Background	<p>So far in the programme among others the participants evaluated their projects and learning, developed additional competences on exclusion, discrimination and violence and met the Expert group on the youth policy recommendations in order to share their experiences and provide input based on their experiences and recommendations addressed by the young people they work with.</p> <p>This session comes in the second part of the programme where the main focus are the sustainability of project results and participants' work and transfer of LTTC results both at local level and within the overall ENTER! project as well as discussing and planning the LTTC follow-up.</p> <p>Here participants will have possibility to draw some conclusions relevant to youth work in disadvantaged neighbourhoods based on the following experiences: their participation in the LTTC, the implementation of their projects as part of it, their regular work/activities with young people in disadvantaged neighbourhoods. The conclusions of the session could be used by: participants to take stoke of their youth work in disadvantaged neighbourhoods and identify areas for improvement; by the team to identify possible aspects to be addressed in the follow-up of the LTTC; by the evaluator to reflect the conclusions of participants in the report of the activity; by the Directorate of Youth and Sport and other institutional stakeholders to reflect the conclusions and to find ways to address it through relevant policies and programmes targeting young people from disadvantaged neighbourhoods.</p>
5. Aims	<ul style="list-style-type: none"> To draw relevant conclusions on youth work in disadvantaged neighbourhoods based on participants' experiences from the LTTC and their daily work, which could be used in/for the follow-up of the LTTC
6. Objectives	<ul style="list-style-type: none"> To differentiate between and identify the competences and the framework conditions needed for youth work in disadvantaged neighbourhoods To analyse the limits of youth work in disadvantaged neighbourhoods and identify if there are other (besides of access to social rights) pre-conditions to the inclusion of young people from disadvantaged neighbourhoods
7. Competences addressed	<ul style="list-style-type: none"> Ability to reflect experiences, analyse it and draw relevant conclusions
8. Methodology and methods	<ul style="list-style-type: none"> Exercise: '4 corners' Flipcharts with the following questions at the 4 corners of the plenary Groups rotating one participant from the initial group staying to explain the results to the following groups Feedback in plenary <p><i>Questions:</i></p> <ul style="list-style-type: none"> What competences are needed to work on access to social rights in disadvantaged neighbourhoods?

	<ul style="list-style-type: none"> • What framework conditions are needed for youth work in disadvantaged neighbourhoods? • Limits of youth work in disadvantaged neighbourhoods? • Is access to social rights sufficient to ensure the inclusion of YP from disadvantaged neighbourhoods? If not, what else is needed?
9. Programme	14h30 Introduction to the session 14h40 '4 corners' exercise 15h30 Feedback in plenary 16h00 Coffee
10. Outcomes	See notes from participants below
11. Evaluation	<ul style="list-style-type: none"> • Participants reflected in a more structured way issues that have been already discussed during the LTTC. • Furthermore they had ideas how the results of the session could be used as well.
12. Follow-up	<ul style="list-style-type: none"> • The conclusions of the session will be documented in the report (below). • These will be also made available to the Expert group for further use. • Participants could use the outcomes as reference in their work.

Conclusions: youth work in disadvantaged neighbourhoods

Notes from presentations by the participants.

What competences are needed to work on access to social rights in disadvantaged neighbourhoods?

Participants have identified the following set of competences:

- Skills related to effective communication, also presentation skills, negotiation skills, and active listening. This includes also language skills in a case of communication with the minority groups
- Skills allowing for a sound research, ability to conduct a proper survey with social analysis, observation and assessment
- Skills necessary for the team building, motivation and managing conflict situations
- Skills related to managing and marketing the project, skills for advocacy, lobbying, cooperating with sponsors, IT skills, and ability to work with media. Importance of writing and mathematic skills necessary for successful fundraising and budget calculation
- Knowledge of the institutions, how they work, what are their scope of work
- Knowledge about human rights and social rights in particular
- Attitudes of patience, sense of humour, being innovative and creative, at the same time self-critical, being open for feedback and adaptations and being responsible
- Little bit crazy

Participants realised that one person cannot have all these competences; it requires a good educational team with a handful of complementary skills.

What framework conditions are needed for youth work in disadvantaged neighbourhoods?

For this question, the participants identified the following answers:

- having links to authorities, ability to work with them and visibility in media
- having human resources like volunteers, motivated and committed staff and people with good leadership skills

- possessing skills and knowledge related to human rights and social rights, which very often is associated with having financial resources
- having physical space and time for running activities and necessary technical equipment for that
- necessary to have the organisational support for the work, and the organisation should have clear strategies and aims, which correspond to the project, have a established or clear structure to support, it is desired also to have less administrative demands
- existence of legal and political framework and policies at different levels, from national to local, also a charter of ethics should be in place
- crucial is participation of young people and voluntary participation of the community

Limits of youth work in disadvantaged neighbourhoods?

The following limits and limitations were suggested by the groups:

- lack of knowledge and awareness of their own rights by the target group
- lack of funding opportunities
- discrepancy between the supply and the demand, in some cases, the young people don't want, what is offered by the youth workers
- a danger to interfere with the family life, their principles, values and behaviour
- putting oneself into physical security at risk, prevents from further action
- own conduct of ethics and values
- entering the area of competence and activity of other people like other social workers or teachers
- legislative frameworks of what the authorities expect from you, their unwillingness to cooperate and the financial conditions set by the sponsors
- important role of the media and how they picture your work and the neighbourhood

Is access to social rights sufficient to ensure the inclusion of young people from disadvantaged neighbourhoods?

The following issues were mentioned:

- enjoyment of civil and political rights must be ensured and probably the rights of the children be safeguarded too
- a lack of political will can hinder the work and young people being away from political influence are powerless, so there is a need for change the strategies and policies
- a need to change the mentality for real involvement of minorities and combating discrimination and racism
- access should be maintained continuously, not given at once only



Follow up of the LTTC and Enter!

1. Title	Follow up of the LTTC & Participants' follow up
2. Date	7 May 2011, AM
3. Authors	Athanasios (Sakis) Krezios, Nadine Lyamouri-Bajja & Mara Georgescu
4. Background	<p>The «Evaluation seminar» was a cornerstone of a long process but not the end of it. There are a few very important elements coming up after its end, including the overall evaluation of the LTTC and the Youth Meeting (Sep. 2011). As well, it was important for once more to mention the steps that we have been through so far as a means of understanding the LTTC's entire value and purpose.</p> <p>In addition, it was rather inspiring and motivating to know what each participant will do after and in relation to the LTTC. New projects? More training? Cooperation between them? Writing? Studying? This was also interesting for impact-measuring and evaluation purposes once it vividly demonstrated the empowerment and motivation the process has embodied to the participants.</p>
5. Aims	<ul style="list-style-type: none"> To clarify the next steps, of the LTTC as an entity under the «ENTER» project and of the participants as direct beneficiaries of it.
6. Objectives	<ul style="list-style-type: none"> To give specific information about elements such as the use of the e-learning platform after the seminar, the overall evaluation of the LTTC and the anticipated Youth Meeting To explore participants plans with regards to their continuation of involvement in the field of access to social rights for young people from disadvantaged neighbourhoods.
7. Competences addressed	<ul style="list-style-type: none"> European youth programmes and policies Knowledge about the relevant programmes and instruments of the Council of Europe and other international organizations.
8. Methodology and methods	<p>The proposed methodology involved plenary discussions, Q&A sessions, buzz groups and whole group interactive activities («the shield» of plans). As the follow up is something that concerned both the Institution and each individual participant, inputs were used for the former while exchange and interaction were the key approaches for the latter.</p>
9. Programme	<p>09.15 - 09.30 Day intro</p> <p>09.30 - 09.40 E-learning platform «unfinished businesses»</p> <p>a) Project report form, b) Workshops, c) Information on institutional stakeholders, d) Paul Boylan's PPT & resources, e) PLP as an assignment, f) Wiki on recommendations</p> <p>09.40 - 09.50 Information about the documentation</p> <p>09.50 - 10.00 Information about the Evaluation of the LTTC</p> <p>10.00 - 11.00 Institutional follow up</p> <p>«How do participants imagine the follow up of the LTTC, what do they think it should be?»</p> <p>11.00 - 11.30 Coffee break</p> <p>11.30 - 12.00 Information about the Enter! Youth Meeting</p> <p>12.00 - 12.30 Information about the network</p> <p>12.30 - 13.00 Personal follow up</p>
10. Outcomes	<ul style="list-style-type: none"> Better understanding of and preparation for the Youth Meeting 'Shields' of participants' plans as a means to commit but also to inspire in the follow up of the LTTC. Clarifications about the «network» that is planned by the

	participants.
11. Evaluation	The purpose of this session has been two-dimensional: a) clarifying what is still left to be done and b) seeing and «seeding» for the future. The time was adequate and the methods used conducive to its success. For the «personal follow up» part, it has been discussed in the trainers' team that a whole-group discussion could have been inspiring and inviting for more action by each participant.
12. Follow-up	Information to be shared about the Youth Meeting and the «network».

Notes from the session: Institutional follow-up.

Participants worked in three-person groups to identify the institutional follow-up. They came up with:

- Worked out recommendations should be adopted
- Council of Europe should work more closely on this issue with other stakeholders like the European Union
- Better work of the Council of Europe and make more pressure towards the local authorities
- Improve the information available to young people on access to social rights
- Training kit on social rights
- Support (including financial one) to the network that will be set up after the LTTC is over
- Transparency on the process of working with recommendations, what is happening, which recommendations were adopted, which were not
- Mentors should visit the projects
- Council of Europe to organise follow-up activities in member states
- Council of Europe should make a pressure on the member states, that while the reporting procedures, the countries report also on the situation of the access to social rights by young people in disadvantaged neighbourhoods, Council of Europe could follow-up on these reports
- Council of Europe contact person in each country could help in helping disadvantaged neighbourhoods, with fundraising, training
- Organising campaign like All Different - All Equal, organising workshops, show to other NGOs what is possible to do, get media coverage, organise event days and involve young people
- Simplification of the application forms to the EYF
- Get support letters from the Council of Europe, even if the activities are not financed by the Council of Europe
- Highlight an issue of social rights, when the Council of Europe works with other partners on the theme of human rights
- Networking at the local level among Council of Europe local offices and other institutions

As a response to these requests, Rui and Mara presented their stand point on the possible follow-up from the side of the Council of Europe:

- Rui, Mara and Darek Grzemny will be the contact people for future contacts with the LTTC participants
- EYF, while going through internal reform will consider the request for simplification of the application form, at the same time keeping a balance to be accountable to the funders about the money being spent
- Support letters are possible, provided that the Council of Europe has some information about them beforehand

- The participants here are the resource persons, who can act on the local level and liaise with other organisations and institutions, it requires some volunteering and initiative from the side of participants, this is difficult to steer that from Strasbourg, but the house can help, when necessary
- Trainers visiting projects - this is still possible this year, if there is a need and initiative from a participant, and some resources are still available
- Youth Meeting should be seen as an opportunity for real participation, bring young people here, participants' networking and space to sit down and discuss what next
- The e-learning platform will be still available for around two years, so participants can use that as the opportunity for sharing and networking, nevertheless, the house will move an emphasis on the Enter website, to re-refresh that, all participants are welcome to give their input on that, presenting their projects, etc.
- Social rights and work with disadvantaged neighbourhoods will remain a priority for DYS for 2012 and 2013 years, scope of activities will depend on the resources available
- Thanks to the financial support of some member state(s) the DYS is able to support financially 2-3 activities organised by the participants on local level, this should not be only the youth work activities, but have some policy input as well
- The new LTTC will be organised in 2012, but so far formula is not known, probably this will be shorter than this one, the new training course will look to greater involvement of the local authorities. It is planned to have a seminar with local authorities' representatives to plan the next LTTC course
- The network of the LTTC participants might consider applying for study sessions, without giving any promise of funding at this stage
- The LTTC participants might act as the facilitators during the Youth Meeting
- Whenever the recommendations are adopted by the Council of Europe, they try to adopt them with a request for publicising them and implementing them



Before the LTTC



After the LTTC



Before the LTTC



After the LTTC



You want more? > Annexes

Resources & references

1. COUNCIL OF EUROPE - DIRECTORATE OF YOUTH AND SPORT - Information on the structure, activities and policy of the Council of Europe's youth field. You will also find documentation on previous courses and activities run within the DYS in the last years.

www.coe.int/youth

Particular attention could be drawn to Agenda 2020, the policy document defining the Council of Europe's work priorities in the future.

www.youthministers2008.org/documents.phtml

2. HUMAN RIGHTS EDUCATION YOUTH PROGRAMME - the Council of Europe portal on Human Rights Education with many useful resources.

www.coe.int/hre

Some of these resources are:

- Compass: A manual on Human Rights Education with young people
- Companion: A campaign guide about education and learning for change in Diversity, Human Rights and Participation
- All Different All Equal Education Pack: Ideas, resources, methods and activities for informal intercultural education with young people and adults
- Download them all, in different languages, from www.coe.int/compass/

3. SOCIAL COHESION IN THE COUNCIL OF EUROPE

The Council of Europe has a directorate of Social Cohesion working on all aspects to Social rights, social cohesion and inclusion. You will find many useful resources and information on activities, publications and policy documents:

www.coe.int/t/dg3/default_en.asp

You might want to have a closer look at their approach on the access to Social Rights:

www.coe.int/t/dg3/socialpolicies/socialrights/

4. EUROPEAN HUMAN RIGHTS INSTRUMENTS

In our course, we will refer to two main documents for the protection of Human Rights and Social Rights:

The European Convention on Human Rights:

<http://conventions.coe.int/Treaty/en/Treaties/Html/005.htm>

The European Social charter:

www.coe.int/socialcharter/

5. THE CONGRESS OF LOCAL AND REGIONAL AUTHORITIES OF EUROPE

The 'Congress' represents local and regional authorities in the Council of Europe. They will be an important partner in our course as they will help you creating links, when possible, with your local authorities.

www.coe.int/t/congress/default_en.asp

6. PROJECT MANAGEMENT AND YOUTH WORK

The DYS has been working on project development and project management.

In the framework of the Partnership agreement between the European Commission and the Council of Europe, a Training Kit (T-Kit) on project management was developed and is downloadable online in 13 languages:

www.youth-partnership.net/youth-partnership/publications/T-kits/T_kits

Besides the T-Kit on project management, there are further Training-Kits on the following topics:

- Organisational Management
- Intercultural Learning
- Intercultural Language Learning
- International Voluntary Service
- Training Essentials
- Under construction - Citizenship, youth and Europe
- Social Inclusion
- Funding & Financial Management
- Educational Evaluation in Youth Work
- Mosaic: training kit for Euro-Mediterranean youth work

7. SALTO-YOUTH RESOURCE CENTRES

The 8 SALTO resource centres provide training and educational support for international youth projects in different EU priority areas and regions: *e.g. social inclusion, cultural diversity, democracy & participation, training - and cooperation between EU and their neighbouring areas*. The **SALTO Inclusion Resource Centre** has a series of practical manuals on how to organise international projects with disadvantaged young people. They can be downloaded or ordered from:

www.SALTO-YOUTH.net/InclusionForALL/

- [Going International - Opportunities for All \(2004\)](#) - practical inclusion methods and advice for preparing, implementing and following-up on international projects for young people with fewer opportunities
- [Use your Hands to Move Ahead \(2004\)](#) - using practical tasks to increase participation by young people with fewer opportunities in short term European Voluntary Service projects
- [Fit for Life \(2005\)](#) - using sport as an educational tool for the inclusion of young people with fewer opportunities in youth work and international youth projects
- [Coaching Guide \(2006\)](#) - a guide that explores the concept of Coaching, including practical tools, methods, advice and information (by SALTO Participation)
- [No Offence \(2007\)](#) - exploring opportunities and setting up youth projects with young ex-offenders and those at risk of offending
- [Village International \(2007\)](#) - a practical booklet for youth workers about setting up international projects in rural and geographically isolated areas
- [No Barriers, No Borders \(2008\)](#) - practical guidelines and tips for setting up international mixed ability youth projects (including people with and without a disability)
- [Over the Rainbow \(2008\)](#) - creating sensitive international projects with young lesbians, gays, bisexuals and young people questioning their sexual orientation
- [Youth and the City \(2008\)](#) - developing meaningful international projects with young people in disadvantaged (sub)urban areas

- [Inclusion & Diversity \(2008\)](#) - how to make your youth work and youth projects more inclusive and reach more diverse target groups (co-operation SALTO Inclusion & SALTO Cultural Diversity)
- [E.M.power \(2008\)](#) - youth projects empowering Ethnic Minority young women
- [Inclusion by design \(2008\)](#) - developing a strategic approach to inclusion within your youth organisation
- [Working on work \(2009\)](#) - (international) youth projects supporting young people in their search for work
- [Youthpass for all \(2009\)](#) - recognition of competences gained in international inclusion projects (co-operation SALTO Inclusion & SALTO Training & Cooperation)
- [Images in Action \(2010\)](#) - using international projects to improve the image that the general public has of your disadvantaged target group
- [Making Waves \(2010\)](#) - Creating a greater impact with your youth projects, a booklet about visibility, dissemination and exploitation of your project results
- [Inclusion through employability \(2011\)](#) - youth work approaches to youth un/employment: what works and what doesn't (research report)

The SALTO Cultural Diversity resource centre also published a series of publications about intercultural dialogue, working with Roma communities, identity, conflict areas, intercultural communication, diversity training,...

- Download them from www.salto-youth.net/PublicationsCulturalDiversity/

8. YOUTH RESEARCH

There is an increasing call for establishing closer links between youth work (practitioners), youth research and youth policy (decision makers). The Council of Europe established a 'European Network of Experts on Youth Knowledge' in 1993 (with researchers from different member states). Since 2003 the network has been co-ordinated within the European Commission/Council of Europe Youth Partnership.

- More information about their activities at <http://youth-partnership-eu.coe.int>

The European Commission developed guidelines for 'European research on Youth' to support young people to participate fully in society. The guide details key thematic research areas and how to support successful policymaking at different levels.

- Available from http://ec.europa.eu/research/social-sciences/policy-briefs-reviews_en.html

The Swedish National Board for Youth Affairs and the Department of Youth Services in Turkey developed another useful publication about using surveys to learn about young people: **You get what you ask for**. Warmly recommended for everybody planning to do surveys!

- Find this and many more youth related publications at www.ungdomsstyrelsen.se/english_kat/0,2685,941,00.html

9. YOUTH POLICY

Young people, youth work and youth research is more and more consulted to **develop sustainable youth policy** adapted to the needs of the young people and society.

The European Commission/Council of Europe Youth Partnership has developed an **European Knowledge Centre for Youth Policy (EKCYC)**. The online EKCYC platform has an extensive library with useful documents such as research reports, good practices and policy papers.

- Browse the resources at <http://youth-partnership-eu.coe.int/youth-partnership/ekcyp/index>

Some specific resources:

- Youth policy manual - How to develop a national youth strategy <http://youth-partnership-eu.coe.int/youth-partnership/publications/Research/Publications>
- The revised European Charter on the Participation of Young People in Local and Regional Life http://www.coe.int/t/dg4/youth/coe_youth/youth_participation_charter_EN.asp
- A contribution to youth work and youth policy in Europe: report of the Belgian EU Presidency Youth (2010): www.youth-eu-trio.be or in the European Knowledge Centre for Youth Policy.

10. FUNDING & FUNDRAISING

- European Youth Foundation (Council of Europe): www.eyf.coe.int/fej/
- Mobility Fund by Rail for the Young and the Disadvantaged (International Union of Railways & Council of Europe): www.eyf.coe.int/mfryd/
- Youth in Action programme (European Commission): <http://ec.europa.eu/youth>
- T-Kit on Funding and Financial Management (Partnership for Youth between the Council of Europe and the European Commission): <http://youth-partnership-eu.coe.int>
- Online fundraising information and resources: www.fund-raising.com
- My Place Support > resources for youth services (suggested by Paul Boylan): www.myplacesupport.co.uk

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Day-by-day programme

Saturday, 30 April 2011

20:30 Welcome evening

Sunday, 1 May 2011

09:15 Re-connecting the group & Introduction to the 3rd seminar

14:30 Quality criteria-based evaluation of the project

16:30 Evaluation of project-related learning

Monday, 2 May 2011

09:15 Presentation of projects

14:30 Workshops on violence, exclusion and discrimination

Tuesday, 3 May 2011

09:15 Workshops continued

11:30 Plenary discussion / debriefing on workshops of participants

14:30 Youth policy recommendations on access to social rights of young people from disadvantaged neighbourhoods

16:30 Preparation for the meeting with the expert group on the policy recommendation

20:30 Resource-sharing evening

Wednesday, 4 May 2011

09:15 Meeting with the expert group on the policy recommendation

Free afternoon

Thursday, 5 May 2011

09:15 Input on sustainability, Paul Boylan, Consultant, 4 children, United Kingdom

14:30 Working with institutional stakeholders

16:30 Opportunities for sustaining projects results

Friday, 6 May 2011

09:15 Evaluation of learning through mentoring and the e-learning platform

14:30 Conclusions: youth work in disadvantaged neighbourhoods

Saturday, 7 May 2011

09:15 Follow-up of the LTTC and ENTER!

11:30 Participants' follow-up

14:30 Evaluation and closing

Sunday, 8 May 2011

Departure of participants