



REPORT



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ENTER!

National Training Course for the implementation of the Enter! Recommendation of the Council of Europe on the access of young people from disadvantage neighbourhoods to social rights

This Report was developed out by the team responsible for the implementation of the activity and aims to present the main outcomes of the National Training Course for the implementation of the enter! Recommendation of the Council of Europe on the access of young people from disadvantage neighbourhoods to social rights (18th – 20th December 2018) held in the Lisbon Youth Centre, Portugal.

Table of contents

The enter! project	3
The training course.....	4
Participants - profile, selection and final group.....	4
Team of trainers and organizers.....	5
Educational approaches, programme and outcomes.....	5
Evaluation of the seminar.....	Erreur ! Signet non défini.
Conclusions	11
Appendices.....	12
1. List of participants	12

The Enter! project

For the Council of Europe, social cohesion is firmly based on human rights (as codified in the European Convention on Human Rights and the Revised European Social Charter), as well as an acceptance of shared responsibility for the welfare of all members of society, especially those who are at risk of poverty or exclusion. In line with this, the youth policy of the Council of Europe aims at providing young people with equal opportunities and experience which enable them to develop knowledge, skills and competencies to play a full part in all aspects of society.

The Committee of Ministers of the Council of Europe adopted in 2015 the Enter! Recommendation on access of young people from disadvantaged neighborhoods to social rights. The recommendation proposes the development of policies taking into consideration the specific situations and needs of young people from disadvantaged neighborhoods. Such policies should aim at preventing and eradicating the poverty, discrimination, violence and exclusion faced by young people.

The implementation of the Enter! Recommendation among Council of Europe member states seeks, among other, to:

- enhance cooperation of civil society actors and young people with local and/or regional authorities;
- develop competencies of those active in the youth work field to implement projects for access of social rights with young people.

The implementation of the Enter! recommendation is supported by a youth-friendly version of the recommendation, a guide for the implementation of the recommendation – Taking it Seriously, Dignityland, a game for learning about social rights with young people. Further educational resources can be found in Compass, the manual for human rights education with young people.

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

The training course

In this context, the Lisbon Youth Center and the Lisbon and Tagus Valley Regional Delegation of the Portuguese Institute of Sports and Youth in cooperation with the Youth Department of the Council of Europe planned this training aiming at:

- Creating a privileged space for developing skills and strategies for implementing the recommendations;
- Allowing the various regional partners of the IPDJ CJL / DRLV to adopt the recommendations as a truly useful instrument for the social inclusion of all young people.

Training Topics

- Combat segregation and promote social inclusion
- Non-discrimination and active citizenship
- Prevention of violence
- Transition to autonomy

Objectives of the training

- To develop participants' knowledge about the recommendations of the Enter! and reflect on how to apply them in their local contexts;
- To explore practical youth work tools that address the issues of segregation, discrimination and promote social inclusion;
- To explore and plan practical support and follow-up activities that support young people's transition to autonomy and their access to social rights;

Participants - profile, selection and final group

A call for participants was launched by the Lisbon Youth Center and the Lisbon and Tagus Valley Regional Delegation of the Portuguese Institute of Sports and Youth targeting youth workers working in disadvantaged and vulnerable contexts, civil servants from municipalities and local and regional authorities.

The final group included 17 participants, out of which 12 women and 5 men, representing youth organizations active at local and regional level working on gender equality, civil servants for the municipalities and civil servants from regional authorities, namely from IPDJ.

The final list of participants is appended to this report.

Team of trainers and organizers

The team of trainers was composed by Ana Morgado and Sérgio Xavier under the active support of Filipe Costa, Educational Advisor of the Lisbon Youth Centre.

Educational approaches, programme and outcomes¹

The programme was structured accordingly to non-formal education methodologies and approaches and based on that we used various methods (introductory plenary discussions, experiential learning, working groups, teambuilding, icebreakers, etc.). Through a critical use of no -formal education methodologies the team worked to ensure the active participation of all individuals involved, to create an environment that encouraged ownership and the participation of all.

Formação ENTER! - Lisboa				
Ínicio	Fim	18 Dez	19 Dez	20 Dez
09:30	11:00	Boas-vindas e Introdução à formação	Experienciando o Acesso	Mãos na massa
Pausa				
11:30	13:00	O Grupo	Regresso ao Contexto	"Advocacy", essa palavra intraduzível do Inglês que nada tem a ver com advocacia
Almoço				
14:30	16:00	Da recomendação ENTER! aos contextos I	Ferramentas (sessões paralelas) - Dignilândia - Participação Juvenil - Educação não-formal (e a sua crítica)	Ações de Seguimento (FollowUp)
Pausa				
16:30	18:00	Da recomendação ENTER! aos contextos II	16:30 - Ao fim de contas... 17:30 - 18:30 Sessão Pública de lançamento da tradução portuguesa de Recomendações relacionadas com o ENTER!	Avaliação e Até já!

Sessions:

Day 1

1.1. Welcome & Intro to the training | Boas-vindas e Introdução à formação

This session aimed at creating a setting for participants to start to get familiar with each other and with the team of trainers and feel comfortable in sharing some information about themselves and the work they do. In this session the programme and objectives of the training course were recalled and explained in a more detailed way providing space for clarifications and questions on the methodology by giving some inputs about the main principles of Non-Formal Education, including how the team understands principles and

¹ The programme is written in Portuguese, but a brief description of the sessions can be found in English. The names of the sessions are written in both languages

values such as Horizontal, Inclusive and Holistic Learning space as well as Education for Action and Social Transformation.

In this first session, in small groups participants could share some information about their organization, work they do and share some expectations through the following questions:

- What do I love about my professional activity?
- What are the main difficulties that I encounter daily?
- For the training: a question that I would like to see addressed is ...A practical question ...A resource / contribution I can bring to the group
- For us inclusion means ...

Finally we had an institutional welcome hosted by the Regional Director of the Portuguese Institute of Sports and Youth (IPDJ) for the Region of Lisbon and Tagus Valley, Ms. Eduarda Marques, that aimed to contextualize participants about the main reasons why this training was being held in Portugal and to explain the objectives that resulted from an interinstitutional agreement taking into account the different institutional needs and realities between the IPDJ and the COE

1.2 The Group | O Grupo

This session aimed to identify important aspects for the group learning process, while connecting the different personal experiences with the topic of the training course. It had two parts, firstly a minefield where the participants were proposed to cooperate in finding the right path, without stepping in “social rights”. Secondly, a discussion debriefing the experience, where learning outcomes were consolidated and summarized, including:

- When performing a collective task, the group is interdependent and if someone ends unbounded to the link, the group is unable to perform;
- The importance of the motivational dimension within the group - “it keeps people going”;
- The value of continuous effort in communication - making sure everyone understands;
- The group plays a great role on preventing that anyone is left behind;
- How stepping social rights can easily become naturalized;
- “I was not aware that when we were talking about ‘social rights’ we were talking about so many different things”.

1.3. From the Enter Recommendation to the Contexts I | Da recomendação Enter! aos contextos I

Participants were working in small groups and then shared their reflections in plenary intending to raise some conceptual reflections on the topics under discussion on the recommendation, including:

- What does it mean to be excluded or marginalized in society?
- If you were born in a disadvantaged group or area of society, what impact do you think this could have on your life? What are the long-term implications of this situation?
- What do we need to change to create inclusive, non-discriminatory and non-violent societies?
- What do you consider to be the main features of a fully inclusive society? What would be the benefits of such a society?

- In your opinion, what is the role of local authorities (parish councils, chambers, public security forces, etc.) in promoting an inclusive society?
- What inequalities and exclusion mechanisms do we observe in Portugal? Any particularity of the region of Lisbon and Vale do Tejo where your organization develops work?

In plenary we had the possibility to explore the main difficulties found when answering to some of those questions, cluster existing differences and similarities of perspectives and experiences.

1.4 From the Enter Recommendation to the Contexts I | Da recomendação Enter! aos contextos II

This session was conceived to warm up the group to get more familiar with the recommendation itself as a political document, providing participants a space to start to get some basic information but also to discover more about it and the process of its development. The Trivial Pursuit game was adapted, and participants were playing in teams. The questions used for the game were:

- **True or False** - The existence of a recommendation on the access of young people to social rights prepared by the Council of Ministers of the Council of Europe is a mandatory implementation document by the 47 member states.
- **Multiple choice.** More than one answer is considered correct - Of the following, which are the documents that guide the action of our government in matters of Social Rights A) Universal Declaration of Human Rights; B) European Convention on Human Rights; C) European Social Charter;
- **Descriptive** - Identify, within your group, which groups of young people are subject to greater discrimination in access to social rights.
- **Descriptive** - Identify 5 areas that you think should be included in a recommendation on access to social rights by young people? Example: access to employment.
- **True or False** - The recommendation is being implemented in Portugal since 2016.
- **Multiple choice.** More than one answer is considered correct - The recommendation is a document targeting: A) Local and regional authorities; B) National authorities with responsibilities in the youth field; C) Civil society organizations; D) Any and all citizens
- **Multiple choice.** More than one answer is considered correct – From the following, access to social rights by young people, depends on: A) The way the right is formulated, allowing for their claim; B) Procedures and information on how rights can be enforced and the resources available for this realization to take place; C) Ensure that there are resources and responsiveness so that claims for rights can be enforced
- **Descriptive** - Why do you consider it necessary to have a specific focus on access to social rights for young people living in disadvantaged neighborhoods?

Day 2

2.1 Experiencing the Access | Experienciando o acesso

This session aimed to reflect about the differentiated access to social rights, regarding young people in Lisbon context. Firstly, the participants were invited to describe an anonymous 'persona', inspired in a young person they work/worked with in their context. Afterwards, they randomly picked a description

made by other participant and immersed in it, with audio and voice assistance. A “Step Forward” activity followed, where participants immersed in the personas were presented with different statements on accessing social rights, moving forward or remaining backwards according to what they think that could match their persona possibilities. Finally, a debriefing followed consolidating the learning outcomes for the group, including:

- Observations on the mechanics of social exclusion;
- The purpose of understanding different excluded groups and corresponding structural phenomenon (such as racism or patriarchy);
- The constant need to deeply understand the role of public institutions and organisations in facilitating access to social rights and eliminating barriers and other exclusion features;
- How equivocal can be good intentions in policy making and, instead of bringing transformation, bringing reproduction, under renovated forms (e.g. “inclusion policies” and social services which feature a codified racism in their essence).

COMPASS was introduced in the end of this activity and printed copies provided by the Lisbon Municipality/SOMOS programme were given to the participants.

2.2 Return to context | Regresso aos contextos

This session aimed to deepen the understanding of each own’ context, providing time to stop and think about it. The participants started individually to describe their context, following few simple guidelines, focused on identifying the issue they could help solving in their context. Participants shared in trios their descriptions and got feedback from two different persons, with the objective of complementing the information/reflection they gathered. By the end of the session, a round of big group sharing took place. Some participants referred surprising outcomes resulting from the simple “stop and think” process, allowing a better understanding of their trends and capabilities. Getting feedback was very appreciated and valued. Participants were also clear on pointing out what was still left to do in the training course - designing action, what to do regarding the identified issue.

2.3 Parallel sessions - Non Formal Education (and it’s critics) | Sessões paralelas – Educação Não Formal (e a sua crítica)

This parallel session aimed to deepen participants understanding of non-formal education. After brainstorming the concept, a Bingo was promoted on differences between non-formal, informal and formal learning and between Formal Education and Non-formal Education. A systematization of the Portuguese practices of NFE was introduced and, finally, the participants identified and reflected about paradoxes in the so-called “NFE principles”, such as:

- Cooperation principle - some competitive activities are sometimes promoted within NFE environments - at which extent can competition be considered “healthy”?
- Non-curricular process - at which extent can be said that competence frameworks (such as the ones defined by intergovernmental institutions, and are often used in NFE activities) are not part of a curricular agenda?
- Horizontality - at which extent is it realistic to fully deconstruct the power of trainers/educators towards the learners in NFE processes?

- Inclusion- to which extent recruiting learners according to an institutionally-defined profile is not a segregation process? How to assure that potential exceptional learners don't fall off grid through profile-based selection?
- Voluntary participation - many times, learners are not provided the opportunity to be fully aware of the upcoming learning process, prepared for them. What are the limitations of transparency?
- Active participation - methods used in NFE configure normative learning environments. Participants participate actively or are induced to participate actively through these methods?
- Flexibility - the programme of NFE usually defines the limits of the possible flexibility (due to budget, logistics, etc.) Given these limitations, is the flexibility usually featured in NFE enough?
- Learner-centredness - is the information provided in the application forms enough (or reliable) to make a NFE learner-centered?

2.3. Parallel sessions - The Digniland | Sessões paralelas - Dignilândia

Aiming at providing a space for reflection about public policies, conditions, priorities and at providing a space to discuss political approaches, a group of participants was playing the game Dignityland, reflecting also about the power of information, power relations and access to decision making.

2.4. Parallel sessions – Intro to Youth Participation | Sessões paralelas – Intro à Participação Juvenil

Introduction to HAVE YOUR SAY! Manual on the revised European Charter on the Participation of Young People in Local and Regional Life. Council of Europe.

Youth Democratic Participation as an objective and/or methodology-characteristics and impacts.

The Participation Ladder- A model and a tool. Reflection about my specific realities under the scope of the participation Ladder.

3.3. Official presentation of the Recommendations | Apresentação oficial das Recomendações

Hosted by the Lisbon Youth Centre and in a public ceremony with the following guests: Rui Gomes from the Youth Department of the Council of Europe, Jorge Orlando and Silvia Vermelho from IPDJ, in this session the group could attend the official launching of the recommendation, get to know more about the context and relevance of it and also to ask some questions related with the monitoring process, support given to the organizations and municipalities and next steps related with its implementation.

Together with the enter! recommendation there were other recommendations that were launched, one in relation with youth work and another one with a broader scope o access to social right for young people, not necessarily focusing on the needs of young people living in disadvantaged neighborhoods.

Day 3

3.1 “Advocacy”, that non-translatable English word which has nothing to do with being a lawyer | Advocacy, essa palavra intraduzível do inglês que nada tem que ver com advocacia

This session aimed to deepen the understanding of “Advocacy” and strategizing youth work. After brainstorming the concept, participants were presented with a simple story of someone having an issue with his family. A map of actors in the protagonist community was introduced, as well as the nature of their relationships. Participants were invited to propose a strategy for the protagonist to solve his issue.

Afterwards, the participants went back to the description of their context they worked the day before. This time, the focus of the reflection was on strategizing and designing their follow-up action. As a reference, the “Taking it Seriously” chapter on “What you(th) can do: be active and speak out” was introduced as a possible way of participants support their action designing. The main outcomes of this session were later shared as finalized follow-up actions.

3.2 Hands on and Follow-up actions | Mãos na massa e ações de follow up

In the first part of the session, participants were asked to reflect about a follow up activity based on what they have been reflected upon and having strongly in mind their partners, contexts and involvement of young people in the process. The process had two main moments: individual reflection followed by group of peers to give feedback and inspire. Afterwards, participants were invited in this session to pitch their follow-up actions in a short time. These actions include aims such as:

- Improving the participation of young people in the development of IPDJ programmes;
- Improving the articulation of IPDJ departments;
- Improving the initiative “Passaporte”, from the Fundação Cidade de Lisboa, including it’s communication addressing the public;
- Launch in Bué Fixe a concrete project on sexual and reproductive education addressing migrant woman and girls, starting with interviews, questionnaires, with the support of Amadora Municipality;
- Create a young people group in a neighbourhood where GEBALIS is present, seeking solutions for issues faced by young people;
- Fight early school leaving and drugs use at Bairro Padre Cruz with a concrete project from Federação Académica de Lisboa;
- Conduct a local needs assessment of young people through weekly activities;
- Adapt the Recommendation to a more accessible language, in order to better inform young people about their rights;
- Widen the schedule of the Sintra municipal youth house and create the “Municipal year of Youth” through a process of co-management of the youth house;
- Develop and propose the Lisbon Strategy for Youth, while launching a more participated diagnosis for young people needs, through a Lisbon Youth Forum activity;
- Create a local cultural festival involving young people, authorities, municipality and local businesses.

3.3. Closing

Participants were invited to recall the different moments of the training and after this were asked to make some comments on how they feel along the training, the relevance of it, personal and professional developments

Conclusions

The group evaluation (including written and oral sharing) shows an overall satisfaction regarding this training course. The team sees as a specific factor contributing for this satisfaction the multi-stakeholder group and the “stop to think about own context” approach, which apparently does not happen so often in their work environment, leading to structured follow-up action. The participants also find the team working well and the new connections rendered productive networking.

Pedagogical points to improve could be providing more depth in the Recommendation exploration and to explore more specific themes within Social Rights, such as discrimination or social exclusion. Nevertheless, the programmatic options were also bound to the time limitations set for the training course - 3 days.

Considering the objectives of the training course, its duration can be considered appropriate. Nevertheless, the format (non-residential) stills a matter for reflection for the following reasons:

- Participants shared that it would be very convenient if they would find more informal/networking time;
- The regional delegation of IPDJ is regional, which means that participants didn't come only from Lisbon. Some of them came from +50Km distance;
- Several delays happened because participants were coming from very different places, in many different means of transport;
- In some cases, participants totally missed complete sessions due to unpredicted delays or due to their ongoing professional tasks;
- The participants didn't get their transport cost reimbursed. Firstly, this means they incurred in more costs along the 3 days. Secondly this means that the ones coming from farthest, incurred in even more costs than the ones living nearest the venue (Lisbon). This raised some coherence questions coming from the participants, given the topic of the training course;
- It's unknown the number of people that didn't apply to the training course due to the mentioned distance limitations.

A residential training course could help solving the mentioned issues.

The number of trainers, plus an educational advisor, in the team can be considered appropriate. Nevertheless, there were stressful moments during the short prep time (3 weeks) that was available for the team to work. Time was also an issue in the participants recruitment process, leading to a very short application time (~7 days), and a very short list of applicants (<30). When possible, time standards shall be settled, in the name of pedagogic - and logistic - quality, and in the name of the team sustainability. If impossible, the option of delaying or not realizing the activity shall be considered. The fact that there was a short deadline for applying also rendered as the problematic situation of selecting people hardly suiting the desirable profile/motivation or leaving training slots unfulfilled.

The group appreciated the public session, which provided a more direct contact with decision-makers and experts. Suggestions coming from the participants were made to organize an opportunity in the near future for people working with the recommendation to meet and share their experiences, while strengthening their network and monitoring the Recommendation implementation.

Appendices

1. List of participants

Name	Surname	Entity
Tiago	Aires	Lifeshaker
Quitéria Chilaúle	Andrade Chilaúle	Bué Fixe
Joana	Silva	AIDGLOBAL
Eduarda Gameiro	Gameiro	Rancho Folclórico e Etnográfico do Casal Sentista
Catarina	Mauritti	Fundação Cidade de Lisboa
Mário António	Paris Inocêncio	Cretcheu, Associação Caboverdeana de Almada
Sandro	Matos	Eu Amo Sac E6G
Ana	Barreiros	C.M. Lisboa
Margarida	Dias	Federação Académica de Lisboa (FAL) e mentoranda no programa "de Mulher para Mulher" (dMpM) da REDE.
Margarida	Saco	IPDJ
Vanessa	Madeira	Junta de Freguesia de Olivais
Rita	Cameira Brito	Gebalis
Helena Leal	Leal	IPDJ
Catarina	Beja	Câmara Municipal de Sintra
Miguel Martins	Martins	IPDJ
David Miguel	Morais Coelho	
Alexandra	Alves Luis	Associação Mulheres sem Fronteiras