

LIVING CONDITIONS – EDUCATION AND TRAINING

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



The following actions are recommended to member state governments:

- ▶ invest in education in disadvantaged communities from pre-school to tertiary level;
- ▶ ensure that local educational budgets are sensitive to gender equality in promoting equal access to and enjoyment of education;
- ▶ develop school communities that include the participation of elected student representatives in decision-making processes;
- ▶ update existing curricula so as to take account of the specific needs of young people in accessing the jobs market and dealing with the challenges of working life;
- ▶ update curricula, in particular for first and second-level students, in partnership with teachers and youth workers, and include courses on democratic citizenship and human rights;
- ▶ make vocational and skills training more interesting and relevant for those young people not used to formal study methods;
- ▶ improve career and vocational/career guidance in schools;
- ▶ ensure access to education for the most disadvantaged young people, whose families may be unable to afford their education, by providing additional financial support for books, clothing, meals, transport, and so on;
- ▶ to prevent young people dropping out of the education system early, ensure procedures are in place so that schools, teachers and other staff can be alert to any learning, social, cultural, mobility or other problems that might affect the education of a young person, and put into action measures to ensure that such problems are addressed in good time;
- ▶ put in place “second chance education” opportunities, including non-formal education programmes designed to build self-confidence and entrepreneurship, for early school leavers anxious to return to education and/or access vocational training;
- ▶ design non-formal education programmes in co-operation with schools, youth organisations and youth workers, so as to develop lifelong learning strategies that prioritise the educational needs of young people;
- ▶ have procedures in place to ensure that schools, colleges and other educational centres are safe and free from bullying, discrimination, harassment – including sexual harassment – and all forms of violence;
- ▶ provide information to promote good health practices among young people, including nutrition and sex education;



Canal Communities Regional Youth Service, Dublin, Ireland⁸

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

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

- ▶ painting classrooms in a local school;
- ▶ teaching English through structured classes and sports in the school;
- ▶ structured sessions looking at social rights.

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

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

- ▶ working in partnership with youth workers, other professionals and training projects include, in teacher-training programmes, modules on dealing with the challenges of working with young people and their specific concerns in all educational centres located in disadvantaged communities, on such issues as:
 - social problems;
 - social identity;
 - intercultural issues;
 - gender equality;
- ▶ facilitate students moving between different learning experiences, such as formal and non-formal programmes, including the certification and recognition of qualifications and skills acquired through these different forms of education;
- ▶ ensure that education strategies and policies take account of the needs of young people whose families have a nomadic or semi-nomadic lifestyle or are refugees or asylum seekers in member states.