

INTRODUCTION

This Case Study Report is one of three publications that conclude the URBACT network “Young People – from Exclusion to Inclusion”. The network has also published a Research Report, which gives a comprehensive and thorough analysis of the network and its results, and the Operational Guidelines, a short and easy accessible report with an orientation towards practical usage. All the three reports are available for download at the URBACT website.

“Young People – from Exclusion to Inclusion” has been one of several thematic networks in the URBACT programme. Led by the city of Malmö (Sweden), the network has also included Aarhus and Copenhagen (Denmark), Gera (Germany), Gijón (Spain), Velenje (Slovenia), Göteborg (Sweden) and Helsinki (Finland); each one represented by a coordinator and a local researcher. Besides, the cities of Lomza (Poland), Strovolos (Cyprus), Tallinn (Estonia) and Ukmerge (Lithuania) have participated as expert cities.

During the working process in the network, more than 30 case studies (in the network referred to as good examples), have been submitted by the partner cities. These good examples are considered the core of the network, and also it's most valuable assets. To be able to compare the good examples from the partner cities, the network early in the process jointly developed a questionnaire for documenting the good examples. This questionnaire has been used by the local researchers when writing local reports about each example. The good examples have then been presented in two rounds and discussed at two international conferences, the first in Aarhus in September 2004 and the second in Gijón in May 2005.

In June 2005, a common template for documenting good examples was introduced by the URBACT working group “Capitalisation – methods and support”. This template was to be used by the thematic networks when documenting case studies during the rest of the URBACT programme. Thus, the case studies in the network “Young people – from Exclusion to Inclusion” have been documented using another template than the one proposed by this working group. When compiling this Case Study Report, all case studies have for that reason been converted into the template proposed by the Capitalisation working group.

This report does not include any judgements, evaluations or further analysis of the case studies. The original reports, all written by the local researchers in each partner city, have merely been converted into the common URBACT template, also limiting the extent of the reports. Each partner city has been responsible for the selection of good examples. Thus, the number of examples and their extent differ between the cities. However, all submitted examples are not represented in this report. Only reports that deal with the network's theme could be included in the report. Some fell out of the scope of the network's theme. Also, some reports lacked sufficient content to be translated into the common template. However, all original reports presented by the partner cities are available at the URBACT website.

It's also important to point out that the local reports of the good examples were originally presented in September 2004 and in May 2005. Thus, much could have changed in the examples since then. Projects might have evolved in new directions or came to an end. They are presented in this report as they were in the original reports. No further information has been added.

In all, this Case Study Report contains 28 case studies from the participating cities in the URBACT Network “Young People – from Exclusion to Inclusion”.

Malmö the 9 of April 2006
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CONTENT

1. CITY OF AARHUS	3
1.1 THE LEISURE TIME SHOP	3
1.2 SCHOOL AND HOME	6
2. CITY OF COPENHAGEN.....	9
2.1 AMUCK	9
2.2 PIGESKOLEN	12
3. CITY OF GERA.....	15
3.1 JOINT SOCIAL STREETWORK	15
4. CITY OF GIJÓN	17
4.1 ABIERTO.....	17
4.2 ALPEE.....	20
4.3 CISE	22
4.4 LLUMBRE	25
4.5 MAR DE NIEBLA	28
5. CITY OF GÖTEBORG.....	31
5.1 CIRCLES ON THE WATER	31
5.2 THE PARENTAL BOARD	34
5.3 SUCCESS ALTERNATIVES	37
5.4 SUMMER WORKERS.....	40
5.5 THE T-GROUP	43
6. CITY OF HELSINKI	46
6.1 FOR SCHOOLS AND LIFE.....	46
6.2 THE VOICE OF THE YOUNG.....	49
7. CITY OF LOMZA	52
7.1 YOUTH SCHOOL CLUB	52
8. CITY OF MALMÖ.....	54
8.1 THE BREWERY'S IV-PROGRAMME.....	54
8.2 THE INTEGRATION COORDINATORS	57
8.3 THE MENTOR COMPANY PROJECT	60
8.4 THE NIGHTINGALE	63
8.5 THE PARENTAL EDUCATION.....	66
8.6 THE STUDY WORKSHOP	69
9. CITY OF TALLINN.....	72
9.1 DRUG PREVENTION	72
10. CITY OF UKMERGE	75
10.1 YOUTH SCHOOL	75
11. MUNICIPALITY OF VELENJE	78
11.1 SUMMER JOBS	78
11.2 YOUTH DAY CARE CENTRE.....	81
CONTACT INFORMATION	84

1. CITY OF AARHUS

1.1 The Leisure Time Shop

	Section	Indications of content
1	URBACT network	Young People – from Exclusion to Inclusion
2	Title of project	The Leisure Time Shop
3	Location	Aarhus, Denmark
4	Main themes	Local economic development and employment Inclusion of populations of foreign origins Social exclusion Young people
5	Practice-related keywords	Young people Social exclusion Inclusion Young people from immigration Guiding people towards employment Youth unemployment Discrimination Empowerment
6	Brief description of project	<p>The Leisure Time Shop was established as part of Aarhus Municipality's efforts to promote the integration of immigrants and refugees. The project is particularly directed toward Aarhus West, where the concentration of refugees and immigrants is the highest. The original objective of the Leisure Time Shop was to motivate young people in the west of the city to participate in leisure time activities. Partly to promote integration with other young people including ethnic young Danes and partly to give them a healthy and meaningful alternative for activities in their free time. This work continues, but the task has subsequently been extended. It has become apparent that young people in the age group of 15-18 were not particularly motivated for participation in sports club activities. Instead, many in this age group preferred to concentrate their efforts on a leisure time job. Experience shows, however, that it can be difficult for young refugees and immigrants to get a leisure time job.</p> <p>The aim of the project is thus to facilitate leisure time jobs for young people. The Leisure Time Shop is not a social institution and works chiefly with the more resource-strong young people that the staff can, without countering problems, send to any place of work whatsoever. Before the young people can start work they come for an interview where the staff at the Leisure Time Shop evaluates whether they are suitable to apply for jobs via the project, or if their social problems and/or any previous criminal record hinder them in being able to get a job via the project. This screening of the young people paves the way for more employers being willing to employ young bilinguals.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic</p> <p>The project's target group is well-functioning bilingual young people in the ages of 15-18. Young people who are characterised as having significant social problems or criminal records formally fall outside the target group and are not eligible for help via this project. In total, 159 young people were involved in the project in October 2004. The majority of the young people come from the Middle East, but there are actually almost 15 different nationalities represented in the project.</p> <p>- Physical</p> <p>The area in Aarhus West, where the target group lives, has a rather bad reputation in many other areas in Aarhus. The young people and their parents that are in contact with the Leisure Time Shop most often live in social rented housing in certain areas of the city, among others Aarhus West. For the majority of the ethnic Danes in Aarhus these apartments are not particularly attractive. Refugee and immigrant families often make a conscious choice to reside in these areas, not only because of their economic circumstances but also in order to reside in close proximity to their social network. The reason for this is, among other things, that it creates a feeling of confidence.</p>

		<p>- Economic</p> <p>The young people that the project has contact with come from families where the parents typically are economically distressed as compared to the majority of the ethnic Danish population. One of the two members of the staff at the Leisure Time Shop points out that this is not necessarily the most important reason for social exclusion. The deciding factor is rather whether the parents have a connection to, and knowledge of, the labour market that the young people can draw on.</p>
		<p>2) Issues/ problems addressed</p> <p>Experience shows that it can be difficult for young immigrants and refugees to be considered for leisure time jobs. Young immigrants find it difficult to get leisure time jobs on an equal basis with young ethnic Danes and are therefore marginalized in relation to the labour market.</p>
8	Objectives of project	<p>The objective of the project, seen from the municipality's point of view, is to strengthen the leisure time integration of children and young people of non-ethnic Danish descent. The Leisure Time Shop is to promote leisure time activities for young people and help them by establishing contact to places of work.</p> <p>The Leisure Time Shop is not only a part of Aarhus Municipality's integration policy, but is also part of the Urban Programme in Aarhus West. Aarhus West is Denmark's most disadvantaged district with regard to all social and economic parameters. The aim of the Urban Programme is to strengthen the west of the city and to create a tradition for leisure time activities and leisure time jobs among young bilinguals. The intention is that these activities can continue independently without support when the Urban Programme is finalised in 2007.</p> <p>When the project ends, 175 young people will have been employed in leisure time jobs for at least three consecutive months.</p>
9	Content of project	<p>Young people come for an interview where the staff at the Leisure Time Shop evaluates whether they are suitable to apply for jobs via the project, or if their social problems and/or any previous criminal record hinder them in being able to get a job via the project. The Leisure Time Shop then arranges jobs for those who comply.</p>
10	Time scale	<p>1) Duration N/A</p> <p>2) Starting date 1999</p> <p>3) Completion date Not yet completed</p>
11	Project design	<p>1) Origins & initiators</p> <p>The Department of Culture: Culture, Youth, Sports and Adult Education is the initiator of the project and has the economic and legal operational responsibility.</p>
		<p>2) Decision-making actors and process</p> <p>See above</p>
		<p>3) Management and leadership of project</p> <p>See above</p>
		<p>4) Implementation (who is in charge of...)</p> <p>There are three managers, each on a separate level of the project. The highest ranking and formally responsible manager is the manager of Leisure Time and Sports who has the overall economic responsibility for the project. Then there is an integration consultant from the Department of Culture: Culture, Youth, Sports and Adult Education who functions as a mid-level manager on the project, and finally there is a day-to-day leader who can undertake economic dispositions within the framework of the existing guidelines.</p>
		<p>5) Legal framework (legal setting, related national policy, partnership)</p> <p>N/A</p>
12	Resources involved (financial, human, others)	<p>The Municipality of Aarhus finances 70 % of the project, while the remaining 30 % is financed by the Urban Programme for Aarhus West.</p>
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?)</p> <p>No</p>

		<p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.)</p> <p>The project is not yet completed. Therefore it is not possible to see whether the objectives have been met. It is possible, however, to calculate the subsidiary goals and they have been amply fulfilled. By the end of 2004, 81 young people are already in a three-month minimum leisure time job.</p> <p>The project contributes to the integration of young bilingual people in leisure time jobs that they otherwise would have had difficulty in obtaining. In this way we can avoid that the young bilinguals become marginalized in relation to young ethnic Danes. Furthermore, the project contributes in creating positive images of the young people in relation to the labour market.</p>
		<p>3) Difficulties encountered</p> <p>At the beginning of the project, the Labour Market Network wanted to ensure that it was resource-strong young bilinguals that the project would help to find jobs for before they entered into any collaboration.</p>
		<p>4) Assessment of project/ action/ practice in terms of sustainability</p> <p>N/A</p>
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

1.2 School and Home

	Section	Indications of content
1	URBACT network	Young People – from Exclusion to Inclusion
2	Title of project	School and Home
3	Location	Aarhus, Denmark
4	Main themes	Citizen participation Inclusion of populations of foreign origins Social exclusion Training Young people
5	Practice-related keywords	Young people Social exclusion Inclusion Parents School Education Education system Young people from immigration Participation Empowerment
6	Brief description of project	<p>In Denmark, there is a long tradition of participation by parents in schools. During the last 30 years, a system and a culture which involves the parents actively in the schooling of the children has been built up. The parents put critical questions to the teachers and the management, and demand influence on how the school performs its work. On the other hand, the school expects that the parents participate and back up to various meetings and arrangements of both social and professional character that the school arranges.</p> <p>In the school's meeting with immigrants, however these expectations are tested. Many of the immigrant pupils' parents come from countries with a completely different school structure. The parents aren't used to taking part in their childrens' education to this extent, which leads to difficulties that are further worsened by language barriers.</p> <p>At the Frydenlund School in Aarhus, the School and Home initiative tries to tackle this problem. The foundation of the initiative is the Integration Council, which turns to the parents to create mutual understanding, make the bilingual parents visible and involve the parents in the democratic process. Parents are allowed to candidate to the Integration Council and a general meeting elects the members. The Integration Council produces suggestions, views and takes an active part in the development of the Frydenlund School.</p>
7	Target	<p>1) Data on area concerned:</p> <p>- Socio-demographic</p> <p>Around 50% of the 375 pupils at the Frydenlund School have another ethnical background than Danish. More that 30 different languages are spoken at the school; the largest groups come from Somalia, Turkey and the Middle east.</p> <p>- Physical</p> <p>The standards of living in the district are good, but the area is not considered a good one to live in by ethnic Danes.</p> <p>- Economic</p> <p>The district in which the Frydenlund School is located is characterised by being one of the school districts in Aarhus with the lowest average income. Many of the immigrant parents are unemployed or have an employment in a low-income sector.</p>

		<p>2) Issues/ problems addressed</p> <p>Many of the immigrant pupil's parents come from countries with a completely different school structure. The Danish school system puts expectations on the parents to get involved in their pupils' schooling and the school in general. Most immigrant parents aren't used to this. This often results in problems between the school and the parents when their children are put into a Danish school. These problems are due to the different cultures of expectations and also problems in communication between the parties, partly because of language barriers.</p> <p>In the long run, the parents as well as the children risk exclusion from the Danish school system and the society in general, if they don't take part in the traditionally strong home and school collaboration.</p>
8	Objectives of project	<p>The objectives of the Integration Council, which is the core of the actions in the School and Home project, are:</p> <ul style="list-style-type: none"> • To create greater understanding and insight • To make the bilingual parent visible in the body of parents • To involve all the parents at The Frydenlund School in the democratic process • To create paths of communication for the school, the bilingual parents and the Danish parents via the Integration Council • To ensure the bilingual parents influence on the school's dispositions • To take special initiatives that take into consideration the bilingual parents' needs in connection with school-home collaboration, including the localisation of problems that the school's predominantly Danish personnel are not aware of • To further the bilingual pupils' and their parents' integration in local society via information and action in relation to Danish and bilingual parents
9	Content of project	<p>All parents are allowed to candidate to the Integration Council and a general meeting elects the members. On the council there are ethnic Danish teachers and parents and bilingual teachers and parents together with an educator from the school-based leisure-time activity centre and the head of the school. Furthermore, two of the representatives are also members of the school board, including the Turkish mother tongue teacher at the school. Eight out of in total 16 members, including the headteacher and teacher representatives, are parents with a foreign background, representing four language groups.</p> <p>The Council meets approx. every other month and has theme meetings on for example youth cultures, criminality, substance abuse, the school system and the teaching of Christian studies. The Council hasn't got any power in decision-making on school issues. However, the Integration Council produces suggestions, views and takes an active part in the development of the Frydenlund School</p> <p>Besides the Integration Council, other activities in the School and Home project include language group meetings, theme weeks and "the open school". However, all activities are anchored in the Integration Council.</p>
10	Time scale	<p>1) Duration N/A</p> <p>2) Starting date 1998</p> <p>3) Completion date N/A</p>
11	Project design	<p>1) Origins & initiators The headteacher initiated the project.</p> <p>2) Decision-making actors and process The headteacher, a council of teachers and the Integration Council are the key partners. The formal responsibility has been with the headteacher.</p> <p>3) Management and leadership of project See above</p> <p>4) Implementation (who is in charge of...) The headteacher</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>

12	Resources involved (financial, human, others)	The project is financed by designated resources from the municipality of Aarhus.
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) No</p> <p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) Through the initiatives in the Home and School project, greater understanding and insight has been created between the actors in the project. The immigrant parents have become more active, not just showing up at meetings and social activities, but also coming up with ideas and giving their opinion on school matters, thus being part of the democratic process at the school. There are also signs of that immigrant pupils are becoming more and more integrated at the school as a result of their parents' cooperation with the school. The strengthened cooperation has changed the culture at the school and improved the quality of the pupil's schooling. The cooperation has not only changed the parents, but also the school itself. The Frydenlund School has become more multi-cultural, since the immigrant parents are becoming more and more visible at the school</p> <p>3) Difficulties encountered None</p> <p>4) Assessment of project/ action/ practice in terms of sustainability N/A</p>
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

2. CITY OF COPENHAGEN

2.1 AMUCK

	Section	Indications of content
1	URBACT network	Young People – from Exclusion to Inclusion
2	Title of project	AMUCK
3	Location	Copenhagen, Denmark
4	Main themes	Inclusion of populations of foreign origins Social exclusion Young people
5	Practice-related keywords	Young people Social exclusion Inclusion Empowerment Young people from immigration Education Guiding people towards employment Discrimination Personal development
6	Brief description of project	<p>AMUCK is a mentoring project involving boys with ethnic minority background. The boys are living in the area "Mjølnerparken" in the part of Copenhagen called Nørrebro. The majority of inhabitants in the area are either immigrants or descendants of immigrants, primarily from Arab speaking countries. The area is isolated from the rest of the city and is characterized by low level of education and unemployment among the adult population, and it is feared that the youngsters will "inherit" this pattern if they don't have any positive role models in this sense. The Municipal of Copenhagen/Centre for Guidance (CV) and the Department of Integration wishes to prevent this from happening by helping the youngsters get an education - and one of the methods tried are mentoring.</p> <p>In AMUCK CV hired 13 mentors – young people with ethnic minority background who either has an education or are attending an education. The mentors were each paired with a young boy (mentee) who has problems maintaining a stable contact to the educational system. The boys also have a minimum of contact with the society outside Outer Nørrebro - in this sense they are well on the way to being excluded by/excluding themselves from the society outside Outer Nørrebro. One of the aims in the project was to get the boys to see the advantages of being included in the outside world through education and employment.</p> <p>The Mentors have worked with the boys for 6 month, focusing on education, self-esteem and personal development, on the basis of each mentees' own competences, interests and wishes. One of the methods used were a competence skill clarification made by the mentees and their mentors.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic</p> <p>People from more than 30 nationalities lives in Mjølnerparken. Less than 10 % of the apartments are occupied by ethnic Danes. Approximately 60 % of the inhabitants come from Arabic speaking countries (Palestinians, Lebanese and Iraqis). Mjølnerparken is socially segregated. The social problems are primary attached to a general high unemployment, and a poor linguistic and cultural integration in the Danish society.</p> <p>13 boys between the ages 15-18 participate in the project. The boys' background varies – some still attend the elementary school, some attend a basic occupational training. Others have jobs and some don't do anything at all. The main part of the boys either has a Palestinian or Arabic background; some few have a Somalian background.</p>

		<p>- Physical</p> <p>In addition to the problems described above, there is quite a lot of vandalism in the area, which has generated a great deal of attention from both politicians and media.</p> <p>- Economic</p> <p>Many people in Mjølnerparken are poor, approximately 1.106 people of working age live in the area and 925 of these receive welfare payments.</p> <p>2) Issues/ problems addressed</p> <p>A great amount of the young people who doesn't complete a youth education in Copenhagen are either immigrants or descendants. Not completing an education is a problem in Denmark because education to an increasingly extent is needed in the Danish job market. But the project itself is based on the young peoples own resources and a wish to support the youngsters.</p> <p>The overall target group for the project is bilingual boys between the ages 15-20, who are at the risk of being marginalized from the established educational system for one of the following reasons:</p> <ol style="list-style-type: none"> 1. The phase of transition between primary school and youth education 2. In risk of dropping out of a youth education 3. Drop-outs
8	Objectives of project	<p>The project is intended to support young bilingual boys as regards to their choice of education, education process and educational fixation – including return to an uncompleted youth education. This overall intention will be achieved through these intermediate objectives:</p> <ol style="list-style-type: none"> 1. By means of a mentor solution supporting the target group in the process of clarifying interests, wishes and capability to hereby support them in their choice of education. 2. To prepare the target group on the complex of problems that young bilinguals some times faces in the Danish educational system. Moreover the mentors are supposed to be role models and build bridge between the established education system, the labour market and the young ones when they need personal support. The improved competences are to contribute to an increased positive experience with the educational process. 3. To contribute to a positive self-development.
9	Content of project	<p>The mentors are carefully recruited older young people at the ages of 19-28 with foreign background. Furthermore they have a completed education and the personal capacities to act as role models. After going through a skill-development programme, each mentor was paired with a mentee, recruited from the municipal school in the area.</p> <p>The cooperation between the mentor and mentee then consisted of three steps. The mentors initiated the first contact with their mentees, in some cases they also contacted the parents to make sure the family supported the mentoring. Thus, the first step was for the mentor and mentee to get to know each other. The second step was to make a competence clarification – focusing on the mentee's own competences and wishes for the future. On the basis of this clarification, they devised action plans for the rest of the project. The last step has been to obtain the goals set up in the action plan.</p> <p>To help the boys in this process the mentors and mentees have visited educational institutions, had meetings with guidance councillors and prepared educational plan and applications to youth educations. However, many of the meetings have also been activities in a more social/informal level, for instance coffee meetings in cafes, visiting the boy's family, discussing personal problems, going out for dinner and bowling or other sport activities.</p>
10	Time scale	<p>1) Duration</p> <p>One year</p> <p>2) Starting date</p> <p>1 August 2004</p> <p>3) Completion date</p> <p>31 July 2005</p>
11	Project design	<p>1) Origins & initiators</p> <p>Centre of Guidance, The Youth Guidance of Copenhagen (CV/UU) wrote a project application, which was approved by the Department of Integration.</p> <p>2) Decision-making actors and process</p> <p>Centre of Guidance, The Youth Guidance of Copenhagen (CV/UU) has had formal responsibility.</p>

		<p>3) Management and leadership of project See above</p> <p>4) Implementation (who is in charge of...) A project group, and in particular the project leader, has been responsible for implementing the initiative. This has been done by providing a framework and support for the mentors, who has clearly carried out most of the work in relation to the boys.</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	The major part of the project is funded by the Department of Integration.
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) The mentor course was evaluated through a questionnaire. The purpose of this evaluation was to develop the concept of competence clarification.</p> <p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) The boys has clearly developed in the project and taken a step towards social inclusion into the society surrounding Mjølnerparken - defining education and the ability to complete an education as a mean to be social included. The boys have developed their social competences, knowledge and their own personal network by working with the mentors and the other boys in the project. But it is still too soon to say whether the project actually will support the boys in the long run or not. The project has mainly focused on those causes of exclusion the boys themselves and their family can do something about: Knowledge, support, self-confidence and a more positive outlook at the world surrounding them. The project hasn't changed the prejudices and discrimination the boys meet in the society. The mentors have spoken to the boys about crime, racism and discrimination and even though the project has not changed the outside world's view of the boys they have been given some tools to deal with it and seen that they can develop in a good way – crime is not the only way - in spite of prejudices and discrimination. Another good outcome of this project is a stronger cooperation between CV/UU and the Social Worker from The Youth Counselling Centre in the area – both work with the young people but from different perspectives and the cooperation gives an opportunity to give the young people a more systemic effort.</p> <p>3) Difficulties encountered There were problems finding the right boys for the project due to inaccurate definition of the target group in the beginning of the project period. This meant that some of the first boys who joined the project left again rather quickly – they were either functioning to well or had to heavy problems to make proper use of a mentor in this kind of project. Furthermore the Youth- and Educational Counsellors had trouble finding time for the project in between their normal work which delayed the process a bit. But the biggest problem has been lack of mentoring time. Each mentor has had 2-2,5 paid hours a week for mentoring, which in some cases has been far from enough. Most of the mentors have used more hours a week on mentoring, without getting paid. It has not been possible to increase the hours within the framework of the project. Another problem is how to secure the mentees' positive development when the project ends.</p> <p>4) Assessment of project/ action/ practice in terms of sustainability N/A</p>
14	Integrated approach of urban regeneration	Yes
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

2.2 Pigeskolen

	Section	Indications of content
1	URBACT network	Young People – from Exclusion to Inclusion
2	Title of project	Pigeskolen
3	Location	Copenhagen, Denmark
4	Main themes	Inclusion of populations of foreign origins Social exclusion Training Young people
5	Practice-related keywords	Young people Social exclusion Inclusion Empowerment Young people from immigration Family Education School Personal development Association
6	Brief description of project	<p>Pigeskolen (Danish for the girls' school) is a cooperation between the youth club "First Floor" and the school Heimdalsgades Overbygningskole (HGO) in Copenhagen. The purpose of the project is to create a meeting place, where a certain group of ethnic and Muslim girls can improve their school skills and get help in the process of growing up in two cultures. The purpose is also to give the girls a place where they can meet adults and peers after school.</p> <p>Led by two employees, a teacher from the school and an employee at First Floor, Pigeskolen arranges activities in the afternoon, between 2 and 7 pm. The girls in the class choose what activities they want to be part in, and the activities are planned together with the girls. For many of them it's a relief just getting time to make the homework and getting to talk to an adult about subjects they can't discuss at home.</p>
7	Target	<p>1) Data on area concerned:</p> <p>- Socio-demographic The girls visiting the Pigeskolen are between 14 and 18 years old and have Pakistan, Turkish and Arab background.</p> <p>- Physical N/A</p> <p>- Economic N/A</p> <p>2) Issues/ problems addressed</p> <p>A group of Muslim girls had difficulties manoeuvring as young people growing up in Denmark in a family with little or wrong knowledge of the Danish society. The girls were unhappy because they were not allowed to do things that their peers were allowed to. They couldn't participate in school travels and all their free time was spent with the family. The Muslim girls in the project lived without personal freedom. They worked at home cleaning, cooking and servicing especially the male members of the family, and they only left home to go to school or to go shopping for groceries.</p> <p>The school personnel feared that if the girls had little or no contact with the Danish society, there would be a high risk that they would become excluded and live a life isolated and unemployed in a disadvantaged area of the city. The teachers and leaders of the school wanted to offer the girls a place where they could be with friends and adults, who could help them develop.</p>
8	Objectives of project	<p>The objectives of the girl school is:</p> <ul style="list-style-type: none"> To help the girls with their school work. Hereby to increase their chances to complete an education.

		<ul style="list-style-type: none"> To create a place for the girls to meet peers and have fun. To give the girls the opportunity to talk to adults and peers about their thoughts and problems. To help the girls to reflect on their lives and find an independent way to form their future.
9	Content of project	<p>During the afternoons and evenings, Pigeskolen arranges different activities, which the involved girls themselves plan and arrange together with the teachers. Besides the various activities arranged, the girls get help, and help each other, with their homework. The most important asset of the Pigeskolen is however that the Muslim girls get an opportunity to talk to peers and adults about matters they can't discuss at home.</p> <p>The number of girls varies, but from the start there have always been more than 15 girls during opening hours. It ended up with a very steady group of 18 girls, who showed up permanently.</p> <p>The activities are led by two female employees, one from the school and one from the organisation. The teacher from the organisation First Floor is born in Iraq, and is familiar with the complexity of the problems many Muslim girls are facing. The teachers are employed in the project 12 hours a week. Of those hours 10 are spent in the opening hours of the girls' class. The rest of the time is spent planning activities and meeting with the girls' parents.</p>
10	Time scale	<p>1) Duration N/A</p> <p>2) Starting date N/A</p> <p>3) Completion date N/A</p>
11	Project design	<p>1) Origins & initiators After discussing the living conditions of the girls the school management from Heimdalsgades Overbygningsskole decided to involve the local youth club First Floor and youth school Brokvarterenes Ungdomsskolecenter, to together describe the project.</p> <p>2) Decision-making actors and process The three partners mentioned above cooperate in managing the project; however the formal responsibility belongs to the Heimdalsgades Overbygningsskole.</p> <p>3) Management and leadership of project See above</p> <p>4) Implementation (who is in charge of...) The head of the 10th grade department of the Heimdalsgades Overbygningsskole.</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	N/A
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) An evaluation has been made by meetings and a dialogue with the teachers. The teachers have also been evaluating with the girls. The evaluation has been an ongoing process throughout the project.</p> <p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) It is too early to see any long term effect of the project, but the girls have had free time away from family and duties. They are reflecting over their lives, and they are aware of the opportunities they have in Denmark. The hope is that they will be well integrated in Danish society, and it is certain, that they after a year in the girls' school are better able to be so.</p> <p>The trusting relationship between school, parents and girls will hopefully help remove barriers for the girls, and help break down myths and prejudices for everyone involved. It is seldom hostility, but more often lack of knowledge that causes the exclusion of the girls and the families. As soon as the dialogue between home and school is established, they have started cooperating to the benefit of all.</p> <p>3) Difficulties encountered There have been few problems in implementing the girls' school. The partners have worked well together, the financing came quickly and the target group started using the girl school right away. The only real problem is that the girls' school is only financed one year at the time.</p>

		4) Assessment of project/ action/ practice in terms of sustainability N/A
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

3. CITY OF GERA

3.1 Joint Social Streetwork

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	Joint Social Streetwork
3	Location	Gera, Germany
4	Main themes	Social exclusion Young people Culture
5	Practice-related keywords	Young people Social exclusion Inclusion Distressed area Community/public facilities/amenities Association Youth involvement
6	Brief description of project	<p>The project combines streetwork, social work and school in a joint partnership. Partners of the project are the middle school Ostschule and the association Streetwork Gera e.V. The City of Gera supports the project financially.</p> <p>In Germany, classes are finished in the early afternoons in general. So in the afternoons, schools are empty and closed. It is not permitted for students and non-students to stay on the schoolyard. The infrastructures of schools (sports facilities, etc.) are not used in the afternoons and are therefore not integrated in the neighbourhoods. The project focuses on opening the schoolyard for students and especially for non-students in the afternoons in order to give youths a place to stay instead of the street. The activities offered range from common leisure activities (sports, creative classes) to individual social work.</p> <p>The schoolyard was opened in 1998. Since 2003 several clubs, activities during school holidays, and the opportunity to use the gymnasium have been integrated into the project.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic</p> <p>The focus group of the project is young people in the ages of 14-18. Currently, 5 347 young people of that age live in Gera. The city of Gera does not have many foreign people; the number in total is under 2% of the total population.</p> <p>- Physical</p> <p>The neighbourhood, where the school Ostschule is located, is a disadvantaged area of the city. Besides a high unemployment rate, the housing conditions are of average quality compared to other areas but people consider the neighbourhood as one where it is not nice to live. The area is characterized by empty flats, old and run-down houses, and missing cultural offers, especially for youths.</p> <p>- Economic</p> <p>The unemployment rate is about 20%, which is high compared to the rest of the city (18%) and the rest of the region (16%).</p> <p>2) Issues/ problems addressed</p> <p>The neighbourhood Ostviertel is a disadvantaged area of the city, where no leisure facilities or offers for afternoon activities exist. Young people that live in this area have no place to go in the afternoons but the street, which lead to that they were hanging around in the street wasting their time and annoying others.</p>
8	Objectives of project	The objective of opening the schoolyard in the afternoons was to give young people a place to go and offer useful activities in combination with social streetwork where needed. In addition the project aims at informal education, development of social competences and wants to pick up the thread of individual strengths, inclinations and interests.

9	Content of project	<p>The actions undertaken when initiating the project were offering young people afternoon leisure activities as well as open and informal talks with streetworkers on personal issues. All actions are oriented towards the needs of young people. The leisure activities include sports, creative classes and a school club. All leisure activities are arranged by the association Streetwork Gera e.V. The premises are open for activities not only during afternoons, but also during school holidays.</p> <p>By opening the school during afternoons and holidays, it is also possible for the social workers to reach young people more easily and individually and support them in a more direct and personal way.</p>
10	Time scale	<p>1) Duration The project is institutionalised.</p> <p>2) Starting date 1998</p> <p>3) Completion date N/A</p>
11	Project design	<p>1) Origins & initiators The Youth Department of the City of Gera initiated the project.</p> <p>2) Decision-making actors and process Partners of the project are the middle school Ostschule and the association Streetwork Gera e.V. The City of Gera supports the project financially. The initiative is based on the idea of equal partnership so every partner is responsible in a similar way.</p> <p>3) Management and leadership of project The school Ostschule and the association Streetwork GERA e.V. have joint leadership of the project. However, the association Streetwork GERA e.V. has been formally responsible for the measure.</p> <p>4) Implementation (who is in charge of...) The association and school in cooperation.</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	Financial support was within the scope of offers for the quarter Ostviertel. From 2003 to 2005 the project received special funding for youth work in schools.
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) During regular meetings the partners discuss activities and further steps.</p> <p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) The practice offers young people useful activities and social support where needed. In the middle school Ostschule around 100 young people take part in leisure activities during the whole school year, around 20 young people use the offer of the social street workers. There are no statistics on the influence but in general it can be said that this practice offers perspectives and support in an individual and personal way. Young people use the offer on a regular basis and help to create new offers. Groups that stayed in public spaces have become less, since young people have a place to go and to experience useful activities. Furthermore, by offering support the social streetworkers can improve the individual situation of young people.</p> <p>3) Difficulties encountered Financial issues exist, and it is always a big effort to ensure a continuous financial support.</p> <p>4) Assessment of project/ action/ practice in terms of sustainability N/A</p>
14	Integrated approach of urban regeneration	Yes
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

4. CITY OF GIJÓN

4.1 Abierto

	Section	Indications of content
1	URBACT network	Young People – from Exclusion to Inclusion
2	Title of project	Abierto
3	Location	Gijón, Spain
4	Main themes	Local economic development and employment Social exclusion Young people Culture
5	Practice-related keywords	Young people Social exclusion Inclusion Distressed area Community/public facilities/amenities Empowerment Guiding people towards employment Youth unemployment Association Culture
6	Brief description of project	<p>The youth organisation “Abierto Hasta el Amanecer” has been working with the city’s young people for more than 7 years and has developed an alternative night leisure programme. The initiative was born in 1997, as a result of a survey that asked young people to point out a list of problems which affected them the most or about which they were concerned. The results were revealing and indicated two main issues: unemployment and lack of leisure offers in the neighbourhood. With the high unemployment, there were worries about unstable future perspectives for the young people in town. At the same time, the few existing leisure offers were too expensive for many people to take part in.</p> <p>The project has two main objectives: the first one is to provide young people with a different and drug-free alternative for the weekend evenings and nights, i.e. when they choose to enjoy their spare time. The alternatives include a wide range of cultural and sport activities where young people could participate for free. The second objective is to get the very young people to manage the project, thus creating stable youth employment.</p> <p>Furthermore, the project brings good use of the town resources and public facilities, the promotion of healthy and non-consumerist leisure activities and the encouragement of partnerships among young people.</p>
7	Target	<p>1) Data on area concerned :</p> <ul style="list-style-type: none"> - Socio-demographic N/A - Physical The area La Calzada, where the project is taking place, previously lacked public resources and recreational offers. - Economic Many young people live in a difficult situation. The unemployment rate in Gijón is high, and levels of education generally low.

		<p>2) Issues/ problems addressed</p> <p>In a survey, 680 young people were asked to point out a list of problems which affected them the most or about which they were concerned. Unemployment, unstable future perspectives and the lack of leisure offers in the neighbourhood were identified as the main concerns for the young people of Gijón.</p> <p>The high unemployment rate in general and specifically among young people was considered a major risk for social exclusion. Young people didn't have the chance to enter the labour market in the right way due to lack of education, economic resources, family instability, problems in the community of residence, etc.</p> <p>The problems became even more serious considering that the survey was carried out in one of the most special neighbourhoods in Gijón, as La Calzada is a working class area. At that time, the neighbourhood lacked many resources that have recently been provided by the city administration, such as swimming pools, tennis courts, cinemas and youth centres etc.</p> <p>It was considered a factor of social exclusion that the young people in La Calzada didn't have the same opportunities as other youngsters in the city to enjoy the leisure activities offer, since the neighbourhood had fewer resources, social equipment, communications and leisure offers than other areas.</p>
8	Objectives of project	<ul style="list-style-type: none"> • To provide young people with a different alternative for the weekend evenings and nights. • To create employment for young people in town, and to make that employment stable in time but not for the staff, who must be periodically renewed, just as the project. <p>The practice also aims to make good use of the town public resources and equipment, to promote healthy and non-consumerist leisure and to involve young people in associations.</p>
9	Content of project	<p>The organisation "Abierto Hasta el Amanecer" arranges alternative leisure activities during weekend evenings and nights, but also offer young people jobs with arranging the activities. At the moment, 25 young people are employed by Abierto to arrange and plan leisure activities for other young people.</p> <p>The activities are arranged in public establishments (e.g. schools, city halls, sport halls, libraries, and museums) which thereby lead to a better use of public resources. During one single evening and night as many as 50 activities can be run at the same time around the city. Besides any possible sports arrangements, it can be for example dance, music, sewing, theatre, forging, design, print etc. The activities are led by the 25 employees, but also by a great number of voluntary workers.</p>
10	Time scale	<p>1) Duration The project is institutionalised.</p> <p>2) Starting date 1997</p> <p>3) Completion date N/A</p>
11	Project design	<p>1) Origins & initiators The initiative was originally designed by the organisation JOC-A. Later, the "Asociación Juvenil Abierto Hasta el Amanecer" was created in order to manage the project, always counting on the permanent support of the city council.</p> <p>2) Decision-making actors and process The project is managed in cooperation between the youth organisation Abierto, and the city council of Gijón, the Principality of Asturias, the Ministry of Labour and Social Affairs and other actors.</p> <p>3) Management and leadership of project See above</p> <p>4) Implementation (who is in charge of...) The youth organisation Abierto</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	<p>Both private entities and different city councillors (sport, culture and social services) were engaged for financing of the activities. Furthermore, the amount of money budgeted for employment was applied for at the employment city councillor.</p>

13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?)</p> <p>A quantitative assessment has been carried out, where the number of users of the programme has been studied. Besides this, a qualitative assessment has been focusing on the satisfaction of participants, the quality of the activities, team work and how to improve the project as a whole.</p>
		<p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.)</p> <p>During 2003, altogether 101 835 visitors between the ages 13 and 35 were registered. A great number of alternative and drug-free activities have been created during the weekend evening and nights.</p> <p>The initiative has become a real and stable initiative for young people in Gijón and has created around 200 direct jobs throughout the 7 years of implementation of the project. Nevertheless, stability in contracts of employment has not been achieved in relation to duration, conditions and functioning structure.</p> <p>Over these years, this pioneer project in Spain has become a model for other programs that have been developed and its success has been recognised by the media. However, the greatest achievement of the initiative has been the fact that the local administration has trusted young people to manage their own activities and public funds, thus creating employment among young people and, on the other hand, the good response given by the town young people, reflected in the high level of participation and the loyalty and harmony atmosphere created during the project.</p>
		<p>3) Difficulties encountered</p> <p>There were initial difficulties managing public centres and resources, which were overcome by gradually opening the centres and accumulating managing experience.</p> <p>Regarding future perspectives, there are some uncertainties about the continuity of the project.</p>
		<p>4) Assessment of project/ action/ practice in terms of sustainability</p> <p>N/A</p>
14	Integrated approach of urban regeneration	Yes
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

4.2 ALPEE

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	ALPEE (Local Agency for Economic and Employment Development)
3	Location	Gijón, Spain
4	Main themes	Local economic development and employment Public private partnerships Social exclusion Young people Training
5	Practice-related keywords	Young people Social exclusion Inclusion Empowerment Guiding people towards employment Youth unemployment Support to the creation of enterprise
6	Brief description of project	The city of Gijón and the region Asturias are characterised by industrial restructuring and the decline of traditional manufacturing sectors. The unemployment rate is high and the region is not attractive for investors. The ALPEE initiative involves enterprising culture into primary and secondary education as a strategy for the wealth generation, employment creation and the improvement of existing business structures. The development of the project involves a series of activities regarding information and motivation for self-employment, the simulation and development of business projects, the organisation of a childrens' market and a local competition of enterprising. The project has two major tracks: "A Company in my School", which is implemented in primary education and the "Entrepreneur Workshop", which is implemented in secondary education.
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic N/A</p> <p>- Physical N/A</p> <p>- Economic N/A</p> <p>2) Issues/ problems addressed</p> <p>The territory is characterised by industrial restructuring and the decline of traditional manufacturing sectors. The unemployment rate is high and the region is not attractive for investors. In contradiction to this, young people are still in a high degree counting on traditional forms of employment as their future occupation.</p>
8	Objectives of project	The main objective for the "A Company in my School" programme, which is implemented in primary education, is to introduce the concept of self-employment at younger ages, through the simulation of the creation of companies. The main objective for the "Entrepreneur Workshop" programme, which is implemented in secondary education, is to change the mentality of company work as the only employment option and to introduce the concept of self-employment as another employment alternative.
9	Content of project	The two programmes, "A Company in my School" and the "Entrepreneur Workshop", consist both of information regarding self-employment as well as actions that aims to motivate entrepreneurship. Business projects are simulated in classes and the pupils themselves are in charge of organising a childrens' market and a local competition of enterprising projects. Among the main achievements of this initiative, the creation of 15 cooperatives by the participating primary school pupils and the development of 38 business projects by the participating secondary school pupils stand out.

10	Time scale	<p>1) Duration N/A</p> <p>2) Starting date 2001</p> <p>3) Completion date N/A</p>
11	Project design	<p>1) Origins & initiators The origins of these programmes date back to the enterprise culture promotion projects in schools which since 1988 had been developed in various schools of different Asturian Municipalities. The project was introduced in Gijón in 2001 by the Town Hall of Gijón, through the Local Agency for Economic and Employment Development</p> <p>2) Decision-making actors and process The activities are arranged in cooperation between the town hall of Gijón, Ciudad Industrial de Valle del Nalón, S.A. (Industrial City of Valle del Nalón, Ltd.), Centre of Teachers, Resources of Gijón and The Principality of Asturias.</p> <p>3) Management and leadership of project The project is managed and lead through cooperation between the actors described above.</p> <p>4) Implementation (who is in charge of...) The project is implemented through cooperation of the actors described above.</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	In both the "A Company in my School" and the "Entrepreneur Workshop" programme, the Local Agency for Economic and Employment Development of the Town Hall of Gijón, has used resources such as posters and media with the aim of drawing attention to the existence of the programmes and the celebration of the various events that they entail (the childrens' market, the local competition of enterprising projects etc.) as much as possible.
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) After the 2003/2004 school year, assessment questionnaires have been carried out both with teachers and participating pupils.</p> <p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) The initiation of the "A Company in my School" programme has resulted in the arrangements of 15 cooperatives in the participating schools and the organisation of a childrens' Market. The initiation of the "Entrepreneur Workshop" programme has resulted in 10 entrepreneur workshops, 38 enterprising projects and the organisation of a local competition of enterprising projects. A high rate of pupils registering for the activities each year can be interpreted as a permanent interest by young people (future workers) in everything that is related to the development of the world of employment and, especially, to self-employment. Given that the objectives of enterprising culture entail a mid-term commitment as far as the contribution to a change in mentality where employment is tended to be considered as an alternative employment route, it is possible to predict positive results, as far as the number of companies created among the population currently receiving schooling goes.</p> <p>3) Difficulties encountered N/A</p> <p>4) Assessment of project/ action/ practice in terms of sustainability N/A</p>
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

4.3 CISE

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	CISE (Centre for Solidarity and Employment Initiatives)
3	Location	Gijón, Spain
4	Main themes	Inclusion of populations of foreign origins Social exclusion Training Young people
5	Practice-related keywords	Young people Social exclusion Inclusion Empowerment Personal development Guiding people towards employment Education Social centre
6	Brief description of project	<p>The Centro de Iniciativas Solidaridad y Empleo (C.I.S.E) (Centre for Solidarity and Employment Initiatives) works with children who belong to broken homes and who suffer different family problems such as extreme poverty and economic deprivation, alcoholism-related problems, parents' drug addiction, abandonment or emotional needs. All these situations can lead children towards psycho-social risk situations and to develop behaviours related to crime, drug addiction, alcoholism etc, thus making it more difficult for them to integrate into society.</p> <p>As a response to these needs, CISE was created as an educational reference and a socialising space for children when others which are closer to them fail to help them. The project is based on educational prevention and reduction of risks through a project which considers culture in a wide sense as something which involves education. The project has tried to restore healthy customs and behaviours, at the same time correcting those commonly considered as anomalous.</p> <p>In the project occupational and learning workshops are arranged, aimed at offering the possibility for those young people enrolled in the highest level of compulsory education to acquire a set of skills for their future professional life.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic Around 60 % of the young people in the project have another ethnical background than Spanish.</p> <p>- Physical N/A</p> <p>- Economic N/A</p> <p>2) Issues/ problems addressed</p> <p>The project was created in 1980's. At that time, most children belonged to so called high risk families. 50% of the children were affected by factors which could lead to marginalisation situations, such as begging, drug addiction, crime, etc. The school, family and social environment considered these children as problematic.</p> <p>CISE was set up to develop additional possibilities for these children to participate in their future school and leisure activities.</p> <p>It is important to remark that, at the beginning of the project, immigrants did not use to participate in the project and their problems were different from the ones they have now.</p>

8	Objectives of project	<ul style="list-style-type: none"> • To prevent social maladjustment behaviours and situations in those children with past social risk records. • To promote the development of resources, values, social attitudes and skills of children and young people because they favour their social and active integration, always offering educational alternatives. • To promote leisure and spare time activities aimed at the child's integral development and education. • To recognise and accept cultural diversity in our current society and to support equal opportunities for all the ethnic and cultural groups. • To encourage participation, cooperation, tolerance and respect for diversity, through multicultural activities which allow them to become familiar to social diversity. • To make it possible for children and young people to access new technologies. • To promote youth initiatives aimed at associations' participation and organisation. • To act as a meeting point for leisure and educational activities. • To help in their process of transition from school to work, through the acquisition of work search skills.
9	Content of project	<p>The project comprises a set of activities which are divided in workshops:</p> <p>The leisure and spare time workshop promotes the use of community leisure and cultural resources to improve spare time activities. The handicrafts workshop stimulates manual dexterity and makes good use of waste products. The press workshop aims to stimulate critical awareness and thinking and the value-based education workshop promotes tolerance, plurality, individual freedom and responsibility. A main tool has been films and documentaries.</p> <p>Furthermore, the project involves a drug addiction prevention workshop and a job-search workshop. In the latter, young people enrolled in the highest school courses are introduced to labour market mechanisms: how to write a CV, how to prepare for a job interview, how to write a cover letter and how to search for jobs and training offers.</p> <p>Finally the project has a workshop called school support, where lessons are organised to teach the different subjects in the childrens' curricula, with a comprehensive monitoring of each of them regarding grades, learning difficulties, and knowledge acquisition.</p>
10	Time scale	<p>1) Duration The project is institutionalised.</p> <p>2) Starting date N/A</p> <p>3) Completion date N/A</p>
11	Project design	<p>1) Origins & initiators The project was initiated in the late 1980's by CISE (Centre for Solidarity and Employment Initiatives).</p> <p>2) Decision-making actors and process The project is managed and implemented by a coordinator and a social worker from CISE, together with five teacher graduates and volunteers working for CISE.</p> <p>3) Management and leadership of project See above</p> <p>4) Implementation (who is in charge of...) See above</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	<p>The project has been financed through funds from the organisation CISE itself, the local social service, the regional housing and welfare ministry, and the education and culture department.</p>

13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?)</p> <p>The project has been evaluated using the following assessment methods:</p> <ul style="list-style-type: none"> • Direct observation techniques. • Indirect observation techniques. • Exchange of opinions sessions between the educators and the team. • Attendance sheets.
		<p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.)</p> <p>The project has strengthened the acquisition of cultural knowledge and other basic subjects among children with high levels of truancy, in order to make their access to the labour market easier.</p> <p>Regarding relationships that these children have with their peers, the project has changed the basis to encourage attitudes of respect, which reflect an open mind and therefore promote an intercultural approach and avoid xenophobe and racists behaviours.</p> <p>The social situation for the young people is indeed changing but this is a long-term process and the causes of social exclusion have not changed. Improvements have been seen regarding behaviour, socialising and healthy spare time activities.</p>
		<p>3) Difficulties encountered</p> <p>There have been economic and financial problems as well as rejection by some neighbours where the association is located, and the lack of infrastructure for developing the project.</p>
		<p>4) Assessment of project/ action/ practice in terms of sustainability</p> <p>N/A</p>
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

4.4 Llumbre

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	Llumbre
3	Location	Gijón, Spain
4	Main themes	Social exclusion Training Young people
5	Practice-related keywords	Young people Social exclusion Inclusion Empowerment Personal development School Education Youth involvement Association Culture
6	Brief description of project	<p>The main objective of this project developed by the cultural association “Llumbre” is to represent a tool for the coexistence after school hours and to favour community work. All this is done from a preventive point of view and handling the work together with the family and promoting self-help. The project pursues the development of two action paths: firstly, guiding and supporting the young people involved, favouring their integration in the school institution and the socio-cultural environment; and secondly, offering serious, integral and varied alternatives which are appealing to them. The most important aspect is that children and young people participate and feel they are part of the group.</p> <p>This project has been promoted by different associations of parents of western Gijón who were worried about the high levels of truancy among some youngsters. The project has also counted on the help offered by some school advisers and headteachers of public schools and high schools in the area.</p> <p>Although the project was at the beginning carried out in different schools in the area, it has for two years now relied on the resources and infrastructure of the Youth Initiatives Centre in La Calzada, an institution which reports to the city council of Gijón, through the Youth Department.</p> <p>The activities organised by the entity include those related to school support and others linked to leisure and positive spare time activities (workshops, trips, camping etc.). The total number of young people participating in this experience has been 75 and they are between 11 and 19 years old.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic The participating children are of different nationalities and from different ethnic groups. Most of the participants are belonging to lone-parent households.</p> <p>- Physical N/A</p> <p>- Economic N/A</p>

		<p>2) Issues/ problems addressed</p> <p>Children who represent a burden in the class, disturb or do not pay attention or show interest in learning are generally not taken into account. In the school system's structure only for the good, smart and the ones who want to learn are able to succeed. The only children taken into account in the class are those who comply with the rules and do not disturb. The education administration makes this situation possible by ignoring the particular features of this social group, which is not small at all. They do not seek to find solutions for them. They are just expelled from the class, then from the school and they end up drifting from one school to another, without settling anywhere or having an interest in the system, as the system never have been interested in them.</p> <p>Some schools have started up some special programs for these youngsters and they have turned out to work very well. Nevertheless, they always have to overcome administrative barriers and education inspections, which discourage professionals who are really interested in these issues from making such efforts. Besides, they also provoke confrontations among teachers, which ultimately end up destroying whatever has been achieved.</p>
8	Objectives of project	<ul style="list-style-type: none"> • To provide a resource for children and their families in their own area. • To promote young people's integration in school, stimulating their interest in learning and improving their problem solving capacity, therefore preventing them from early school leaving and truancy. • To cooperate with families in order to improve the attention that their children receive. • To encourage teenagers to find out what their skills and capacities are. • To improve the socio-educational level of teenagers, monitoring their development both at school and at home. • To promote the development of every teenager in his/her social and cultural environment. • To make it possible for every teenager to fit into wider leisure, educational, sport or cultural groups. • To help teenagers individually, always respecting their own characteristics. • To promote the cooperation of the institutions involved in children and teenagers' lives and those of their families in order to foster the creation of common action criteria.
9	Content of project	<p>The young visitors are involved in decision making and elaborating the activity programme of the association. Thus, all activities are built on the interests of the young people.</p> <p>The activities arranged by Llumbre are all linked to school work, such as support with homework. However, all activities have a focus on creating positive spare-time alternatives (workshops, trips, camping, etc.). The total number of young people participating in this experience has been 75 and they are between 11 and 19 years old.</p>
10	Time scale	<p>1) Duration N/A</p> <p>2) Starting date N/A</p> <p>3) Completion date N/A</p>
11	Project design	<p>1) Origins & initiators</p> <p>Parents' organisations in western Gijón had for a long time complained about the high levels of truancy and the fact that children and teenagers wandered the streets just "hanging out" doing nothing. This is what led them to come into contact with the advice teams and headteachers of the public schools and high schools of the area in order to elaborate a study about the real need for such a project. The public and high schools provided lists of children and teenagers who met the requirements to be eligible to participate in the project: high level of truancy, low interest and academic achievement, split families and low income, etc. It was then that the necessary political support was sought in order to implement the project.</p> <p>2) Decision-making actors and process</p> <p>A group of people involved in the organisation Llumbre has been the key actors in the initiative.</p> <p>3) Management and leadership of project</p> <p>See above</p> <p>4) Implementation (who is in charge of...)</p> <p>See above. Both employees and volunteers have been involved.</p>

		5) Legal framework (legal setting, related national policy, partnership) N/A
12	Resources involved (financial, human, others)	N/A
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) The assessment is carried out jointly by the parties involved in the centre and it takes two levels into account:</p> <ul style="list-style-type: none"> • Global result: impact of the activities carried out, relevant positive and negative aspects. • Project analysis: comprehensive assessment of every period, paying special attention to the periodic meetings of the team and outside agents (parents, teachers, social workers in the area). <p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) This type of project doesn't consider short-term objectives, but rather consists of daily work which does not have an immediate effect. However, some behaviour changes and even some academic achievement improvements can already be seen.</p> <p>3) Difficulties encountered The biggest difficulties were economic problems: interruptions in financial aid obliged the people involved to work for half a year as volunteers, without any retribution, just to keep the project working. Otherwise they would have lost touch with the young people.</p> <p>4) Assessment of project/ action/ practice in terms of sustainability N/A</p>
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

4.5 Mar de Niebla

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	Mar de Niebla
3	Location	Gijón, Spain
4	Main themes	Local economic development and employment Social exclusion Young people
5	Practice-related keywords	Young people Social exclusion Inclusion Empowerment Guiding people towards employment Youth unemployment Personal development Drugs Delinquency Association
6	Brief description of project	<p>The cultural association Mar de Niebla, Spanish for “sea of mist”, arranges this project of socio-labour integration for young people at risk of social exclusion from the zone west of Gijón. The project commenced development on the 14 of October 2004 with two fundamental objectives:</p> <ul style="list-style-type: none"> • To form a group of young people at risk of exclusion and equip them with the social and professional skills sufficient for entering in the labour market and supporting them in it. • Utilize the free time to develop their structuring, increase their self-esteem and their reflection capacities for relationships, like individuals and citizens independent of the social class where they are interacting. <p>In short the project seeks for providing the necessary social and professional skills required, not only for entering in the labour market but also for staying in it.</p> <p>The young people in the project are given a bricklaying course during the mornings. The afternoons are dedicated to work with their structuring of the free time, practicing several activities, all about leisure.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic</p> <p>The project turns to young people in the ages of 16 to 24 in the URBAN zone of Gijón, an area in which 1 500 young people in those ages live. 35 boys and 2 girls have been active in the project. Some of the participants have had gypsy origin, some have had foreign background. In general the educational level is very low because most of them have not achieved basic educational studies, and many have abandoned the compulsory studies.</p> <p>- Physical</p> <p>Many apartments and blocks in the area have been eradicated to modernise the city. However, many of the participants in the project still live in old and run-down apartments.</p> <p>- Economic</p> <p>Up to 70 % of the households in the area have an income lower than € 300 per member in the family unit. Many are long-time unemployed or are in situations of insecure work. Most employed people are underpaid, non-qualified employees alternating employment with social benefit payments.</p>

		<p>2) Issues/ problems addressed</p> <p>Initially a study regarding the conditions of life among young people between 16 and 24 years was produced, intending to investigate their level of studies, their economic and labour situation, their individual opinion of the environment and their social perception of themselves. The study showed that there are a number of young people that abandon the ordinary circuit of academic formation towards labour insertion. Many young people get lost along the way and society creates alternative formulas of occupational education, but on many occasions young people with social difficulties do not even get to know about them or if they do, they are not motivated enough to participate in them.</p> <p>These young people do not enter in the labour market under the same conditions as most others. They remain in the street or in their homes living on the family or on social benefit payments. Often they engage in minor criminal activities.</p>
8	Objectives of project	<ul style="list-style-type: none"> • To provide a group of young people with the necessary professional skills to enter in the labour market through some “Occupational Formation” courses existing in the city. • To provide a group of young people with necessary social abilities required to enter and stay in the labour market, using their free time to provoke critical reflections that makes them act accordingly, making use of their responsibility in relation to individuals and cities. • Increase the self-esteem of the young people, enabling them to have normal relationships with any person regardless of their social category, making the young people through the organisation of activities and the relationship inside of the group learn about relating to any person or society by means of respect for themselves and for the others.
9	Content of project	<p>35 boys and two girls have been distributed in two groups. One of the groups contains young people who are in contact with drugs and delinquency. The other group contains young people with difficulties of social integration.</p> <p>During the morning the young people take part in a bricklaying course led by the Labour Foundation of Construction, while the afternoons are spent structuring their own free time. The free-time activities are normally designed by the educators, but the young people are encouraged them to self-organization.</p> <p>Thus, the project gives the young people a formal education at the same time as informal knowledge and free time education is practiced.</p>
10	Time scale	<p>1) Duration N/A</p> <p>2) Starting date October 2004</p> <p>3) Completion date Not yet completed</p>
11	Project design	<p>1) Origins & initiators The cultural association Mar de Niebla contacted the Mayoress of Gijón with the idea for the initiative. The Mayoress in turn passed it on to the Urban Plan II.</p> <p>2) Decision-making actors and process Through collaboration agreement, the cultural association Mar de Niebla and the Labour Foundation of Construction have been the main actors, supervised by the Council of Gijón through the Urban Plan II.</p> <p>3) Management and leadership of project See above.</p> <p>4) Implementation (who is in charge of...) The president and educators of the association Mar de Niebla.</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A.</p>
12	Resources involved (financial, human, others)	The project is financed by URBAN resources
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?)</p> <p>The project has not yet been evaluated.</p>

		<p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.)</p> <p>By combining the non- regulated occupational formation and the education through free time the young people can understand that they can achieve similar things as the rest of the “normal” boys and girls. It is very enriching to find out that there are no differences between the desires of the integrated youths and those excluded, there is only confusion on the part of those excluded relating to the achievement of their objectives.</p> <p>The young people in the project are starting to see that they can participate in activities that were originally only for others and can now understand the values of the work. The project has led to a better understanding of the meaning and responsibilities of having a job.</p> <p>However, it is still too early to appraise the level of inclusion obtained, because inclusion and continuity of the individuals in the labour market is essential, and all this won't happen until the end of the course.</p>
		<p>3) Difficulties encountered</p> <p>There have been difficulties dealing with unmotivated young people. It is difficult to obtain a compromise on their part for almost a year of education, in particular when most of them have quit their studies.</p>
		<p>4) Assessment of project/ action/ practice in terms of sustainability</p> <p>N/A</p>
14	Integrated approach of urban regeneration	Yes
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

5. CITY OF GÖTEBORG

5.1 Circles on the Water

	Section	Indications of content
1	URBACT network	Young People – from Exclusion to Inclusion
2	Title of project	Circles on the Water
3	Location	Göteborg, Sweden
4	Main themes	Inclusion of populations of foreign origins Social exclusion Training Young people
5	Practice-related keywords	Young people Social exclusion Inclusion Empowerment Young people from immigration School Education
6	Brief description of project	<p>At the Vättle School, in January 2003, the project "Circles on the Water" was set up, with the support of the URBAN-programme. The project has its background in increased gang foundations and conflicts between the pupils. In comparison to other schools, though, the problems have not been very big. The project has so far not been forced into practice by great problems. More like it, it has been pushed forward by aware powers on the school that wanted to work counter to an increase. The project's driving powers saw before them how the growing problems with the social order should deteriorate the climate on the school, make an increasing amount of pupils interested in other things than studies, and in the long run lead to a worse study result.</p> <p>The target group has been made up of "all youths in the area around Angered's centre, but mainly the ones in the age 13-16 years, that are in the risk zone for exclusion." The overriding goal is described as a whole by existing and planned efforts for the pupils on the school. Beyond this overriding goal, it is in the application spoken about quite a few stages, such as a development of preventive methods, to favour methods of health, increase the study motivation, increase the pupil's self-image, promote integration, work counter to exclusion and improve the working climate on the school.</p> <p>The project organization consist of two lines, one inner circle where the daily work and the content of activities that has been planned are discussed, and one outer circle that is responsible for project management and strategies.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic</p> <p>The school comprises the years 4-9, has 475 pupils who speak 28 different languages. About 50% has a foreign background. The amount of pupils with another mother tongue than Swedish is increasing successively. Arabic, Sorani, Spanish and Persian are the biggest languages.</p> <p>- Physical</p> <p>N/A</p> <p>- Economic</p> <p>N/A</p>

		<p>2) Issues/ problems addressed</p> <p>This example concerns how the problems with the social order on a school can be prevented. The project application has the following description of the problem: "Angered Centre, which makes up the catchment area for the Vättle School, has during the latest years had an increasing amount of pupils with a foreign background. At the school it is visible that pupils to a greater extent group after ethnical backgrounds. This, in its case, leads to that gangs are formed and that conflicts between their gangs are increasing. This affects the climate on the school very negatively, since these pupils prioritize the social togetherness before the school work. Truancy, as seen by research, leads to an increased risk for e.g. drug abuse. The truanicies work as 'magnets' which draws other pupils away from the lessons, pupils that otherwise would have stayed in the classroom."</p> <p>It is important to point out that the problem was not caused by bad grades. The Vättle School lies on a comparatively high grade level, though 15-20% of the pupils in the departing classes didn't been qualified for studying on the upper secondary school's national programme in recent years. That was slightly higher than the average of 12% in Göteborg, but much lower than i.e. the Bergsjö School, where around 50% were unqualified.</p>
8	Objectives of project	<p>The overriding goal is described as a unity of existing and planned efforts for the pupils of the school. Beyond this overriding goal, it is in the application spoken about quite a few staging goals:</p> <ul style="list-style-type: none"> • To develop a method to work preventative for youths in the risk zone, where school, social service and the organizations cooperates. • To work aware and methodically by strengthening and cooperating positive powers, to in a salutary perspective favour health-conditions instead of risk-conditions. We want to spread good circles on the water. • To increase safety and study motivation and increase the amount of pupils that reaches the goal in year 9 and in that way increase the amount of qualified pupils from The Vättle School to the upper secondary school. • To strengthen the pupil's self-image. • Through different activities promote integration between pupils from different backgrounds. • To prevent bullying, exclusion and criminality. • Building up a drug-preventing work with pupils. • Improve the working climate in the school.
9	Content of project	<p>To reach the goal with the wholeness, according to the project application, a new unity is to be formed on the school, consisting of free pedagogues in cooperation with teachers, school host, social worker and development leader. The unity is also described as a team "consisting of persons with different competences, to work with a full time perspective on school, learning, spare time, culture and social situation. To this team we are going to attach persons that are active on the school, such as the school counsellor, teachers, service staff and school host". The team is described as "a central of connection with regular meetings where the needs are analyzed and strategies are worked through."</p> <p>The project consists of two "circles", an outer and one inner circle. The inner circle is where actions are planned and implemented. In this inner circle there is a big knowledge about the pupils that one works with, and in what way it is possible to work with directed actions, i.e. support pupils that has started to skip classes, that are feared to have started to do drugs etc. To this group, three teachers that are placed in the different houses of the school are attached. Activities like home-work studying and activities to activate the pupils after school also are planned here.</p> <p>Activities include the measures "On own legs", "The arrow" and "Crime preventives". "On own legs" focuses on educating the whole staff in how to handle conflicts. "The arrow" turns to children in the primary school's last year, that already has ended up outside. In "Crime preventives", youths have been engaged in the drug preventing work. Other measures have focused on strengthening the social relations in the school; in special girls'- and boys' groups, one works with value-practices. New afternoon activities like salsa and movie clubs have been created. The ambition is for the pupils to have fun and to things together.</p>
10	Time scale	<p>1) Duration N/A</p> <p>2) Starting date January 2003</p> <p>3) Completion date Not yet completed.</p>

11	Project design	1) Origins & initiators The headteacher and development leaders initiated the project, but the idea was founded on the earlier work of the school host.
		2) Decision-making actors and process The project organization consists of two circles, one inner circle where the daily work and the content of activities that has been decided about are planned, and one outer circle that is responsible for project management and strategies. The inner circle consists of the pedagogues, school host, social worker and project leader. The outer circle consists of principles, project leaders and representatives from the individual and family care and ABF/The Cultural School. This is where the project's structural control and evaluation is made. There is a meeting each month.
		3) Management and leadership of project See above. The formal responsibility has been with the Vättle School.
		4) Implementation (who is in charge of...) A development leader has been hired on 40% to implement the project.
		5) Legal framework (legal setting, related national policy, partnership) N/A
12	Resources involved (financial, human, others)	The project has URBAN-financing of two full time posts. Above that, the project is financed by a special contribution from the government, s c Wernerson-money.
13	Evaluation	1) Evaluation process (yes / no? if yes how?) The project has not yet been evaluated.
		2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) Since the project is not yet completed, the headteacher and the school host find it difficult to discuss the result. Nevertheless, their impression is that things have calmed down in the school, and the truancy has decreased. Parents to individual pupils that have been supported also are said to be overall very positive.
		3) Difficulties encountered Because of the urgent work with the project application, there was no time for carefully planning the strategy or for anchoring the project ideas. The headteacher and the school host, in retrospect, self-critically points out lacks in the explanation of roles, responsibilities and powers. According to the project leader, the lack of anchoring led to a sceptical attitude among parts of the staff. It has been difficult to build up the outer circle, and that job has not come very far yet. There also was an ambition to try to develop cooperation with the parents through the foundation of a parental association, but that has not yet succeeded. When the school invited the parents to a meeting about how cooperation could be developed, only a few parents appeared.
		4) Assessment of project/ action/ practice in terms of sustainability N/A
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

5.2 The Parental Board

	Section	Indications of content
1	URBACT network	Young People – from Exclusion to Inclusion
2	Title of project	The Parental Board
3	Location	Göteborg, Sweden
4	Main themes	Citizen participation Inclusion of populations of foreign origins Social exclusion Training Young people
5	Practice-related keywords	Young people Social exclusion Inclusion Parents School Education Education system Young people from immigration Participation Empowerment
6	Brief description of project	<p>The Nytorp School has 450 pupils in the age 6 – 16 years. The school is situated in the suburb Hammarkullen in the district Lärjedalen in Göteborg. The majority of the pupils have another mother tongue than Swedish.</p> <p>The background to the project was the restless and messy environment in the classrooms of the school. On top of that the school, that had been a p-6 school (preparatory class up to 6th form), was going to expand to also include the 7th-9th forms. A number of parents who participated in a council of users began to engage themselves to prevent the problems to become worse. After a preparing process of one year the district board decided that the Nytorp school would be able to establish a school board with a majority of parents.</p> <p>Formally the board is responsible for decisions concerning e.g. teaching of mother tongue, Swedish as a second language, the local working plan, creating work environment for the pupils and the forms for cooperation between home and school. But they have neither the right to decide about the economy of the school or the personnel. The objective for the parents in the board is to participate and influence what is happening in the school. They want to be part of the decision process and contribute to increase the influence of pupils.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic</p> <p>The majority of the pupils have parents who are born abroad. The educational background differs but the unemployment is high among all parents no matter what background they have. There are strong ethnic groupings, above all between pupils with Somali, Kurdish or former Yugoslavian background.</p> <p>- Physical</p> <p>During the 70's and in the beginning of the 80's the suburb Hammarkullen had a rather good reputation due to many active refugees especially from Latin America who were engaged in the area. Successively the situation has become worse and social exclusion has been strengthened. The reputation has gotten worse and the situation has become much more instable and unsecured in some streets. A number of apartments have a very low standard compared with other houses in Sweden. The out door environment is also dull and untidy.</p> <p>- Economic</p> <p>Many parents in the area are long-term unemployed or have low incomes. According to the project management even those who have a high level of education and professional experience are forced to take jobs with low status due to the discrimination on the labour market.</p>

		<p>2) Issues/ problems addressed</p> <p>The working environment in the classrooms of the school was messy and restless, and seen as a problem that had to be changed to create a better environment for learning. The majority of parents and pupils have their roots in other countries and many have experiences from a school system that looks quite different. At the same time, the school was going to expand with 7th-9th classes.</p> <p>The insecurity and the mess during the lessons led to difficulties for the pupils to concentrate and the learning was deteriorating.</p>
8	Objectives of project	<p>According to the webpage of the parental board, the main objective is that the parents should be able to influence what is happening in the school. Furthermore, the parents want to be part of forming the life of the school, its future and influence the linking of the school to the society and the labour market.</p> <p>Another objective is that the pupils should get more influence in the school by taking advantage of their creativity and letting them be a part of the creative process at the school. However, the most important objective with the parental board is that “the children feel good in school and get the possibility to profit from the education.”</p> <p>The originator of the parental board also states the objective that the school opens up to the local society and become a place of integration where parents and other actors may meet.</p>
9	Content of project	<p>The school board was established on the basis of an election by the parents. An invitation to a public meeting was sent out. The election preparatory group was suggesting representatives and those were nominated for decision by the district board.</p> <p>Every month the parental board has a meeting, which is preceded by a meeting of chairmanship. The pupils are also represented at the meetings through representatives from the co-opted council of pupils. An important issue is to broaden the commitment of parents by arranging meetings for larger linguistic groups separately. Other vital questions are to improve mother tongue education, strengthen the influence of pupils and decrease the moving out of pupils. The economy of the school, grades, quiet work environment in the classes, security and safety are often discussed. On the agenda is also exchange of experiences with other actors like boards, URBACT and politicians.</p>
10	Time scale	<p>1) Duration N/A</p> <p>2) Starting date Autumn 2000</p> <p>3) Completion date Not yet completed</p>
11	Project design	<p>1) Origins & initiators</p> <p>During most of the 90's a council for users did exist in the school. The idea to form a local school board was born in this council. A group was established that together with the director was investigating the issue and presented a proposal. The process took almost a year from the idea to an application to the district board. The present chairman of the parental board participated in the council of users.</p> <p>2) Decision-making actors and process</p> <p>On the organisational level the leadership of the school and the district board together has a decisive importance to be able to give the parental board real influence and mandate to decide. Within the school the director, school board, parents, pupils and staff cooperate.</p> <p>3) Management and leadership of project</p> <p>The district board has the formal responsibility of the project.</p> <p>4) Implementation (who is in charge of...)</p> <p>The board is chosen by and works directly under the district board. Formally the director is responsible as a civil servant. At the Nytorp School the chairman is an evident leading figure and the cooperation may be described as a team work in practice.</p> <p>5) Legal framework (legal setting, related national policy, partnership)</p> <p>The director is governed by different documents like the educational plan and by the district board, but the ideas of development also come from the parental board.</p>
12	Resources involved (financial, human, others)	<p>The economical resources are very limited and only a minor sum from the ordinary budget of the school is appointed to the parental board. As an example the education for the board had to be paid by the ordinary budget. The parents are getting remuneration like politicians.</p>

13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?)</p> <p>Every year there is an internal evaluation, where a number of questions are used as indicators of success. The board is making an annual report and has an annual evaluation meeting to discuss what kind of changes can be done to improve the efforts. Furthermore, an inquiry is given to the parents.</p>
		<p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.)</p> <p>The parental board has been functioning for 4 years. It has found its way of working and more and more parents have committed themselves. Even those parents who are not members of the board have increased their engagement, which can be seen daily through more contacts taken with the director and the teachers. The parents' commitment influences the teachers and politicians in a positive way.</p> <p>The parental board has had a large effect on the school also regarding the pupils' influence. The pupils have successively gotten more influence. The consciousness of the parents about the importance of pupils' influence has grown gradually as they have become secure in their own roles. Now there is a pronounced objective and a strategy that the pupils shall have an increased influence in the school.</p> <p>According to the pupils who participated in the local workshop in May 2004 the parental board is a great support. The possibilities for the pupils to influence are increasing when the board is backing them up. The pupils' own council benefits from the parental board; the pupils are taking their questions to the parental board and the parents and the pupils together make a strong lobby group. The council of pupils at the school is getting powerful when the parents are committed and stand behind their demands and opinion.</p> <p>The teachers at the school experience the parental board as a support in their work and also the leadership of the school finds the commitment of the board positive, even if the pressure sometimes is doubled when both parents and teachers unanimously put forward their points of view, which often demand more resources.</p>
		<p>3) Difficulties encountered</p> <p>In the beginning, the teachers at the school had a somewhat suspicious attitude towards the board.</p>
		<p>4) Assessment of project/ action/ practice in terms of sustainability</p> <p>N/A</p>
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	<p>Leader info: See page 84.</p> <p>Webpage: http://hem.passagen.se/nytorpsskolan</p>
17	Other doc related to the project	Original report available at http://www.urbact.org

5.3 Success Alternatives

	Section	Indications of content
1	URBACT network	Young People – from Exclusion to Inclusion
2	Title of project	Success Alternatives
3	Location	Göteborg , Sweden
4	Main themes	Inclusion of populations of foreign origins Social exclusion Training Young people
5	Practice-related keywords	Young people Social exclusion Inclusion School Education Education system Young people from immigration Empowerment Youth involvement
6	Brief description of project	<p>The project Success Alternatives has aimed to develop ways of valuing the things that grades do not measure. The project has its starting point in one of the most important reasons for youths' exclusion, which are failed grades. This prevents youths from a continued studying, and in the long run an establishment in the society. The solution of this problem most usually aims at a focus on more resources. Bigger resources are needed for the school to be able to help the pupils to pass their grades. The problem is much more fundamental, though. According to the curriculum, the pupils partly are to collect knowledge, and partly are to become democratic citizens. Grades are limited to measuring the knowledge, though, and since there is a lack of other ways of valuations, we don't know anything about the success of the other main task.</p> <p>This problem mainly strikes pupils with foreign backgrounds, on multi-cultural schools. Because of their background and language difficulties, many pupils have worse prerequisites to succeed with the sort of success that the grades measure. Moreover, they often have competences that aren't a part of the grades to measure. This, above all, concerns a multi-cultural competence, which there is a big need of in society. Nevertheless, the grades don't say anything about this multi-cultural competence and because of this no value is put into it, since there is a lack of other ways of valuations in the school. It becomes a problem for the society as well, since the special competences that pupils on multi-cultural schools often gains aren't taken care of.</p> <p>So, what is it that the grades aren't measuring? This has been figured out by the eight-graders in a class on the Gårdsten School in Göteborg. They have worked out definitions on four alternative competences; ability of cooperating, responsibility-taking, ability of solving problems and multi-cultural competence. They also have developed ways of solving these alternative competences.</p>
7	Target	<p>1) Data on area concerned :</p> <ul style="list-style-type: none"> - Socio-demographic N/A - Physical N/A - Economic N/A

		<p>2) Issues/ problems addressed</p> <p>The Project Success Alternatives has focused on the problems with the school's way of defining and valuing success.</p> <p>According to the curriculum, the school has two main tasks. The pupils partly are to collect knowledge, and partly are to become democratic citizens. The problem is that only the result of one of the main tasks is evaluated, but not the other one. The grades focus on knowledge, and since there is a lack of other ways of evaluation, we don't know anything about the success with the other main task. To what extent are the pupils developing into responsible citizens? We know nothing about that. How good is the school at making the pupils' development into democratic citizens? We know nothing about that, neither.</p> <p>Success Alternatives concern the exclusion that youths end up in because of failed grades. The project shows that the exclusion doesn't necessarily have to depend on the youths themselves, which often is taken for granted in the debate. On the contrary, this exclusion often depends on the definitions and valuations of success.</p>
8	Objectives of project	<p>The work on the International School Gårdsten was a part of the third stage of Success Alternatives (2002-03). This third stage had as its overriding purpose to develop ways of valuing the things that the grades don't value. The goal settings later were formulated in these points:</p> <ul style="list-style-type: none"> • Develop new ways of valuating the competences that the grades don't measure. • Base these new valuations on definitions of the competences. • Find out what is needed from the school for the pupils to be able to get these competences- create criteria of how the school needs to work. • Develop survey methods that measures how he school works, and let the pupils answer. • Interpret the results of the surveys together with the pupils.
9	Content of project	<p>In Success Alternatives, the pupils participated in defining knowledge themselves. For almost a school year, one lesson every week was used to the work with the project. This caused a change in the approach to the pupils, from objects to subjects. After an initial phase of brainstorming, the pupils and teachers jointly decided to work out definitions on ability of cooperating, responsibility-taking, ability of solving problems and multi-cultural competence. On the basis of such definitions, ways of assessing these competences were developed.</p>
10	Time scale	<p>1) Duration Three years</p> <p>2) Starting date 2000</p> <p>3) Completion date 2003</p>
11	Project design	<p>1) Origins & initiators</p> <p>The fundamental initiative to what later was going to be called Success Alternatives came from the government. The Board of Education was commissioned by the government to "map and scrutinize how different approaches are used in the education in schools with pupils with a big amount of nationalities and languages and to spread good examples of this." The commission was passed on to The Regional Development-centre at the Teachers' Education at Malmö University, and there dr. Mikael Stigendal was given responsibility for it. Mikael Stigendal was the project leader for Success Alternatives during the project's three stages.</p> <p>2) Decision-making actors and process</p> <p>In the capacity of employed at the Regional Development Centre at the Teacher Education at Malmö University, Mikael Stigendal led the overriding work. The three participating schools has had quite a big independence though, in the planning and carrying through of the own work.</p> <p>3) Management and leadership of project</p> <p>See above</p> <p>4) Implementation (who is in charge of...)</p> <p>See above</p> <p>5) Legal framework (legal setting, related national policy, partnership)</p> <p>N/A</p>
12	Resources involved (financial, human, others)	<p>The third stage of the project Success Alternatives was financed by the Board of Education. Except for the financing of the overriding project management's work, each school was economically supported so that the responsible teachers should be able to free time for working with the project.</p>

13	Evaluation	1) Evaluation process (yes / no? if yes how?) No
		2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) The project work at Gårdsten aimed to change the view on knowledge. If the project could lead to changes in the ways of valuing, judging and measuring, the youth's situation really would change from exclusion to inclusion. Yet, there has not been any sign of such changes.
		3) Difficulties encountered Life in school is ruled by given, hereditary, pre-decided and long-time planned structures. To start up a time-limited process in the middle of an ongoing school work was difficult. There seldom is time for process-directed work otherwise. Especially not when it comes to processes that is to start from the pupil. The school has a time-rhythm that isn't really enough for pupils' participation and pupil-centred ways of working. The pupils materially adjust to these given structures, learn to live by them and make themselves reflections of the school's expectations. Adjustment to structures doesn't necessarily have to be something bad. The question is what these structures imply and what the adjustment demands. Obviously, the adjustment to the school's structures makes the pupils see themselves as parts and not as whole individuals. In the school's given structures, very little pupils' participation is included. The project work showed a great lack of democratic experiences. The pupils' participation has not been built into the school's forms of organization. It mainly has a formal character. It is difficult to make the pupils express an own opinion. Their personal opinions sit so deep within. They haven't become used to a freedom in the changing of opinions. The school's structures bring up adjustments that lock up personal thoughts and ideas. This also depends on a fear of that personal opinions are to deteriorate the grades.
		4) Assessment of project/ action/ practice in terms of sustainability N/A
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

5.4 Summer Workers

	Section	Indications of content
1	URBACT network	Young People – from Exclusion to Inclusion
2	Title of project	Summer Workers
3	Location	Göteborg, Sweden
4	Main themes	Local economic development and employment Public private partnerships Social exclusion Young people
5	Practice-related keywords	Young people Social exclusion Inclusion Young people from immigration Guiding people towards employment Youth unemployment Empowerment School
6	Brief description of project	<p>Many young people in the suburb Bergsjön have nothing to do during the summer. That leads them to find their own activities, which often are not allowed or illegal. Those children who get into criminality often carry on their behaviour when the school begins again. Especially the vacation between 8th and 9th form is a critical period.</p> <p>Since 1999 different forms of summer activities have been carried through at the Bergsjö School. Since the summer 2004 there is a developed form of summer activities called the “Summer Workers”. The activities are managed by the public administration of Bergsjön and the housing company Familjebostäder in cooperation with many different local actors.</p> <p>The objective is to create meaningful activities for young people during the summer and to strengthen the feeling of participation and responsibility for the local area. The target group is pupils in 5th, 6th, 7th, and 8th form. The young people involved are engaged in tasks like painting, gardening and park work, where most of the job is done within a group. All together 98 pupils participated during summer vacation 2004.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic</p> <p>In the district there is a linguistic and cultural variety; around 38 different languages are spoken and the young people have their background in 50 nations. The percentage of pupils with Swedish as their mother tongue is around 1% in 1st-6th forms and around 6% in 7th-9th forms. The largest groups are Bosnian, Kurdish, Arabic and Somali.</p> <p>- Physical</p> <p>The physical environment is regarded as good. Many apartments are renovated and the outdoor environment with playgrounds etc. is good.</p> <p>- Economic</p> <p>In 2001 63,8 % of the children in the district were living in poverty, according to the definition of “Save the Children” in their report “Children poverty 2003”. In the whole of Sweden only the suburb Rosengård in Malmö had a higher figure. According to the comparing index shown in the Göteborgsbladet 2004 the average income in Bergsjön is 58,5 in comparison with the index 100 for the city of Göteborg.</p> <p>2) Issues/ problems addressed</p> <p>The lack of meaningful activities during the summer vacation is increasing the risk that children and young people end up in different gangs that are dealing with criminality in small or large. Often it is difficult to break up from the group when the school begins again and they shall go back to schoolwork and leisure activities. A bad circle has been started. Many of the pupils are not participating in the society “outside” Bergsjön. They are hanging out mostly in the area where they feel at home. They experience the stigmatisation by living in Bergsjön in the contacts with young people from the rest of the city. Since many of the parents are not participating in the life of the rest of the society it is difficult for the young people to take that step.</p>

8	Objectives of project	<p>The objectives of the project are to:</p> <ul style="list-style-type: none"> • Create meaningful activities during the summer vacation • Give the feeling of testing a job • Strengthen the feeling of participation and responsibility for the local area • Strengthen the relations between adults and pupils • Helping the pupils to discover new interests and competences by themselves • Strengthen the pupils by confirmation and attention.
9	Content of project	<p>A group of young people in the ages of 10-15 are working from 9 to 15 every day during one week. They are divided into three different teams making different tasks. Team 1 is making food for the others, team 2 is working inside the school with e.g. painting and renovation and team 3 is working outdoors taking care of houses, garden and parks. Some pupils also have the possibility to work in the local grocery store. At school it is the social officers and other kind of personnel who are working together with the young people and outdoors it is personnel from the housing company Familjebostäder.</p> <p>The pupils are offered at least one week summer job. A minor salary is paid. One supervisor / personnel is working together with a maximum of 5 young people.</p>
10	Time scale	<p>1) Duration N/A</p> <p>2) Starting date The Summer Workers has existed in different forms since 1999. The cooperation with the housing company Familjebostäder started in 2004 and so did the cooperation with sport organisations and financiers.</p> <p>3) Completion date N/A</p>
11	Project design	<p>1) Origins & initiators The Youth Team of the Bergsjö School initiated the project. An assisting director, at that time leader for the Youth Team at the school, was pushing and inviting for cooperation.</p> <p>2) Decision-making actors and process Summer Workers was carried through 2004 by the Bergsjö School and the housing company Familjebostäder together with, among else; Agenda 21 Bergsjön, Storstadsatsningen (The Metropolitan Initiative), the District library, The insurance company AB Göta Lejon and local organisations.</p> <p>3) Management and leadership of project The Bergsjö School and Familjebostäder have formal responsibility of the project</p> <p>4) Implementation (who is in charge of...) The Bergsjö School and Familjebostäder.</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	<p>The activities are financed from ordinary budget of the school and from Familjebostäder and contributions from some local partners. A minor part is financed by governmental means (resources for big cities).</p>
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) Every working week was finished by common dialog where personnel and young people together evaluated the week. The personnel of the Youth Team have evaluated their work after the summer. All personnel working together during the summer carried through an evaluation.</p>

		<p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.)</p> <p>In 2004, totally 98 pupils participated in the project. After the judgment of the personnel some pupils got the possibility to continue more than one week. All pupils who applied to participate were accepted. The pupils have had meaningful activities; the relations between adults and young people have strengthened since they have been working together. The damage was nonexistent during the summer 2004 compared to the costs during the previous summer vacations.</p> <p>The personnel working during the summer 2004 were observing that the participation with the Summer Workers creates a more positive attitude to the school as a whole. The relations between pupils and personnel are strengthened. The staff is not only “staff”. With the relations that has been created during the summer it is easier for both pupils and personnel to keep positive contacts. Besides they can make other teachers see that the pupils are very good at things that normally are not evident in the school.</p> <p>According to the personnel the young people are proud of their work and have got compliments for their efforts by citizens in the area. The self-esteem has grown as well as the motivation to participate in the social life. All this should contribute to better achievements in school. For some pupils Summer Workers has become a way to get into the “summer school” which gives possibilities to improve the school results. According to the personnel you can also see that the interest for different professions has increased, some want to become painters, others to work in a shop or become a caretaker.</p> <p>In the interviews the personnel is emphasising the affects that the activities have had on the cooperation ability, well-being and self-confidence of the pupils and the good relations between young people and adults. The pupils make their opinions heard and have the courage to make contact with adults outside the school like the house owners and public administrations. This increases the continued commitment of the pupils and strengthens their self-esteem.</p> <p>According to the team the ambition was to increase the motivation to participate in the social life, to help the pupils seeing their possibilities to a job and a belief in the future. A small step along the road to this goal is taken.</p>
		<p>3) Difficulties encountered</p> <p>Since the activity is carried out during the vacation time there is a lack of continuation due to changing of personnel. It has been difficult for the employees to get their wishes for vacation fully accepted.</p>
		<p>4) Assessment of project/ action/ practice in terms of sustainability</p> <p>N/A</p>
14	Integrated approach of urban regeneration	Yes
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

5.5 The T-Group

	Section	Indications of content
1	URBACT network	Young People – from Exclusion to Inclusion
2	Title of project	The T-Group
3	Location	Göteborg, Sweden
4	Main themes	Inclusion of populations of foreign origins Social exclusion Training Young people
5	Practice-related keywords	Young people Social exclusion Inclusion School Education Education system Young people from immigration Empowerment
6	Brief description of project	<p>”The T(TISUS)-group” is a preparatory course for university studies financed by URBAN II since autumn term 2003 (TISUS: Test in Swedish University Studies). The target group is foreign pupils who have finished upper secondary school in their native countries. When they arrive in Sweden they are expected, in spite of the fact that they have passed the upper secondary school, first of all to learn Swedish during a couple of years and after that to continue with a complete national programme of upper secondary school for another three years.</p> <p>The objective of the education is that the pupils shall achieve such knowledge and skills in the Swedish language that they can pass the TISUS-test or get a degree in Swedish as second language courses A and B, thereby shortening their long education journey and prepare the pupils for the university. The education is taking place both at the upper secondary school Angeredsgymnasiet and at the university of Göteborg. During the time of study the pupils get to know the university environment through study visits, regular lectures and student ambassadors. Even study and vocational guidance are given.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic</p> <p>Around 35 pupils who are relatively new young immigrants who recently finished upper secondary school in their native countries take part in the T-Group. The pupils are coming from all parts of the world. They have in common that their parents are well-educated and come from big cities.</p> <p>- Physical</p> <p>N/A</p> <p>- Economic</p> <p>N/A</p> <p>2) Issues/ problems addressed</p> <p>Young people who have already finished their studies at upper secondary school in their native countries, are expected to first of all to study Swedish as a second language during a couple of years and after that to continue with a complete national programme of upper secondary school.</p> <p>This system is forcing the pupils to wait 4-5 years before they can start studying at the university. There is a risk that the great demands may destroy the motivation to study. Many are losing patience and interest. Several of the pupils at the Angeredsgymnasiet expressed their strong dissatisfaction with the demand that they had to attend the upper secondary school once more in Sweden.</p>

8	Objectives of project	<p>According to the promemoria of Urban II Project the over all objective of the T(IISUS)-group is to:</p> <ul style="list-style-type: none"> • Increase the percentage of immigrant students at the university • Shorten the ways of education for newly arrived immigrant pupils with good education • Improve the educational system in the direction of more target based courses (number and intent). <p>With the limits of the adapted education in the upper secondary school Angeredsgymnasiet the objectives are:</p> <ul style="list-style-type: none"> • Immigrant pupils with passed degree from upper secondary school from the native countries shall be given good qualification in Swedish language to be able as soon as possible to begin their university studies • Pedagogy and course intent shall together with the institution of Swedish language at the University of Göteborg be developed • The cooperation between Angeredsgymnasiet and the University of Göteborg shall be strengthened with the aim to develop study counselling. <p>According to the over all education plan for the T-group the objective is that all students shall obtain common competence for studying at the university and give the students such knowledge and skills in Swedish language that they can pass the TISUS-test (Test in Swedish University Studies) or as an alternative get a degree in Swedish as second language courses A and B.</p> <p>The education shall also give competence in mathematics and English language equal to that of secondary school. The education shall also give deep knowledge about the Swedish society, Swedish history and Swedish culture.</p>
9	Content of project	<p>The education is going on during three terms and is taking place both at the upper secondary school and at the university. During the time of study the pupils get to know the university environment through study visits, regular lectures and student ambassadors. Furthermore, study and vocational guidance are given during the education. The pupil's degree from the native country is validated.</p>
10	Time scale	<p>1) Duration N/A</p> <p>2) Starting date Autumn 2003</p> <p>3) Completion date N/A</p>
11	Project design	<p>1) Origins & initiators The project was initiated by a group of teachers at the upper secondary school Angeredsgymnasiet.</p> <p>2) Decision-making actors and process Angeredsgymnasiet and the Educational administration have been the formal owners of the process. Besides, the upper secondary school Vingagymnasiet has been a key partner.</p> <p>3) Management and leadership of project See above</p> <p>4) Implementation (who is in charge of...) The three teachers at Angeredsgymnasiet who initiated the project.</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	<p>Besides regular resources from the upper secondary school Vingagymnasiet (the school responsible for newly arrived young people) and the university, means were applied for and granted from URBAN II.</p>
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) Teachers are making an annual internal evaluation and interviews with pupils. The teachers are also reporting back to the URBAN II-secretariat.</p>

		<p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.)</p> <p>Totally 61 pupils have begun the education. 14 have left for different reasons. 9 pupils have made the TISUS-test at the university, of which one so far has passed. 4 pupils have passed courses A and B in Swedish as second language, which also gives the right to enter university.</p> <p>Thanks to the project, the pupils are not losing their ambition to study at the university. A greater number of pupils with foreign backgrounds may start university studies. The interviewed pupils are all very positive to the creation of the T-group. Without the adapted education they would have a difficult situation. Nobody think that they would have had the energy to pull through the Swedish upper secondary school. If they had been forced to lose such a lot of time, those who had the possibility would get the education in their native country or another country instead. Thus, in a way the educational institutions are adapting to the situation of the pupils.</p> <p>Of the interviewed pupils in the T-group, nobody has lived in Sweden more than 2 years, still they have a pronunciation that to a much higher degree is close to “standard Swedish”. The young people in the T-group have a level of knowledge and skill in Swedish that is very good compared with many young people who are even born in Sweden.</p> <p>According to the teachers the female students may finish the upper secondary school studies and begin and hopefully finish university studies before they raise a family.</p>
		<p>3) Difficulties encountered</p> <p>Problems came up when some pupils did not have a degree or when somebody had false degree. Also, the validation of the degrees of the pupils by Verket för Högskoleservice (VHS, administration for university services) has been long-winded.</p>
		<p>4) Assessment of project/ action/ practice in terms of sustainability</p> <p>N/A</p>
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

6. CITY OF HELSINKI

6.1 For Schools and Life

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	For Schools and Life
3	Location	Helsinki, Finland
4	Main themes	Inclusion of populations of foreign origins Social exclusion Training Young people
5	Practice-related keywords	Young people Social exclusion Inclusion School Education Education system Young people from immigration Personal development
6	Brief description of project	<p>The project For Schools and Life takes place in two comprehensive schools; the Myllypuro upper secondary (age 13-15 years) and lower secondary (age 7-12 years) levels. The main idea of the project is to promote and test a sense of belongingness and new means of identity work for the schools. The basic idea is to locate a new kind of employee to the schools. This "newcomer" has a social worker's degree instead of the usual educational orientation that personnel at schools typically have. The social worker works intensively together with other school personnel (e.g. teachers, curator, nurse) in a so called "pupils welfare support team". The focus in the work of the social worker is to actively support the pupils' wellbeing in everyday school life.</p> <p>The work belongs to the area of preventive and constructive social work, which is due to fulfil the upbringing given by families and at schools. The social worker's task description settles down somewhere between the teacher's and school curator's task descriptions.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic</p> <p>The schools consist of 637 pupils, a little less than a half of them are girls. In the upper level 37,5% of the pupils come from the families with immigration background whereas at the lower level the number is 29%. Altogether in the project 32 % of the pupils comes from the families with immigration background</p> <p>- Physical</p> <p>Four blocks of flats in the area were torn down after it was revealed that the flats were built on polluted soil in the 70's. It became apparent that the habitants were becoming sick more than average. This couldn't be proved scientifically, however the habitants were asked to leave their apartments and move away. Those who lived in the city's housing projects were offered a new apartment and the city bought the apartments from those who owned their apartment in the polluted area.</p> <p>- Economic</p> <p>The unemployment rate and the percentage of people receiving welfare benefits are higher than the average in Helsinki.</p>

		<p>2) Issues/ problems addressed</p> <p>About 30 % of the pupils come from families with an immigration background. They have a weaker starting point for school and life than a typical child coming from a Finnish family. Furthermore the parents' ability to support their children in the Finnish school system is different, since they lack knowledge about it.</p> <p>Children with immigration background fall into minority culture and belong to marginal groups in Finnish society. They are doing worse than their Finnish peers at school, and they become even more marginalised because of school dropouts.</p> <p>The area and the suburb is one of the most segregated areas in Helsinki. There are more immigrants and more unemployed people than in average in the Helsinki area. Besides, the habitants' average income is far below the average in Helsinki. Also, the reputation of the school and the suburb was getting worse, which led to that more well-being families put their children in other schools.</p>
8	Objectives of project	<ul style="list-style-type: none"> • To strengthen the community spirit at school and to create more and more positive images connected to local schools. • To improve the teachers working environment, atmosphere and endurance. • To improve the general working atmosphere at the schools. • To create and clarify networks the schools have with the other local actors (the youth work, the day-care, the playgrounds, the third sector, NGOs etc.)
9	Content of project	<p>The social worker at the school works as a complement to the pedagogically employed staff. The tasks of the social worker are very broad and include a number of smaller projects.</p> <p>The development of the duty work done at schools: "The can", designated premises to which a class teacher can send a disturbing pupil to see the social worker. The pupil can also here on voluntary basis and share their worries and joys. During breaks the premises are available for the pupils for leisure time activities.</p> <p>The development of individual support models; mostly private conversations given to pupils with problems at school. The problems vary from weak interaction skills and problems in group situations to more private and home based problems. The main client groups in individual support at schools are those children who have a foreign background. The social worker plans the content of the individual support individually for every pupil together with the class teacher and the rest of the pupils' welfare support team.</p> <p>Pupils' support groups, including the girls' club at the lower level of the school, the Somali girls' group and an after-school homework club. The Somali girls' group was arranged since the welfare support group felt anxious about the Somali girls' situation. The reason for the distress was the continuous conflicts the girls were part of even together with the other pupils. The solution was a weekly meeting with the girls together with Finnish Refugee Council. The aim of the meetings was to discuss about the contradictions and the conflict sensitive situations the girls confronted at schools.</p> <p>Action Thursday. At the upper level of the school, pupils are offered free activities inside the school building on Thursday afternoons. The aim is to promote community spirit by increasing free activities and interaction between the pupils and the staff working at both schools. The school staff and the pupils get to know each other outside the official everyday routine and activities and outside the usual roles they possess at school. The activities are supervised and are especially important for those pupils who don't otherwise have any interests outside the school hours, many of those pupils have a foreign background.</p> <p>Supporting transition periods. The change over from a day-care to school is a huge step towards new kinds of social networks and social roles: new friends, new and totally differently functioning and planned buildings and new teachers. During spring, the social worker working at the lower level visits every day-care pre-school class having children who start school in following autumn at Myllypuro. The social worker organises so called grouping hours, for the pupils moving from the second grade to the third grade.</p> <p>Finally the social worker supports the transition period from the lower level to the upper level. The last lower level classes and the first upper level classes have a common activity afternoon once a year in springtime. The day is organised besides by the school staff by the local youth centre and the tutor pupils from the upper level.</p> <p>Networking with the other local activities and actors. The social worker is networking with a number of local actors, e.g. the youth house and the local playground</p>
10	Time scale	<p>1) Duration 2 years</p> <p>2) Starting date 2003</p>

		3) Completion date 2005
11	Project design	1) Origins & initiators The Helsinki Polytechnic Stadia initiated the project 2) Decision-making actors and process The Helsinki Polytechnic Stadia had formal responsibility. Other key partners were the lower and upper secondary level of the Myllypuro School, the Education Department of the City of Helsinki, the Ministry of Education and the Helsinki Urban office. 3) Management and leadership of project See above 4) Implementation (who is in charge of...) The Helsinki Polytechnic Stadia. 5) Legal framework (legal setting, related national policy, partnership) N/A
12	Resources involved (financial, human, others)	The financing is organised according to the terms of the EU's Urban programme and comes partly from the Urban programme and partly from the City of Helsinki. The projects get extra in kind resources by being a part of the Helsinki Polytechnic's degree programme in social services.
13	Evaluation	1) Evaluation process (yes / no? if yes how?) The social worker at the schools does follow up the project on daily basis. Indicators are constructed for measuring the results of project. The results are gathered two times a year. 2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) The pupils have gained self esteem and experiences on how to cope difficult situations and how to get heard in groups. The increased self-esteem and the decrease in truancy levels influence the very basic premises for segregation. Furthermore, the pupils have become more tolerant and increased their social skills. The measures in the project have opened a new kind of atmosphere which motivates young people to reach for already set targets, but also encourages them to reach for new ones. The pupils find the school a comfortable place and return there to have a chat even after they have finished school. 3) Difficulties encountered The project organisation is different to both the Helsinki Polytechnic's and to the participating schools' official organisations. The procedures and the regulations that the project follows come from the EU, but also from the participating organisations. Constant negotiations, compromises and new interpretations from the old rules and regulations are part of the project's implementing process. 4) Assessment of project/ action/ practice in terms of sustainability N/A
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

6.2 The Voice of the Young

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	The Voice of the Young
3	Location	Helsinki, Finland
4	Main themes	Citizen participation Social exclusion Training Young people
5	Practice-related keywords	Young people Social exclusion Inclusion School Education Education system Empowerment Youth involvement Democratisation
6	Brief description of project	<p>The Voice of the Young is a Helsinki City project to promote participation by young people. It is a system made in cooperation with the Young and Educational departments which encourages more young people to participate in decision-making. The vision of the project is that children and young people experience Helsinki as a city where their voices are heard and where they have the opportunity to influence decisions concerning them.</p> <p>In the project, student bodies are elected in all Helsinki schools, including the primary schools. Each class elects two representatives for the student body board. Every project school participate in the Mayor's annual The Voice of the Young meeting in which the decision on the distribution of the basic improvement appropriation for schools is made. The schools organize a so called Future Workshop in which the pupils in each class consider the improvement needs within the school environment. Each class chooses the best basic improvement proposal and two representatives to take the proposal further for the student body to consider. The student body board chooses the improvement project out of all the suggestions given by classes and elects two representatives for the Mayor's meeting.</p> <p>The representatives discuss the different schools' projects in the Mayor's meeting. The projects can include for example buying new lockers and benches for school corridors, leisure premises for breaks, game and sports equipment for the school yard or toilet repairs. Every school gets a certain sum and the need for a larger sum has to be well founded. The representatives then vote on the granting of the larger appropriation. Finally the results of this process are seen at schools e.g. statues at the school yards, plants in the halls, new sport equipment etc.</p> <p>This project has grown up systematically it started in 1998 and by 2005 it includes 140 schools and 40 000 students from 7-18 years. The project's main venues are primary schools, vocational education, youth houses and in so called open forums.</p>
7	Target	<p>1) Data on area concerned:</p> <p>- Socio-demographic 119 schools and 37 000 children and young people all over Helsinki participate in the project.</p> <p>- Physical N/A</p> <p>- Economic N/A</p> <p>2) Issues/ problems addressed</p> <ul style="list-style-type: none"> • The rift between well-off young and unfortunate young people is growing. • Young people don't have enough possibilities to influence their live. • Young people feel that their voice is not heard, and they don't have any means to influence things, and they don't know how to influence things they find important.

8	Objectives of project	<p>The aim of The Voice of the Young in Helsinki project is to give children and young people beneficial experiences whilst participating in decision-making so that the influences of the participation are also visible in their immediate surroundings. The aim is also that, in addition to the Helsinki City Youth and Education Departments, other departments will promote young people's participation too.</p>
9	Content of project	<p>The Voice of the Young in Helsinki uses three arenas in which the democratic mode is being implemented: schools, youth centres and the whole city.</p> <p>In the first arena, future workshops are used as a "getting involved" method in the classrooms. A future workshop is a problem-solving method of the brainstorming kind, where teachers act as "guides of the process" and the students review and discuss issues and ideas pertaining to their school environment. These ideas are voted on and the 5 ideas that received the most votes are reviewed further and discussed in work groups. Finally the class will narrow them down to one environmental issue, which will be presented to the student council of the school. After the participation in the future workshops, 2 students will be selected from each class to become part of the student council. At the student council meetings, all classes' proposals are reviewed and work groups are established to determine the feasibility of each idea.</p> <p>The issues that students want to improve at schools are e.g. that the school bells need to ring on time, washrooms need to be tidy and clean, more recreational equipment are needed to school yards etc.</p> <p>After the discussions an overall recommendation for the school is decided and each school's student council elects 1-2 students to represent the school at the Voice of Young meeting with the Mayor where the final decisions are made and the funding is received. In a yearly meeting directed by the Mayor of Helsinki City the representatives of the schools decide democratically how the money is to be used for these projects. In 2005 there is € 500 000 for the improvement of school environment.</p> <p>The second arena of the project, the youth centres, helps realise democracy among children and young people at grass-roots. At youth centres young people can develop their own in-house democracy, implement projects in their very near surroundings, related to their leisure time or other cultural activities together in cooperation with student bodies and local youth organisations. One example of a co-project with children and young people promoted by the youth centres is renovation and interior design projects at youth centres; where young people plan and implement the whole project jointly with the centre's youth workers and a Voice of the Young worker.</p> <p>The third arena, the whole city, consists of open forums in which young people can hold discussions with decision-makers and leading politicians. The goal of the open forums is to open a channel for dialogue between youth and decision makers. The panel for decision-makers includes city councillors, mayors and other leading civil servants. The open forums project are arenas for the older students at upper comprehensive schools, upper secondary schools, polytechnics and youth centres. The themes of the forums are always chosen carefully to be those important and topical for young people. After the discussions the forum makes initiatives for the relevant administration department in Helsinki for further operations.</p>
10	Time scale	<p>1) Duration The project is institutionalised.</p> <p>2) Starting date 1998</p> <p>3) Completion date N/A</p>
11	Project design	<p>1) Origins & initiators The Voice of the Young in Helsinki is a joint project of the Helsinki Education Department and the Helsinki City Department of Youth. At the very beginning the Department of Youth created the baseline idea that has been growing up to a huge city-wide project.</p> <p>One of the models for the Voice of the Young in Helsinki was the comprehensive participation system for children and adolescent developed in Porsgrunn, Norway, where the school is the central arena of participation for children and adolescents.</p> <p>2) Decision-making actors and process The Voice of the Young in Helsinki project is run cooperatively by the Educational and Youth Service Department of Helsinki City. The project has an executive group with members from the both city departments.</p> <p>3) Management and leadership of project The management and the strategic leadership are shared by the Department of Youth and the Department of Education in the city of Helsinki.</p>

		<p>4) Implementation (who is in charge of...) The young people in Helsinki are the main actors - the adults (the employees in the Educational and Youth Service Department of Helsinki City) are just supporters.</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	The resources and financing of the project is divided between the Department of Education and the Department of Youth.
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) There has been no comprehensive evaluation of the project. However there are evaluations and statistics from the separate activities. In addition some parts of the project are evaluated by cooperative methods, surveys or with feedback discussions between the youth and the workers.</p> <p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) In every respect the project has succeeded well. Thousands of pupils and young people have taken part in the processes, making judgements and decisions, and the results are finally seen at their own school and for their own benefits. Children have studied the decision-making process in the student boards, which has lead to that the children have been empowered and activated. During the work within the project's second arena, the youth centres, several local district committees have been founded. They have made plenty of initiatives to the different offices. Young people have participated more than before in planning, decision making, realisation and evaluation together with youth centre workers. The measures in the third arena, the open forums, have strengthened processes that promote social participation at schools and youth centres. Also, young people get to know how city officials and councillors function and who they are. The final goal is that young people become involved in the "overall city picture" including politics, planning, implementing and decision-making etc. The Mayor of the city of Helsinki, leading politicians, educators, social and youth workers have been working together for this to become true. However this cooperative relationship with the municipal decision makers is still in the early stages of development. In a city as big as Helsinki, the access and contacts with politicians and decision makers is sometimes difficult. Nevertheless, the Voice of the Young in Helsinki is actively forging ahead to increase awareness and to ensure that the voices of our youth are heard at the city level. So, the results are seen not until after years.</p> <p>3) Difficulties encountered In the beginning the both main departments had their own ways of doing things, a different working and administrative cultures. It took a while to settle this problem down and to create a shared working culture for this project's purposes. One of those things was the lack of any active, flexible information channels. Electing the representatives to the student councils was at first difficult. How were the teachers to act? How were the candidates selected? The adults had to learn to stay in the background.</p> <p>4) Assessment of project/ action/ practice in terms of sustainability N/A</p>
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

7. CITY OF LOMZA

7.1 Youth School Club

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	Youth School Club
3	Location	Lomza, Poland
4	Main themes	Social exclusion Training Young people
5	Practice-related keywords	Young people Social exclusion Inclusion School Education
6	Brief description of project	The Youth School Club was founded in 2003. The club's activities are based mainly on organizing additional classes. Pupils from the first year of the lower-secondary school are members of the club, which has as its objective to increase social activity and equalise educational opportunities for young people from pathological families or families ineffective in bringing them up.
7	Target	1) Data on area concerned : - Socio-demographic 37 pupils participated in the project during 2004/2005. - Physical Bad housing conditions are common among the families. - Economic Many of the families are poor and the percentage of families where only one adult have a job is high.
		2) Issues/ problems addressed A group of young people without motivation to learn, with low educational scores, who gave signs of social exclusion emerged in the school society. The group of pupils limited their responsibilities in the society and did not show up in school for a long time.
8	Objectives of project	The main objective of the practice was to integrate school youth in certain forms of social and cultural activities.
9	Content of project	The club's activities are based mainly on organizing psycho-educational additional classes for pupils from lower secondary school. Other activities of the Youth School Club are based on cooperation with other actors in the city, such as a theatre performance aiming to increase the pupils' self- confidence, to develop their talents and to unite them in one common aim. The project has also involved cooperation with local associations and media, such as the local radio station.
10	Time scale	1) Duration N/A 2) Starting date 2003 3) Completion date N/A
11	Project design	1) Origins & initiators The project was initiated by a teacher at the school.

		<p>2) Decision-making actors and process The school's headteacher and the teacher have had formal responsibility for the leadership of the project.</p> <p>3) Management and leadership of project See above</p> <p>4) Implementation (who is in charge of...) The school teacher</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	The finances were mobilised from the Town Council of Lomza for an activity which concerns various addiction prevention.
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) The project has been evaluated through the observation of the participants' behaviour and the results of talks with pupils and their tutors.</p> <p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) The practice resulted in a change of the pupils' behaviour in the school. Results could be seen regarding positive attitudes towards others and levelling aggressive behaviour, but also in the pupils' awareness of threats concern using drugs and alcohol.</p> <p>3) Difficulties encountered N/A</p> <p>4) Assessment of project/ action/ practice in terms of sustainability N/A</p>
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

8. CITY OF MALMÖ

8.1 The Brewery's IV-programme

	Section	Indications of content
1	URBACT network	Young People – from Exclusion to Inclusion
2	Title of project	The Brewery's IV-programme
3	Location	Malmö, Sweden
4	Main themes	Social exclusion Training Young people Culture
5	Practice-related keywords	Young people Social exclusion Inclusion School Education Education system Empowerment Youth involvement Culture Association
6	Brief description of project	<p>The non-profit association The Brewery's Educational Office (BEO), during 3 years (2000-2003) ran an individual programme (IV-programme) for pupils without qualifications for further studying at the upper secondary school. The education was organized in the former brewery factory's localities; nowadays the biggest skate park in Europe. It was rebuilt by a group of skaters, whom together with the youth organization Young Eagles and YMCA had formed the Brewery association during the fall 1997. The skate park was inaugurated 1998 and the following year, BEO was started.</p> <p>Three teachers were employed. In the education, a great importance was put into building personal and safe relations to the pupils. Because of that, a lot of time was needed for conversations. The teachers encouraged the pupils to tell them about themselves and their situations of life. Furthermore, there was a big concentration on engaging the parents. BEO's IV-programme is a good example of how education can be promoted by taking advantage of the youth culture, focus on pupil participation supported by work and activities of an organization and a goal oriented development of the social relations.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic Altogether, according the accessible statistics, 105 pupils during three years has started BEO's IV-programme, i.e. in average 35 pupils per year 2000-01, 2001-02 and 2002-03.</p> <p>- Physical N/A</p> <p>- Economic N/A</p> <p>2) Issues/ problems addressed The compulsory school system in Sweden consists of a nine-year school. To continue on to the upper secondary school, one needs at least passed grades in the three core subjects (Swedish, English and mathematics). The ones that don't pass these demands of admission are offered a seat at an individual programme (IV-programme). Through an individually adjusted study path, the IV-programme is going to make it possible for the youths to pass the demands of admission.</p>
8	Objectives of project	The main objective of the practice was to make it possible for the pupils to become qualified for the upper secondary school. The goal was that as many of the pupils as possible should keep on studying at the upper secondary school's national programme.

9	Content of project	<p>An IV-programme was set up in the premises of an old brewery, nowadays the biggest skate park in Europe. Three teachers were employed to plan and carry out the education.</p> <p>A big importance was put into building up personal and safe relations to the pupils. The teachers encouraged the pupils to tell them about themselves and their situations of life.</p> <p>Through organizing an education in the Brewery's premises, completely different conditions than in an ordinary school were created. The education therefore could take advantage of the pioneer spirit, youth culture, engagement and a democratically coloured context. Pupils that had ended up in exclusion could in the Brewery's local feel an inclusion. In the Brewery, other adults than teachers existed, as well as older youths to look up to.</p>
10	Time scale	<p>1) Duration Three years</p> <p>2) Starting date 2000</p> <p>3) Completion date 2003</p>
11	Project design	<p>1) Origins & initiators</p> <p>The initiation of the project was the Brewery's Educational Office (BEO), a voluntary association that was started in 1999. One of the founders mentions three reasons for the foundation of BEO. Primarily, one wanted to grow and develop with the skaters. Then, education is needed. Secondly, the new association made it possible to bond with persons with a pedagogic competence. Thirdly, economic possibilities were seen in the creation of an educational activity. That might help for a large finance of the association.</p> <p>The ideas about an IV- programme existed already at the start of the BEO in 1999. 1999- 2000, BEO first organized an association that they called PDC (Personal Development and Communication), financed by the URBAN- project. The PDC-project focused on long time unemployed youths. An education that was to help the youths out of the long time unemployment was to be tailored. Very little had been decided beforehand. The youths largely got to decide over both content and shapes. One educational moment was tried after demand in relation to the other.</p> <p>Through the PDC-project, a possibility was given to prepare for the IV-programme, to test different ideas and get pedagogical competence. Furthermore, contacts could be established with the Malmö City Council.</p> <p>2) Decision-making actors and process</p> <p>The project was managed in cooperation between The Brewery association, BEO, the Malmö City Council's educational administration and the upper secondary school Heleneholmsgymnasiet. The educational department paid, and the principle at Heleneholmsgymnasiet had the outermost responsibility, which above all concerned the setting of grades. Within these, obviously quite broad frames, BEO had complete responsibility for the carrying through of the IV-programme.</p> <p>3) Management and leadership of project See above</p> <p>4) Implementation (who is in charge of...) The IV- programme was led by a pedagogically responsible at BEO.</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	The project was financed by the Educational Department.
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) No</p>

		<p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.)</p> <p>According to available information, out of altogether 105 pupils, 56 have finished the education and 32 have been passed. A further amount has at later occasions passed and been able to study on the upper secondary school's national programme.</p> <p>In this perspective, the situation for about 50 of the pupils can be characterized as changed, from exclusion to inclusion. But no evaluation has been made, thus the only indicator of the results are the grades. However, the IV-programme at the Brewery can have contributed to things like an improved health situation, a decreased drug abuse, decreased intervention in criminality and an increased democratic/political engagement. To get knowledge about this, a mapping of the situation should have been made at the start of the education. After that, follow ups should have been made.</p>
		<p>3) Difficulties encountered</p> <p>The first term, in the fall of 2000, was very messy. No one had really foreseen what it would mean to have about thirty pupils in the locals. Where should the pupils be allowed to stay? Should they be allowed to skate? When? How should the breaks be handled? Who was to decide about what? Where should one turn when problems appeared? Should the pupils have to pay full-price in the cafeteria? The uncertainties led to tensions and conflicts.</p> <p>Schools are ordinarily constructed to be able to have a certain order. Classrooms, teachers' rooms, locals for breaks, dining halls, etc. A lot of things has been planned and organized. But, many other things certainly are built into the walls as well, things decided by tradition. This order was what the Brewery wanted to revolt against, by organizing education in a completely different context. The necessity of creating orderliness was misjudged, though. The order that is built into the walls of an ordinary school surely can make it difficult with changes. But at the same time, the orderliness means a safety. There are routines for everything. Every thing has its place.</p> <p>This whole safety was missing on the Brewery. There was a need for building this up from the basis. But it wasn't built up. The education was planned, but not how it was to fit into the context. That the teachers didn't have any deeper anchoring in the context didn't improve the situation. The planners hadn't been a part of the creation of the Brewery. At the same time, only the teachers had a profession. That way, things were set up for problems.</p>
		<p>4) Assessment of project/ action/ practice in terms of sustainability</p> <p>N/A</p>
14	Integrated approach of urban regeneration	Yes
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

8.2 The Integration Coordinators

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	The Integration Coordinators
3	Location	Malmö, Sweden
4	Main themes	Inclusion of populations of foreign origins Social exclusion Training Young people
5	Practice-related keywords	Young people Social exclusion Inclusion School Education Education system Young people from immigration Empowerment
6	Brief description of project	<p>The upper secondary school Öresundsgymnasiet in Malmö is well known for its work on multi-cultural values and integration. The school has been rewarded with several awards for its work, amongst others the City of Malmö's award of integration. At the school there are several good examples that demonstrate a different view on the society of today. They all have one thing in common; the integration coordinators of the school.</p> <p>At the school two so-called integration coordinators, Minka Huskic and Mujo Halilovic, have been hired to work with integration issues. The coordinators, who are social pedagogues with multi-cultural focus, have a master's degree from IMER (International Migration and Ethnic Relations). Their work span is very broad and the tasks are varied, but their overall assignment is to expand the awareness of the multi-cultural Malmö and, most important, to change the structures of the school in order to get pupils with foreign background feeling welcome, at home and included. The coordinators themselves speak a variety of languages, which makes it easier to communicate with many of the pupils at the school. Their work is characterized by a humanistic approach towards the pupils. This is, according to themselves, a central element in order to make a pupil feel secure and included in school. As a result of their work, the school hopes for a better environment for work and studies, strengthened relations, increased tolerance and empowered pupils who leave school with high hopes about the future.</p> <p>The integration coordinators' concrete assignments consists of, among other things, individual conversations with pupils and parents, responsibility for several working groups, lectures for personnel from the school and from university and trade and industry. They have also created and begun education in a local subject; "To live in a multi-cultural society", where multitude and integration is illustrated from different point of views.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic 30 % of the pupils at the school leave without sufficient grades. Around 60 % of the pupils have a different ethnical background than Swedish. The work is however challenging all pupils at the school.</p> <p>- Physical Bad housing conditions are usual. Many families are living in overcrowded flats, a situation that creates bad environment for studying.</p> <p>- Economic Long-term unemployment is very common among the parents of the families.</p>

		<p>2) Issues/ problems addressed</p> <p>The practice of the integration coordinators is mainly about increasing the understanding for young people going to the school. The point of departure for the practice is that the problem doesn't lie within the young people, but within the structure of the school. The practice is about changing the school in order to make young people, who for some reason are excluded, feel appreciated and at ease. Furthermore, Öresundsgymnasiet is one of the schools in Malmö with the highest percentage of pupils who leaves the school without complete grades.</p> <p>The Swedish society and the school system are going through changes and are facing new challenges and new demands. The headteacher of the school identified this and could state that the school had a lack of competence in order to meet these demands. By hiring a new competence, which isn't traditionally used in schools, the headteacher believed the challenges could be faced.</p> <p>The integration coordinators see a problem in that the school doesn't keep pace with the development of the society. The school as an institution doesn't reflect the society and can't satisfy the variations in knowledge that the pupils represent. Thus, the problem can be seen as that the structure of the school is strengthening the social exclusion.</p>
8	Objectives of project	<p>The objective of the integration coordinators was, and still is, that the view on integration should pervade the work of the school as a whole. Using dialogue there was an ambition to create a multi-cultural climate, based on humanism, tolerance and acknowledge.</p> <p>It is hard to point out any specific objectives of the integration coordinators' assignments. However, the following comprehensive objectives can be identified.</p> <ul style="list-style-type: none"> • Change the school's approach towards young people with foreign background, and young people who from other reasons live in situations characterized of social exclusion. • Increase the understanding of the multi-cultural society among the pupils as well as the school staff. • Contribute to empowerment of young people and parents. • Contribute to increased motivation for studies and higher grades among the pupils.
9	Content of project	<p>The assignments of the integration coordinators are most varied. Their work is divided towards three target groups; pupils, parents and the school.</p> <p>Towards parents the work is focused on strengthening the relations between parents and the school, but also between parents and their own children. This is achieved by individual and group discussions, where the discussion is held in the parents' mother tongue. A common theme of the discussions is the Swedish school system, which often needs to be explained to the parents.</p> <p>Towards the school the work is focused on strengthening the relations between pupils and the school. Discussions are held between groups of pupils and teachers at the school. Furthermore, the coordinators are responsible for trainees from the school of social work, having lectures about multi-culturalism for other employees at the school as well as outside the school. They are also active in a number of different networks concerning the multicultural school and integration.</p> <p>Regarding the work towards the pupils, it is concentrated on increasing the awareness of their own potential, increasing their independence and their critical thinking. Besides individual conversations with the pupils, a couple of groups have been started. The groups include a group of integration and a group of study environment. Pupil democracy is a keyword in the work of all these groups. Field days, study visits and cooperation with university and organisations such as BRIS (short for Childrens' Right In the Society), makes sure that the work is not isolated in the school.</p> <p>Several of the practices initiated by the integration coordinators are today part of the school's regular activities, and are practiced by other pedagogues at the school. One of these things is the "study contract", where the pupil together with the teachers agrees on what has to be done to improve the study results, and how it should be done. This is later evaluated together with the pupil's parents. Furthermore, work has begun in boys' and girls' groups, where the discussion focuses on gender inequalities. One of the aims with these groups is to work counter to the patriarchal tendencies that are common among many of the families.</p> <p>An activity that currently is taking much of the coordinators' time is the local subject they educate. The course, "To live in a multi-cultural Society" is of 100 academic points and aims for obtaining knowledge of "how to work against fear, intolerance, xenophobia and hatred".</p>
10	Time scale	<p>1) Duration The project is institutionalised.</p> <p>2) Starting date N/A</p> <p>3) Completion date N/A</p>

11	Project design	1) Origins & initiators The headteacher initiated the practice.
		2) Decision-making actors and process The management of the school has formal responsibility.
		3) Management and leadership of project See above
		4) Implementation (who is in charge of...) The headteacher, together with the integration coordinators.
		5) Legal framework (legal setting, related national policy, partnership) N/A
12	Resources involved (financial, human, others)	The project has been funded by the metropolitan initiative in the City of Malmö and governmental funds; so called Wernersson money.
13	Evaluation	1) Evaluation process (yes / no? if yes how?) No
		2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) The practice has changed the situation for several pupils. The motivation for studies and the study results have improved, which gives more pupils a better chance at getting into studies at university. The pupils also seem to have gained in self-confidence, which is a prerequisite for a change from exclusion to inclusion. The feeling of "us" has increased at the school. All pupils feel invited and many pupils, regardless ethnical background, have changed their way of thinking. The coordinators' approach has decreased the xenophobia and ethnocentrism among many pupils. The subject they teach has probably increased the understanding of the multi-cultural society. Changes in the school's structure have also been achieved. The coordinators function as role models towards their colleagues, and they have surely increased the understanding among them. The term "weak pupils" has been eliminated; the knowledge is more detailed today. They speak about difficulties, preconditions and previous knowledge. They have worked against comfortable simplifications and conventional explanations. The actions have also opened up the school, by making way for study visits and other activities.
		3) Difficulties encountered There were problems in the beginning in making the school staff understand the profit of a new approach towards the pupils. One of the coordinators describes the problem: "If you have been working in a specific way for twenty years, you get stuck in a way of thinking. In order to see further you have to break free from your own way of thinking". There were problems in standing up for hiring social pedagogues instead of teachers. At the same time the headteacher must make sure regular teachers aren't over shadowed. Besides these problems, there were also difficulties in anchoring the decision among representatives from the union.
		4) Assessment of project/ action/ practice in terms of sustainability N/A
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

8.3 The Mentor Company Project

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	The Mentor Company Project
3	Location	Malmö, Sweden
4	Main themes	Local economic development and employment Inclusion of populations of foreign origins Public private partnerships Social exclusion Young people
5	Practice-related keywords	Young people Social exclusion Inclusion Young people from immigration Guiding people towards employment Youth unemployment Discrimination Empowerment School Education
6	Brief description of project	<p>The mentor company project started in 2002 at the upper secondary schools Öresundsgymnasiet and Pauli School. In the project pupils with foreign background get the opportunity to make four visits and at least two weeks of paid internship at one of eight participating companies. During the first year of the project, 35 pupils from each school participated in the project. This report is mainly focused on the process and results of the pupils of Öresundsgymnasiet.</p> <p>The main reason for the start of the project was the lack of connections with the Swedish labour market among many young people with foreign background. This project gives those young people access to the labour market, at the same time the participating companies get better insight of the average youth living in the city of Malmö today. This insight is of course much needed, since this group consists of the future employees and the future customers of the companies.</p> <p>The number of pupils that apply for the mentor project is far greater than the actual places offered, why a selection has to be done. In order to get a place in the project, the pupils must perform well in school, given their own prerequisites. This gives the pupils motivation for studies and better grades. Besides this increase in motivation, the pupils get insight into the Swedish labour market, which additionally motivates them to get high grades in order to be able to study at the university.</p> <p>From 2004 the project has been integrated into the school's regular educational programme.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic</p> <p>According to the headteacher, research shows that 40 % of the pupils never have had any contact with the Swedish labour market. 30 % of the pupils leave the school without the grades that are necessary for entering the university.</p> <p>- Physical</p> <p>N/A</p> <p>- Economic</p> <p>The long-term unemployment is very high among the parents of the pupils. This leads to that many young people lack role models who have a job.</p>

		<p>2) Issues/ problems addressed</p> <p>The main issue that initiated the project was the low percentage of pupils who left the two schools with sufficient grades to qualify for the university. This matter leads in the long term to exclusion from the labour market, which was considered very worrying. 30 % of the pupils at Öresundsgymnasiet leave the school without sufficient grades; this is the lowest percentage of all secondary upper schools in Malmö. Furthermore, the pupils lack motivation for studies, which contributes to the lack of good results and visions about applying for the university.</p> <p>The pupils lack knowledge about the Swedish labour market and have little or no contact with local companies. Many pupils with foreign background don't know what it's like to have a job; many have not even seen an adult go to work in the morning. The pupils also lack knowledge about the responsibilities that comes with a job and in what ways it's acceptable to behave towards your employer. The pupils are used to the relatively harmless consequences at school, and do not know that being late or behaving badly is not accepted at an office.</p> <p>At the other end, the companies lack knowledge about the average pupil that graduates from the upper secondary schools in Malmö today. One of the originators of the project believes that there are strong prejudices towards immigrants among the companies and that media plays a big role in strengthening these prejudices. The result is that many young people with foreign background have problems getting jobs at the Swedish companies.</p> <p>These different factors lead to an imbalance of young people studying at university, where pupils with foreign background are poorly represented. In the long run, this imbalance also reflects in the labour market, where qualified jobs rarely are offered persons with foreign background.</p>
8	Objectives of project	<p>The project hasn't been formulated in the purpose of giving the pupils an opportunity to paid internship; the objectives have been more extensive than that. To learn taking responsibility, being on time and realizing the importance of having a job are clear objectives of the project. Regarding the companies' part in the project, it has always been a point of departure that the project should generate a win-win situation, where the school, the pupils and the companies all benefit from the project.</p> <p>The following objectives of the practice can be identified:</p> <ol style="list-style-type: none"> 1. Strengthen the pupil's self-confidence. 2. Increase the pupil's motivation for studies and make them aware of the importance of higher education. 3. Create networks between immigrant pupils and the companies. 4. Decrease prejudices against young people with foreign background among the companies.
9	Content of project	<p>The process was initiated by the selection of pupils and participating companies, followed by meetings between representatives from the companies and the schools. The project was then underway with study visits, internship and evaluation meetings at the companies after finished internship. During these meetings, the companies and the pupils have a dialogue about what they have learned during their time together.</p>
10	Time scale	<p>1) Duration 2 years as a project, today the project is institutionalised.</p> <p>2) Starting date 2002</p> <p>3) Completion date 2004</p>
11	Project design	<p>1) Origins & initiators The initiator of the practice was consultant Sonja Lindlöf, who prior to the project worked as personnel manager at one of the participating companies. When Sonja Lindlöf retired she contacted the headteacher at Öresundsgymnasiet to tell about her ideas and started up the project.</p> <p>2) Decision-making actors and process The two schools, together with the Office of Trade and Industry of the City of Malmö have been the main actors, while the formal responsibility has been with Sonja Lindlöf.</p> <p>3) Management and leadership of project See above</p> <p>4) Implementation (who is in charge of...) The Office of Trade and Industry of the City of Malmö, in cooperation with Sonja Lindlöf.</p>

		5) Legal framework (legal setting, related national policy, partnership) N/A
12	Resources involved (financial, human, others)	The school's regular funds and the participating companies are financing the practice. Consultant Sonja Lindlöf's salary is paid by the Office of Trade and Industry of the city of Malmö.
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) After the internships, follow-up evaluation meetings have been held at the companies. The pupils have had a couple of questions, different depending on the company, to work with in groups during their internships. A couple of weeks into the autumn term the pupils have met with their mentors at the companies, teachers and other interested at the companies, to listen to and discuss the pupils' evaluations.</p> <p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) Several indicators point to the fact that the pupils self-confidence has increased thanks to this project. The headteacher is specific about that the absence has decreased among the pupils after the project. Regarding the connection to the labour market, several pupils have been offered continued work at the companies during summer holidays, and in some cases regular jobs. Many good examples tells about this; one specific pupil, who has had problems with results in school, has fulfilled the internship in a brilliant way, and by doing this the pupil has realized that there are different ways to get along in the society. Furthermore, the pupils have gotten insight in the labour market and the responsibility that follows with having a job. They have learned to respect being in time, to call in sick of you are and to take responsibility for all of your actions. All of the participating companies seem to be very satisfied with the project, they speak about "taking their social responsibility" and that they "get insight into how to attract the upcoming labour market and the next generation of customers". There is a view of the project as something that is both a social duty and something that gains the own company. One representative from a company tells about the resistance that earlier was found among some of the co-workers at her company, and how it has decreased over time; "As they meet the young people they see how much they have to give and curious they really are. They notice that it is not that hard to cooperate and to complement each other". Several pupils have been heard of since they have left the school, telling how much they appreciated the project. Many have had wishes to involve their brothers and sisters in the project. The project has also had effects on patriarchal tendencies, as some pupils who never would have got outside their patriarchal families have even got jobs this way. Some pupils have also shown much better results in school after the internship.</p> <p>3) Difficulties encountered There were quite a few problems in implementing of the project. There were problems finding enough companies to offer internships and also to get the understanding of teachers, who didn't want to see their pupils being absent from class during study visits. There were also problems to get the companies to understand that the school couldn't always accept their demands about times, schedules and so on. Furthermore, there were problems getting the pupils to understand the expectations of the companies, and vice versa. There has also been some scepticism on several companies, which was grounded on specific personal values among the companies' managers. Regarding the Office of Trade and Industry of the City of Malmö, it has been hard for them to find a way to integrate the practice in their regular activities.</p> <p>4) Assessment of project/ action/ practice in terms of sustainability N/A</p>
14	Integrated approach of urban regeneration	Yes
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

8.4 The Nightingale

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	The Nightingale
3	Location	Malmö, Sweden
4	Main themes	Inclusion of populations of foreign origins Social exclusion Training Young people
5	Practice-related keywords	Young people Social exclusion Inclusion Young people from immigration Empowerment School Education Education system Personal development
6	Brief description of project	<p>At the teacher training at Malmö University, a mentor project has been driven since 1997. Students are offered the possibility to become the mentor of a child in the age group 8-12. The children attend schools in neighbourhoods marked by social exclusion. During the years 2003-04, five primary schools in Malmö have participated.</p> <p>The mentor project the Nightingale has as its goal to decrease the unrepresentative recruitment to the university, to strengthen the children and to create an increased understanding, respect and tolerance.</p> <p>To be a part of the project, the students at Malmö University have to apply for the mentorship, and their suitability is tested. The children are chosen by the staff of the school they are attending to. The student and child then meet each other one afternoon a week during one year.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic The children that are offered mentors are attending the grades 2-6 (ages 8-12) on schools in areas marked by social exclusion.</p> <p>- Physical N/A</p> <p>- Economic N/A</p> <p>2) Issues/ problems addressed Many children live in areas marked by social exclusion, where many are not used to continue studying at the university. That results in an unrepresentative recruitment of the university students, socially and ethnically.</p>
8	Objectives of project	<p>The mentor project the Nightingale states as its main goal to "promote integration by working for social and ethnical variety". More specifically three goals are given, focused on the mentors, the children and the relation between them. Therefore, the specific goals have different characters:</p> <p>The goals of the mentors affect one role, which is limited to the mentorship. It is the mentorship of the students that in the long run is going to work counter to unrepresentative recruitment.</p> <p>The second specific goal deals with the children and is because of this not a role. This goal thereby gets a broader and more common direction. It is stated that "the children shall manage better". And this is to count "inside and outside of the school". The project thereby does not focus more narrowly on the children in capacity of students, but in their whole situation of life.</p> <p>The third goal deals with the relation, described as what the friendship between the mentor and the child is supposed to lead to, which is "an increasing understanding, respect and tolerance for each others different social and cultural backgrounds".</p>

9	Content of project	<p>Students at the University of Malmö have to apply for the mentorship at the university. After the application the student's suitability is tested. The mentees, who are in the age group 8-12, are chosen by the staff of the primary schools.</p> <p>During the mentoring project, which lasts for one year, the student and child meet each other one afternoon a week.</p>
10	Time scale	<p>1) Duration The project is institutionalised</p> <p>2) Starting date 1997</p> <p>3) Completion date N/A</p>
11	Project design	<p>1) Origins & initiators The initiative to the project came from persons in the privately owned Wallenberg-foundation, whom visited Israel and were inspired by the mentor project "Perach". The Wallenberg-foundation contacted the management of the Teacher Education, and offered to finance a similar effort in Malmö.</p> <p>2) Decision-making actors and process The teacher education at Malmö University, the Wallenberg- foundation, the primary schools and the City district of Fosie in Malmö have been the key actors.</p> <p>3) Management and leadership of project Malmö University has had formal responsibility.</p> <p>4) Implementation (who is in charge of...) The project leader at Malmö University, with support from the project group and a reference group.</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	<p>During the first three years, the Wallenberg-foundation was responsible for the financing. Since 2001, the project is a part of Malmö University, which splits the financing with the metropolitan policy in the district of Fosie.</p>
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) A thorough evaluation was performed by the researcher Lena Rubinstein Reich at the Teacher Education for the years 1997-2000 (published 2001). In the evaluation both qualitative and quantitative methods were used.</p> <p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) The evaluation of the project showed that children, teachers and parents overall were very pleased. No new evaluation or follow up after the last one have been made, but according to the project leader the success has been confirmed in many ways in reactions from students, staff in the schools and especially from the children. In an inquiry that was sent out to last year's mentor students, 55 out of 78 respondents said that they were very pleased with the relation to the mentor child.</p> <p>Whether or not the goal with the unrepresentative recruitment has succeeded, a longer time perspective is needed. There are signs of success, though. Only the fact that more children know about the existence of Malmö University is a step in the right direction. The children that used to have no idea about the existence of the University, now knows about the possibility of studying there. The way in which the children are informed about this possibility surely has increased the interest for a higher education and in that way a future inclusion. The knowledge is spread through the friendship with the mentors. To the extent that the children feel strengthened and happy about the friendship, it probably will mark their opinion about the University. It certainly can awake a considerably bigger interest than when traditional channels of information are used.</p> <p>All mentors certainly have gotten a more balanced idea of the areas where the mentees live. Only during the last year, 120 students have gotten a completely different understanding of the problems, and experienced many glimpses of light. These changed ideas surely have been spread to other students, friends and families.</p> <p>Moreover, the mentorship certainly contributes to improving the childrens' knowledge in Swedish. The project apparently has had a comforting effect as well, and to the extent that violent behaviour is characteristic for the pupils' exclusion, the project makes a way into the inclusion possible.</p>

		<p>3) Difficulties encountered</p> <p>One problem has been mentioned and it concerns the recruitment of the mentor students. In the beginning, the recruitment was very slow.</p>
		<p>4) Assessment of project/ action/ practice in terms of sustainability</p> <p>N/A</p>
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

8.5 The Parental Education

	Section	Indications of content
1	URBACT network	Young People – from Exclusion to Inclusion
2	Title of project	The Parental Education
3	Location	Malmö, Sweden
4	Main themes	Citizen participation Inclusion of populations of foreign origins Social exclusion Training Young people
5	Practice-related keywords	Young people Social exclusion Inclusion Parents School Education Education system Young people from immigration Participation Empowerment
6	Brief description of project	<p>At the Hermodsdal school, a parental education was organized during the spring term in 2003. The purpose of the altogether six meetings was to increase the parents' knowledge about the school and community, to build a tighter bond between the school and the community and to start up a parental association. The project had its background in an increasing amount of students having a foreign background. The communication between the home and the school did not work.</p> <p>The initiative of improving the relations was taken by Laid Bouakaz, language teacher at the Hermodsdal School. He made the parental education a part of his own research studies at the Teacher Education. The application for a PhD student post was granted in September 2002, and at once he started to establish the project with the management of the Hermodsdal School. At special meetings during the autumn, parents as well as staff got to give their views of what a parental education should contain. Thereby, an interest for participating in the education was awakened as well.</p> <p>The education started in January 2003. 6 meetings were arranged, and a guest lecturer was invited to each meeting. The focus of the meetings was on the Swedish school system and becoming active citizens. Also the interest for a parental association was able to grow and increase gradually and at the last meeting the association was formed. This association later grew to over 300 members.</p>
7	Target	<p>1) Data on area concerned : - Socio-demographic</p> <p>The Hermodsdal School is situated in the district Fosie, the biggest of Malmö's 10 districts with altogether 39.000 inhabitants (1 Jan 2003). The housing estate Hermodsdal has 3 000 inhabitants (1 Jan 2003) of which 47% are born in foreign countries, 61% having a foreign background, i.e. that they are born abroad or have two parents born abroad (1 Jan 2003). The biggest group of immigrants at The Hermodsdal School comes from Iraq, Lebanon, Bosnia and Afghanistan. In all, ca 28 languages are spoken among the children in the school. The children speaking Arabic makes up the biggest language group.</p>

		<p>- Physical</p> <p>The quality of the housing holds an overall high condition, at least when comparing internationally. New families often live in overcrowded households, though. Laid Bouakaz knows about a case where 10 parents and children live in a three-roomer.</p> <p>- Economic</p> <p>Many of the families haven't lived in Sweden for a very long time, and therefore haven't been able to get into the labour market. Because of this, many are long time-unemployed and live on social allowance.</p>
		<p>2) Issues/ problems addressed</p> <p>At the Hermodsdal School, the amount of students that were immigrants increased drastically during the 90's. It was not very easy to get in touch with the parents of these students. Only a few came to parents' meetings. Teachers could call for separate talks, but the parents still didn't turn up. The communication between home and school did not work.</p>
8	Objectives of project	<p>The overriding goal was to carry through an education for parents during the spring 2003. The education itself had three goals:</p> <ul style="list-style-type: none"> • To increase the parents' knowledge about the school and the neighbourhood society. • To reinforce the bonds between the school and the neighbourhood society and to make the school more visible. • The foundation of a parental association.
9	Content of project	<p>During the autumn preceding the start of the education, meetings were held where parents as well as the school staff were involved in planning the parental education. The staff and parents were asked about their views of the content of the education. Thus, the education was arranged on the basis on what the parents felt that they needed to learn, and what the teachers believed the parents should be educated in.</p> <p>During the spring term in 2003 the parental education was organised and included 6 meetings. The content of the education was mainly directed at knowledge about the Swedish school system and how to become an active participant. To every educational meeting, a guest lecturer, whom lectured during half an hour in Swedish, had been invited. After that, the participants split into four language groups, and the lecture was translated by teachers from the school. During the first educational meeting, only about 20 parents participated, but the interest grew quickly and during the last meeting in May about 150 parents participated. At that meeting a parental association also was founded. Thanks to the parental education, the interest for a parental association was able to grow and increase gradually. That way, the parental education was not founded because of an initiative from above, but from a broad and common engagement.</p>
10	Time scale	<p>1) Duration 8 months</p> <p>2) Starting date Autumn 2002</p> <p>3) Completion date Spring 2003</p>
11	Project design	<p>1) Origins & initiators</p> <p>Laid Bouakaz, former language teacher at the Hermodsdal School and present PhD student at the Teacher Education, Malmö University initiated the education. Laid Bouakaz realized that a parental education was needed. But, how was it to be financed? From where could he get support? Thoughts about making the parental education part of a doctoral thesis appeared. He therefore applied for a post as a PhD at the teacher Education at Malmö University. The purpose was to write a doctoral thesis about parental participation and to run the parental education at the Hermodsdal School as an action research project. The post of PhD student was granted in September 2002.</p> <p>2) Decision-making actors and process</p> <p>Laid Bouakaz had formal responsibility of the project in the capacity of PhD student and former teacher. The project was lead by Laid Bouakaz and the management of The Hermodsdal School</p> <p>3) Management and leadership of project</p> <p>See above</p>

		<p>4) Implementation (who is in charge of...) A project group consisting of Laid Bouakaz, the principle of the school and three teachers. The composition of the project group was chosen to get a representation of different language groups; the three teachers represented one language group each. The decisions have been taken in the project group, but with Laid Bouakaz as the ultimately responsible and owner of the project. The project group met 5 times during the autumn to plan the education of the spring.</p>
		<p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	The project was mainly financed through Laid Bouakaz's PhD post at the Teacher Education at Malmö University.
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) No</p> <p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) The amount of participators increased from ca 20 parents on the first meeting in January 2003 to ca 150 parents on the last meeting in May. On the last meeting, a parental association managed to take form. That was a part of the goal, but nobody had known if it really would happen in practice. The great increase of participators on the educational meetings finally made it possible. Thanks to the parental education, the interest for a parental association got the possibility to take form and gradually increase. That way, the parental association was not formed on an initiative from the top, but on the foundation of a common and broad engagement. That way, it had a power from the start, which got visible in different arrangement during the summer 2003, above all in the well visited journey to the amusement park Tosselilla in June. In July 2003, the parental organization already had 380 members. In the beginning of the autumn term, the parental organization took over the parental education. New meetings were planned in cooperation with the teachers. It started with a great party being organized for the teachers. This was organized not only to increase the unity, but also to show the teachers what it could feel like to be a guest at the school. The project has created stronger bonds between the school and the society. Five parents have gotten jobs at the school. In the committee of the parental association, two of the nine members are teachers at the school. An increased confidence has been shown when parents from the parental association have been given keys to the school. This has made it easier to take advantage of the school for other activities, during weekends as well. The parental education has led to several changes and improved conditions. The school and the parents have learned more about each other's cultures. Moreover, the parental education surely has led to a common increase of the knowledge in Swedish among the parents. Through that developing contact between home and school, a better support for the childrens' schooling was created.</p> <p>3) Difficulties encountered It certainly has been a problem that teachers overall knows very little about parental cooperation, but this didn't make any conflicts appear. On the other hand, a problem with the supply of information was recognised. It turned out that there was a lack of information about the Swedish school in the languages in question. One could simply not get hold of it.</p> <p>4) Assessment of project/ action/ practice in terms of sustainability N/A</p>
14	Integrated approach of urban regeneration	Yes
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

8.6 The Study Workshop

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	The Study Workshop
3	Location	Malmö, Sweden
4	Main themes	Inclusion of populations of foreign origins Social exclusion Training Young people
5	Practice-related keywords	Young people Social exclusion Inclusion School Education Education system Young people from immigration Empowerment
6	Brief description of project	<p>At the Kroksbäck school, a study workshop for pupils with another mother tongue than Swedish, was started in 2001. The study workshop has its background in that a high amount of students leaves the school with incomplete grades. This is especially valid for students with another mother tongue than Swedish.</p> <p>The study workshop is divided among children in the classes preschool-5 respectively 6-9. Six educated teachers with the mother tongues Arabic, Albanian and Pashto has been employed to lead the education. The teachers have a competence of altogether nine different languages, i.e. enough to be able to communicate with the majority of the pupils and their parents in their mother tongue.</p> <p>The goal with the study workshop is to increase the amount of pupils with passed grades, to strengthen the pupils' confidence and interest for education, and to increase the parents' engagement and insight into the Swedish school. The pedagogical method being used focuses on normalizing the bilingualism. The pupils' knowledge in Swedish and other subjects is to be strengthened by them being offered education in their mother tongues. In the study workshop, there also is a very purposeful strive for the creation of gainful social conditions for the learning, above all through close relations between teacher and pupil, dialogues with the parents, a creation of confidence and a clarity in the information. On that base, an empowering pedagogy has been developed.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic Around 85% of the pupils have another mother tongue than Swedish. This means ca 460 pupils, at this time.</p> <p>- Physical N/A</p> <p>- Economic N/A</p> <p>2) Issues/ problems addressed</p> <p>This example deals with the conditions for primary school pupils with another mother tongue than Swedish to continue their studying after primary school. The compulsory school system in Sweden consists of a nine year old primary school. To continue on to the upper secondary school, one needs at least passed grades in the three core subjects (Swedish, English and mathematics). In Malmö, during the latest years, approximately 20% of the students haven't qualified for upper secondary school. At the Kroksbäck School, 36% of the students didn't qualify for continued studying (2003). According to the statistics, the major part of the students without qualifications had another mother tongue than Swedish.</p>

8	Objectives of project	<p>The project has three goals:</p> <ol style="list-style-type: none"> 1. More pupils are going to pass their grades so that they can continue with their studies. 2. To strengthen their self confidence and interest for education. 3. To increase the parents' engagement and insight in the Swedish school and society. <p>The pedagogical method focuses on strengthening the knowledge in Swedish and other subjects by the use of the mother tongue in question.</p>
9	Content of project	<p>Six qualified teachers with other mother tongues than Swedish were hired at the school to run the education in the study workshop. Altogether the teachers speak 9 different languages, which enable them to communicate with most pupils and their parents in their mother languages.</p> <p>In the study workshop, the bilingual pupils are educated in Swedish and other subjects in their mother tongues, which give them a better chance of passing the grades in order to continue their studies at upper secondary school.</p> <p>The teachers are also engaged in communicating with bilingual parents. By communicating with the parents in their own mother language, the parents gain knowledge about the Swedish school system and get more engaged in their childrens' schooling.</p>
10	Time scale	<p>1) Duration The project is institutionalised</p> <p>2) Starting date 2001</p> <p>3) Completion date N/A</p>
11	Project design	<p>1) Origins & initiators The headteacher has taken the initiative, but according to him the idea originally came from a project secretary. The initiative was also inspired by a study visit at the Gårdsten School in Göteborg, where a similar study workshop already was working.</p> <p>2) Decision-making actors and process The headteacher of the Kroksbäck School has formal responsibility of the project.</p> <p>3) Management and leadership of project See above</p> <p>4) Implementation (who is in charge of...) Formally, the headteacher of the Kroksbäck School. The everyday work has been led by the study workshop's employed pedagogues, though. According to the headteacher, the pedagogues have not been ordered to work in any particular way. They have themselves been responsible for the development of the empowering pedagogy that has characterized the work in the study workshop. The pedagogues have put a great importance in the relations to each student.</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	<p>The city councillor granted project money from the metropolitan funds. The study workshop today is a permanent part of the Kroksbäck School. According to the headteacher, this has been made possible by the politicians distributing money to the budget, which guarantees the surviving of the activity.</p>
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) External evaluations, both quantitatively and qualitatively, the first evaluation in September 2002 ("Kroksbäck School's Study Workshop") and the second one in September 2003 ("Follow-up Report"). The purpose has been "to make an inventory of what is made and what effects this has for the pupil's possibility to take in the content of the education." The method is described as characterized by action research thinking.</p> <p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) The headteacher believes it is too early to speak about the results of the study workshop. Nevertheless, the results indicate that they should have a bigger chance to establish in the society.</p> <p>3) Difficulties encountered According to the headteacher, there were problems with the financing "but it went quite painless." The space question also was a small problem.</p> <p>4) Assessment of project/ action/ practice in terms of sustainability N/A</p>

14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

9. CITY OF TALLINN

9.1 Drug Prevention

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	Drug prevention
3	Location	Tallinn, Estonia
4	Main themes	Social exclusion Urban crime prevention Young people
5	Practice-related keywords	Young people Social exclusion Inclusion Empowerment Drugs
6	Brief description of project	<p>The drug prevention project was carried out in cooperation of Tallinn Department of Education, the Estonian Youth Work Centre and comprehensive schools of Tallinn during the years 2001 to 2004.</p> <p>The aim of the project was to create preconditions for creating health-promoting environment in the schools of Tallinn in order to stop the growth of drug abuse among comprehensive school students in Tallinn. Pursuant to the aim of the project various support systems, support groups and behavioural models were made available (the peer movement, the movement of health promoting schools, psychological assistance, models for acting in risk situations, cooperation with non-profit organisations etc.) to all schools to promote positive health behaviour at schools. In the framework of this project the ideology of health promoting schools was introduced and schools were called for applying this ideology as the most efficient option for improving the quality of education and health.</p> <p>The project was based on the WHO's health promotion and the global drug abuse prevention methodology. The target group was determined to be students of the critical age group (10-14) with risk behaviour. In the course of the project a study was conducted about healthy behaviour and attitudes of pupils, analysing relations between the reasons of risk behaviour, the environment and the students' health. The students were taught social skills, including conflict solution, proceeding from health aspects. The project emphasized the importance of self-esteem and introduced how to feel good without drugs. An active learning process was applied for these purposes in teaching both the teachers and students. General principles of drug prevention were introduced to heads of schools and school health teams (including teachers and students). In addition, social life skills, project management, health promotion at school and teamwork were taught. Key words of the project were activation, motivation, informing, networking and cooperation.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic</p> <p>The target group of the project were students of Tallinn's 86 comprehensive schools aged between 7 and 18, boys and girls, (a total number of 55 000 students) – i.e. 13.75 % of the population of Tallinn. There are both Estonian (51) and Russian (35) speaking comprehensive schools in Tallinn.</p> <p>The study focused on the students in the age group of 11 – 15 (grades 5, 7 and 9; 7 000 students). The population of Tallinn makes up for 1/3 of the total population of Estonia.</p> <p>- Physical N/A</p> <p>- Economic</p> <p>Parents' unemployment is directly related to their childrens' problem behaviour. Difficult economic situation and social inequality increase drug abuse among young people.</p>

		<p>2) Issues/ problems addressed</p> <p>One of the major issues, which need to be addressed in Estonia, is the growing consumption of drugs and alcohol among young people. Comparative analysis of several health behaviour surveys (ESPAD, HBSC, GYTS) confirm that the distribution of the said substances and the distribution of illegal drugs is growing much faster in Estonia than in the West-European countries. In addition to the increase in drug consumption a tendency to the dispersion of gender roles can be noticed. Unlike the West-European countries, in Estonia the earlier surveys reflected more moderate consumption and more critical attitude to drugs among girls. Today, the differences between boys and girls in Estonia have not disappeared completely, but they have become much smaller. And the third main indicator is the growing number of very young people who take up smoking, drinking or illegal drugs. Due to the availability of such substances, the victims are, first and foremost, young people who are easy to influence and often lack self-esteem.</p> <p>It is generally known that alcohol and drug abuse is a frequent reason for school drop-out, often including social exclusion. At the same time, social exclusion may be the reason for increased abuse of drugs and alcohol.</p> <p>The project focused on preventing risk behaviour of children and young people of the critical age group (10-15-years) and on students who have expressed some signs of risk behaviour. Besides, attention was paid on including all students in planning and conducting activities.</p>
8	Objectives of project	<p>The aims of the project were to establish preconditions for developing health-promoting environment at schools and stop the growth of drug abuse among comprehensive school students in Tallinn.</p> <p>In addition, recommendations were developed for schools. The objective of the recommendations was:</p> <ul style="list-style-type: none"> • To develop the feeling of responsibility in students through student self-governments and other students' organisations. • Participation of students in developing the school's health promotion aims and strategy. • Integration of students with learning difficulties. • Recognition of students, paying attention to each and every achievement of students.
9	Content of project	<p>The project's activities took place on various levels: schools organised thematic events and included people of the region, the city conducted the health survey, organised the development of study and methodological material and distribution of the materials to schools and coordinated the general training. Simultaneously, the national drug prevention campaign "Be free" was conducted.</p> <p>Activities on school level included health councils or the respective coordinators initiated activities promoting healthy lifestyle and preventing risk behaviour. These included family days, health weeks, competitions, sports contest, hikes, excursions, and meetings with specialists, public figures and opinion leaders. Several schools included local population and organisations in their activities. All schools were recommended to integrate health-related matters in the school's general development plan and pay attention to preventing risk behaviour while organising everyday school life. For instance, a manual was developed for schools' health professionals and psychologists for advising young people who quit smoking.</p> <p>The activities on city level included summer schools for members of health councils in three consecutive summers (2002-2004). The main aim was integrating the teachings of social coping skills and how to establish the connection between a cause and consequence teaching in school curricula and extra-curricular activities.</p> <p>The national tobacco prevention campaign, OLE VABA (BE FREE), directed to school students took advantage of the attitudes and personal example of non-smoking members of popular rock groups.</p>
10	Time scale	<p>1) Duration 4 years</p> <p>2) Starting date 2001</p> <p>3) Completion date 2004</p>
11	Project design	<p>1) Origins & initiators</p> <p>Tallinn Department of Education initiated this project in cooperation with the National Health Development Institute and the Estonian Centre of Youth Work.</p>

		<p>2) Decision-making actors and process</p> <p>A round table was established to discuss issues and probable solutions related to this topic and ways for achieving the aims established for this project. The three institutions established the project team, consisting of different specialists. Representatives of students' organisations were included in the project revision team.</p>
		<p>3) Management and leadership of project</p> <p>The project was managed in cooperation by the three institutions mentioned above.</p>
		<p>4) Implementation (who is in charge of...)</p> <p>The activities were implemented by the different schools.</p>
		<p>5) Legal framework (legal setting, related national policy, partnership)</p> <p>N/A</p>
12	Resources involved (financial, human, others)	The campaign got financial support from the Health Insurance Fund, Eesti Statoil OÜ and the Gambling Tax Council. Various schools and non-profit organisations were included in the project as organisers and/or partners.
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?)</p> <p>In order to evaluate the project, inquiries were conducted after completing each training session. Participant's satisfaction with trainings and other events was used as an indicator.</p> <p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.)</p> <p>In general, the participants' satisfaction was excellent. Teachers acquired knowledge about teaching social coping skills, conducting out-of-school events and teamwork. Students acquired teamwork skills, peer education skills and social skills for coping with everyday life.</p> <p>All schools have acknowledged the need to establish the health council. 50% of the schools have already established health councils. 1/4 of the schools' health councils have completed the teamwork training and 2/3 of them have completed the training of drawing up and implementing health development plans. Five schools have launched Peer Education. Health-related school projects have become more extensive.</p> <p>Nine schools of Tallinn have joined the Estonian network of health promoting schools and integrated the health promoting ideology as a part of their schools' everyday life. Those schools promote health on regular and systematic basis.</p> <p>Successful activities at the schools participating in the project inspired neighbouring schools to introduce health-related aims in their development plans. Interest in organising health-related events has increased. Other schools have used the good practice at schools included in the project as positive role models.</p> <p>The project activities have promoted integration and participation of different ages and social status. Also it has promoted a development of the school to become an active part in the community as all activities were organized in cooperation with local community, and other organizations and interest groups.</p> <p>3) Difficulties encountered</p> <p>N/A</p> <p>4) Assessment of project/ action/ practice in terms of sustainability</p> <p>N/A</p>
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

10. CITY OF UKMERGE

10.1 Youth School

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	Youth School
3	Location	Ukmerge, Lithuania
4	Main themes	Social exclusion Training Urban crime prevention Young people
5	Practice-related keywords	Young people Social exclusion Inclusion School Education Empowerment Delinquency
6	Brief description of project	<p>In 1993 the Ministry of Culture and Education affirmed a concept that encouraged Lithuanian municipalities to establish Youth Schools. From 1993 to 2002 there were 25 youth schools established in Lithuania. The youth school in Ukmerge was established in 1993 and it was the third youth school in the country.</p> <p>The youth school started to provide basic education, preparatory courses (theoretical and practical) for vocational training and courses such as driving. Currently the school has 17 pedagogues, a social pedagogue and 9 teachers for additional activities. The individual and differentiated training is provided at the school.</p> <p>At the present Lithuanian municipalities do not establish more youth schools, although the big problem of children leaving educational institutions exists.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic</p> <p>According to the data of Child rights' defence department, there were 400 families at social risk when the youth school was started. They grew about 1 000 children. The region practically did not have institutions providing social, psychological consultancy for such families and their children.</p> <p>In the 2004–2005 educational year 2 200 students went to youth schools in Lithuania, of them 8 % did not previously study anywhere and did not get basic education (10 years-compulsory in Lithuania), 18 % repeated education for a second year and 3,2 % for the third year. 18 % were in the prevention lists of juvenile offenders and 9 % were adjudged for crime.</p> <p>46% of all Ukmerge youth school students are from socially neglected families, 35% are in the prevention lists of juvenile offenders, and 10% are adjudged for different crimes.</p> <p>- Physical N/A</p> <p>- Economic N/A</p>

		<p>2) Issues/ problems addressed</p> <p>In 1990-1993 there were big changes in Lithuania's social-economic and cultural sectors. The institutions of basic education were not able to adjust to the changing situation and a big number of students left their schools. During 1990-1993 not only graduates of basic schools (10 years), but also children under 16 years, without basic education, stopped attending schools. In 1993 the Ministry of Culture and Education affirmed the concept of youth school that encouraged Lithuanian municipalities to establish youth schools. The concept aimed to return children to the schools, let them know themselves, train to solve their problems, to rebuild the confidence in themselves, to form their abilities to use their capacities, hobbies, tastes, to acquire the resistance to the negative social environment impact and to raise the education motivation.</p>
8	Objectives of project	<p>The objectives of the youth school are the following:</p> <ul style="list-style-type: none"> • To form the learning motivation, stimulate the demands to gain the basic education. • To help understand students' demands, interests, capacities and to train solve personal problems. • To develop the self-confidence, demand for self-expression, self-realization, and immunity to negative social impact, understanding of social values, rights, duties and responsibility for the community. • By different practical and theoretical activities match the positive demands and skills, enrich personal experience, and help for teenagers to prepare themselves for further education, cultural and social life. • To provide social help and support for students.
9	Content of project	<p>Ukmerge youth school provides daily and evening forms of education. The school issues certificates for basic education, recognised by Ministry of Education and having the same status as the other certificates for the basic education, issued in other schools of Lithuania. Moreover, such activities as additional training (Rhythmic Dances, sewing and wood working, informatics, ceramics, civic participation, music, sport games (basketball, volleyball)) and driving lessons are also provided at the school.</p> <p>There are 17 pedagogues and 1 social pedagogue working at school with students in the ages of 12-21. The students are accepted at the school from 12 to 17 years old. Following the new conception of youth schools (2005), the school will be reorganised to Youth and Adult training school in 2007. From that time the students from 12 to 40 years will be accepted at the school and they will be provided with possibility to gain the compulsory basic education in Lithuania.</p>
10	Time scale	<p>1) Duration The project is institutionalised, however no more youth schools are established.</p> <p>2) Starting date 1993</p> <p>3) Completion date N/A</p>
11	Project design	<p>1) Origins & initiators The project was initiated by the national government.</p> <p>2) Decision-making actors and process The Ministry of Education of the Republic of Lithuania and the Education department of Ukmerge region municipality administration are the key actors in the project.</p> <p>3) Management and leadership of project The Ministry of Education of Republic of Lithuania has formal responsibility of the youth school.</p> <p>4) Implementation (who is in charge of...) The Education department of Ukmerge region municipality administration.</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	<p>The national government has provided the resources for the educational process, while the municipality has been responsible for the property care.</p>
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) Statistical data is collected and an internal audit of the school work is being done each year.</p>

		<p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.)</p> <p>The major part of youth school students, as well as their parents, is empowered after graduating school. Many of them continue education and get a job in the labour market.</p> <p>About 70 % of the students at the youth school graduate and gain the basic education. After graduating, 50-60 % of the youth school students continue their education at Ukmerge business and technology school, where they get a profession. About 20 % of the youth school graduates start to work, the rest 15-20 % remain doing nothing. About 5 % get back to the secondary schools (11th – 12th year at school) education. About 60 % of convicted children, having at least one parent, continue education and do not repeat crimes. But those, aged 18-20, who do not have parents/foster-parents keep making crimes.</p>
		<p>3) Difficulties encountered</p> <p>One of the problems during the creation of Ukmerge youth school was the lack of practise and consultations in preparation statute and regulations of the school. As the pupils attending the school are from risk groups, the teachers did not have the practise in working with such students. The new thing was vocational training at school. Although the teachers for vocational practises were found, they were not pedagogues and had not had pedagogical work experience.</p> <p>Moreover, as not all professional teachers at school were pedagogues there were problems with preparation of training programs.</p>
		<p>4) Assessment of project/ action/ practice in terms of sustainability</p> <p>N/A</p>
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

11. MUNICIPALITY OF VELENJE

11.1 Summer Jobs

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	Summer Jobs
3	Location	Velenje, Slovenia
4	Main themes	Social exclusion Young people
5	Practice-related keywords	Young people Social exclusion Inclusion Guiding people towards employment Youth unemployment Empowerment School
6	Brief description of project	<p>The idea of summer jobs for pupils as a social and useful way of cleaning the town was born 3 years ago. Prior to the project, The Municipality of Velenje annually provided summer jobs to a limited number of pupils. However, those jobs were only office (paper) work, where the pupils mainly worked in archives, cooked coffee etc. The students were bored during their summer job because the work was uninteresting and, since they had nothing meaningful to do, they got into trouble with their employers.</p> <p>3 years ago all registered students for summer work were sent to the company "PUP" to work with tidying the environment. The purpose was to connect young people with local community, to develop their sense for common good and help to exceed generational barriers. The purpose was also to find a job, from which both sides would benefit.</p> <p>A mentor, Ms Antonija Zamuda, was chosen for the young people. At the beginning she asked herself what kind of jobs should be offered and on which levels. She made a tour round town, looking at critical points as parks, castles, places where young people (and in time of the town's festival also old people) gathered. Then it was clear, that young people should be involved into cleaning the town.</p> <p>The young people in the project work for 8 hours a day during two weeks with tidying the city and its surroundings. The work is done in smaller groups to strengthen the social relations between the young people. During 2004 the Municipality of Velenje offered this kind of summer work to 60 young people.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic The young people involved in the summer jobs are boys and girls between 15 and 22 years old. Velenje is multi-national city, where many citizens come from former Yugoslavia. The project involves young people that hasn't finished their school education, and in some way are socially excluded from the society.</p> <p>- Physical N/A</p> <p>- Economic N/A</p> <p>2) Issues/ problems addressed The problem addressed is that of young people's activities during summer holidays. Most of the young people in Velenje don't have working experiences and the previously offered summer jobs lasted only a week or two, which was too short time for training. Furthermore, the summer jobs previously offered the young people were not meaningful; leading to that the young people didn't develop the right attitude towards work and the working process.</p>

8	Objectives of project	<p>The main objective is to offer young people quality summer works, but also to:</p> <ul style="list-style-type: none"> • Develop young people's positive attitude towards working. • Develop young people's sense of membership in the local community. • Decrease vandalism in local community. • Empower individuals through jobs.
9	Content of project	<p>The summer work is going on in small groups, starting between 6.00 and 7.00 a.m. with morning meeting and assignment of tasks. The young people are taken by car to their places of work. The working day is 8 hours long. Besides picking up garbage they also dig out corners and pull the grass of footpaths, tidy the interior of buildings owned by the Municipality of Velenje, they provide orderly duty in the central playground, tidy jogging paths, sanitize wild garbage dumps, clean bus stations etc. The summer work of each working group last for 14 days.</p> <p>Before the end of the young people's period of summer job there is a small meeting where opinions, achievements etc. are discussed.</p>
10	Time scale	<p>1) Duration N/A</p> <p>2) Starting date 2002</p> <p>3) Completion date N/A</p>
11	Project design	<p>1) Origins & initiators The project was initiated by the Mayor of the Municipality of Velenje.</p> <p>2) Decision-making actors and process The Municipality of Velenje has formal responsibility of the project.</p> <p>3) Management and leadership of project The Municipality of Velenje manages the project.</p> <p>4) Implementation (who is in charge of...) Ms. Antonija Zamuda, employed by the Municipality of Velenje as a mentor for the young people in the project.</p> <p>5) Legal framework (legal setting, related national policy, partnership) N/A</p>
12	Resources involved (financial, human, others)	<p>The financial resources for the summer jobs are provided from the municipality budget.</p>
13	Evaluation	<p>1) Evaluation process (yes / no? if yes how?) The work is evaluated every day by the mentor and the participants. At the end of each period the mentor gathers minutes with some statistical data and her own notes.</p> <p>2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) At the beginning the response from the young people was mixed, because the tasks would perhaps not be respected by others, and also it was far from previous summer jobs. But soon they changed their opinion. It also helped that they got very positive response from older members of local communities and citizens. The mentor has spent a lot of time to work with groups; she has talked with the young people and tried to combine good work with pleasure. The young people have loved to work in the fresh air where they could move around and keep company and friendship with each other. The young people also have learned how exacting this work is. They have changed their point of view regarding these kinds of jobs and also positively influenced their friends, which resulted in that the number of candidates doubled in the second year of the project, and almost tripled in third year. Furthermore, the young people have definitely felt more connected and devoted to the local society after the project, which means a lot. Regarding motivation for studies, there were some individuals that, because of making new friends during the project, decided to continue with their schooling after the summer job.</p> <p>3) Difficulties encountered Except low interest from the young people during the first year there were no problems.</p>

		4) Assessment of project/ action/ practice in terms of sustainability N/A
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

11.2 Youth Day Care Centre

	Section	Indications of content
1	URBACT network	Young People - from Exclusion to Inclusion
2	Title of project	Youth Day Care Centre
3	Location	Velenje, Slovenia
4	Main themes	Social exclusion Training Young people Culture
5	Practice-related keywords	Young people Social exclusion Inclusion Empowerment Personal development Education School Social centre Youth involvement Culture
6	Brief description of project	<p>This example deals with young people in Velenje who are less successful in school, at the working place and in the social field. In order to get them away from the street and try to increase their self-respect there was a need for some kind a youth centre. To succeed it was very important to offer some content that would interest them. The centre was set up offering attractive, modern and interesting activities for young people from various fields like music, information technology, different kind of production and sports.</p> <p>The Youth Day Care Centre of Velenje is open for public and is aimed at youths from 15 to 25 years, who need additional help and stimulations to function socially in the community. The target group is very broad, the only restraint is age. The main wish is to offer a place to the young people, where they can develop their feelings of acceptance and understanding.</p> <p>At the centre young people have the possibility to acquire new knowledge and take part at activities at the same time. The wish for inclusion into to the programme can be expressed by the adolescent himself, his parents or institutions such as the centre for social work, the school centre or the employment service. Application to the programme is voluntary and the young people have the possibility to decide for themselves in what or which activities of the programme they wish to take part.</p>
7	Target	<p>1) Data on area concerned :</p> <p>- Socio-demographic</p> <p>Participants of the Youth Day Care Centre are pupils of the secondary school of Velenje, pupils of secondary school from Slovenj Gradec and Celje, primary school pupils (between 13-14 years) and unemployed young people between 15-25 years old.</p> <p>- Physical</p> <p>N/A</p> <p>- Economic</p> <p>N/A</p>

		<p>2) Issues/ problems addressed</p> <p>The centre springs from the young people of Velenje, whose demands for getting some kind of youth centre were getting louder and louder. Furthermore, different institutions that are working with young people started to point out that there were more and more young people spending their time out on the streets, where they started to abuse drugs and taking part in criminal activities and vandalism.</p> <p>The programme coordinator Mitja Gregorič meant that “the lack of content in young people’s lives is noticeable especial in time when young people have finished so called social (re)integration and the need for bigger personal development emerge. In that moment we must try to fulfil and implement their wishes and offer them the right kind of education and work with the right content.”</p>
8	Objectives of project	<p>One of the main objectives was to create a modern and cosy place for the young and to offer them content that are in their best interest. The first task was to equip young people with social skills through which they can start to function and behave in a way that is acceptable in the community.</p>
9	Content of project	<p>In 1997 the young people succeed in their demands, and the Municipality of Velenje established and opened public institution called Mladinski center (Youth centre). In 2001 the youth centre started the programme Youth Day Care Centre.</p> <p>The workers (professional and non professional) in the Youth Day Care Centre try to raise and work with young people on following issues:</p> <ul style="list-style-type: none"> • Improvement of social skills. • Taking an active roll in the community. • Inclusion of the young back to society. <p>It is regarded as very important that the young people are guided through this process under the guidance of professionals and also with some help from volunteers. The volunteers working at the centre are trained to detect those kinds of problem within the group of young people.</p> <p>Furthermore the centre acts as a provider of primary prevention in the field of abuses and also prepares and motivates young people in finding jobs e.g. by teaching them how to write a job application. The centre is also organising some sport activities for the youth and has been involved in youth exchange programs.</p> <p>Through the process they gain new knowledge and skills which they can use in their growing up process. At last and most important is that they start to feel accepted and understood.</p>
10	Time scale	<p>1) Duration N/A</p> <p>2) Starting date 2001</p> <p>3) Completion date N/A</p>
11	Project design	<p>1) Origins & initiators</p> <p>Based on the needs of unprivileged youth the project group initiated the practice. Trough its work with individuals (interviews and scanning of the local area) they discovered the need for establishing a good and modern programme for those less fortunate. Until year 2000 there has been no such activities in wider local community (part from activities of some nongovernmental organizations).</p> <p>2) Decision-making actors and process</p> <p>Formal responsibility of the process lies on the centre’s professionals with social and pedagogical skills.</p> <p>3) Management and leadership of project</p> <p>See above</p> <p>4) Implementation (who is in charge of...)</p> <p>Mitja Gregorič, the leader and coordinator of that programme. As a new approach on this field of work with youth there are also some people with similar past working with the young people.</p> <p>5) Legal framework (legal setting, related national policy, partnership)</p> <p>N/A</p>
12	Resources involved (financial, human, others)	<p>The Youth Day Care Centre is financed by contributions from the Ministry of Labour, Family and Social Affairs, the Ministry of Education and Sport, the Sport Unity of Slovenia and the Employee Centre of Slovenia. There has also been EU-funding of the project.</p>

13	Evaluation	1) Evaluation process (yes / no? if yes how?) Data was collected from the development of the project and put into yearly and monthly reports.
		2) Results / impact of project (improvement of social/ living conditions, pop concerned, etc.) Young people actually feel they belong. They interact with the community, socialize, contribute with their work and find interesting activities (culture, information, spare time, etc) It is also of great importance that the young people know that there is always someone to listen and help in their time of need.
		3) Difficulties encountered There was some unwillingness to participate in implementing the programme from some of the local social institutions.
		4) Assessment of project/ action/ practice in terms of sustainability N/A
14	Integrated approach of urban regeneration	No
15	Lessons to be drawn from practice implemented	N/A
16	Contact information	See page 84.
17	Other doc related to the project	Original report available at http://www.urbact.org

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Printed in Sweden 2006