

Varaždin, Croatia

REPORT of ENTER! LOCAL TRAINING COURSE, CROATIA



1. Introduction

The Council of Europe as one of the support measure activities organised a training course in cooperation with the Municipality of Varaždin. The training course is based on the Municipality's expression of interest for introducing the Enter! Recommendation to stakeholders involved in youth work at local level.

The course brought together 14 participants from diverse professional backgrounds and together they worked on achieving goals of this activity. Representative of Youth Department of the Council of Europe Stefan Manevski participated in the first day of the training. Trainers working on this project were Suncana Kusturin and Jelena Spasovic and this report reflect their opinion about event.

Aims and objectives of event

The Council of Europe set objective for this project and they were followed in preparation and implementation of activity as well as in setting program flow.

The course was set to develop participants' competences to use youth work and non-formal education as a tool to empower young people from disadvantaged neighbourhoods. The course also explored the Enter! Recommendation and promoted some of the Council of Europe's resources for non-formal education.

Objectives

1. To provide capacity building on youth work and non-formal education, more specifically how to apply non-formal education in the daily work of the participants
2. To provide information about the Council of Europe and the Enter! Recommendation
3. To discuss and identify challenges of young people in access to social rights
4. To support participants to plan specific follow-up initiatives based on non-formal education and youth work aiming to support young people's access to social rights.

Comment about achieving objectives during the course:

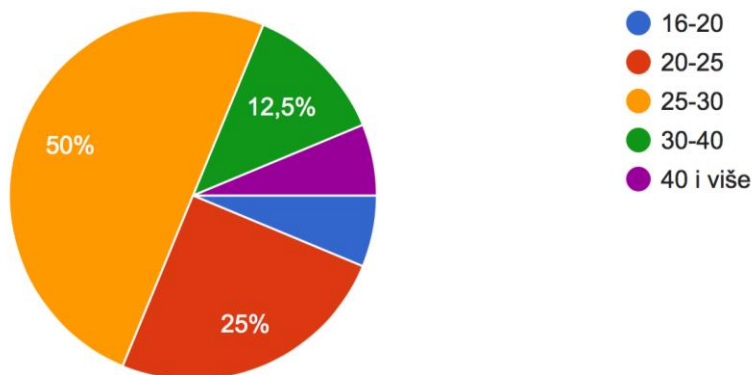
Having in mind time frame given for realization of this activity we feel that objectives were achieved to the extent that could be expected for 2,5 day training.

2. Participants

Local Stakeholders present at training

- ★ City of Varaždin
- ★ Advisory Council on Youth from City Varaždina
- ★ General Hospital Varaždin (2)
- ★ NGO (Borders None; V.U.K.; Fobija)
- ★ Business Č SELECTIO Kadrovi Ltd
- ★ Student organization FOI
- ★ Students and unemployed experts (Pedagogy and English; Pedagogy and Italian; Sociology)
- ★ Activist
- ★ Center for Social work Čakovec (prentice)
- ★ Croatian Employment Service, CISOK
- ★ Ministry of Justice, Prison and Trial Administration - Probation Office in Varaždin

Participants age structure:



Expectations from the training:

- Usefulness & skills (ability to implement after training, new brainstorm for further work, identify good practice, concrete, exchange of experience, achievement of goal, relationship between theory / examples)
- KNOWLEDGE (Youth Policy (RH and Europe), ENTER Recommendations, Working with Youth, Rights of Children and Youth, Disadvantaged Problems, Interdisciplinary Approach)
- SKILLS (NFE methods and techniques, organization / workshop management)
- GUIDELINES ARE AVAILABLE FOR EDUCATION
- EXPERIENCE & ADMINISTRATION

Young people from disadvantaged neighborhoods	<p>Who are exactly young from disadvantaged neighborhoods? Who are young people on the margins of Varaždin?</p> <p>What are the special features of young people from disadvantaged neighborhoods?</p> <p>What has been done for their benefit so far?</p> <p>How to make society aware and participating in solving youth problems and challenges?</p> <p>How to help children and young people who live in adverse situations?</p> <p>Who is responsible for them and to whom they can turn to</p>
Reach, motivation, activation	<p>What are the strategies to reach NEET young people? How to approach them? How to motivate them for self-development/growth?</p> <p>How do you encourage young people to become interested in participating in (social) activities addressing various issues?</p> <p>What are activities that are motivating youth for activism and proactivity?</p> <p>How to attract young people for society engagement?</p> <p>How to motivate them for participation in the decisions making?</p> <p>How to motivate young people for social activities and change?</p>
Work with young people	<p>How and in what way do you organize and run workshops,. How to adapt them to specific groups?</p> <p>What are the techniques available for working with youth?</p> <p>What approaches are recommended when working with youth?</p> <p>How do some methods affect young people with fewer opportunities?</p>
Cross sectoral approach	<p>What are the local community-level opportunities that can be used to work with young people?</p> <p>What are the problems that people from different professions face when working with youth.</p> <p>How I can contribute as a psychologist in the realization of training goals?</p> <p>What are the projects we can engage in?</p>
ENTER!	<p>I would like to hear examples of good practice in using ENTER, and any problems that users encountered when implementing ENTER.</p> <p>What are the recommendations of the Council of Europe?</p> <p>What are the rights of children and young people?</p>

Comment about participants:

We feel that diversity of group significantly enriched training and its dynamic. As explained in tables above we had people coming from all sectors and different stakeholders working with and for young people in city of Varazdn. This fact helped in reaching goals of the training and achieving cooperation between different stakeholders on local initiatives development.

Group was dynamic, participative and open for new information and learning. We can say that activity level went beyond our expectation and that it influenced positively entire process.

3. Programme

Friday		Saturday		Sunday	
9:00-10:00	Introduction	10:00-11:30	Barriers for accessing Social Rights - local context	10:00-11:30	NFE and youth work
10:00-10:30	Coffee break	11:30-12:00	Coffee break	11:00-11:30	Coffee break
10:30-12:30	Group building & main topics and definitions	12:00-13:00	How we work on barriers-ENTER recommendations	11:30-12:30	Finalization and Evaluation
12:30-13:30	Lunch	13:00-14:00	Lunch	12.30-13.00	Lunch
13:30-14:30	Council of Europe and Social Rights Charter	14:00-15:30	Cooperation between stakeholders on solving local problems		
14:30-15:00	Coffee break	15:00-15:30	Coffee break		
15:00-16:30	Dignityland	15:30-17:00	Local initiatives - how we continue		

Description of programme content and methodology:

Program was based on non-formal methodology and consisted of three main topics:

1. Social rights;
2. Planning local initiatives;
3. Youth work and NFE.

Topics were intertwined and were implemented throughout 10 sessions. Special emphasis was put on experiencing non formal methods and principles of youth work throughout the whole training.

Description of sessions:

→ Introduction

Within introduction session, goals and program were introduced and participants got a chance to get to know each other better (The clock exercise). Participants stated their expectations in application form and during this session trainer presented summarized expectations. Based on outcomes of expectations, group agreement was created in consultation with participants.

→ Group building & main topics and definitions

Group building was intertwined with defining main concepts that were used within training. By use of mentimeter participants defined main terms and concepts that need to be clarified at the beginning of training (youth work; youth worker; mobile youth work; non-formal education; youth policy; barriers in access to social rights; social rights; disadvantaged neighborhood; youth with fewer opportunities; refugees and migrants; vulnerable groups; social inclusion/exclusion). After that they got a task to self-organise and to come up with joint definitions and visual presentation of those terms (max 160 characters) within 30 minutes (Mission impossible exercise). Participants presented their definitions and trainer presented how Council of Europe and ENTER project defined same terms in their policies. Before presenting CoE definitions, trainers did debriefing talking about group dynamic and what they observed during group building.

→ Council of Europe and Social Rights Charter

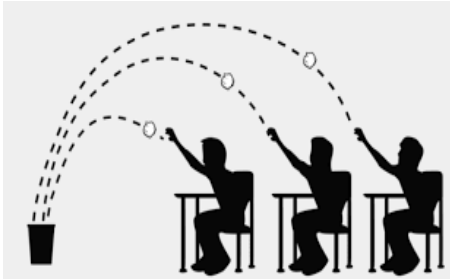
Representative of Youth Department of the Council of Europe Stefan Manevski presented the work of Council of Europe and trainer gave basic information about Social Charter. Simplified charter sections were printed and stick to the wall and participants were invited to mark those social rights that in their opinion are in jeopardy in their local community (or with which many barriers exist when a person tries to access it). Right on legal and social protection; right to health; right to protection from discrimination were rights that they marked the most.

Right to education	Right to legal and social protection	Right to work
<p>Pravo na odgoj i obrazovanje:</p> <ul style="list-style-type: none"> Ø besplatno osnovno i srednje obrazovanje; Ø besplatna i učinkovita stručna profesionalna orijentacija; Ø pristup osnovnom obrazovanju (opće i stručno srednjoškolsko obrazovanje), fakultetsko i nefakultetsko više obrazovanje, stručna izobrazba uključujući cjeloživotno obrazovanje; Ø posebne mjere za strane rezidente; Ø socijalna integracija djece s invaliditetom; Ø pristup obrazovanju i stručnoj izobrazbi za osobe s invaliditetom; 	<p>Pravo na pravnu i socijalnu zaštitu:</p> <ul style="list-style-type: none"> Ø zakonski status djeteta; Ø tretman maloljetnika u sukobu sa zakonom; Ø zaštita od zlostavljanja i nasilja; Ø zabrana od bilo kojeg oblika iskorištavanja (seksualnog ili drugog); Ø zakonska zaštita obitelji (jednakost supružnika, zaštita djece, uključujući situacije u prekida/razvodu); Ø pravo na socijalnu sigurnost, socijalno zaštitu i na socijalne usluge; Ø pravo na zaštitu od siromaštva i socijalnog isključivanja; Ø briga o djeci; Ø posebne oblike skrbi za starije osobe; 	<p>Pravo na rad:</p> <ul style="list-style-type: none"> Ø sloboda rada (zabrana prisilnog rada; zabrana rada djece do 15 godina, posebni radni uvjeti za mlade u dobi 15-18 godina; pravo da se sredstva za život zarađuju putem slobodno odabranog zanimanja); Ø pravični uvjeti rada (socijalna i ekonomska politika usmjerena na osiguranje pune); Ø zaposlenosti; pristup radu za osobe s invaliditetom; pravični radni uvjeti što se tiče plate i radnog vremena; zaštita u slučaju otkaza; zaštita od seksualnog i psihološkog uznemiravanja; Ø kolektivna prava (pravo na osnivanje sindikata i organizacija poslodavaca radi zaštite ekonomskih i socijalnih interesa; sloboda odlučivanja o članstvu u takvim organizacijama; promocija sustava zajedničkih konzultacija, kolektivnog pregovaranja, mirnjenja i sustava dobrovoljne arbitraže; pravo na štrajk);
Right to health	Right to protection from discrimination	Right to accommodation
<p>Pravo na zdravlje:</p> <ul style="list-style-type: none"> Ø dostupna i djelotvorna zdravstvena zaštita za cjelokupno stanovništvo; Ø politika prevencije bolesti, uključujući i osiguravanje zdrave čovjekove okoline; Ø uklanjanje rizika od profesionalnih bolesti, radi zaštite zdravlja radnika i sigurnosti na poslu, u skladu sa zakonom, i provedba tih zakona u praksi; Ø zaštita materinstva; 	<p>Pravo na zaštitu od diskriminacije:</p> <ul style="list-style-type: none"> Ø jednaki tretman i jednake prilike pri zapošljavanju; Ø garancija svim osobama koji imaju regulirano boravište ili radni status u zemlji da će se sva prava zajamčena ovom Poveljom jamčiti bez obzira na rasu, spol, dob, boju kože, jezik, vjeru, mišljenja, nacionalno podrijetlo, socijalno podrijetlo, zdravstveno stanje ili pripadnost nacionalnim manjinama; Ø zabrana diskriminacije temeljem obiteljskih odgovornosti; Ø prava osoba s invaliditetom na socijalnu integraciju i participaciju u životu zajednice; 	<p>Pravo na stanovanje:</p> <ul style="list-style-type: none"> Ø pristup adekvatnom i dostupnom smještaju; Ø smanjivanje broja beskućnika pomoću stambene politike koja je usmjerena ka svim kategorijama osoba u nepovoljnom položaju; Ø procedure koje ograničavaju prisilnu deložaciju; Ø jednaki pristup socijalnim stanicama i stambenim olakšicama osobama bez državljanstva; Ø izgradnja stanova i stambene olakšice/benefiti u skladu s potrebama obitelji;
Freedom of movement		
<p>Sloboda kretanja:</p> <ul style="list-style-type: none"> Ø pravo na spajanje obitelji; Ø pravo državljana da napuste zemlju; Ø proceduralna zaštita u slučaju izгона iz zemlje; Ø pojednostavljivanje procedura kod useljavanja; 	 <p>European Social Charter Charte sociale européenne</p>	

→ **Dignityland**

Participant were invited to explore social rights and their connection with social policy through playing Dignityland. Debriefing focused on connection with local experiences, process of decision making and knowledge needed for decision making. At the very end trainer raped up process with input about social exclusion and privilege.

→ Barriers for accessing Social Rights - local context

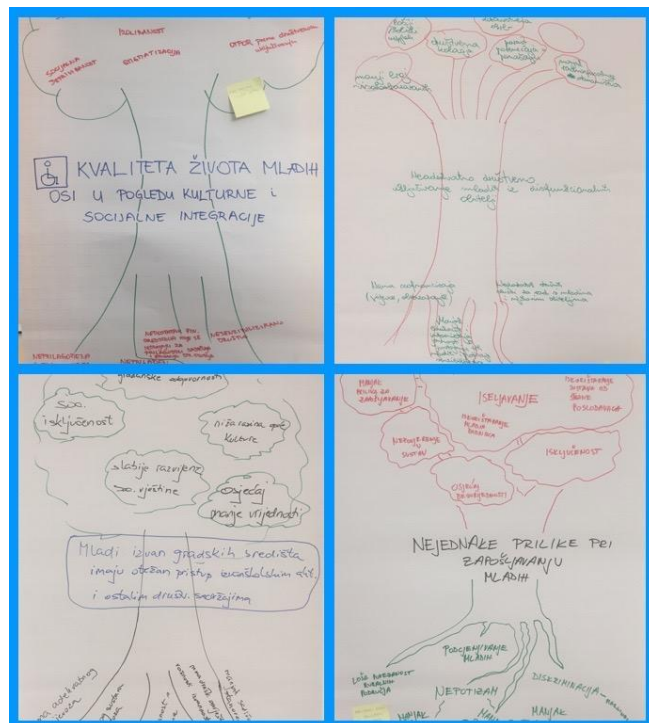


The day started with interactive input about disadvantaged youth in Croatia/Varaždin, barriers in accessing Social rights and inclusion. In the next step trainer invited participants to choose one social right and a barrier that young people face when accessing that right. That became their main problem and they had to show its cause and consequences by using the Tree of problems method.

→ How we work on barriers-ENTER recommendations

Participants were invited to look at the trees of other groups and to add on post-its with elements the group forgot. Trainers gave feedback and a group discussion about importance of understanding the problem was facilitated. Participation of youth in the process of defining and understanding the problem was underlined.

ENTER recommendations were presented at the end as a tool that can be helpful in the process of resolving or preventing barriers.



→ Cooperation between stakeholders on solving local problems

Trainer explained the process of social inclusion and invited the group to brainstorm main stakeholders that should participate in reducing barriers in access to social rights. Stakeholders were then divided within coordinate system as those that help or do not help and those that are closer or further to participants in their everyday practice. After creating this map participants chosen one stakeholder (school) and were invited to explore reasons that make cooperation with school difficult (from their and schools' perspective) and ways of improving cooperation with schools. Participants were invited to take their trees of problems and to fix them in accordance to the feedback they got and looking from the perspective of stakeholders that are concerned with this problem.



→ Local initiatives - how we continue

Participants presented their redefined problems and were invited to create trees of goals (goal, result, task). At the very end participants presented their trees and got feedback from the trainer and the group. Importance of involvement of youth in process of resolving the problems was underlined as well as importance of creating activities that are attracted to youth not just youth workers.

→ NFE and youth work

Participants were reminded on definition, aims & methods used within youth work and NFE. They were asked to think individually and then in small groups about main principles that we used during this training that could in their opinion be principles of youth work and NFE. Group presented their work and joint discussion was led. Trainer gave input on what to have in mind when working on reducing barriers with youth. At the end participants were introduced with a method “Back to basic-community planning in locality” that is example of NFE method that they can use when exploring youth’s perception of local communities and things they would change within them.



→ Finalization and Evaluation

Evaluation consisted of two parts: written and verbal evaluation. Participants were asked to fill in online questionnaire and then to share one main learning point (AHA moment) that came out of this training. Also, they were asked to write what else would they need to work in the field of social rights. Results of evaluation are presented within point 4 ad 5 of this report.

Comment about program flow:

Sessions were interconnected and allowed participants to learn step by step and to gradually deepen their competences. Some smaller changes were made within timing to have more time for discussion and feedback with participants. Due to the need for more in depth conversation about the tree of problems we took more time to work on local context. ENTER recommendation were presented in plenary in details but due to lack of time were not explored in small groups just given in hard copy to participant for further

analyzes at home. As participants asked to have a focus on the things they can not read for themselves in own time we made this choice to give more time to discuss collaboration on local initiatives.

Participants showed their interest for the topic from the beginning and were ready to join every activity. That asked questions and actively participated in all training segments. Due to their motivation group dynamic was quickly developing. Connections that they made created good based for future joint projects and fruitful cooperation.

There were no difficulties in leading the process or connecting with the participants. All logistic elements were well prepared and that had a positive influence on the learning process.

4. Results of activity

Results of the activity can be viewed on several levels. Depending on previous competences and interest of participants the results may differ.

- Participants got basic knowledge about social rights, social inclusion/exclusion, youth work, Council of Europe, ENTER and NFE.
- Participants explored own opinions and attitudes towards social rights, youth from disadvantaged neighborhoods, causes and consequences of problems, youth work and how all that influence their decision making and everyday work.
- Participants identified several initiatives that can be implemented on local level and that can contribute to reducing of some barriers.
- Participants connected and a good bases for local network of people and organisations that are willing and motivated to work on social rights issues was created.

5. Learning outcomes

Participants identified these learning points that came out of this training:

- Possibility to cooperate in Varaždin really exists.
- Non-formal education is wider than I thought
- Individual can do only as much, just to give idea and initiative. But organisations can have bigger impact.
- Goals should be defined gradually, one piece of a cake at a time.
- The tree of problems and goals is a process and it is complex and demanding. We have different views on it and it is important always to look at what we can do about it from our position.
- It is essential to involve youth in every segment of the process.
- It is crucial to think outside of own frames and not to do only what seems interesting to us but what youth sees as interesting.
- How making a problem concrete is a difficult process.
- You never have enough knowledge and it is important to continuously learn and develop.
- I was looking at things from my own perspective, but it is important to pay more attention to the process of analysing problems.
- I am part of the system and this stepping out was a good thing even if I will be the only one. It is comforting to see that there are young people that I can cooperate with.
- I got a confirmation that the most important thing is the relationship of youth worker/leader and youth.
- Changes should be made where we are
- I reminded myself about the importance of being authentic.

Participants identified their needs for further professional developments and stated that in the future they would need these:

- Support
- Feedback
- Organisation (institution, NGOs...)
- Communication
- Concrete cooperation
- More experience
- Development

6. Recommendations & suggestions

Training was well received and evaluated by the participants as it can be seen in evaluation presented. We believe that in time available we achieved great results. This was largely due to motivation and group dynamic that was positive from the first session. Looking in to process from trainers' point of view, we would like to recommend few methodology approaches for future local trainings that by our opinion can multiply local community benefits

Training consisting of two modules, involving diverse group of stakeholders who have no prior connections

- ◆ FOR WHO: For communities that: just started to explore this issues; do not have developed network of organisations/individuals; don't have experience in joint projects; ready to invite participants with low knowledge on social rights and community initiative planning
- ◆ HOW: Training with two modules and with a "homework" task in between
- **First module** could focus on: defining basic concepts (social rights, inclusion/exclusion, disadvantaged neighborhoods, youth work, NFE); getting to know each other and links building; participative ways of needs assessment.
- **Homework:** Until second module participants could be given two tasks: 1. to explore their communities from different perspectives and to see what kind of needs and barriers exist regarding social rights; 2. To read and explore ENTER recommendation.
- **The second module** could start with participants presenting the needs/barriers that they noticed and that should be the starting point for defining problem, causes, consequences, goals, results...

Training consisting of one module for diverse group of stakeholders that already cooperate

- ◆ FOR WHO: For the local communities that: have developed local network of organisations/individuals; have experience of joint initiatives; would invite participants that have basic understanding of social rights and inclusion.
- HOW: Homework before training and one module
- Participants should be asked to come to training prepared in sense of reading the publication Taking it seriously and thinking about barriers to social rights that exist in their communities.
- Module should focus on defining the local barriers and planning joint initiatives and use of ENTER recommendations.

One module training for youth workers

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- FOR WHO: For the local communities that: have developed local network of youth work organisations; would invite only youth workers; do not have that much of experience in youth work or social rights issues.
 - HOW: One module, homework and mentoring process
 - Module could focus on defining basic concepts (social rights, inclusion/exclusion), youth work & NFE and participative ways of needs assessment.
 - Homework: 1. to implement needs/barriers assessment with youth they work with; 2. To read and explore ENTER recommendation.
 - Mentoring meeting (group or individual): Participants could present main insights gained from needs/barriers assessment and their thoughts on how to proceed on to have discussion with mentor about all these issues.