

G1000 I-YES

FEBRUARY 2023

# IDENTIFICATION AND MOBILIZATION OF YOUNG PEOPLE

## EUROPEAN GOOD PRACTICE GUIDELINES



Cofinancé par le  
programme Erasmus+  
de l'Union européenne



# SUMMARY

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## G1000 I-YES - The Project

page 3

Who are the invisibles?

page 3

A common vision for the 5 partners

page 4

Concrete actions

page 5

The project partners

page 6

## Good practices

page 7

Discovery and training

page 10

Education and professionalisation

page 34

Educational and social support

page 50

Young people activism and advocacy role

page 60



# G1000 I YES - THE PROJECT

This good practice guide has been produced in the framework of the G1000 i-YES (G1000 Invisible Youth European Summit) project. This is a two-year European Youth Together project that started on 1 March 2022.

It brings together 5 European partners and its objective is to deploy a mechanism whose ambition is to bring together the "invisible" youth of the European Union and public decision-makers in a constructive, productive and visible dialogue.

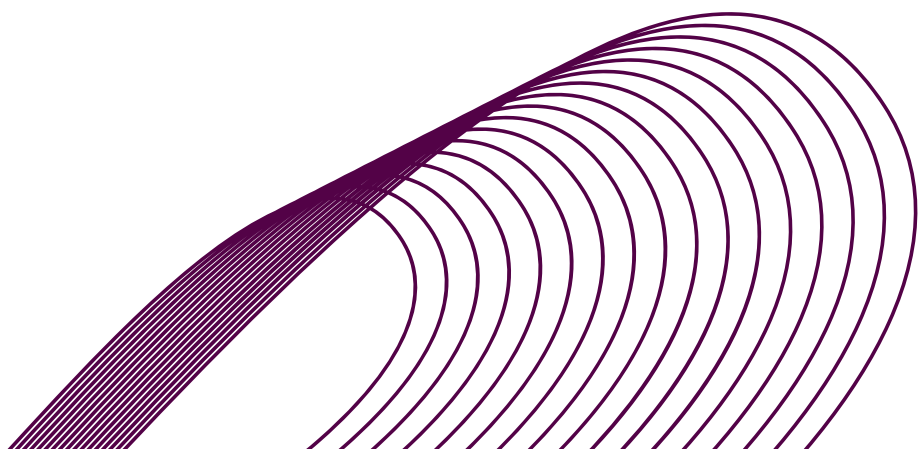
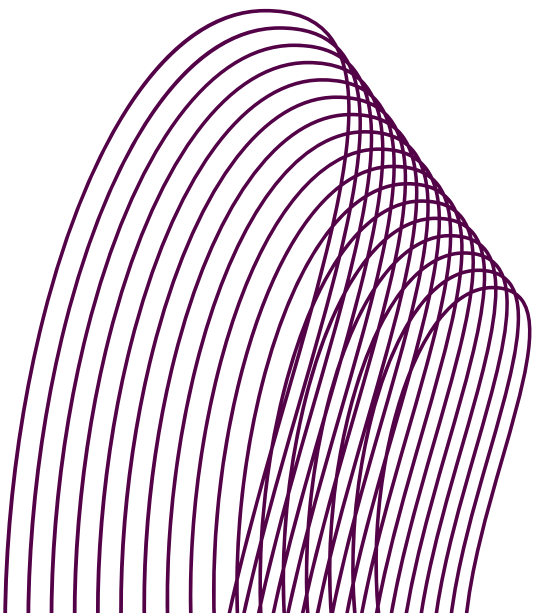
Who are the "invisibles"?

They are young people aged 15 to 21 who are off the radar, unemployed, uneducated and untrained, dropouts, young people from working class neighbourhoods, young people from rural areas, young homeless people, young undocumented migrants, young refugees and/or asylum seekers, young people who are victims of violence and abuse, young autistic people, young people with disabilities, young people with serious illnesses.

Young people who are poorly identified by social, institutional and educational partners.

"We could multiply the examples ad infinitum, but what unites these "invisible" young people is their lack of status, with the consequence that they are invisible in society, but also in the statistics. How can a rich and modern society like ours, with such a well-developed social engineering, allow such a social and intergenerational divide to persist - or even increase?

Research report "Invisibles" in education, training, employment and support in Europe.



# A common vision of the 5 partners

## #1. TO INSTALL AND/OR RESTORE THE DIALOGUE

between public decision-makers and NEET and invisible young people in order to propose perspectives and opportunities for action at European level.

## #2. DEVELOP AN INCLUSION AGORA - SPACES FOR REFLECTION, EXPRESSION

expression, dialogue and proposals necessary for the elaboration of public policies, between invisible people, youth workers and representatives of the European Union.

## #3. ORGANISE THE EUROPEAN SUMMIT OF INVISIBLE YOUTH

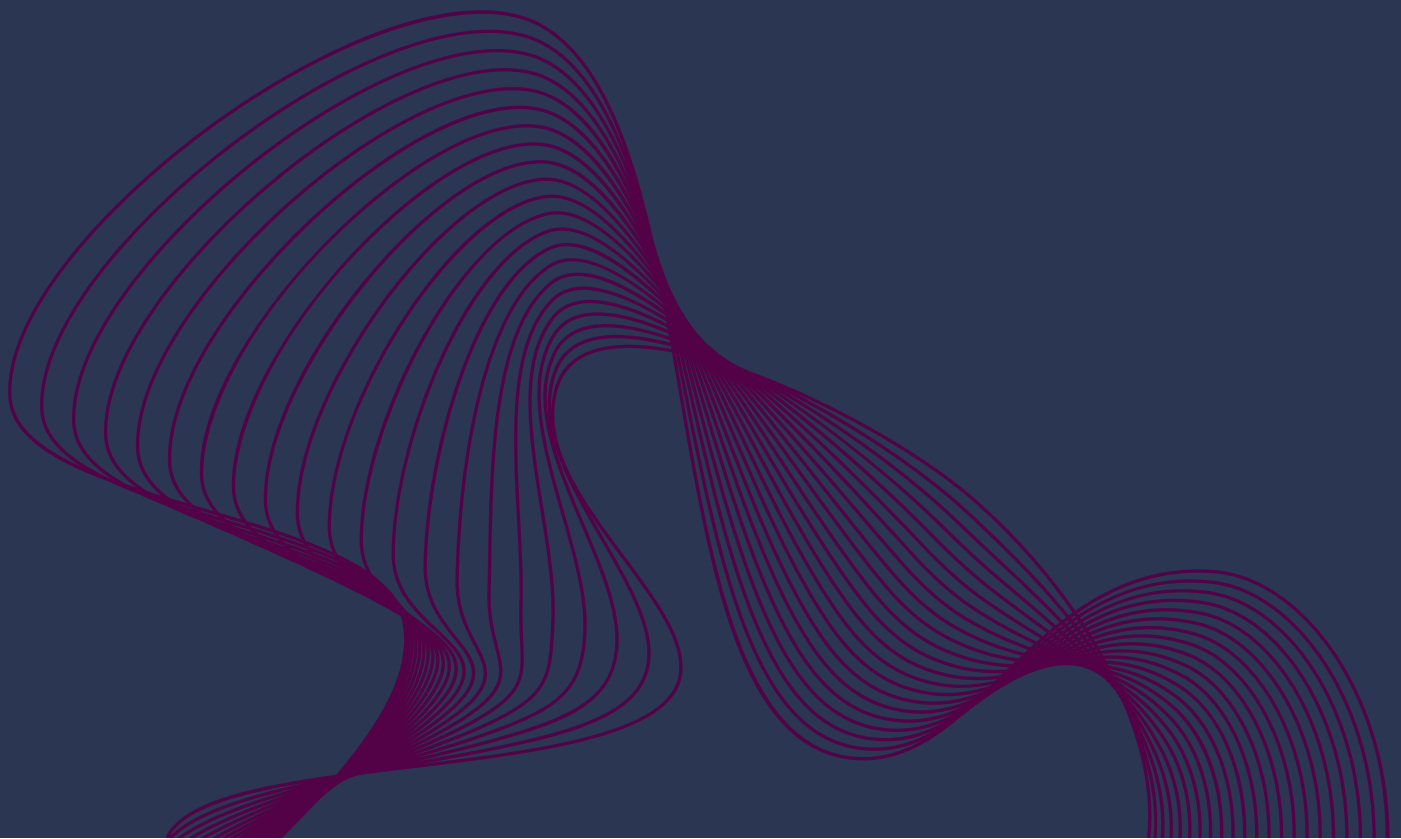
in November 2023 in Brussels.

## #4. FIGHT AGAINST THE STIGMATISATION OF THESE

of these young people and make them visible by making their voice public and valuing their initiatives.

## #5. HIGHLIGHT THE WORK OF YOUNG PEOPLE

via colourful and striking clips shot in the Brussels Capital Region, Genoa, Bucharest, Bordeaux and Paris Saint-Denis, participatory itineraries of active learning for these young people.



## **Concrete actions**

This guide is the first concrete result of the project, which will subsequently be completed by :

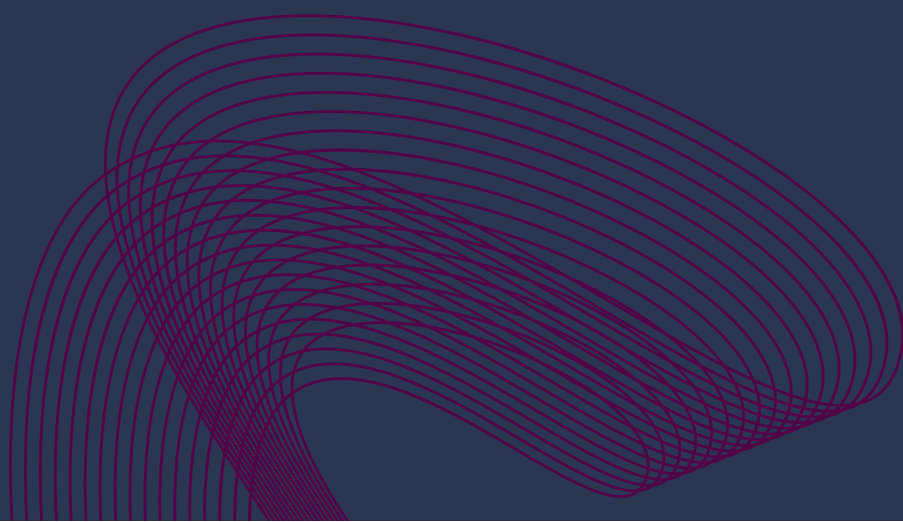
- Training for teachers and educators in February 2023 in Saint-Denis: 2 days to build common guidelines for the learning pathways that each partner carries out with the group of young people in its territory and define a shared training kit.
- Learning paths for young people in preparation for the summit on the themes that will feed the exchanges during the summit: poverty, migration, gender equality, climate emergency, North-South solidarity, discrimination, youth and European identity in diversity, Europe, employment and youth entrepreneurship, democracy, participation and inclusion of young people. These courses will take place from September 2022 to October 2023 by each partner country which will identify and accompany a group of young people. Participatory workshops and formative preparatory sessions on the given themes led by teachers, educators and mediators to enhance the young people's skills in communication, speaking, report writing, organisation and logistics of an event at the same time as awareness raising and artistic encounters.
- The summit in Brussels in November 2023: 1000 young girls and boys from Europe, aged 15 to 21, will prepare and organise a participatory summit on diversity and building together in the heart of the working class areas of the European capital. The summit will be supported by 60 young European ambassadors from Italy, France, Romania and Belgium. It will physically bring together nearly a thousand other young people of diversity, culturally originating from all the member countries of the European Union and elsewhere in the world. This exceptional meeting will be broadcast via live web streaming to several thousand other young people across Europe. It will be an opportunity for the young people to present the exchanges and work carried out during the course of the event, with the aim of building a message of optimism to strengthen the European project.



## The project partners

The 5 project partners are organisations that have been working on a daily basis for years with "invisible" young people in neighbourhoods marked by poverty, youth unemployment, dropping out of school and inter-religious conflicts in Belgium (Molenbeek and the Canal zone), France (Saint-Denis and priority neighbourhoods in Nouvelle-Aquitaine), Italy (the neighbourhoods of Val Polcevera and Teglia in Genoa) and Romania (Roma areas).

- L'organisation internationale pour la réussite et le développement (OIRD, International organisation for success and development) works in the heart of Molenbeek, Brussels on the fight against school and social drop-out and has developed numerous programmes to mobilise NEETs and their families. It benefits from significant support from media personalities (the amba
- Musiques de Nuit Diffusion is an international music centre and has created regional mechanisms for the identification and support of young people and their social and professional integration through the creative industries
- Roma Education Fund is a foundation that provides educational pathways for young ROMS recognised at European and global level. Peer-to-peer mentoring and training is one of the cornerstones of its learning approach.
- Helpcode is a global NGO that works to improve the lives of children in their communities.
- The city of Saint-Denis is a local authority, one of the poorest and youngest cities in Europe, which implements programmes to support the identification and mobilisation of NEETS. It works in particular with the associated partner Eloquentia and the University of Paris VIII on the issues of youth voice.



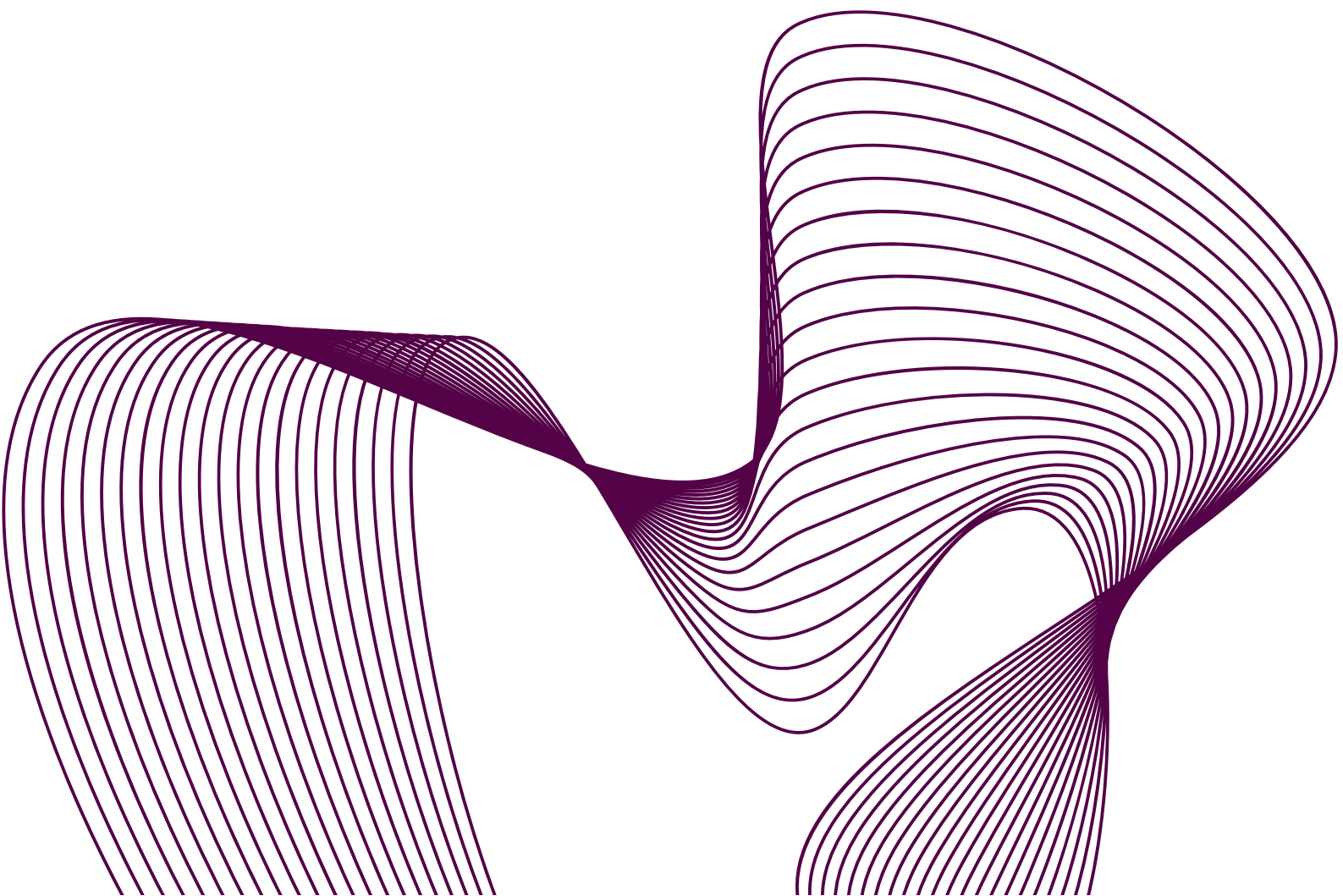
# GOOD PRACTICES

This guide was conceived as a sample of good European practices identified by the different partners of the G1000 i-YES project. This guide brings together initiatives from Romania, France, Italy and Belgium. All of them have been developed in the direction of the so-called "needs" or "invisible" young people but do not necessarily have the same angle of action. Some initiatives focus on developing the critical and political spirit of these young people, while others focus on non-formal training and discovery through mobility. Finally, others offer educational support, professionalization and social support.

All these projects have been divided into four categories: the first one "Discovery and training", the second one "Education and professionalisation", the third one "Educational and social support", and finally "Active youth engagement".

The aim is to present what has been developed by different actors: their way of working with these invisible young people and to explain to you how they have mobilised them.

In addition to this guide, interviews have been made with youth workers, you can find them here : <https://www.youtube.com/watch?v=ym-gzUdai4E&list=PLzlV6bokETqnUNr9QPSOKsSu8Wp-1Len0>





**Discovery and training**

**Education et professionalisation**

**Educational and social support**

**Young people activism and advocacy role**



In order to present the information that we think is important to discover these good practices, guidelines were sent to each project leader to collect key information.

Here is the information requested:

- Contact and profile of the person in charge
- Organisation that set up the project
- General themes addressed
- The territory of action
- General information about the project: When it started, how long, context, objectives, budget, impact.
- The project's target group: profile, age, number of people involved.
- The local partners involved
- The key steps identified to involve NEETs
- What kind of processes were used to identify NEETs in the first place: selected communication, artists, local partners...
- What actions were taken to involve them, to mobilise them?
- What actions have been taken to train NEETS and/or enhance the skills of the target group?
- What actions have been taken to have a sustainable follow-up on a long-term professional and support project?
- What actions have been taken to assess progress and guide the target group and to evaluate the impacts?
- What tools and equipment are needed for all these actions?
- How the project methodology is successful and could be replicated in another context

If you want to know more about the different projects, you can contact the different project partners.



## **1.DISCOVERY AND TRAINING**

In this first category, "Discovery and training", we present four different projects. The project La Grande Tournée is aimed at young people living in rural areas, and allows them to meet and access different cultural structures in the Neo-Aquitaine region with the aim of discovering the know-how of the different professions in the artistic creation sector. The Romaversitas RO114 project is a project aimed at young people from the Roma community, whose objective is to train them to develop or regain a strong sense of self-esteem. The Impower and Move for the World projects are aimed at young people living in so-called "priority urban policy areas", and focus on their involvement in the construction of a project and their mobility as a tool for self-discovery and the development of personal and social skills.

# LA GRANDE TOURNÉE

La Fabrique Pola, Bordeaux



#NEET #professionalisation #inclusion #artisticjobs #immersion #invisibles

## Name of the Lead Expert and her function :

Magali NOVION, development officer at the Fabrique POLA

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 Magali NOVION

Magali works in engineering & coordination of cooperation projects in the field of culture and social economy. She has been working at the POLA factory for almost 10 years, both as a cultural facility dedicated to the public, and as a space dedicated to the professional structuring of the visual arts sector, based on the values of the social and solidarity economy. She previously worked at Bruit du frigo, an urban creation collective founded which brings together architects, artists, urban planners, mediators and builders.

## The project

The La Grande Tournée project ran from 1/06/2020 to 31/12/2021.

La Grande Tournée is initiated by the association POLA (project leader) in partnership with LABA. The project is supported by:

- Europe / Nouvelle-Aquitaine Region
- DRAC Nouvelle-Aquitaine
- Department of Gironde (Insertion and Culture Departments)

The budget is 243,000 euros.



# LA GRANDE TOURNÉE

UN PARCOURS  
ITINERANT & COLLECTIF

La Grande Tournée is an experimental programme to support the professionalisation and active inclusion of 24 invisible young people in the former Aquitaine region.

The young participants carry out a series of itinerant stays based on encounters with public and associative actors and entrepreneurs in the fields of art and culture, crafts, heritage, ... These trips enable young participants to discover the know-how of the various trades that make up the production and distribution chain of artistic creation by meeting artists and professional cultural operators, as well as those related to artistic and cultural creation and production (technical collaboration). At the end of their journey, the young participants individually mark out, with the support of the Fabrique Pola's support team and in partnership with the partner and support structures in their territories, the identification of personalised orientation and/or training itineraries with a view to a possible positioning towards an artistic and/or cultural profession.



### **Target group/profile:**

24 people identified:

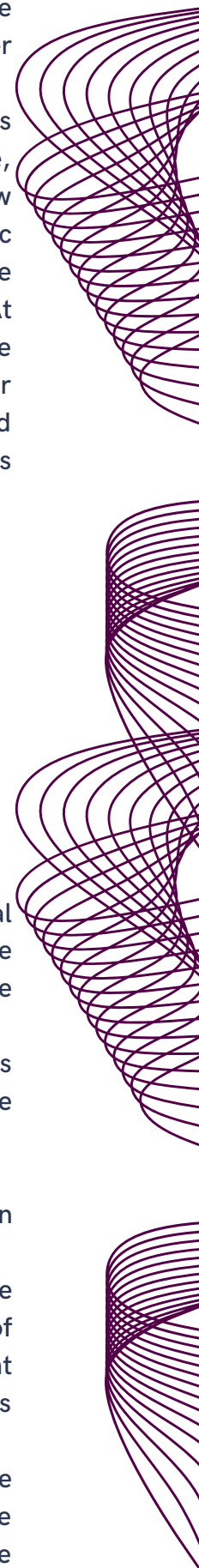
- young people with no training/qualifications and/or no job
- aged 16-26
- mainly from rural and suburban areas



### **Project partners:**

- The Department of Gironde through its youth advisors and its cultural development advisors of the territories, the PJT of the Médoc, the Sud Gironde and the Libournais, as well as Charlotte Huni, director of the Domaine de Nodris;
- The association Jeunesse Habitat Solidaire, Habitats Jeunes Le Levain, Habitats Jeunes Technowest and Habitats Jeunes Hauts de Garonne, members of the URHAJ (regional union for young housing) in Nouvelle-Aquitaine;
- The Missions Locales of Libourne, Langon and Lesparre;
- Actors in territorial development and youth: the CALI's Espace Jeunes in Libourne and Cap Solidaire in Langon;
- Cultural actors in each territory, the cornerstone of cooperation with the Fabrique Pola in discovering the professional artistic and cultural resources of the Libourne, Médoc and South Gironde regions: D'Asques et D'Ailleurs (Saint André de Cubzac), La Semaine de l'Art (Pauillac) and Simone et les Mauhargats (Saint Macaire);
- The artists and cultural actors who are partners and service providers of the Fabrique Pola for the realisation of the practical workshop programmes, the learning visits (in the territories and at the Fabrique Pola) and the design of the scenography of the collective exhibition LE GRAND TOURNANT.

In total: 43 artistic and cultural operators were involved in the cooperation (artists, craftsmen, associations, cultural institutions and companies).



## **Project phases:**

### > Phase 1 Engineering

#### Actions:

- Preparing the engineering of the project in all its phases: definition of the objectives, activity programmes and evaluation and cooperation protocols with all the stakeholders of the project;
- Building the territorial network of partners and external service providers for the operational implementation of the individual and collective support pathway for young NEETs (meetings);
- Shared design of a method (common monitoring tools) and of individual and collective support practices.

### > Phase 2 Awareness raising and mobilisation (duration 2,5 month)

#### Actions:

- Individual interview with each young NEET (8 per territory) to formalise entry into the support programme;
- In each intervention territory, the young people are invited by the Mission Locale and/or the #REA'J Platform to take part in a collective information meeting in their premises presenting the support pathway La Grande Tournée, associated with a deployment of the Polamobile by the Pola Factory coordination team. They are then given a timetable and an adapted application form;
- Two to three weeks later, once the young people interested in this initiative have been positioned on the Grande Tournée by their social referents, each of them begins the support process with an interview and individual meeting at the premises of the Mission Locale and/or the #REA'J Platform with the Fabrique Pola team.

### > Phase 3 Training-action

#### Actions:

#### 1. the TERRITORY(S) EXCURSION: provisional breakdown - 5 days

A training-action programme (initiation/awareness of technical artistic practices) and learning encounters in the young participants' area of residence, in contact with associations, artists, cultural institutions and local businesses. This programme of encounters is composed and coordinated by the cultural actors of the territories, provider of the project.

#### In total -LIBOURNAIS:

- 9 workshops carried out over the 5 and a half days
- 3 visits / learning meetings with cultural operators

#### In total - MEDOC:

- 8 workshops carried out over 5 and a half days
- 7 visits / meetings with the artistic and cultural resources of the area

#### In total South Gironde:

- 9 workshops
- 7 visits/meetings

## 2. THE FABRIQUE EXCURSION - 5 days

A targeted training-action programme chosen beforehand by the young participant (at the end of the Territoire(s) week) focusing on the discovery of 3 artistic production chains: publishing, graphic arts, still and moving images.

10 artistic practice workshops with the inhabitants of the Fabrique and the partners:

- 2 writing workshops with G enevi ve Rando, author and artist associated with the project
- 2 photo workshops with the Labo Photo
- 2 engraving workshops with Graph'Ink
- 1 workshop with the silk-screen printing workshop l'Insoleuse
- 1 metal workshop with Z ebra 3
- 1 dance workshop with the Auguste Bienvenue Company at the Carr e in St M edard en Jalles
- 1 Slam workshop with Maras at Rocher de Palmer
- 3 visits/meetings on the territory of Bordeaux M etropole

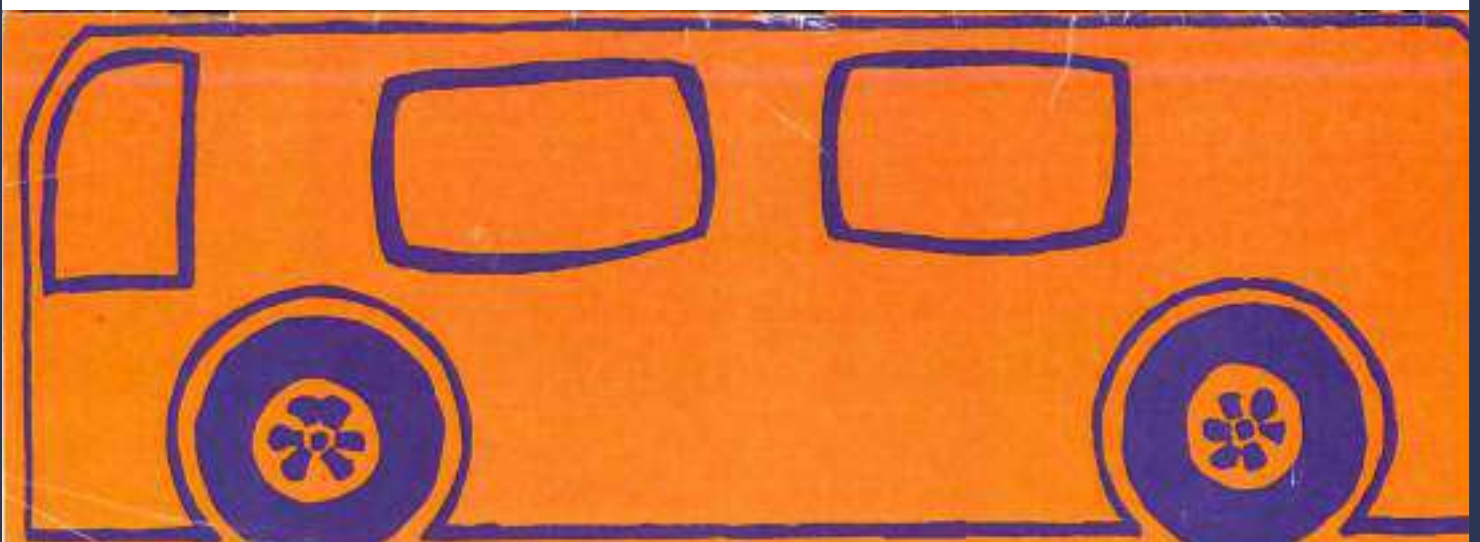
### > Phase 4 Restitution Le Grand Tournant - 5 days spread over 2 weeks

- Individual interview with each young participant (8 per territory over 2 days) to mark the end of the accompaniment programme and indicate future projections and a 3-day concluding stay at the Fabrique Pola. This was designed to bring together participants from the three territories of Libourne, M edoc and Sud Gironde.

### > Phase 5 Work placement (1 month)

Actions :

- A period of work experience in a professional environment (PMSMP) within the network of partners and service providers involved in the Grande Tourn ee project.
- Creation of a support unit with the social referent to organise support for the immersion of young participants: contractual support with P ole Emploi and the project's partner and service provider structures and mobilisation of common rights.
- Individual support & the PMSP
- From the end of the first session in the territories, individual support and follow-up was offered to all participants, in order to see together how to transform the first two weeks' course into a PMSP, in collaboration with their counsellor



## **Evaluation:**

In the perspective of a possible renewal of the action or its spin-off, as well as in the desire to produce an accompaniment pathway that is invested in and appropriated by the young participants, the modalities and processes of evaluation are singular, upstream of the action's launch. There are two key aims in the process:

**Aim 1:** To define and lead an evaluation involving all the stakeholders of the BIGTOUR, in the spirit of a participative and shared observation

**Aim 2:** To value the individual and collective experiences and the processes of involvement and/or remobilisation implemented by the young participants throughout their journey

Several types of evaluation were carried out:

- A process of accompanied writing and the production of a personalised logbook, the lifeline of the programme for each participant
- A measurement of the impact of the pathway for each participant "hot" and "cold" (during the pathway, at the end of the pathway and at + 3 months, in the form of a situation report)



## **Details of the evaluation:**

- Quantitative approach: number and rate of participation in the actions, gender parity, number of job seekers
- Monitoring tools including basic quantitative indicators of achievement and immediate results such as:
  - number of young NEETs who have followed the entire support pathway
  - number of young NEETs who have completed a work immersion
  - number of young NEETs who have chosen to do a civic service, a qualification training, etc. at the end of the pathway.

Additional indicators :

- Criterion 1: Impact on the removal of socio-economic barriers:

Indicator: number of training courses undertaken on and outside the territory of origin, transport cards completed, etc.

- Criterion 2: Impact on capacity building:

Indicator: % of participants attending, % present at the restitution, % of participants having developed their ability to talk about the project

- Criterion 3: Impact on the enhancement of the collective strength:

Indicator: % of participants having created significant links with other participants or contributors to the project etc.



## What worked?

### PHASE 1 Engineering

1. Collective information meetings for target audiences on site with the deployment of the Polamobile to inform/raise awareness of the Pola Factory's action and its network of resources
2. The expertise and knowledge of the social referent in its mission to support professionalisation

### PHASE 2 Awareness raising and mobilisation

1. Be physically visible (a dedicated place)
2. Have qualitative communication materials
3. Have a collective time
4. Have an individual time with the participants

### PHASE 3 Training-action: excursions

1. Define the needs of the person before, during and after the project, of the Grand Tour
2. Identify the resources they have and those they need, and support their training needs

### PHASE 4 Restitution

1. To have a mediation on the exhibition site
2. Have a tight schedule so as not to lose young people along the way

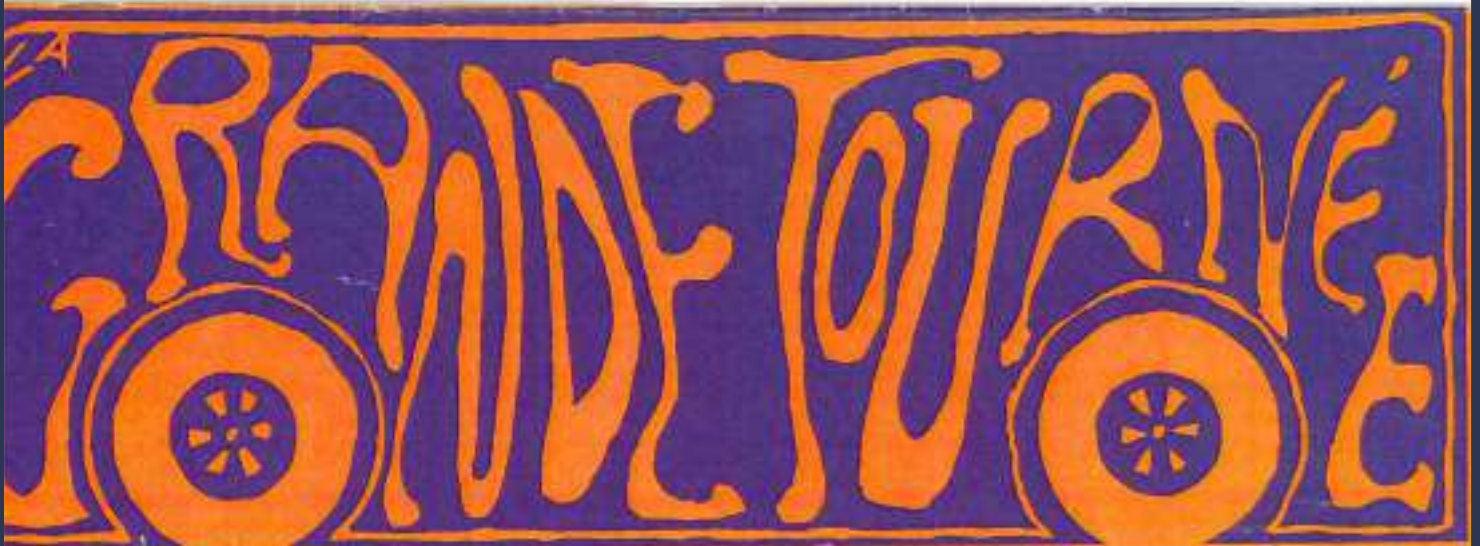
### PHASE 5 Work placement

1. Organise counselling sessions (reality of the job, accounts of career paths and training, etc.)
2. Have a contact person in the field to act as a link
3. Create a whatsapp group for follow-up

### PHASE 6 Evaluation

1. Put participants at the heart of the evaluation from the start of the project

more information  
clic here





# IMPOWER

YES Akademia



#Youthempowerment #communitydevelopment #leadershipdevelopment #socialentrepreneurship  
#globalcitizenship #Youth #empowerment #citizenship #community #entrepreneurship

## Name of the Lead Expert and her function :

Estelle Muyumba, Chief Operating Officer

✉ [pedagogie@yesakademia.org](mailto:pedagogie@yesakademia.org)

 Estelle Muyumba

Estelle Muyumba is a 27-year-old alumni of our signature IMPOWER program for the 9th edition, 2019-2021. She joined the organization YES Akademia (YAKA) in January 2021, as Program Coordinator and quickly gained competencies to become a year and a half later our Chief Operating Officer. As an alumna of YAKA, she is well positioned to supervise the program development officers and coordinators, and she supervises all of YAKA's operations in France, as well as in Senegal and India. Before YAKA, Estelle worked as a Program Coordinator of an environmental non-profit in French Polynesia, focusing on environmental awareness and sustainable development and coordinating marine biodiversity projects on the island. She is passionate about social and environmental development and is talented in creating logic frameworks, follow-ups, and community mobilization for youth development.

## The project

IMPOWER is YAKA's flagship program starting in 2012. Over 18 months, Laureates attend of pedagogical workshops on subjects such as leadership, social entrepreneurship, and sustainable development; live for 30-45 days in a developing country village (Senegal, Nicaragua, India, Nicaragua or Haiti) working with youth and communities selected by local YAKA Partners; and receive individual mentoring and coaching sessions to work on a personal or professional project.

IMPOWER was created in response to the need to nurture new generation of open-minded and flexible leaders. It provides education and inspiration to diverse groups of youth by exposing them to new experiences, strengthening local ties, motivating a global outlook, and encouraging them to seek solutions to rising issues. Our objective is to help youth grow by learning about new cultures and ideas, especially by engaging with other youth, to create a sustainable social net based on mutual respect and shared goals. IMPOWER also focuses on youth facing special challenges, whether socio-economic, cultural or other, with an emphasis on those who abandon school early and require competences, and more so, the confidence to put themselves forward to return to school or seek a job.



# IMPOWER

IMPOWER also includes a cross-cultural exchange program (SWITCH) bringing the local youth (International Laureates) to take part in IMPOWER activities in France. SWITCH enhances the YAKA-experience building strong leadership skills, self-confidence and motivation to improve lives, communities and even countries with a reciprocal cross-cultural experience to remember when developing future social entrepreneurial and other personal projects.

One IMPOWER promotion serves approximately 60 laureates from France each year (2 promotions overlapping each other). Depending on where they travel, the average annual budget for IMPOWER is 100,000€ including 300 hours of workshops over 8 months, the immersion trip abroad and mentoring.



YAKA targets youth 15 to 26 years old who mainly come from backgrounds with fewer opportunities than their peers. As a result, YAKA engages a great number of youth, for example, who are working through or suffering from social challenges (i.e. unemployment, mental symptoms such as ADD, victims of discrimination based on gender, sexuality, religion, refugee status), cultural challenges (i.e., language barriers, lack of diversity in their communities), and economic challenges (i.e. education barriers, homelessness, limited medical care) who often come with personal challenges (i.e., lack of a social network, self-esteem, confidence, or a solid direction in life) that IMPOWER's workshops and objectives address largely through non-formal and informal learning.



IMPOWER engages about 60 youth a year (French Laureates and YAKA alumni who participate as Youth Leaders) and 20 International Laureates and Partners we bring to France from our partner countries in India, Nicaragua, Senegal, Haiti and Tunisia.

Some local partners in France include:

- L'Ascenseur ([www.lascenseur.org](http://www.lascenseur.org)), an innovative conglomeration of 19 non-profit organizations and social initiatives in Paris that focus on equal opportunity for youth and helping beneficiaries achieve their potential. YAKA is a founding member of L'Ascenseur since 2018, has a seat on its board, and participates in a wide number of activities in collaboration with the other member organizations.
- BRAVUS, organises a day program that resembles boot camp that pushes participants to their physical (and often therefore, mental) limits and encourages them to use courage to reach goals. We have seen that at times physicality (as opposed to reflection or introspection) is the breakthrough that youth who face serious challenges need.
- Eloquentia, non-profit which works on public speaking
- Ghett-up, non-profit which supports citizenship engagement and social justice for youth from the inner-cities and breaks down stereotypes related to the banlieue.
- MADERA, non-profit which helps YAKA source refugees to participate in IMPOWERes go in India, Senegal, Nicaragua and Haiti.





- Engagées et Déterminé.es, non-profit which trains youth on ECSI
- Maison Pour Tous Youri Gagarine, social center in La Courneuve where YAKA holds workshops since 2014 and collaborates with community
- Via Le Monde, part of the Département de la Seine-Saint-Denis, provides resources for youth and youth facilitators at YAKA
- Lab de Pantin, community center in Pantin which collaborates on workshops with YAKA on a frequent basis, notably cooking and art classes.

YAKA also has a great number of partners located in the various countries where IMPOWER laureates go in India, Senegal, Nicaragua and Haiti.

### **Project phases:**

#### **> IDENTIFICATION**

YAKA recruits and locates NEET candidate through a number of channels established over the years. This includes local community non-profits in areas outside of Paris, schools (lycées professionnelles), alumni of IMPOWER of other YAKA programs, partner organizations in at L'Ascenseur where YAKA has its offices, and word of mouth. IMPOWER is also advertised on Facebook, Instagram and other social media, at local fairs and community gatherings and general conferences.

#### **> MOBILIZATION**

YAKA's educational programmes take a holistic approach so that each participant develops on personal, professional and academic levels while working to maintain a "healthy mind in a healthy body". YAKA approaches each youth as an individual with the potential to have a positive impact on others. Communication is open, participants are encouraged to express themselves, take initiatives, and push their limits, and efforts are made to create a safe space all actions. This work is done in groups, in small teams, and individually. We begin workshops and program sessions with "ice breakers" to open up the participants to the group encouraging them to own their individuality at the same time as feel included in the group. We also implement personal assessment activities - specifically using a survey tool called Predictive Index with participants reveals personal character-traits, strengths and weaknesses.

We also mobilize our youth through constant engagement and communication. Once part of IMPOWER, or any YAKA program, laureates become part of a WhatsApp chain where staff leaders animate and engage with them, they introduce themselves and converse with each other and they receive information. Throughout the program, WhatsApp is a way to always stay engaged and up to date on IMPOWER activities as well as other YAKA actions or events such as going to a film screening, attending a conference or attending a lecture.

#### **> TRAIN & VALUE**

YAKA's philosophy is based on non-formal teaching, learning by doing, collaboration, and the cultivation of self-confidence in youth from self-knowledge, trust and experience. IMPOWER workshops promote openness, experimentation and testing comfort zones as well as learning practical skills such as problem-solving, fundraising, organizational skills, self-management, dispute resolution and communication techniques. During their immersion voyage abroad, they put these skills to use in a new (often foreign) environment while YAKA closely supervises and supports their actions. During this part of IMPOWER, Laureates learn a great deal about themselves and their capacities to deal with people, organize projects, and engage with new people and environments.

They put their skills to work in the field. Once back in France, laureates use their newly acquired and tested (soft and hard) skills to build personal projects that address social issues.

### > EVALUATION

YAKA aims to constantly improve IMPOWER in order to best respond to our participants' needs and ambitions. We evaluate the progress by asking each participant to answer a set of questions about their experience, to see if their achievements were as we expected throughout our programming. We also ask the Impower participants to write blogs during their cultural immersion experiences, so that we acquire first-hand testimonies (<https://yesakademia.tumblr.com>).

IMPOWER participants and staff team evaluate the program at different times: after the various workshops, during and after the immersion voyage abroad, and at the end of the program. Informal evaluations take place with general discussions about expectations, objectives and achievements. Staff record these meetings in writing. Participants are also requested to complete a detailed questionnaire about all points of the program as well as the staff. Lastly, we ask laureates to write blogs during their cultural immersion trip, giving us first-hand testimonies of their experience. See <https://yesakademia.tumblr.com> for samples.

### > INDICATORS

Indicators based on evaluations and observation include:

- How laureates feel they have changed/learned after IMPOWER - Laureates feel more self-confident, willing to speak out for their beliefs, empowered to pursue goals, not afraid of failure and curious to learn going forward.
- Skills laureates feel they have acquired - public speaking, problem analysis, decision-making, teamwork, project management, dispute resolution and leadership.
- How many laureates stay in contact with each other and with YAKA - YAKA's alumni count is approximately 500 youth and grows every year. The YAKA alumni WhatsApp thread is active almost daily.

Laureate projects that come out IMPOWER - this also grows every year. A few examples are a summer camp for children between 6 and 12 years-old; a formal non-profit network to engage social design students and professionals; a book on Paris's banlieue called "La Banlieue du Turfu" about innovation and creativity in the banlieue; raising funds and repairing a drinking water station in Jan Jan, Haiti; a library in Nianiar, Senegal; a YouTube channel on sex education for youth and queer fashion; and a nonprofit to defend the rights of women victims of sexual violence in the Congo and France and to promote healing through dance.



## > SUSTAINABILITY

The sustainability of IMPOWER comes first from the enthusiasm that is generated by its laureates after they complete the program. In some years, a majority of candidates for a new promotion comes from word of mouth from past laureates. This is partially due to the success of the program, but also due to a WhatsApp thread shared by all YAKA alumni who exchange information over time on their projects (announcements, invitations, solicitations) and stay in contact with YAKA and each other. Through this action, laureates stay involved in YAKA by volunteering, including helping pitch and present YAKA at events and being team leaders for future project or immersion voyages abroad.

Sustainability also lies in YAKA's reputation for continued quality programming. Over 10 years, YAKA has tested its pedagogy for working with youth and local residents. It is recognized for implementing programs that have led to worthwhile solidarity projects and life-changing experiences, helping young people as well as less young people build self-confidence and be motivated to pursue socially responsible goals. Eventually, YAKA would like to formalize its methods in the form of a manual and training kit for community organizations to implement locally.

## > TOOLS/ MEANS

The kind of tools and equipment used in IMPOWER include mainly basic office supplies - white board to document brainstorming, post-its to organize and categorize ideas, paper and colored markers. IMPOWER also requires open indoor space for workshops that allow laureates to break into work groups and gather together as a whole for discussion. Equipment during their immersion trip includes a list of similar materials as well as equipment to survive and mount projects in the field (from mosquito nets and bed mattresses to water and office supplies). Actions in France also require computers and internet access to communicate among participants and create and manage projects.

Intangible tools include motivation, courage, willingness to try, ability to have fun and desire to learn.

## > TRANSFERABILITY & SUSTAINABILITY

Please see above for actions YAKA takes to sustain the future of IMPOWER. With the success of its programs, YAKA continues to expand each year with a growing network of partners, youth participants and regions where it is present. The IMPOWER model with workshops, immersive living abroad and project mentoring has been tested and adjusted for 10 years showing flexibility to different environments, situations, participants' needs and even funding levels - thus it shows an ability to be replicated.

One example of this is how YAKA implemented the IMPOWER model during Covid-19. During lockdown, YAKA procured computers for laureates who did not have them and conducted workshops on-line. Given the travel restrictions, laureates could not leave the country. So instead of offering a cross-cultural experience travelling abroad, YAKA solicited new laureates who were refugees from Afghanistan through non-profit MADERA and organized a multi-week stay at an ecovillage in France. IMPOWER laureates and MADERA-sourced laureates engaged in a cross-cultural exchange, participated in preparatory workshops, travelled together to the ecovillage and worked on ecological projects in teams. Deep friendships were forged and ideas and goals were shared within the group. This adapted IMPOWER model has now become a regular YAKA program called YAMA and is an example of how YAKA's method can be replicated.

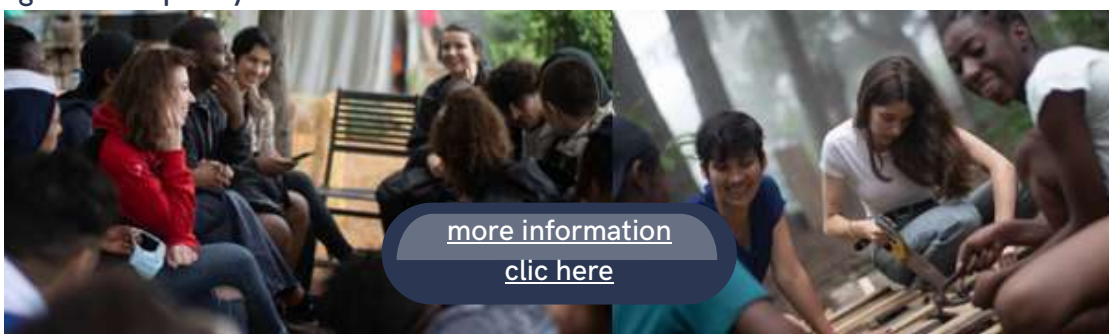
YAKA's method is also grounded in a specific pedagogy and philosophy based on the ideas of diversity, inclusion, open-mindedness, curiosity, creativity and intercultural exchange. YAKA favors non-formal, experiential learning and encourages self-reflection and critical analysis when looking at the world. As mentioned above, the YAKA team hopes one day to formalize these ideas within its model with a training kit – what internally is called YAKA's "Empowerment Kit". The Empowerment Kit will contain a manual introducing YAKA, its philosophy and pedagogy, and a list of YAKA programs that can be replicated in part or in full, with links through YAKA's website or a special portal to training and motivational videos, program outlines, forms, and other resources. The idea is to present the kit to community organizations, apply it locally with some training from YAKA staff (either in person or online), help the organization use the new training to conduct their own workshops or projects, and finally "pull out" of the program and leave the organization to work autonomously. This is similar to IMPOWER's work in villages abroad. The concept of implementing solidarity projects, working with communities to work autonomously for the good of its residents after YAKA leaves, is being tested in intergenerational centers set up and run by YAKA in three areas so far outside of Paris. The application of YAKA's work in these centers is yet another indication of how YAKA's method can be replicated.

### **Other comments:**

YES Akademia ("YAKA") is a global, grassroots social-profit organization based in Paris, France offering educational, social and cultural exchange programs for a diverse group of youth 15 to 35 years-old (average age 20), largely from marginalized urban and rural communities. Our programs have engaged approximately 500 youth (our laureates) per year for 10 years and take place in and around Paris, urban and non-urban sectors of France, as well as communities abroad with partner organizations in Senegal, India, Haiti, Nicaragua, and Tunisia. With a network of alumni worldwide, we have touched to date approximately 4500 youth.

Our particular strength as an organization shows also in our capacity to adapt and excel. YAKA's strength also comes from YAKA's youth. Embracing and encouraging collaboration, we continue to attract new partners and have maintained working relationships with partners we have had since YAKA's start.

Youth graduate from YAKA programs filled with self-confidence, motivation to pursue goals and dreams and feeling empowered and capable of handling adversity. They also come away with hard and soft skills that will serve them in the future such as public speaking, problem analysis, decision-making, teamwork, project planning, leadership, flexibility and technology in the working world. YAKA youth realize dreams through personal projects. Projects that do not succeed still offer valuable experiences for future endeavors. YAKA's network of alumni and mentors exists to encourage resilience and perseverance to move on to new projects. Lastly, YAKA youth acquire a greater knowledge and appreciation for social issues such as climate change, civil rights and diversity that drive them to get involved in making an impact. Organizations that have worked with YAKA gain similar strength and capacity.



# ROMAVERSITAS RO114

Roma Education Fund



#mentoring #tutoring #payedinternships #BritishCouncilscourses #IT with ECDL courses

## Name of the Lead Expert and her function :

Ciuta Lavinia, Expert in various projects with European and private funds

✉ [pedagogie@yesakademia.org](mailto:pedagogie@yesakademia.org)

 Ciuta Lavinia

Expert in various projects with European and private funds.

Coordinator of projects, Independent expert in monitoring cultural programmes for Administration of the National Cultural Fund.

## The project

The project was implemented since 30 August 2016 to 31 July 2018

The frame of the project was through this kind of activities:

- To offer academic development opportunities to Roma students,
- To provide soft skills development with special focus to academic and self-confidence skills and innovative approach with regard to social interaction.
- Payed internships

The budget for the project is 124,600 EUR





Target group were 108 Roma full-time students enrolled in tertiary education in Bucharest, Romania



1. British Council - English trainings courses for the target group.
2. Concordia - partner for internships. Provide social care for the vulnerable areas
3. The union for young Roma people - partner for internships. Provide assistance for the Roma youth.
4. Roma Deputy Petre Manole, deputy in Romania Parliament offered internship for two students enrolled in the Romaversitas project at the Deputy Office.
5. National Alliance of Student Organizations from Romania -organizing Bologna Gala, where a Romaversitas student won a prize.
6. National Centre for Roma Culture-Romano Kher, in partnership with the Roma Education Fund Romania, had organized the National Theatre "I. L. Caragiale" Bucharest an event about the hystorial time of the eliberation of the Roma minority.
7. Romani Criss - NGO on Roma rights provided workshops on Roma Rights and European Law an intership.

## STAFF

The project was one coordinator from REF Romania Quarter, Lavinia Ciuta and 20 mentors and 15 tutors. The mentors were form Roma Area and the tutors were selected from professors within Bucharest Universities.

Also we had a financial expert which reported the financial documents.

## GENERAL

To identify the youth needed for the project

Select the target group

Mobilisation for the activities

Increasing the soft skills abilities through courses/mentoring/tutoring

Sustainability for the skills they obtained.





## **Project phases**

### **> IDENTIFICATION**

For the identification of the target group we implemented these steps :

- program RV announcement launched as well as on universities' emails, NGOs email, administrative parties email, as well as on our site or in Facebook
- involved association of students from different universities
- program outreach and information campaign

### **> MOBILIZATION**

We established at REF quarters an educational centre which was used only by the RV students.

The Romaversitas students had been used the Educational and Innovation Development Centre in order to prepare their exams, to attend workshops or the sessions of mentoring and tutoring. In the same time in the centre they had found a useful place where they can use the computers or the scans for the universities exams or just to engage in volunteering services.

We involved them in the organization of different events which raised their self - esteem and motivation. They helped us organized EVS4All Conference, Ready!Set!Go! Conference and they have organised Romavesitas Ball.

The first Romaversitas Ball was prepared with their help and it was an opportunity for them to meet each other as well as the tutors and mentors.

Another action we done to mobilize them, was to offer opportunities for internships national as well as European.

In the same time we had signed a partnership with British Council in order to provide the best quality English courses.

### **> TRAIN & VALUE**

The positive aspect lies in the fact that over 50% of the students involved in the project have gained new linguistic skills, highly raising their level of English knowledge through the British Council courses. Also through the "Financial and Banking World" thematic workshop, this was implemented in three distinctive sessions: management, human resources and financial issues, students learned how to improve their CV, how to apply to different jobs, or how to get involved in project management.

As well, one of the important aspects of the trainings was to increase the ethnic self-esteem of Roma students and to make them aware of their Roma cultural identity. This aspect was underline by the fact that the mentors and the students were both Roma. Additionally, we had training for Romany language and Roma culture held by Professor Doctor Delia Grigore, this was contributing to the Roma cultural identity awareness of Roma students.

### **> EVALUATION**

The evaluation of the project has been assured both quantitatively and qualitatively.

The timely delivery of the project outputs and deliverables has been monitored each month by the project coordinator, and eventual delays have been be addressed such as to avoid negative impact on the project implementation, and to ensure timely delivery within the deadline for each of the project activities planned accordingly to the application form submitted to REF.

Monthly meetings and calls had been organised by the REF Romania team (the coordinator and the advocacy director) to analyse progress of the research activities and any potential challenges during the implementation.

## > INDICATORS

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Monthly meetings and calls had been organised by the REF Romania team (the coordinator and the advocacy director) to analyse progress of the research activities and any potential challenges during the implementation.

The following indicators have been monitored for each activity:

The aim was to increase the retention and academic performances and graduation rate, while building the advocacy, self-esteem and identity of about 108 Roma full-time students enrolled in tertiary education in Bucharest, Romania.

Almost 80 Roma students received tutoring and mentoring assistance and they increased GPA;

At least 40 Roma high school graduates/freshmen students received non-formal peer mentoring for supporting their university education;

A total of 80 students participated in the thematic academic workshops/training;

A total of over 80 Roma students attended foreign language and 20 students' computer courses.

## > SUSTAINABILITY

80 Roma students were to receive tutoring and mentoring assistance and they Increase GPA of against individual baseline result;

At least 5 interns were trained and engaged in community development initiatives.

2 students were awarded for their initiatives. The first Romani magazine was financed by Romaveritas.

One student is a REF employee since 2019 and now she runs the Human Resource for REF.



## > TOOLS/ MEANS

Equipment for Educational Centre

Computers

Mentoring and tutoring kit

Materials and themes for the soft skills courses

Tests for identify the level of English for the 108 RV students in order to have professional English courses

Tests in order to identify the level of Word or excel for It courses

## > TRANSFERABILITY & SUSTAINABILITY

80 Roma students were to receive tutoring and mentoring assistance and they Increase GPA of against individual baseline result;

Through English courses the students have gained more linguistic abilities which helped them obtain great results at Cambridge test / a scholarship aboard/ a good job.

Also some of the students have received paid internships in different areas of interests.

The workshops for soft abilities were a great success and in other private projects we tried to replicate this educational tool kit - as you see in the other studies cases Velux 1 and Velux 2.



[more information](#)  
[clik here](#)

# MOVE FOR THE WORLD 2.0

#mobility #social and economic inclusion #participation #empowerment#cooperation

## The project

Since its creation in 2002, the MOVE for THE WORLD programme has been developing and offering inspiring missions of discovery, inclusion, cooperation & empowerment to hundreds of young people, mainly from the Brussels Capital Region, from socio-economically disadvantaged backgrounds.

In addition to international destinations such as the United States of America (New York, California and Florida), East Africa (Kenya and Tanzania) and China, MOVE for THE WORLD 2.0 will also include, from 2023, European destinations focusing on environmental protection, sustainable economy, nature and heritage preservation, nature and wellness sports and the promotion of European Terroir.

Each mission consists, for the young people who commit to respecting a contract of excellence (0 incivilities, 0 absenteeism and 0 failures) and during 6 to 9 months, to participate in the preparation and realisation of an exceptional mission of discovery, training and activation around activities and professions linked to :

### # 1. Sustainable and fair economy, as well as ecotourism

Organic farming, Pescatourism. Heritage & Handicrafts. Guest-housing with certified inhabitants.

### # 2. Sport-Nature & Wellness dynamics

Development of an alternative offer of sports activities, immersive in the heart of nature (forests & beaches) constituting a main axis of the project at the tourist & educational levels (Hiking, Kayaking, Diving, Horseback riding, Mountain biking, Climbing, Fishing, Acrobranche, Movnat, Tai chi & Yoga).

### # 3. digital inclusion & development

Development of a digital application (digital interface) for mapping the offer, opportunities and actors in the ecotourism, sustainable and fair economy sectors.

### # 4. Environmental protection and the fight against climate change

Protection of the coastline and seabed, of the forests "fauna & flora" and waste treatment, recycling and circular economy.

### # 5. Promotion of local products and cultures

Enhancing the value of gastronomy and local products, natural sites and memories of local cultures and traditions.

### # 6. Audiovisual production & realisation

Through audiovisual productions, learning and mastering communication tools for promotional, economic or educational purposes.

Along the way, the young people are activated with a view to motivating them to return to school or training, to entrepreneurial incubation or to a rapid job placement.

Since its creation, the programme has involved nearly 1,000 young people with a success rate of around 90%.

The programme's budget is currently around 300,000 Euros per year.



Between 50 and 100 young people per year from 2023 onwards, 60% of whom are girls and 40% boys aged 16 to 24, including:

- ¼ young people in secondary and higher education
- ¼ young people in the process of dropping out of school and/or social services, still in school
- ¼ young NEETs
- ¼ young inspiring role models



**LA CITÉ DES MÉTIERS:** a partnership and collaboration agreement with the Cité des métiers for the job placement (orientation) and business incubation component

**ACTIRIS:** job search

**THE UNIVERSITY OF FAMILIES and THE ACADEMY OF PARENTS:** provision of classes and teams (trainers, psycho-pedagogues, teachers, etc.)

**THE KING BAUDOUIIN FOUNDATION:** grant

**THE BRUSSELS CAPITAL REGION:** grant

**SCHOOLS AND COMMUNAL SOCIAL SERVICES:** the organisation benefits from a network of 40 schools in the Brussels region and the social services of the municipalities in the North of Brussels.

#### STAFF

The project was one coordinator from REF Romania Quarter, Lavinia Ciuta and 20 mentors and 15 tutors. The mentors were from Roma Area and the tutors were selected from professors within Bucharest Universities.

Also we had a financial expert which reported the financial documents.

#### GENERAL

To identify the youth needed for the project

Select the target group

Mobilisation for the activities

Increasing the soft skills abilities through courses/mentoring/tutoring

Sustainability for the skills they obtained.



## Project phases

### > IDENTIFICATION

As the programme has been in existence for almost 20 years, the identification of young people is mainly based on the spontaneous request of young NEETs themselves, who have been following for years the communication of young people who participate in MfTW missions and/or who are part of the organisation's youth networks.

In addition, the network of schools is a second important lever for the mobilisation of school dropouts (40 schools in the Brussels Capital Region and the Municipalities).

Every year, the demand for participation from young NEETs exceeds our capacity to receive and include them.

Young people are mobilised from the end of the summer and during the first school term.

Each young person wishing to participate in the programme is received and given a psycho-pedagogical diagnosis (family and social situation, assessment of their motivations, identification of their dreams, life project, strengths and weaknesses, etc.).

The young person selected must then undertake to respect a contract of good conduct throughout the course: 0 incivilities with regard to their family, social and school environment (if applicable), 0 absenteeism from the proposed activities and school activities (if applicable) and 0 failures (success in relation to their school commitments if applicable).

### > MOBILIZATION

#### PREPARATION OF THE MISSION

Duration - 1 month

Following the diagnosis of the young person, an individualised programme will be drawn up based on the young person's strengths, weaknesses and interests. This programme will be part of the group's collective dynamic with its own specificities.

- **INSTRUCTIVE PROGRAMME: Awareness - Mobilisation - Training**

This programme essentially revolves around two axes: (1) Awareness-raising and general training on issues related to the object of the mission (ecotourism, environmental issues, audiovisual, etc.) and (2) on language upgrading sessions (speaking skills, languages)

- **CO-CONSTRUCTION OF THE MISSION: the young person participates in the construction and preparation of the mission:**

- Construction and identification of an itinerary with the actors and institutions of the "host country".
- Planning and organisation of the mission (travel, accommodation)
- Construction of an agenda of activities
- Drafting of a scenario for the educational film
- Development of the digital architecture to host and reference local experiences and initiatives
- Development of a methodology for the production and referencing of resources for the implementation of the digital application (European digital educational interface)

## > TRAIN & VALUE: THE MOVE for THE WORLD MISSION

MOVE for THE WORLD missions can involve, depending on their nature, from 5 to 30 young people. The international destinations proposed were usually far away. Within the framework of MOVE for THE WORLD 2.0, European and Belgian destinations are now proposed which revolve around the challenges related to the climate and the environment by proposing a panel of local destinations at the European level, as well as activities oriented towards the protection of the environment, the sustainable economy, the preservation of nature and heritage, nature and wellness sports and the promotion of the European Terroir.

- MOVE for THE WORLD OCCITANIA PYRENNEA - Ariège, Pyrénées-Orientales
- MOVE for THE WORLD ALPINA AZURA - Alpes Maritimes: Grasse, Nice
- MOVE for THE WORLD ADRIATICA - Matera, Croatia, North Macedonia, Montenegro
- MOVE for THE WORLD TUNISIA - Tabarka, Tozeur
- MOVE for THE WORLD ANDALOUSIA - Málaga and Marbella
- MOVE for THE WORLD LIGURIA - Genoa

These missions are each time an opportunity for an inspiring discovery of an impressive place as well as an exemplary ecological, environmental or ecotourism initiative.

The missions generate important dynamics that are shared among the young people and promoted throughout the mission:

- PARTICIPATION & CO-CONSTRUCTION: Synergies; Joint actions; Awareness raising ; Mobilisation
- TRAINING IMMERSION: Participation - Cooperation - International solidarity
- ACQUISITION: Spirit of initiative & North-South cooperation



- DEVELOPMENT: Interests - Skills - Entrepreneurship
- VALORISATION AND SHARING OF EXPERIENCE: Story, Photos, Video clip, Dance, etc.

At the end of the mission, and with the contribution of the Organisation's partners, a LIFE PROGRAMME / FUTURE PERSPECTIVES is co-constructed with the young person over a period of 3 to 6 months with a view to the young person embarking on a new life path:

- AN ACADEMIC PATH: Back to school
- A TRAINING COURSE: Targeted training orientation
- EMPLOYMENT: Towards an attractive job, corresponding to expectations
- AN ENTREPRENEURIAL PATH: Ecological & environmental initiatives

#### > EVALUATION

The main part of the evaluation consists of a specific follow-up of each young person at the end of the mission (school or academic results, job placement, activity created).

This follow-up is organised with the involvement of the partners who will have been mobilised for the young person's life course.

Finally, at the end of the mission, a majority of young people remain on the organisation's "radar", whether by participating in other dynamics or proposed schemes (such as the University of Families, ONE STAR ONE DESTINY, CANAL OXYGEN, etc.), or by remaining connected to the dynamics of the activities via the young people's social networks.



[more information](#)  
[clik here](#)



## > SUSTAINABILITY

The main factor of sustainability is that the Organisation offers a multitude of one-off or ongoing activities through its different programmes which are in synergy and in which young people can continue to participate.

A second important factor is the involvement of the partners mobilised in the framework of the young people's pathway and its follow-up, whether schools or training institutions, the Cité des métiers, ACTIRIS, as well as other organisations that will have been specifically identified at the end of the young person's pathway.

A third factor is the possibility for the young person to participate in a new mission different from MOVE for THE WORLD. The different types of mission allow for such an evolutionary pathway as the young people's capacities develop. A young NEET in a first mission can then participate as an active inspiring young person in a subsequent mission and sometimes even as a "companion" and/or co-leader.

## > INDICATORS

- Quantitatively: number of young applicants, number of young people selected, number of young people integrated into the programme, number of views of the films on social networks;
- Qualitatively: a questionnaire (self-assessment) is filled in by the young person at the end of the programme, and a personalised follow-up of the young person in his or her life is ensured with the support of the Organisation's partners.

## > TOOLS/ MEANS

### LOCATIONS

The organisation has warm and inspiring premises on the banks of the canal in Molenbeek with reception areas, 10 classrooms, a lounge and a library.

### COMPUTER AND TEACHING EQUIPMENT

The classrooms are equipped with digital whiteboards and extensive image distribution equipment. The organisation also has a number of laptops equipped with the necessary software.

### AUDIO-VISUAL EQUIPMENT

Audio-visual filming and sound equipment.

## > TRANSFERABILITY

### SUCCESS FACTORS

- An active mission of discovery to an especially inspiring destination;
- Activation (training and action) of young people around environmental and ecological issues;
- Mixing groups by mixing inspiring young people with drop-outs, as well as mixing young people from all backgrounds;
- Communication and audiovisuals at the heart of the process;
- Synergy between the different activities of the organisation (sharing of human and material resources) and bridges between activities for young people (example of the MOVE for THE WORLD in New York for deserving young people from the UNIVERSITY OF FAMILIES);
- The 0 incivility, 0 absenteeism and 0 "failure" contract;
- The involvement of parents (when possible) in the scheme;
- The combination of a group dynamic with individual and personalised follow-up.

## **2. EDUCATION AND PROFESSIONALIZATION**

For this second category, "Education and professionalisation", the three projects we are presenting aim to accompany and support young people in their studies so that they can integrate or reintegrate into the labour market more easily. Indeed, although one project is aimed at young Roma, another at Roma women specifically, and the last one at young people from so-called "priority urban areas", all of them propose a thorough support, both in their studies and in their training. They provide support through mentoring, practice sessions with professionals, individual meetings, etc.

# OPUS

Musique de Nuit Diffusion, le Rocher de Palmer



#talents #neighbourhood #professionalization #participation #rap , sound , video

## Name of the lead expert and his function :

François Friquet, responsible for the supporting systems of the Rocher de Palmer

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 François Friquet

François Friquet is the Opus & Forum coordinator at the Rocher de Palmer. The forum is a space and a giant toolbox within the Rocher de Palmer where one can come to train, work, exchange, register and/or structure one's professional career in the Cultural and Creative Industries sector.

## The project

The OPUS project ran from 1/01/2019 to 31/12/2020.

The project is supported by the European Social Fund.

It aims to mobilise young people living in priority neighbourhoods by using music, rap, image and sound to create links. The aim? To accompany them progressively in their project (development of activity, employment...), by proposing training, internship and apprenticeship solutions (whatever the sector of activity).

OPUS is initiated by the association Musiques de Nuit Diffusion (leader of the project), in charge of the artistic and cultural life of the Rocher de Palmer in Cenon (Bordeaux Métropole/Gironde), in partnership with Café Music (Mont-de-Marsan/Landes) and AMPLI (Pau/Pyrénées-Atlantiques)

The project budget is 486,000 euros.





A minimum of 162 people identified in the 3 cities in 2019 and 2020.

> Profiles :

- Young people aged 18 to 35
- Residents of priority neighbourhoods of the city policy
- Without a diploma or with a low level of qualification (below baccalaureate)
- Jobseekers (especially young people and long-term unemployed)
- RSA beneficiaries
- Women, especially young women (< 35 years)
- People involved in social and professional integration programmes (followed by Missions Locales or Pole Emploi advisors)



3 concert venues: Le Rocher de Palmer, Ampli and Café Music

3 towns: Cenon, Pau, Mont-de-Marsan

Artists : DJ Vex, present throughout the project (in 2019: 13 Block, K Point and 404 Billy)

Numerous social actors in the neighbourhoods (prevention centres, neighbourhood associations, social centres, local missions, etc.)

Actors in support, training, activity structuring (Forum du Rocher, Insup, Fondation Infa, Cité Lab Cenon & Pau, Réseau Palva, Cumamovi...)

INSUP Formation also played an important role in identifying the needs of young people during the 4-day training course and the orientation day, by implementing an adapted methodology, so as to open up as much as possible the voice of young people identified during the previous phases of the project.

## STAFF

3 concert halls: Le Rocher de Palmer, Ampli and Café Music

3 cities: Cenon, Pau, Mont-de-Marsan

Artists : DJ Vex, present throughout the project (in 2019: 13 Block, K Point and 404 Billy)

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Actors in support, training, activity structuring (Forum du Rocher, Insup, Fondation Infa, Cité Lab Cenon & Pau, Réseau Palva, Cumamovi...)

INSUP Formation also played an important role in identifying the needs of the young people during the 4-day training course and the orientation day, by setting up an adapted methodology, so as to open up as much as possible the voice of the young people identified in the previous phases of the project.

## GENERAL

1. Identification 2. Mobilisation 3. Training / Skills development 4. Orientation  
5. sustainability and support



## **Project phases:**

### > IDENTIFICATION

#### Objectives:

- Identify young people off the radar using music, digital tools, social networks and street actors

#### Actions:

##### 1. On the ground in the "heart of the neighbourhoods"

- Creation of a first link "in the neighbourhood" with DJ Vex with the aim of him being identified by the young people.
- Collecting data to maintain the link: names, emails, telephone details, social network profiles or any other indication of the beneficiaries

The selection of the beneficiaries was done through the participation with a young professional of urban music and culture (DJ Vex) in 3 events organised in each of the neighbourhoods of each of the 3 cities: open mic (rap) and/or M.A.O. workshop (computer assisted music) and through a work carried out with DJ VEX on the specialised networks of these young people to send them a personalised communication.

This first stage will enable the selections for the following actions (actions 2 to 5) to be refined according to the young people's feedback to DJ VEX

2. Steering committee: meeting twice a year to ensure that the strategic guidelines are consistent with the implementation of the action programme.

### > MOBILIZATION

#### Objectives:

- Mobilising young people from priority urban districts by involving them in artistic and digital workshops.
- Initiation and handling of professional digital communication tools.
- Identify the skills and needs of young people through the promotion of their know-how.

#### Actions:

##### 1. Artistic event:

##### > Musical workshop / Rap concert :

- with a national Rap group
- with two opening acts, DJ Vex ("red thread" of the project) and a local rap group.

##### Artistic workshop: Making / Valorising

##### > Digital workshop 2 days: video / sound:

- Two days of initiation and "learning by doing" around: writing, video/photo capture, sound capture, recording and editing.
- Material for the video content: interview/portrait of the rap group in concert the same weekend or theme determined by the young people involved.
- The speakers, two working professionals with a video maker (cinema) and a sound professional (DJ Vex: the "red thread" of the project), enabled the participants to discover these professions using professional tools: I-mac, editing station (Adobe suite), reflex cameras, microphone and professional recorder.

## > TRAIN & VALUE

### Objectives:

Training in the use of digital communication tools, through 4-day workshops in each territory, following on from phase 2

Discovering communication professions (video, sound, graphic and web design) and better understanding their desires in order to organise the "orientation" period (action 4).

### Actions:

#### 1. Digital workshops

- Increasing skills in digital communication tools (video, sound, graphics, web)
- Identification of the skills and needs of young people identified through the development of their know-how (to reinforce action 2) - Identification of training courses and/or support mechanisms to be linked with young people.

> The training allowed for an increase in skills in the field of visual communication (web, social networks, video, photo), which is essential in all sectors of activity, as soon as one wishes to promote one's activity in both the commercial and non-commercial artistic fields.

> Each young person acquires technical skills in the use of video, photo and sound software.

> In order to maintain the mobilisation of young people, work is carried out with all the local actors in each territory and the use of social networks used by these young people.

> In addition, the organisation of the 4-day training courses is carried out in the wake of the mobilisation weekend to avoid demobilisation.

And to ensure continuity in the attendance of the beneficiaries, support and follow-up work is put in place with INSUP and local partners from this phase 3.

- Programme: Video and photography (1 day), Sound (1 day), Graphic design (1 day), Web (1 day)
- Accompaniment and intervention of INSUP in order to identify skills and needs and better prepare for orientation.

> Duration: 4 days / 7 hours per day / Monday to Thursday (Free)

#### 2. Artistic event

Day coupled with an event (with DJ Vex: "red thread" of the project)

> Duration: 1 day / Friday (Free)

> Beneficiaries: 8 to 12 people at least per city (open to other young people who could not be present at the previous time). That is to say 24 to 32 people on the 3 cities.



## > EVALUATION

### Objectives:

Review with the participants in order to find the best possible intermediaries for planning and formalising registration for a longer training course or the integration of a support system in each territory

Commitment to a process of registration and follow-up of training and/or professional support

Registration for the 2-month digital training course

### Actions:

#### 1. Orientate

An orientation day is organised at the end of the 4-day training course in partnership with INSUP. The aim is to make an assessment with the participants in order to find the best possible intermediaries to plan and formalise registration for a longer training course or the integration of a support system. This time is planned jointly with one or more training organisations (INSUP, INFA Foundation, etc.) and social services (local mission, integration service, etc.) to facilitate follow-up until the start of the support chosen by the trainee.

#### Course of action :

- Assessment with the young people to confirm their wishes and desires.
- Presentation of the schemes (with trainers, artists, entrepreneurs, former trainees, etc.)
- Information and orientation towards these local measures (training, support for creating a business, internships, etc.)

#### 2. Artistic event

Day coupled with an event (with DJ Vex: "red thread" of the project)

> Duration: 1 day / Friday (Free)

> Beneficiaries: 8 to 12 people at least per city (open to other young people who could not be present at the previous time). That is to say 24 to 32 people on the 3 cities.



## > SUSTAINABILITY

- assess their skills
- define a professional project
- develop their CVs after having participated in "real" actions (workshops, visual creation) encountered in their environment of the digital professions (network effect)
- discover how software (audio, photo, video, text) and training work
- regain self-confidence
- strengthen their adaptability

### Actions:

#### 1. The intensive course

> This intensive course is designed "in action mode" (2/3 learning, 1/3 production), with meetings, visits, practical work and workshops to complement the theoretical and pedagogical inputs

- Module 1: Personal project
- Module 2 technical training: Windows and Mac environment, Web 2.0, social networks, e-image, graphic design, video, audio, web development
- Module 3 action: creation of flyers and posters, web-reportage, video-portraits of artists, technical preparation of shows and seminars
- Module 4: international mobility (cancelled due to COVID)
- Module 5: creation with the artists of the three structures

> At the end of the course, each trainee leaves with an updated CV and an integrated qualification programme. Based on the work carried out by INSUP and the local partners on phase 4, support for the beneficiaries on the schemes in connection with the beneficiaries as close as possible to their expectations and needs.

### For this purpose:

> Motivation and registration questionnaire

> Motivations assessed by a technical committee (social workers, cultural mediator, DJ Vex and OPUS coordinator).

### Means / methods of implementation :

- 2-month digital training course (35 hours/week) which allows for an increase in skills in the field of visual communication (web, social networks, photo, video, sound design, graphic tools),
- Training and support systems in the regions (Bordeaux, Mont-de-Marsan and Pau), whatever the sector of activity (training, support for business creation, social integration structures),
- Short workshops, with the aim of accompanying the development of the activity (digital communication and to go from the idea to the project) proposed "at" each of the project partners.



## > INDICATORS

### Details of the evaluation:

- Quantitative: number of people received on the actions in the neighbourhoods, number of contacts made on the social networks
- Qualitative: identification of the people received (beneficiary profiles)
- Technical committee to evaluate the actions carried out (number of people received, methodology, links in the neighbourhood): evaluation questionnaire and record of decisions (evaluation meeting).
- Identification of young people's skills and needs (workshop assessment)
- Archiving and publishing the results of the projects carried out during the video/sound and artistic workshops

## > TOOLS/ MEANS

### Premises

- training room equipped with a 17-inch I-Mac,
- a digital recording studio (green background, lights)
- common multimedia/resourcery spaces
- stage spaces

### Computer equipment

- Computer equipment from INSUP Formation and other providers: 10 laptops equipped with ADOBE photoshop, indesign, illustrator, première, after effects, ableton live)

### Video and sound equipment

- some of the equipment from the Rocher de Palmer (3 I-Macs, 3 SLR cameras, 1 zoom, 1 boom)
- 8 SLR cameras, 1 zoom lens, 1 sound recorder, lapel microphone, sound boom

### Software

- adobe software (photoshop, indesign, illustrator, première, after effects, ableton live),
- Quality internet connection
- Cameras
- Attendance list
- Evaluation questionnaires



# PEDAGOGY SCHOLARSHIP PROGRAM

Roma Education Fund



**#mentoring #tutoring #scholarships #pedagogical trainings #inclusive social environment**

## **Name og the lead expert and her function:**

Cristina Grigore, Found raising, Coordinator for national and European projects

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in Cristina Grigore

Found raising, Coordinator for national and European projects.  
Expert in various projects with European and private funds.

## **The project**

Pedagogy Scholarship Program

The project is implementing since 2017 to 30/06/2023

The project is supported by the Velux Foundation and within funds from Roma Education Fund for the sustainability period.

The aims of the project are to establishing partnerships with pedagogical schools to facilitate beneficiaries' enrolment in the respective institutions and to assist beneficiaries in the process of recruitment in pedagogical vocational studies. Also to disbursing individual annual scholarships to beneficiaries in the pre-final year (coordinators) and in the final year of vocational studies (coordinators), mentoring and tutoring, summer camp, professional pedagogical support.

Monitoring of the students and mentors' work through means of reporting and field visits;

Preparation and disbursement of scholarship payments and mentors' honoraria;

Organization and completion of summer camps for the beneficiaries;

The budget for the project is 2.422.632 EUR





The project consist in supporting 180 female Roma throughout pedagogical vocation and Bachelor-level education through a mentorship and a scholarship scheme, as well as through internship in kindergartens and through assistance in finding employment in kindergartens in the regions with high numbers of ethnic Roma.



1. Casa Retro (Retro House) - They promote courses promoting visual abilities and tehncis about developing soft skills abilities in pedagogical area.
2. Trend is a Romanian entrepreneurial company with 100% local ownership. The orientation towards innovation and the openness to create new things through trainings using new tools of teaching.
3. Școala de Valori (Value School)- they implement financial and entrepreneurial courses, with focused on the need of the youth
4. University of Agronomic Sciences and Veterinary Medicine of Bucharest - they gave us space and location for the Sumer Camp Museum of me

### STAFF

In Romania the project is coordinated by Cristina Grigore in terms of management. Daniela Stoicescu is our expert in pedagogical themes. Mentors are three former scholarships: Rebeca Gheorghe, Corina Kovaci, Mihai Sorina.

### GENERAL

- To identify the youth needed for the project
- Identify the pedagogical school/ identify Roma students within the school
- Select the target group which fits the profile and then contract them
- Mobilisation for the activities
- Increasing the soft skills abilities through courses/mentoring/tutoring
- Sustainability for the skills they obtained



[more information](#)  
[clie here](#)

## **Project phases**

### **> IDENTIFICATION**

In Romania, the call for pedagogical students was launched 2017 and we managed to contract the beneficiaries for the project since 2017 until now - for the sustainability period (on-going now).

We launched a selection procedure on our site/Facebook.

Also we contacted pedagogical schools in order to announce the call.

In the same time we talked with the Roma Experts in the educational system in order to identify the right target group.

We spread the call via email/ Facebook /website/other online channels.

The target group was identified in some pedagogical school in Romania through the criteria needed in project.

After these phase we had a meeting with the school in order to select the right target group for the activities for the program.

### **> MOBILIZATION**

In order to mobilise and to implicate the youth in our activities we had meeting to find out what are their needs.

The mobilisation of the youth respected the following criteria:

1. Outreach of children to stay enrolled in the pedagogical secondary schools;
2. Establishing and maintaining of partnerships and collaboration with the pedagogical schools;
3. Engagement of teachers in the pedagogical secondary schools as mentors to the beneficiaries;
4. Communication with the program beneficiaries and their mentors throughout the school years;

The use of mentors was designed to assist students in their academic and social integration into the new school environment. This activity is significant for the students' success once active in pedagogy school. Mentors were central in beneficiaries establishing comfort and confidence in their open expression of their identity, as well as with working through experiences of prejudice. In these terms the mentors were the key experts which were responsible for the mobilisation and for keeping them focused on their academic courses.

### **> TRAIN & VALUE**

In terms of relevance, the project fulfilled a need to increase the presence of Roma students in pedagogy schools and pursue a career in early childhood education. For instance, activities to increase students' pedagogy school preparation and increase students' academic performance through tutorship were the most valued because they added a tool kit of formal and non-formal knowledge to the students.

Also, by involving different teaching actors in their courses increased their rate of participation.

Once a month the beneficiaries have one session on pedagogical themes with the Daniela.

Each week they have a session with their mentor- peer to peer discussion on various themes and goals.

On the The Camp Museum of me they had these kind of trainings:

- Visible learning - methods and techniques for the training of literacy competences in primary school
- Visible learning - methods and techniques for steam skills training
- Assuming the identity
- Visible learning - methods and techniques for the formation of practical skills + personal development | Retro House
- Financial education

## > EVALUATION

The evaluation and the monitoring activities have been carried out on multiple levels. To support that, students provide their narrative reports and copies of their school certificates after each semester, also mentors report on the sessions and activities held with their mentees on a monthly basis.

## > INDICATORS

Additionally, within the REF offices, the project team had evaluated the quality of the mentoring services and of the intensive educational support developed by mentors. They offered support, especially to new mentors, in the understanding and implementation of methodologies and other related tools.

Regular meetings were held with all coordinators and the management, where reports on the activities and ongoing project developments were discussed.

Rate of attendance at school and at the mentoring session was also an indicator.

## > SUSTAINABILITY

In Romania, we started this year the recruiting of the new first cohort of Young Adults from the project. The process this time is very complex – first of all we are trying to support them in order to finish their classes and we have two EU funded projects which will provide scholarships in order to help them finish their studies, but we will also offer them the employability support – and basically we will help them to be prepared for the market labour with the support of soft skills trainings, specific workshops and employers meetings and matchmaking.

## > TOOLS/ MEANS

Contracts of the beneficiaries

Framework schedule to comply with their academic schedule

Attendance List

Mentoring and tutoring kit

Scholarship and academic support

Soft skills courses

Partnerships with different labour owners

## > TRANSFERABILITY & SUSTAINABILITY

This year's beneficiaries will be in their 3rd and 4th year of secondary pedagogical schools. REF plans to continue with the scholarship and academic support, including the summer camps organization in the countries Czech Republic, Romania and Slovakia.

After the conclusion of the secondary studies, REF built a mechanism to prioritize and support the students who will successfully enrol at universities of pedagogy and apply for a RMUSP scholarship.

The RMUSP program consists of scholarship awarding to Roma students in their acquiring of BA. The applicants are scored on several categories in order to be awarded for a scholarship, and the ones who have chosen pedagogical studies at universities are awarded additional points as means of incentive and motivation for these very studies

Also some of the scholarships were contracted by REF as mentors for the new cohort of beneficiaries. Additionally for the beneficiaries whom became teachers and kindergarten educators REF renovate and furnished the classroom with new furniture and educational materials.

Beneficiaries' motivations to improve the educational experiences of Roma children through their careers indicated the possibility of long-term project outcomes of increasing Roma attendance and success in kindergartens.

# SHAPYR

VeluxFoundation



#mentoring #tutoring #scholarships #Roma Job Centre #employment

## Name of the lead expert and his function :

Alexandru Zamfir, Expert in various projects with European and private funds.

✉ alexandru.zamfir@lls.unibuc.ro

in Alexandru Zamfir

Research domains : Rromani language, Roma anthroponomy, Roma history and culture, Indian culture and civilization, Hindi.

Courses : Practice of the Rromani language, Ancient Indian Culture and Civilization, Professional Practice.

Expert in various projects with European and private funds.

## The project

The Shaping Academic and Employment Skills for Young Roma (SHAPYR) project is implementing since 01/04/2018 to 31/12/2022.

The project is supported by the Velux Foundation.

The aim of the project is to increase the number of Roma graduating from at least vocational secondary education and successfully transitioning into the labor market.

The frame of the project was through this kind of activities:

- Education: scholarships, tuition, mentoring, tutoring, soft-skills training.
- Transition to employment: cooperation with institutions, employers, job center, support to transition to employment.
- Longitudinal study.

The budget for the project is 1.343.400 EUR.





Young Roma (age 14-18) enrolled to VET schools – 50 per country per year, total 600

Young Roma adults (18-28 (up to 35)) willing to enrol in the second chance and professional training – 25 per country per year, total 300



1. ASCENDIS Foundation – trainings courses for the target group, with various themes and goals in order to increase the academic and soft skill of the youth engage in the program.

2. MANAGEMENTUL CARIEREI SRL (The management of the career) – The partnership entails the dissemination of job announcements and also facilitating the connection with the employers who ask for certain profiles of communities or jobs recruitment.

## STAFF

In Romania, during April - June 2022 we continued the mentoring program with the students from Technological High School "Cezar Nicolau" Brănești, Ilfov County. Thus, we went further in our activities related to their personal development, but also the activities related to building and promoting the Roma identity in the public and educational space, given that a large part of the students we work with are Roma native speakers of the Romani language.

We have an internal team which was run by Cristina Grigore.

Mentors were: Alexandru Zamfir and Luiza Medeleanu

Also we had some important guests like:

We also invited Ioanida Costache, a Roma Ph.D in Ethnomusicology at Stanford University in California, UAA and co-author of the children's book "Inelul cu cap de cal" (Ring with a Head Horse) who told the children about her professionally and personally development. Also, she told the children about the connection between the cultural identity and the music of a people.

Ionut Stanciu as a guest. Ionut is a graduate of the Faculty of Foreign Languages and Literatures, Rromani-Romanian department, Bucharest University, and currently he is a teacher of Rromani and Romanian at a school in Bucharest. He spoke to the children about the importance of education and professional development, but also about assuming the Roma identity.

We marked together with the students 166 years since the Abolition of Roma Slavery in the Romanian Lands, having as a guest our colleague Valentin Negoii, and professor of Roma History who has Ph.D in Roma History.

## GENERAL

To identify the youth needed for the project;

Select the target group;

Mobilisation for the activities;

Increasing the soft skills abilities through; courses/mentoring/tutoring;

Sustainability for the skills they obtained;



## **Project phases:**

### **> IDENTIFICATION**

In Romania, the call for VET students was launched in Cezar Nicolau High School, and we managed to contract the beneficiaries for the project in October 2021.

We published the announce on our site in order to disseminate the info of the project.

The target group was identified in one high school in Branesti County, through the criteria needed in project: Roma identity, enrolled to VET schools.

After these phase we had a meeting with the school in order to select the right target group for the activities for the program.

We select the youth needed and signed with them contracts. At Cezar Nicolau, in Romania we have 42 beneficiaries in the school year 2021-2022, who were contracted in October. Beneficiaries are from the every academic year - 1st, 2nd 3rd (profiles: car mechanic, construction, waiter-cook, agro tourism, pastry chef) and 4th grade high school, ecological agriculture profile.

### **> MOBILIZATION**

In order to mobilise and to implicate the youth in our activities we had meeting to find out what are their needs.

In Romania in the mentoring program with the students we carried out activities related to their personal development, but also activities related to building and promoting the Roma identity in the public and educational space.

Also, we did several interactive activities and games to get to know each other with the students, in December, for the Christmas holidays celebration, we invited the young Roma artists Nico G. & Marian & Genosu (quite famous artist for the age-group) who sang and danced anti-racist rap for the students from the "Cezar Nicolau" Technological High School.

### **> TRAIN & VALUE**

Our goal was to increase their knowledge related to job search. So, in these encounters we had explained them how to write a Curriculum Vitae in order to highlight their professional abilities and their strengths, how to approach a job interview and get prepared for it.

The overall objectives of the meetings were to develop a complex mechanism of support for improving the skills of Roma students and create the basis of swift transition into the labour market.

Also we explained them the Labour Law, the employments rights, together with employees' rights. These sessions were meant to develop the skills of employability of young Roma and adults.

### **> EVALUATION**

We regularly collect information on students' achievements and developments throughout the academic year. The main sources of information are applications and semester reports provided by beneficiaries after each semester. The reports include students' reports with grades and information on their attendance, and narrative reports.

Indicators of progress: The rate attendance and the graduation rate



## > SUSTAINABILITY

In Romania, we started - in May the recruiting of the first cohort of Young Adults from the project. The process this time is going to be very complex - first of all we are trying to support them in order to finish their classes and we have two EU funded projects and we will help to finish their studies, but we will also offer them the employability support - and basically we will help them to be prepared for the market labour with the support of soft skills trainings, specific workshops and employers meetings and matchmaking.

## > TRANSFERABILITY & SUSTAINABILITY

As far as the Job Center is concerned in the reporting period we manage to have some specific meeting with a local partner in Romania that is having a map of companies that are hiring people from vulnerable communities. Also, annually according to our partnership with them we participate at some meetings organized for stakeholders that are interested in working with vulnerable communities and beneficiaries.

As a future plan it is important to mention - that we want to support the beneficiaries enrolled in second chance program, also from the employability point of view - to be more easier for them to have a job - and this means that with every cohort of young adult engaged in the program we will also implement activities in order to become more suitable for the labour market.



[more information](#)  
[click here](#)

### **3. EDUCATIONAL AND SOCIAL SUPPORT**

Although the social environment of the young people involved is considered an essential element by the promoters of the projects presented in this guide, it is the two projects developed in this category "Educational and social support" that deal most with this issue. These two initiatives directly involve the young people's social environment: family, teachers, educators, etc., in order to better understand the problems they face. The aim is to have a diffuse action on the elements composing the life of the young people they will accompany throughout the proposed scheme.

# DISPOSITIF PARENTHÈSE

Mairie de Saint Denis



**individualised support for young schoolchildren who are temporarily excluded**

## **Name of the lead expert and her function :**

Samia Hamel Brezini, coordinator of the Parenthèse project

 Samia.hamel-brezini@ville-saint-denis.com

 Samia Hamel Brezini

Experience in the educational and social field. Former coordinator of an educational success programme with experience of working as a bridge between formal and non-formal education.

## **The project**

The secondary schools of Saint-Denis are faced with a high and growing percentage of absentee pupils and a significant number of temporary or permanent exclusions. In addition, there is a high level of academic difficulty in learning. These difficulties at school often lead to disengagement from learning, with pupils preferring to avoid confronting their academic limitations. This context should be seen in parallel with the functioning of the school institution and the harmful effects of public policies to reduce costs: unfilled posts, particularly in school medicine, hours not replaced, reduction in the supply of RASEDs, denunciation of the teaching and training conditions of young teachers, etc.

Historically, the observation of the school dropout phenomenon is supported by two sociological surveys (2nd quarter 2009) carried out on behalf of the Saint-Denis School Success Observatory on the following themes: the relationship between exclusion and school dropout/Absenteeism in Saint-Denis secondary schools.

Three general issues emerge from the diagnosis:

- The phenomenon of dropping out of school is a slow process that most often begins in primary school and is accentuated during the transition to secondary school.
- The consequences of exclusion from school question its meaning and effectiveness.
- Knowledge of the environment in which educational teams work can contribute to better helping pupils. At the same time, parents are unfamiliar with the workings of the school system and wonder about their role in their child's education.

In order to deal with this situation, several actions have been put in place, including the creation of alternative measures to the temporary exclusion of schoolchildren.

Objectives: the objectives of the schemes are to provide a framework and educational care adapted to the profiles of the young people taken in; to ensure educational continuity and thus prevent the risk of dropping out of school as a result of temporary exclusion; to enable young people to become aware of and assume their responsibilities by developing their psycho-social skills.

### Budget:

In 2023, the budget is €131,763, 62% of which is financed by the European Social Fund, 16% by the Department, 17% by the City and 5% by the State.

Impact: the aim is to re-mobilise young people at school, work on their psychosocial skills and guarantee a peaceful return to secondary school



The beneficiaries are secondary school students from 6 secondary schools in Saint Denis, from 6th to 9th grade.

Approximately 80 adolescents are treated by Parenthèse each year.



The team coordinates with the National Education Department in the first instance, and accompanies the excluded young people. Partners are also mobilised to work specifically on psychosocial skills or on cultural and sporting activities.

### STAFF

The team is composed of two people, a coordinator and a pedagogical assistant. In addition to their training in the educational or social field, they have expertise and experience in dealing with difficult and/or troubled groups.



## **Project phases:**

### **> IDENTIFICATION**

The orientation of secondary school students is decided by the national education system. As the latter can only activate the scheme once, it thinks long and hard beforehand to identify the profiles of young people for whom the scheme could be remobilising. Young people for whom work on psychosocial skills and cultural and sporting openness would be a lever for re-engagement.

### **> MOBILIZATION**

The student's entry into the programme is based on an interview with the school's referent, the family, the Parenthèse coordinator and the school referent of the educational success programme. The student's entry is formalised by the signing of an internship agreement by the parents and the school.

The return to school: With the same actors, the coordinator makes an assessment of the week with recommendations to encourage the return of the pupil to class under better conditions and to improve his follow-up. Pupils admitted to the programme are offered entry into the Educational Success Programme to encourage their return to school under better conditions.

With Parenthèse, the temporarily excluded pupil continues to learn through exercises. Work on understanding and analysing the sanction is also carried out with the young person and the team in the facility. To broaden their cultural horizons, workshops are offered.

Parenthèse welcomes 2 to 5 pupils for 3 days from Tuesday to Thursday.

### **> EVALUATION/INDICATORS**

Several indicators are used to evaluate the pathways and the progress it allows with a follow-up booklet as well:

- relationship to the sanction at entry and exit
- comparative analysis of entry and exit interviews
- evaluation of the system by professionals in contact with the children/young people and able to observe potential improvements.

### **> SUSTAINABILITY**

Young people are referred to the PRE for longer-term support when the need is felt over 12 months and remobilisation workshops a few months later during school holidays are set up for certain profiles.

### **> TOOLS/ MEANS**

Several tools are proposed to make the system work and ensure qualitative follow-up:

- the young person's follow-up booklet
- interviews with the establishment, the young people and their families on entry and exit
- support via modules targeted by the teams
- specific tools for intercultural mediation from the outset.

## > TRANSFERABILITY & SUSTAINABILITY

The project allows for in-depth work on psychosocial skills, which are essential for adolescents in their understanding of their relationship with authority and the peer group.

The structure of the system and its various stages of intervention (orientation, meeting with the family and professionals, entry into the module, individualised follow-up, orientation at the end of the programme) make it possible to build an appropriate response.

The project enables partners from different fields of action and professional culture to be brought together alongside the national education system and the formal field.



[more information](#)  
[clik here](#)

# PROGRAMME DE RÉUSSITE EDUCATIVE

Mairie de Saint Denis



**Individualised support for vulnerable young people**

## **Name of the lead expert and her function :**

Odette MENDES GOMES, Coordinator of the Educational Success Programme



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Odette MENDES GOMES

5 years' higher education in marketing

5 years experience in business and marketing (UPS France)

5 years experience in secondary education

## **The project**

The Programme de Réussite Educative (Educational Success Programme) is a tool of the social cohesion plan implemented by the State in June 2004.

Programmes 15 and 16 of this plan provide resources and tools to support children and adolescents who show signs of fragility or who do not benefit from a social, family and cultural environment favourable to their harmonious development.

In Saint-Denis, the scheme has been in place since 2006 and works with children and adolescents aged 2 to 16.

### **Objectives:**

Its mission is to remedy a range of difficulties encountered by children and young people by offering them personalised follow-up through the educational success programme.

Two issues are targeted:

- The first challenge is to obtain the full support of families so that their child can benefit from this scheme. It is important that the family is mobilised to support their child in this project.
- The second challenge is to rely on existing common law and to mobilise it. The smooth running of this scheme requires close networking with the actors present in the area: teachers, school headmasters, social workers, school doctors, etc.

### **Budget:**

In 2023, the PRE's preventive budget is estimated at 493,060 euros, 20% of which is financed by the city of Saint Denis. Of this overall budget, almost 70% is devoted to operating costs (salaries), with the remainder (more than €152,350) allocated to projects for the children/youths being monitored.

### **Impact:**

The PRE aims to support children/young people when the accumulation of difficulties encountered does not allow parents to face them alone. The close and individualised monitoring enables families to have better access to the common law and to become more independent.



The beneficiaries of the Programme de réussite éducative are children, young people and their families who live in priority neighbourhoods of the city policy or who are enrolled in a school belonging to the priority education system: the priority education networks and the Rep+, reinforced priority education networks.

The children/young people are between 2 and 16 years old and show signs of academic, social, health or family fragility.

Parents are also welcomed and supported in resolving their difficulties: social, health, parenting support, etc.

Numbers :

In 2022, 333 children/young people were monitored by the scheme.

Of these, 42 young people (12%) were aged over 15 (between 15 and 17.5 years).

For 2023, the target is 300 to 350 children accompanied.



The engineering team that manages the PRE at the local level coordinates and animates the work of the institutional partners: the National Education system, the city services (neighbourhood centres, social services, children, health, etc.), the services of the Departmental Council (child welfare, maternal and child protection, etc.), as well as the associations.

All professionals in the area who observe or accompany children/youths in difficulty, within the framework of their fields of intervention, are potential partners for the scheme. They are called upon to refer children/young people to the scheme but also to participate in the Multidisciplinary Support Teams (MST).

The EPS is supported and led by the PRE: it is made up of professionals from the social, educational, health and cultural fields who have the legitimacy and skills needed to assess situations, and its aim is to make an individualised diagnosis and propose an appropriate action plan to deal with the problems raised by a situation. It is within the framework of this body, where a multidisciplinary reflection is provided, that the Réussite educative pathways are determined, before being proposed to the families by the pathway referent.

On average, the pathway referent is required to collaborate with 3 to 4 partners in the context of an individualised support pathway set up for a child/young person.

In addition, the institutional partners are generally involved in the steering committee, which decides on guidelines, the budget, the programming of actions and their evaluation.





## STAFF

The team of 6 people involved in the implementation of the scheme is multidisciplinary (2 social workers, 2 graduates in education science, 2 professionals from the National Education).

In addition to their training in the educational or social field, they have expertise and experience in dealing with difficult and/or troubled populations. The scheme is also supported by an administrative and financial manager.

## IDENTIFICATION

The partnership work undertaken by the PRE enables it to be identified by professionals in the area, who can then refer to it for specific situations.

The scheme thus targets its efforts at professionals in contact with vulnerable groups. This is done through working meetings and participation in events to raise awareness of the scheme. Professionals can refer cases by means of a referral form.

In addition, families can also contact the system directly to request support.



## **Project phases:**

### **> IDENTIFICATION**

The partnership work undertaken by the PRE enables it to be identified by professionals in the area, who can then refer to it for specific situations.

The scheme thus targets its efforts at professionals working with vulnerable groups. This is done through working meetings and participation in events to raise awareness of the scheme.

Professionals can refer cases by means of a referral form.

In addition, families can also contact the system directly to request support.

### **> MOBILIZATION**

Entry into the system is determined by the multidisciplinary support team, following which the pathway adviser meets with the family and proposes an individualised follow-up plan.

The pathway coordinator ensures that the child and his/her family and their families adhere to this pathway and are involved in it.

The close and regular follow-up as well as the relationship of trust and proximity established allow the families to be mobilised throughout the process.

### **> TRAIN & VALUE**

The individualised pathway set up by the PRE makes it possible to target the difficulties specific to each child and to adapt the actions according to these difficulties.

It is based on individualised support for children, by setting up educational success paths, made up of several individualised

It is based on individualised support for children, by setting up educational success paths, consisting of several individualised actions, and regular, reinforced and local support provided by a pathway referent.



Exchanges with the family, the child/young person and the professionals already involved in the situation make it possible to determine the resources and capacities of the person being supported, as well as their difficulties.

The actions are therefore determined according to this expertise in order to offer the child/young person every opportunity to overcome his/her weaknesses.

#### > EVALUATION/INDICATORS

Several indicators are used to evaluate the pathways and the progress they allow:

- mobilisation and involvement of families (number of appointments kept/missed)
- number of actions implemented
- achievement of the individual objectives set
- evaluation of the system by the families
- evaluation of the system by the professionals in contact with the children/young people and able to observe potential improvements

#### > TOOLS/ MEANS

Three tools are proposed to make the system work and ensure qualitative follow-up:

- the Multidisciplinary Support Team (MST), which requires a mobilised and diversified partnership network
- the proposal and implementation of a pathway to educational success adapted to the profile and needs of the child/young person, which presupposes the support and mobilisation of the family and the child/young person
- the support of this pathway by a professional referent who must be involved and available to follow the pathways set up

#### > TRANSFERABILITY & SUSTAINABILITY

The project allows for the combination of support in the educational, school, social, health, cultural, leisure and parenting fields in order to provide a global response to the problems of the children supported.

The structure of the system and its various stages of intervention (orientation, meeting with the family and professionals, passage through the EPS, entry into the programme, individualised follow-up, exit from the programme) make it possible to build up individualised support for the children according to a global and partnership-based approach.

The project enables partners from different fields of action and professional culture to be brought together, particularly during multidisciplinary support teams.

This approach has the advantage of allowing the players to move away from the logic of collective action that has prevailed up to now, to start from the needs of the child and build specific and innovative paths to educational success for each person, where each professional provides answers in coherence with the other professionals and with the parents.

At the same time, the PRE contributes to highlighting at local level the issues of benevolence and educational continuity, parenthood and children's health.

[more information  
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## **4. YOUNG PEOPLE ACTIVISM AND ADVOCACY ROLE**

In this last category, "Young people activism and advocacy role", we present two projects involving young Italians in citizenship awareness workshops. Indeed, although one deals with the issue of plastic in our daily life by proposing video creation workshops to young people, and the other pushes them to reflect on the themes of migration, the SDGs and the challenges of international cooperation, both have the general objective of increasing the awareness and active engagement of young people.

# LIFE BEYOND PLASTIC

Oikos in partnership with Helpcode



**#Global Citizenship Education #Agenda 2030 #Plastic pollution #Young people activism and advocacy role**

## **Name of the lead expert and her function :**

Elena Varoli - Education project specialist



Elena.varoli@helpcode.org



Elena Varoli

## **The project**

The project was launched in May 2019 with completion at the end of March 2021.

The aim of the project was to mobilize young people and activate good practices to mitigate the anthropic impact on the environment and to help reduce plastic pollution in the seas.

The Life beyond Plastic project aimed to encourage public and shared reflection on the global and local effects of current production and consumption models in order to stimulate collective participation and the activation of responsible behaviors capable of reducing the anthropic impact on the environment.

The direct beneficiaries of the project were students (10-18 years), young people, teachers and educators, policy makers and entrepreneurs.

The indirect beneficiaries were the families and acquaintances of the direct beneficiaries.

The main partners were:

- Oikos Institute (lead partner)
- Helpcode Italia
- Mani Tese - Sicilia
- Mani Tese - Campania
- Caretta Calabria Conservation Association
- Science Museum - MUSE of Trento
- The municipality of Milan
- Ingegneri senza Frontiere - Milan
- Demetra onlus cooperative
- University of Milan-Bicocca
- Mondadori Scienza Spa - Focus Magazine.

The project was funded by AICS - Italian Agency for Development Cooperation among the Global Citizenship Education initiatives. The total budget was 533,455 euros.

The particular action considered for this case study is linked to one specific Outcome of the project:

R1.2 - ACTIVE CITIZENSHIP PATHS #PLASTICFREE HEROES (14-19 years)

ECG courses for active citizenship for 180 young people in 6 regions called #PlasticFree Heroes with

workshops and exercises through which young people acquire skills to be put into practice immediately as promoters and organizers of local initiatives.

25 hours for each route

Accompaniment for the drafting of the PlasticLess manifesto and guidelines, and local events.

Themes: social communication, mobilisation, public speaking, crowdfunding and organization of awareness events

R1.3 - AWARENESS RAISING EVENTS AND ACTIONS (with young people R1.2)

At least 12 awareness initiatives in 6 cities.

The PlasticFree Heroes, supported by a facilitator, will carry out public and awareness-raising events on the project's themes in their neighbourhood



For our #PlasticlessHeroes group in Genova, we gather 30 young people aged between 16-17 years.



For this project's activity, Helpcode realised the activity with the collaboration of a filmmaker and director of Zalab, and the collaboration of the Aquarium of Genova, CNR Genova.

#### STAFF

Helpcode trainer, filmmaker, young people.

#### IDENTIFICATION

We identified the group of young people by a work of scouting on the territory that bring us to meet various potential groups that was interested in the activity, and thatn we selected the group by a dialogue with their class coordinator, choosing that group because our proposal of work matched with their availability of time and participation



## **Les étapes du projet :**

### **> MOBILIZATION**

participated video

- Production of "mini-spots" / progress advertising on possible solutions to reduce the use of plastic in everyday life contexts and on the impact it has on the marine environment.
- Realization of an online event with some representatives of the class for the presentation of the results and the project.

Due to covid, we reschedule the activities and all meetings was held remotely, on the Google Meet platform, in the afternoon (3-5 pm). All the meetings will be followed by an Helpcode trainer and Michele Aiello (director, author of documentaries and participatory video trainer).

The technique used was of "partecipated video" making, a process that lead the group to structure all the videos production experience, choosing everything from the topic to the direction choises, costumes, screenplay, etc... And than realized by themselves, always supported by the facilitators, all the video shooting and post production.

In the end we realised an online event in witch a rapresentative of each work group introduced the spot and we showed them.

### **> TRAIN & VALUE**

In the first part of the meetings we dedicated the time to present the topic of the plastic pollution with active pedagogy methods and with meetings with researchers in their labs and a day in Genova's aquarium exploring the prject topics in order to raise awareness and interest toward them.

In a second part we dedicated to idtroduce the young people to the videomaking world, getting used to the basic rules and tools of videomaking.

In the end, we structured groups and facilitate them to enlight the speicic topic and style that they want to use for their work, giving them the freedom to choose the ones in line with their skills, interest and will.

### **> EVALUATION**

We made questionnaires ex ante and ex post to measure the level of information of the young people about the topic, the level of motivation to act for their community.

### **> SUSTAINABILITY**

We implemented cicle of training for trainers and educators the local areas on ECG methods, and we provided a didactic kit with all the information sheets and possible activities sets in order to guarantee a sustainability for the projects and a package of tools that they could use after the end of the official activities.

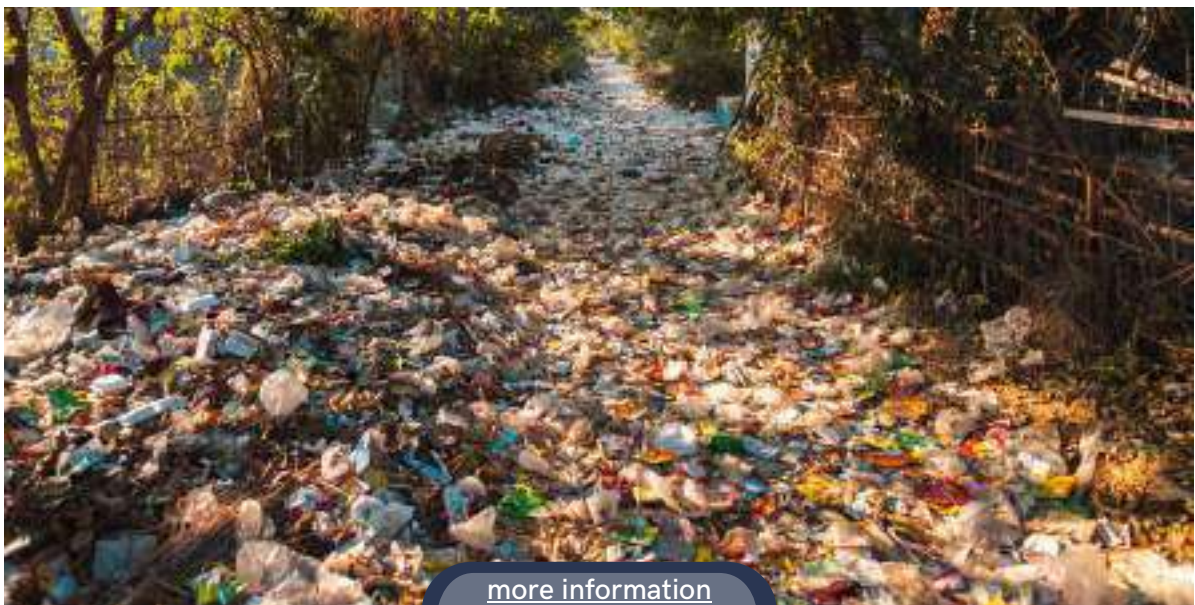
### **> TOOLS/MEANS**

The tools used was software for cooperative learning, software for videomaking and post production, cameras for videoshootings, google drive for the repository of the contexts, online youtube and facebook pages for the online event.

## > TRANSFERABILITY & SUSTAINABILITY

We implemented cycle of training for trainers and educators the local areas on ECG methods, and we provided a didactic kit with all the information sheets and possible activities sets in order to guarantee a sustainability for the projects and a package of tools that they could use after the end of the official activities.

It is possible to replicate the method because the activities are designed precisely to make the students themselves author on their on work about the topic they want to communicate with video, so this method is really easy to adapt in order to be used to make young people activate on any topic, empowering them to improve their skills to be creative and to use the media tool in a proactive way.



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# GIOVANI

new storytellers and actors of the development cooperation



**#Global Citizenship Education #Agenda 2030 #Migrations #Young people activism and advocacy role #international development and cooperation**

## Name of the lead expert and her function :

Elena Varoli - Education project specialist

 Elena.varoli@helpcode.org

 Elena Varoli

## The project

Period: 2018-2019

Project leader: Oxfam Italia

Partner: 36 partners of civil society organisations, public institutions (local and regional), universities

Duration: 18 months

Geographic area: all Italian regions

General objective:

Contribute to the achievement of a greater consensus among Italian citizens regarding the need to implement a national development cooperation policy aimed at fighting poverty and achieving the Sustainable Development Goals (SDGs)

Specific objective:

Increase the awareness and active engagement of young people (11-35 years) throughout Italy in support of the importance of development cooperation in solving global challenges, in particular those connected to the root causes of the migration phenomenon.

The young people of the project were involved in regional meetings and contributed to the production of a document expressing the voice of young people on issues concerning development cooperation, favoring a connection and dialogue between them and local institutions. Young people have been called to confront the institutions and this was a novelty for some project partners. The aim of the project was to have an impact on the awareness and empowerment of young people on development cooperation issues and the impact of their actions.





Beneficiaries: 39,637 young people aged between 11 and 18; 87,820 young people between 14 and 35 years old

The Naples activities presented for the case study involved 20 young NEETS in Scampia, of age between 12 and 16 years.



For this project's activity, the partner was " Casa Arcobaleno", the place where is located the "Occhi Aperti" (Open Eyes) association, in Scampia, Napoli.

The association works with young NEETs in the area and with the children and teenagers from the romani camp nearby the headquarter.

All the educators of the association were involved (10 educators, volunteers, and the two coordinators of the structure).

## STAFF

Member of the local association (educators and coordinators of the structure),  
Helpcode trainer.



## **Project phases:**

### **> IDENTIFICATION**

The local partner was the contact point to identify the NEETs. They already had contacts with the young people that participate in their daily activities.

### **> MOBILIZATION**

2.1 Active citizenship workshops) Implemented by trainers, the aim was to give to the young people the tools to move from understanding to action, by designing a public initiative for cooperation. These were conducted with empowerment methodologies and multimedia languages

2.2 Territorial campaigns) The young people carried out the initiatives conceived in the act. 2.1 (flashmobs, events, installations, videos, exhibitions, etc) and communication experts and MAECI representatives selected the 3 best initiatives within all national groups and award them.

3.1 Regional meeting) 1 day of regional meeting that had the objective of writing a document of recommendations for territorial cooperation aimed at stimulating the empowerment of young people in the southern hemisphere and inclusion and coexistence in Italy.

### **> TRAIN & VALUE**

We realized active citizenships workshops in order to give them the tools to understand the phenomena's topic of the projects, throughout active pedagogy's methods, in particular role playing, in order to facilitate the empathy and the interest towards the themes and build the necessary skills.

Then we moved from understanding to action, by designing with them a public initiative for cooperation. We gave the young people the objective to realize a meeting with the other young people of the project and the local institution, presenting their questions and proposals for the development of their territory, valuing their own skills and desires as a group, towards the styles and methods of this activation.

### **> EVALUATION**

We made questionnaires ex ante and ex post to measure the level of information of the young people about the topic, the level of motivation to act for their community.

For the whole project, In the framework of the monitoring plan, the International Research Center on Global Citizenship Education of the University of Bologna has carried out, in collaboration with the project group, a qualitative assessment of the effectiveness of some actions as a tool to increase the awareness and active engagement of young people (11-35 years).

Indicator: (I) Degree of knowledge and (II) willingness to engage young people

(I) Level of knowledge, stereotypes, representations of development cooperation.

(II) Willingness to engage in regional meetings

Tools: Pre and post questionnaire completed by the participants

Indicator: Active engagement; Participation of young people in activities promoted by young people themselves or by CSOs

Tools: Activity detection form; Report outputs; Outcome reports.

Indicator: (I) Active engagement and (II) degree of influence of young people

(I) Percentage of participation of young people in regional and national tables

(II) Number of regional planning documents that include references to the positioning document elaborated by young people

Tools: Monitoring data collection; Outcome reports.

### > SUSTAINABILITY

We implemented 3 cycles of training for trainers, educators and teachers of the local areas, and we provided a didactic kit with all the information and activities sets in order to guarantee a sustainability for the projects and a package of tools that they could use after the end of the official activities.

The tools used were the ones included in the project didactic kit (guidelines for trainers and local educators, activities sheets...)

### > TRANSFERABILITY & SUSTAINABILITY

We implemented 3 cycles of training for trainers, educators and teachers of the local areas, and we provided a didactic kit with all the information and activities sets in order to guarantee a sustainability for the projects and a package of tools that they could use after the end of the official activities

It is possible to replicate the method because the activities are designed precisely to immerse themselves and adapt to the different local contexts, leading the students themselves to adapt the project methods with respect to the themes and needs that emerge from their specific territory, with the aim of highlighting them and bringing them to attention of local institutions



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