**Don Bosco Youth-Net ivzw**
Naamsesteenweg 37
B-3001 Heverlee

# Visuals

| Tel | Fax | Email | Website |
| --- | --- | --- | --- |
| +32(0)16.48.78.80 | +32(0)16.48.78.90 | info@donboscoyouth.net | www.donboscoyouth.net |

# *Colophon*

This is a publication of Don Bosco Youth-Net ivzw. Don Bosco Youth-Net ivzw is an international network of Salesian youth work offices and youth organizations which work in the style of Don Bosco.

The international secretariat of Don Bosco Youth-Net ivzw is financially supported by the European Commission, through its 'Erasmus+/Youth in Action'-programme. This programme supports youth projects and organisations involved in the field of non-formal education in Europe and the rest of the world.

Co-funded by the Erasmus+ Programme of the European Union

The international secretariat of Don Bosco Youth-Net ivzw is also financially supported by the Council of Europe, through the European Youth Foundation. This foundation already supports European youth work since the early 1970's.

This publication reflects the views only of the author, and neither the Commission nor the Council of Europe can be held responsible for any use which may be made of the information contained therein.

# *Index*

Colophon ..... 2

Index ..... 3

Advocates for Education ..... 4
- Project summary ..... 4
- Aim & objectives ..... 4
- Programme ..... 4

General posters ..... 5

Important topics ..... 14

Advocacy ..... 22

Institutions ..... 30
- Don Bosco Youth-Net ..... 31
- Council of Europe ..... 34
- European Youth Foundation ..... 35
- Youth Department ..... 40

Identifying issues ..... 41

Local reality ..... 48

Advocacy campaigns ..... 71

# *Advocates for Education*

## Project summary

'Advocates for Education' was a training course for youth representatives. It aimed to train volunteers of DBYN's member organisations to become active in advocacy work, relevant for the network. The training course was organised as a study session in the European Youth Centre of Budapest. It took place 08-15/04/2018.

## Aim & objectives

The aim of the study session is to further the work of DBYN volunteers in the area of representation, through building capacity for Human Rights Advocacy. The objectives are as follows:

1. To explore the Human Rights advocacy potential of local volunteers in DBYN member organisations and to boost the representation work of DBYN as a network.
2. To develop deeper understanding of Human-Rights based approach for advocacy, and build DBYN's capacity for delivering training and support to its member organisations in this field.
3. To develop participants' competences necessary for successful Human Rights advocacy at all levels, equip them with tools developed by the CoE, and encourage and support them to take on future engagements as youth representatives.
4. To create Human Rights advocacy campaign-models that can be implemented at local level.

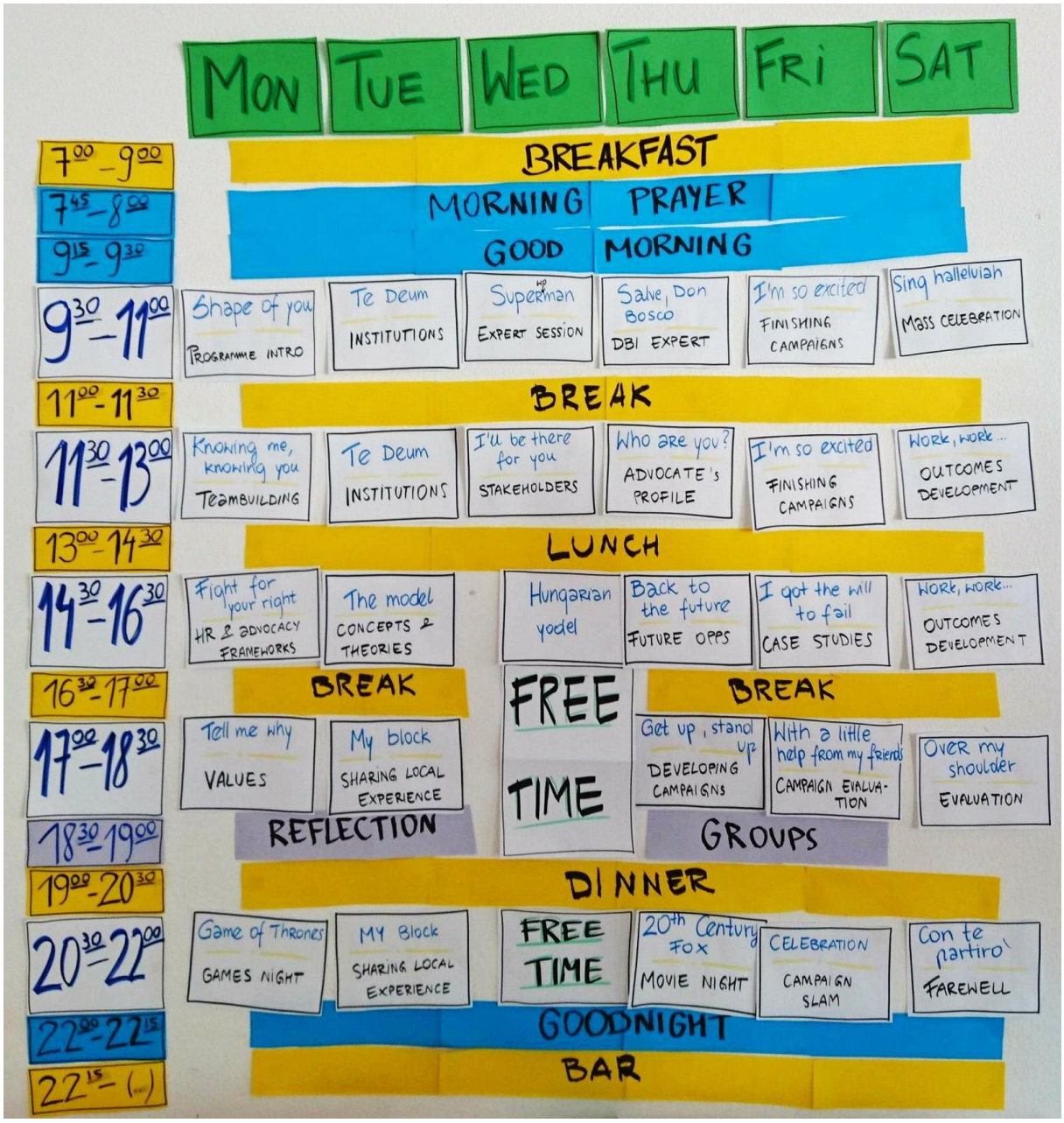
## Programme

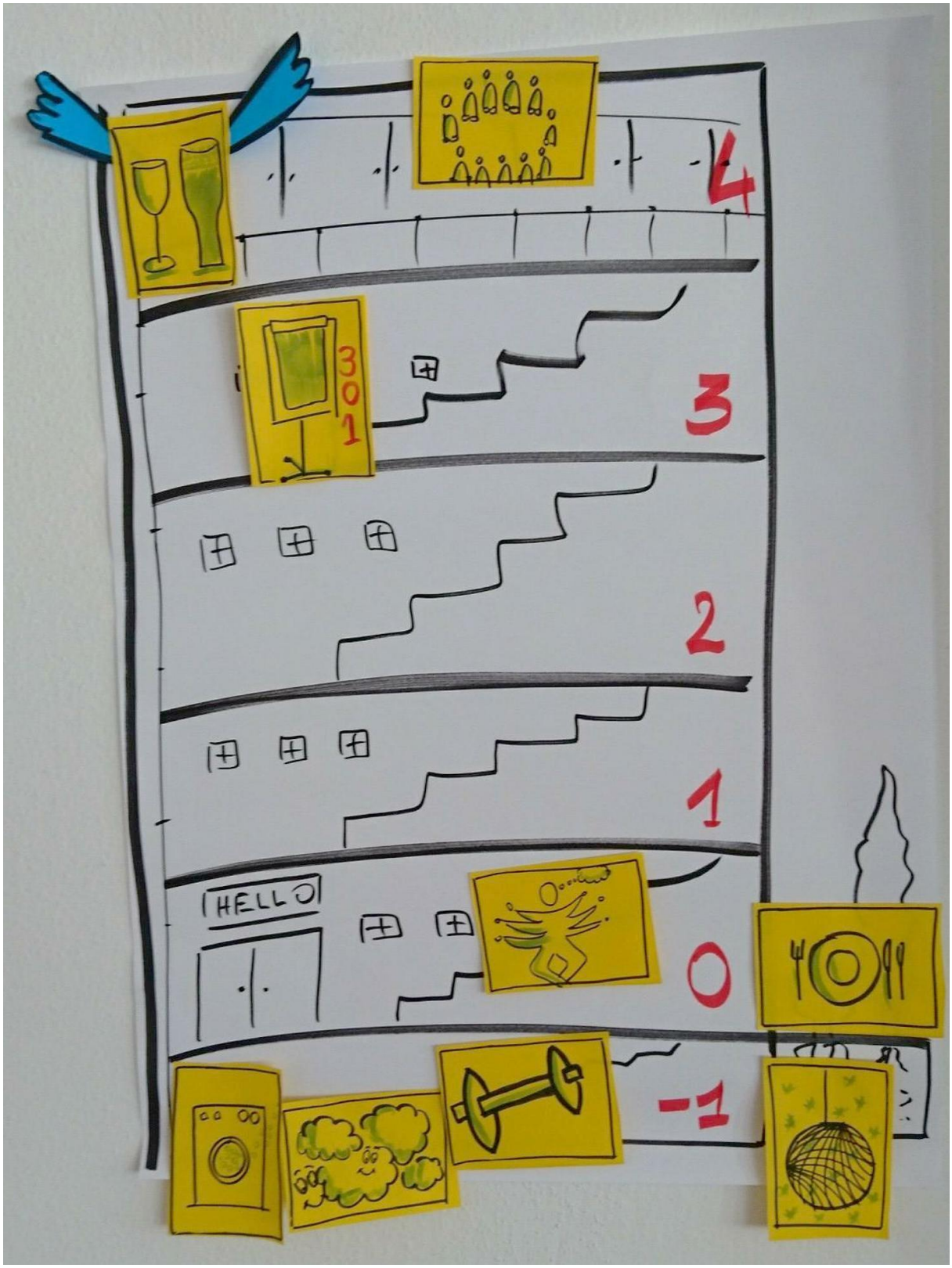
We start the training programme with a 3-day inductive learning process. We are exploring different questions related to Human Rights advocacy in order to build a common frame of reference: What is advocacy? How can young people be advocates for issues that affect them? What is the advocacy work done in the Don Bosco Movement? What is the general Human Rights panorama? What are the Human Rights in question? What are the Human Rights advocacy specificities? For this we are using a combination non-formal methods including theoretical input, methods from COMPASS and 'Have your say', simulation games and experiential learning.

The last 3 days we follow deductive learning process, starting from the theoretical framework build-up the previous days building up practical skills to develop and implement a campaign. First we introduce the participants to different campaign strategies through the experts and by using case studies of CoE's youth sector campaigns as examples of good practice. Next the participants are challenged to develop a campaign directed at different target groups (young people in their local organisations, pupils of Don Bosco schools, local policy makers). We finish with a feedback on the campaigns developed and plan their implementation.

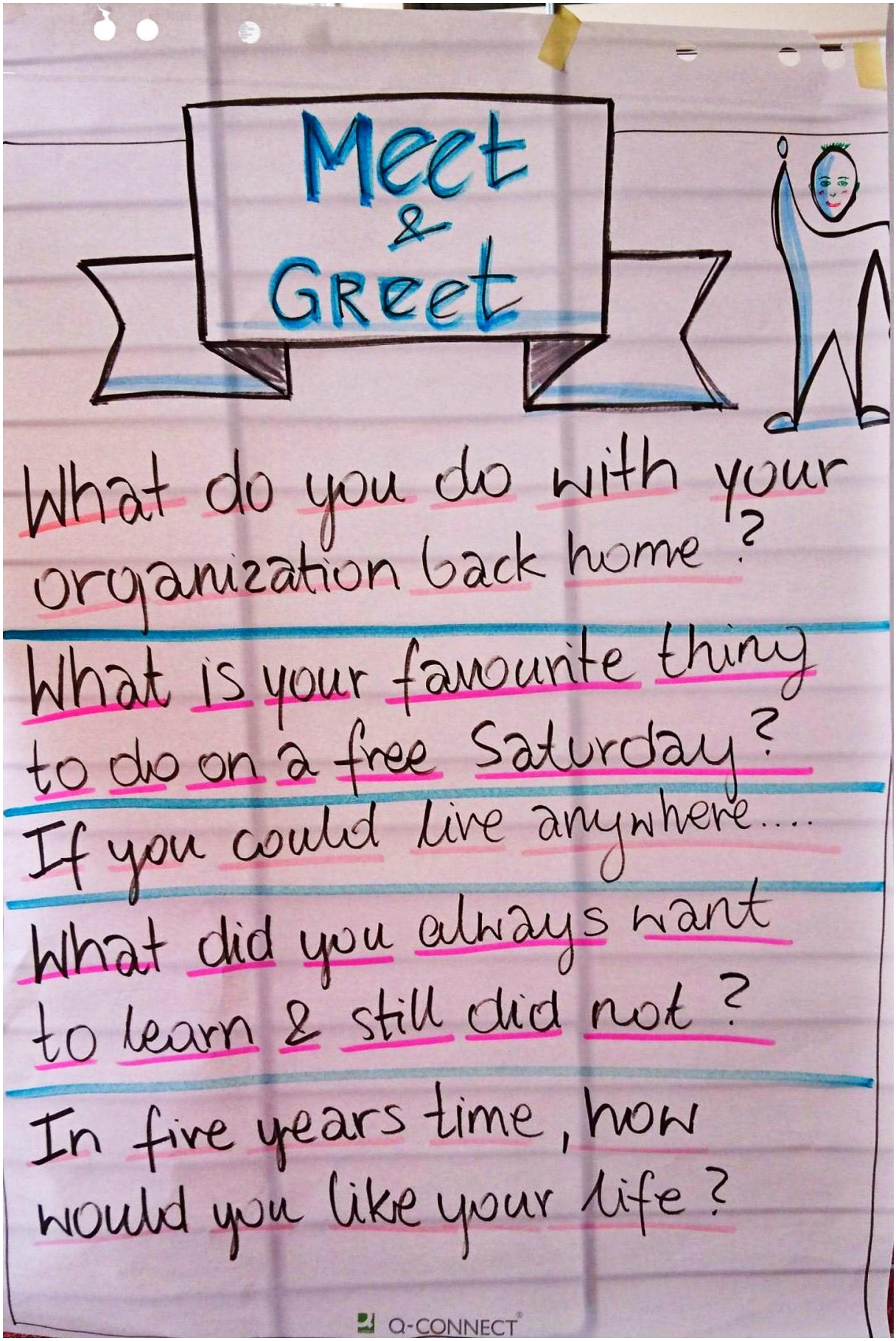
# *General posters*

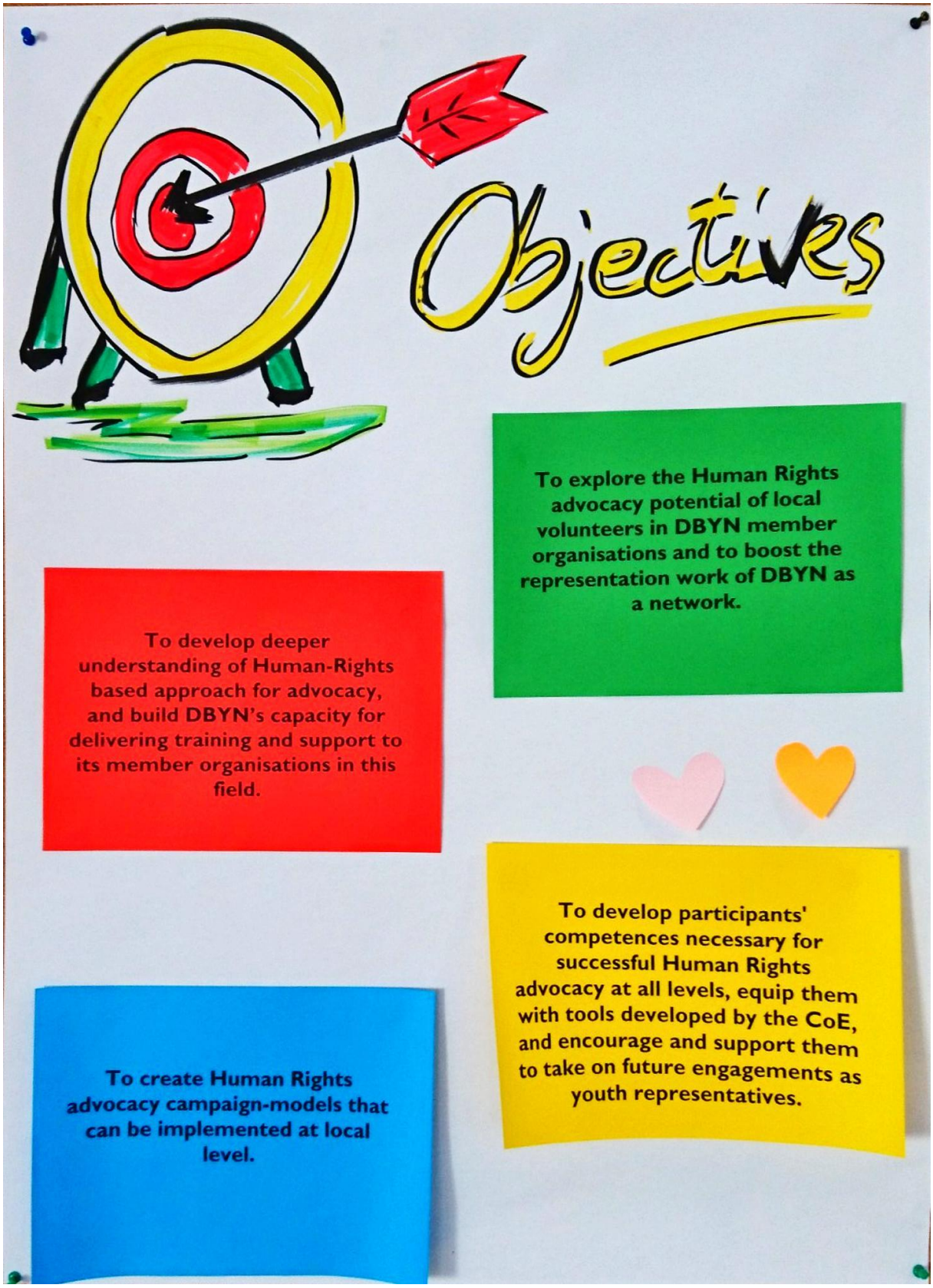
This chapter includes posters which were important during the whole training session. They were not only used for one session in particularly but for more of them. Trainers referred several times to these posters because of their importance for the participants.

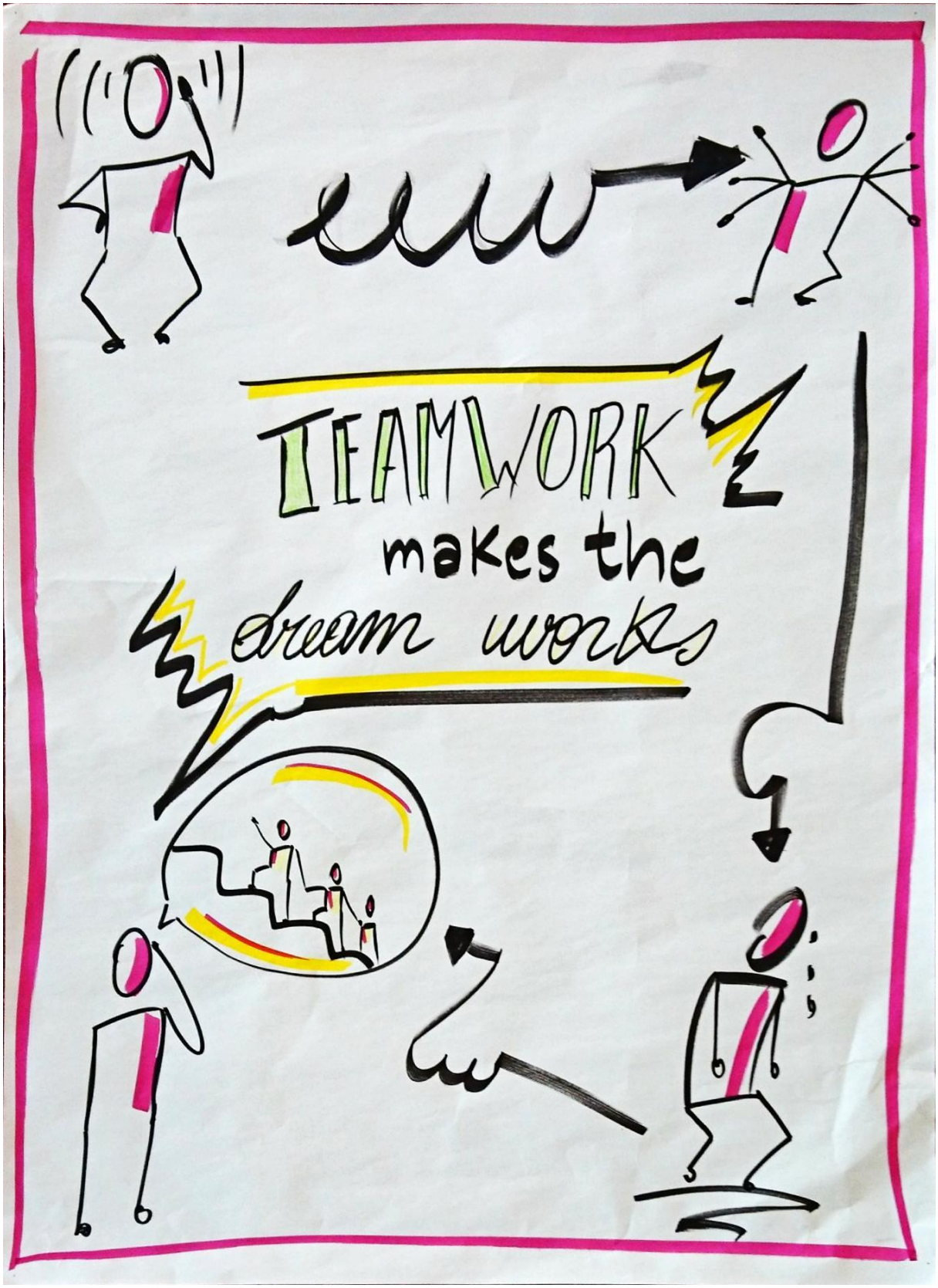

MON TUE WED THU FRI SAT
7:00 - 9:00
BREAKFAST
7:45 - 8:00
MORNING PRAYER
9:15 - 9:30
GOOD MORNING
9:30 - 11:00
Shape of you
PROGRAMME INTRO
Te Deum
INSTITUTIONS
Superman
EXPERT SESSION
Salve, Don Bosco
DBI EXPERT
I'm so excited
FINISHING CAMPAIGNS
Sing halleluiah
MASS CELEBRATION
11:00 - 11:30
BREAK
11:30 - 13:00
Knowing me, knowing you
TEAMBUILDING
Te Deum
INSTITUTIONS
I'll be there for you
STAKEHOLDERS
Who are you?
ADVOCATE's PROFILE
I'm so excited
FINISHING CAMPAIGNS
Work, work...
OUTCOMES DEVELOPMENT
13:00 - 14:30
LUNCH
14:30 - 16:30
Fight for your right
HR & ADVOCACY FRAMEWORKS
The model
CONCEPTS & THEORIES
Hungarian yodel
Back to the future
FUTURE OPPS
I got the will to fail
CASE STUDIES
Work, work...
OUTCOMES DEVELOPMENT
16:30 - 17:00
BREAK
FREE TIME
BREAK
17:00 - 18:30
Tell me why
VALUES
My block
SHARING LOCAL EXPERIENCE
Get up, stand up
DEVELOPING CAMPAIGNS
With a little help from my friends
CAMPAIGN EVALUATION
Over my shoulder
EVALUATION
18:30 - 19:00
REFLECTION
GROUPS
19:00 - 20:30
DINNER
20:30 - 22:00
Game of Thrones
GAMES NIGHT
My Block
SHARING LOCAL EXPERIENCE
FREE TIME
20th Century Fox
MOVIE NIGHT
CELEBRATION
CAMPAIGN SLAM
Con te partiro'
FAREWELL
22:00 - 22:15
GOODNIGHT
22:15 - (...)
BAR


4
3
301
2
1
HELLO
0
-1

18:30 - 19:00
REFLECTION GROUPS
JASMIEN
EVA
JOANNA
TARAS
GIULIA
MARTINA
SARAH
HARUTYUN
KARINE
SÁRA
ANNA H.
DAPHNE
JOHANNA
ANNA D.
MARIANGELA
HANANE
STEPHEN
AUBERIE
HANNA
PAULINA
DIANA
GABRIELE
ANNA P.
SIEN


Meet & Greet
What do you do with your organization back home?
What is your favourite thing to do on a free Saturday?
If you could live anywhere....
What did you always want to learn & still did not?
In five years time, how would you like your life?
Q-CONNECT


Objectives
To explore the Human Rights advocacy potential of local volunteers in DBYN member organisations and to boost the representation work of DBYN as a network.
To develop deeper understanding of Human-Rights based approach for advocacy, and build DBYN's capacity for delivering training and support to its member organisations in this field.
To develop participants' competences necessary for successful Human Rights advocacy at all levels, equip them with tools developed by the CoE, and encourage and support them to take on future engagements as youth representatives.
To create Human Rights advocacy campaign-models that can be implemented at local level.

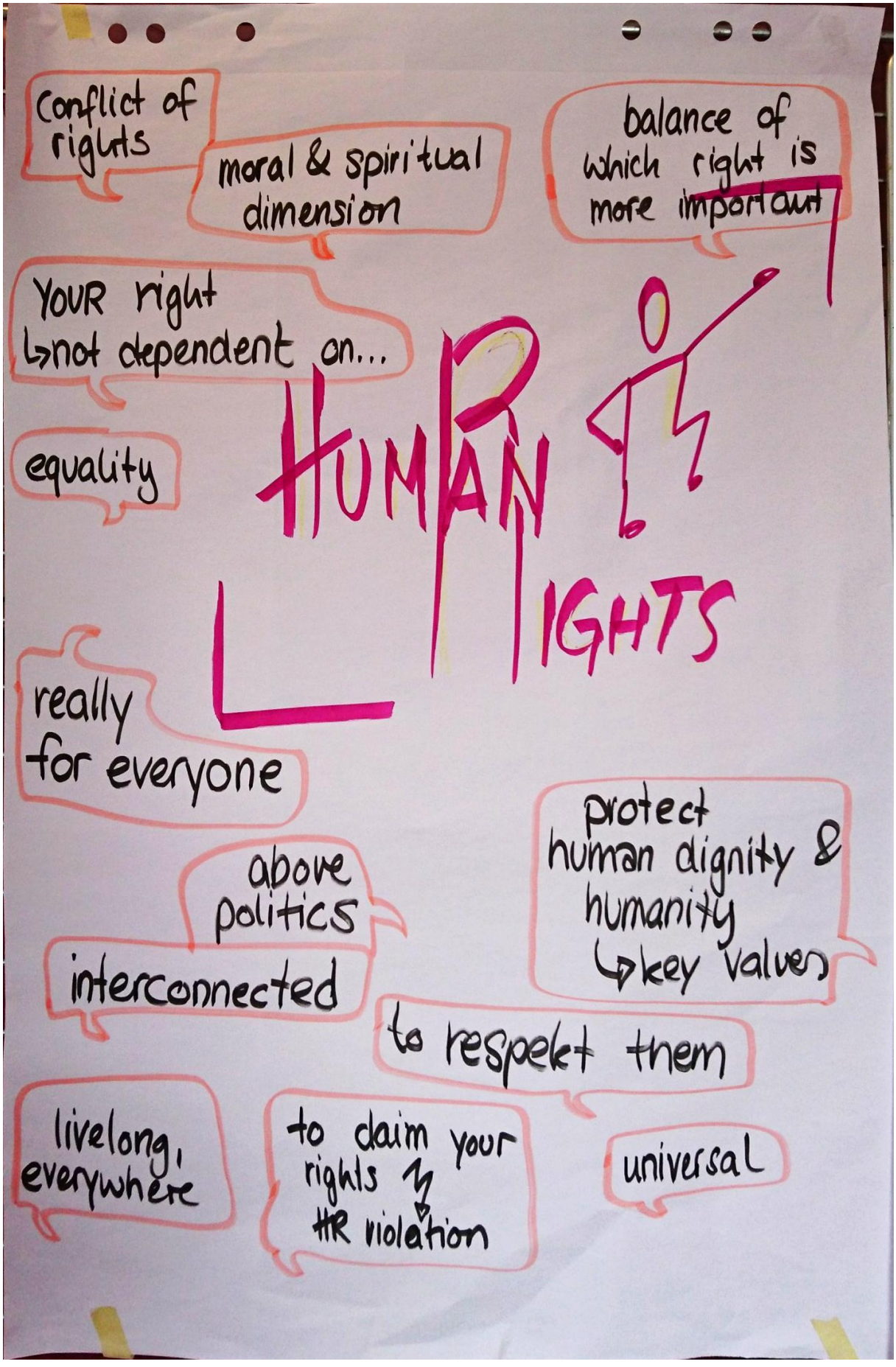

TEAMWORK
makes the
dream works

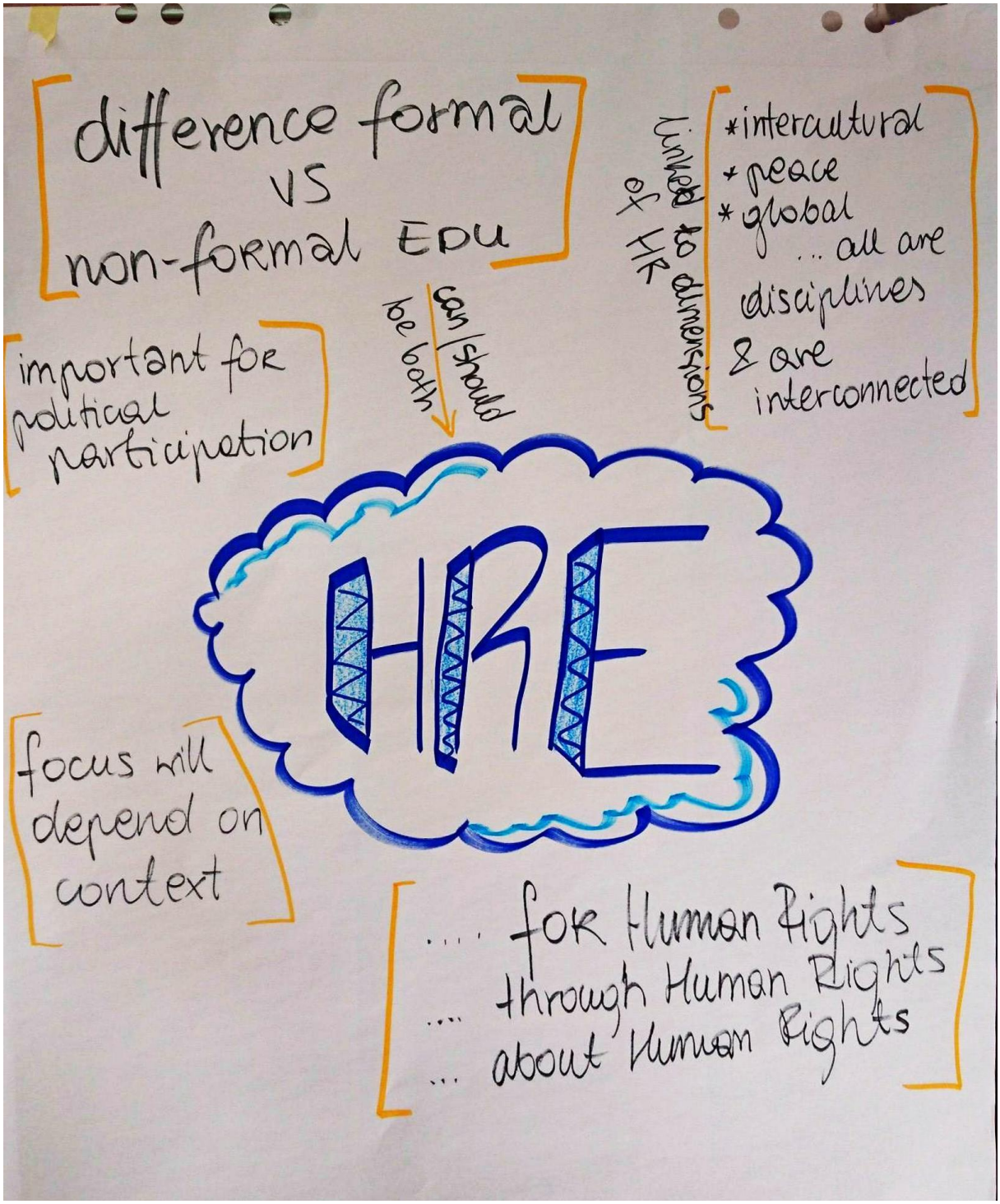
RECOMMENDATION
for the day
NO
pay attention
to everyone
accept new
IDEAS
together
communicate
WITH
each other

GOOD MORNING
GOOD NIGHT
DISCOVERY
Steve did it, thanks
STRUCTURE
Tasty glimps of Armenia
Diana + Harry
REACH OUT
JOHANNA
Paulina
Daphne
PERSPECTIVE
Steve
Sarah + Hanan
COOPERATION
Giulia + Hanan
Jasmien
Aubérie
Sien
ACTION
HARRY
Norway

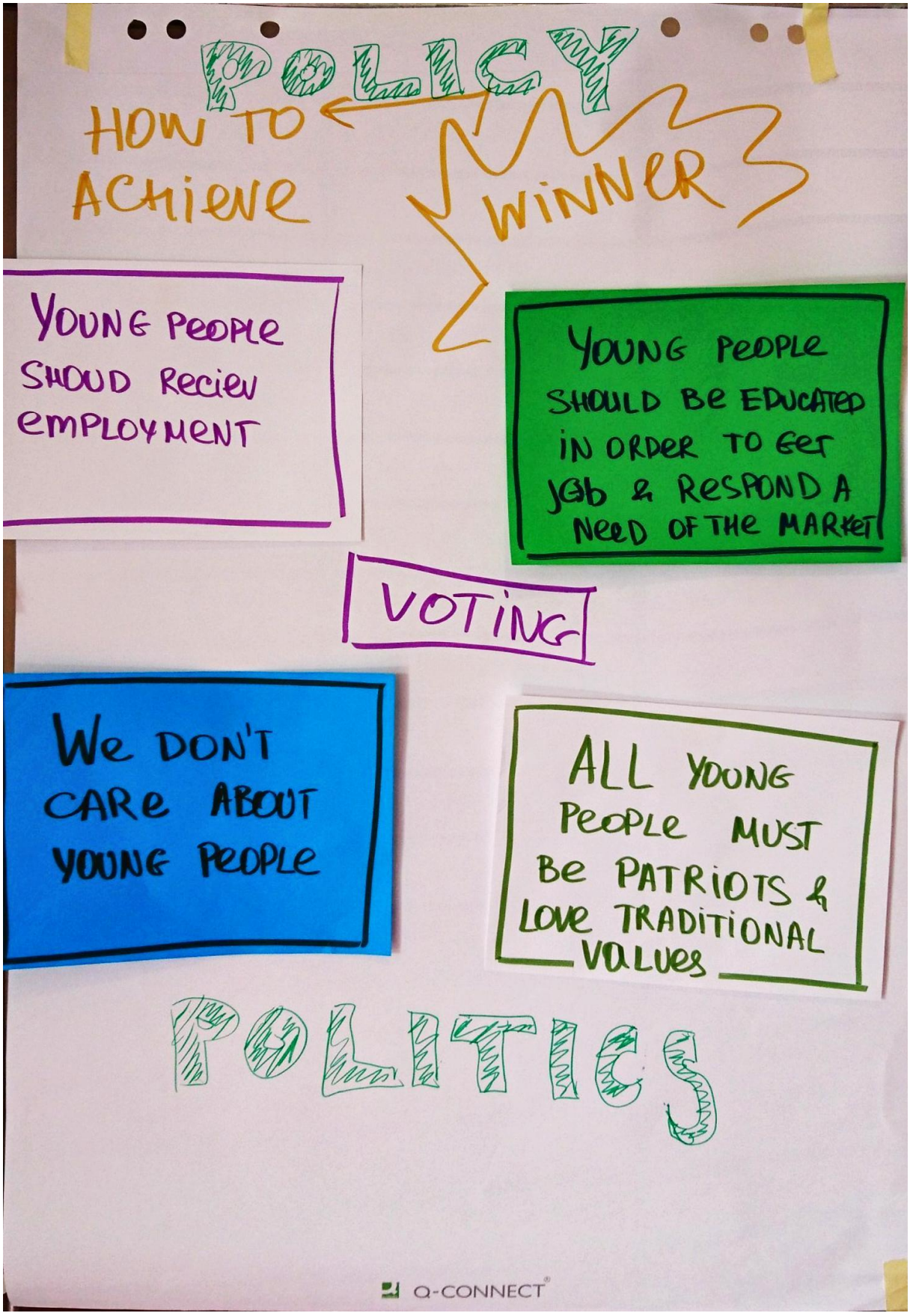
# *Important topics*

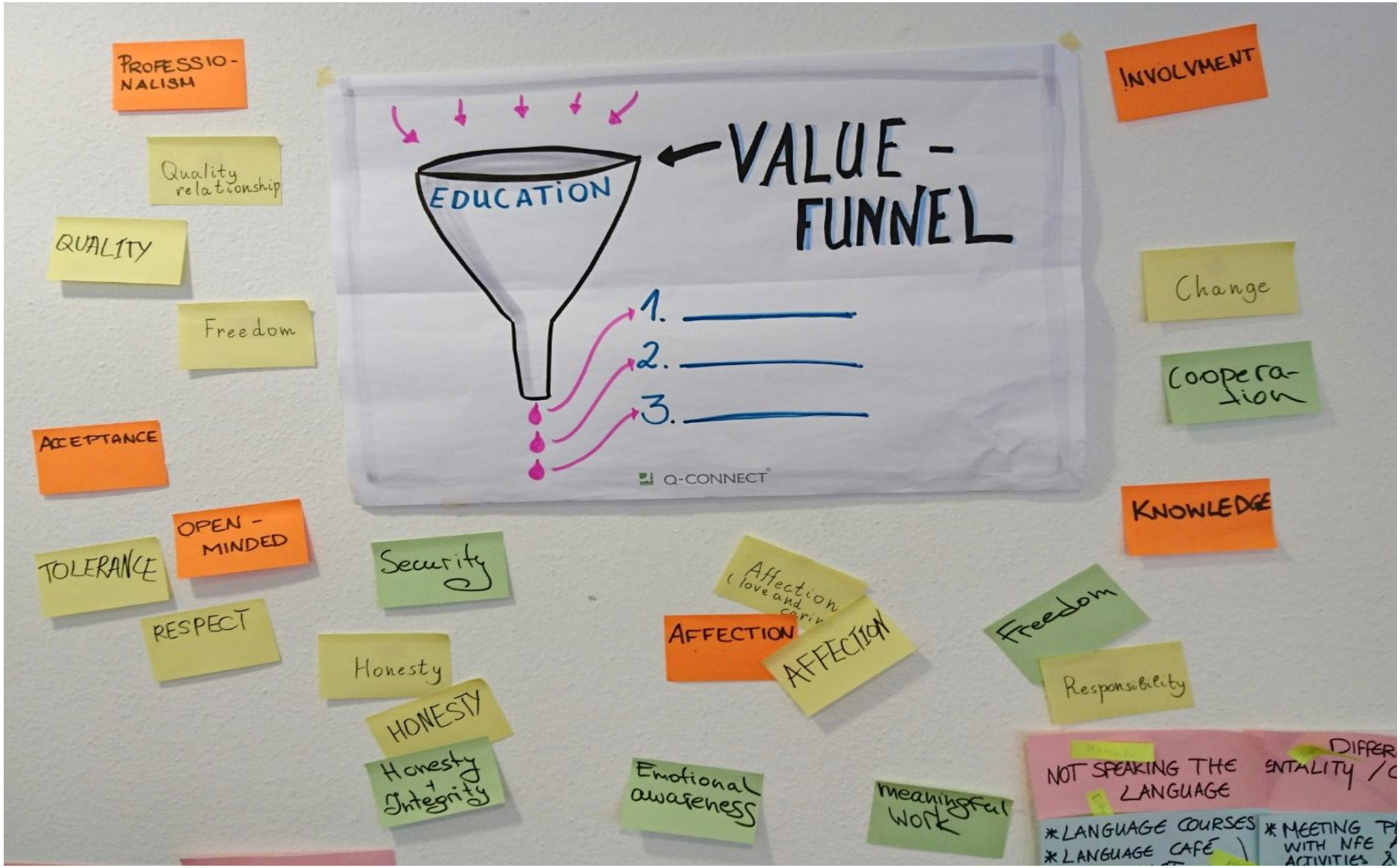
The next pages contain flipcharts with essential topics. Before understanding what advocacy is and how to use it, the participants had to know the meaning of these subjects. With these topics we want to lay the basis in crucial topics/ideas for the rest of the programme. The common basis the pax develop during these sessions function as a dictionary for important words/ concepts/ ideas for the rest of the study session.

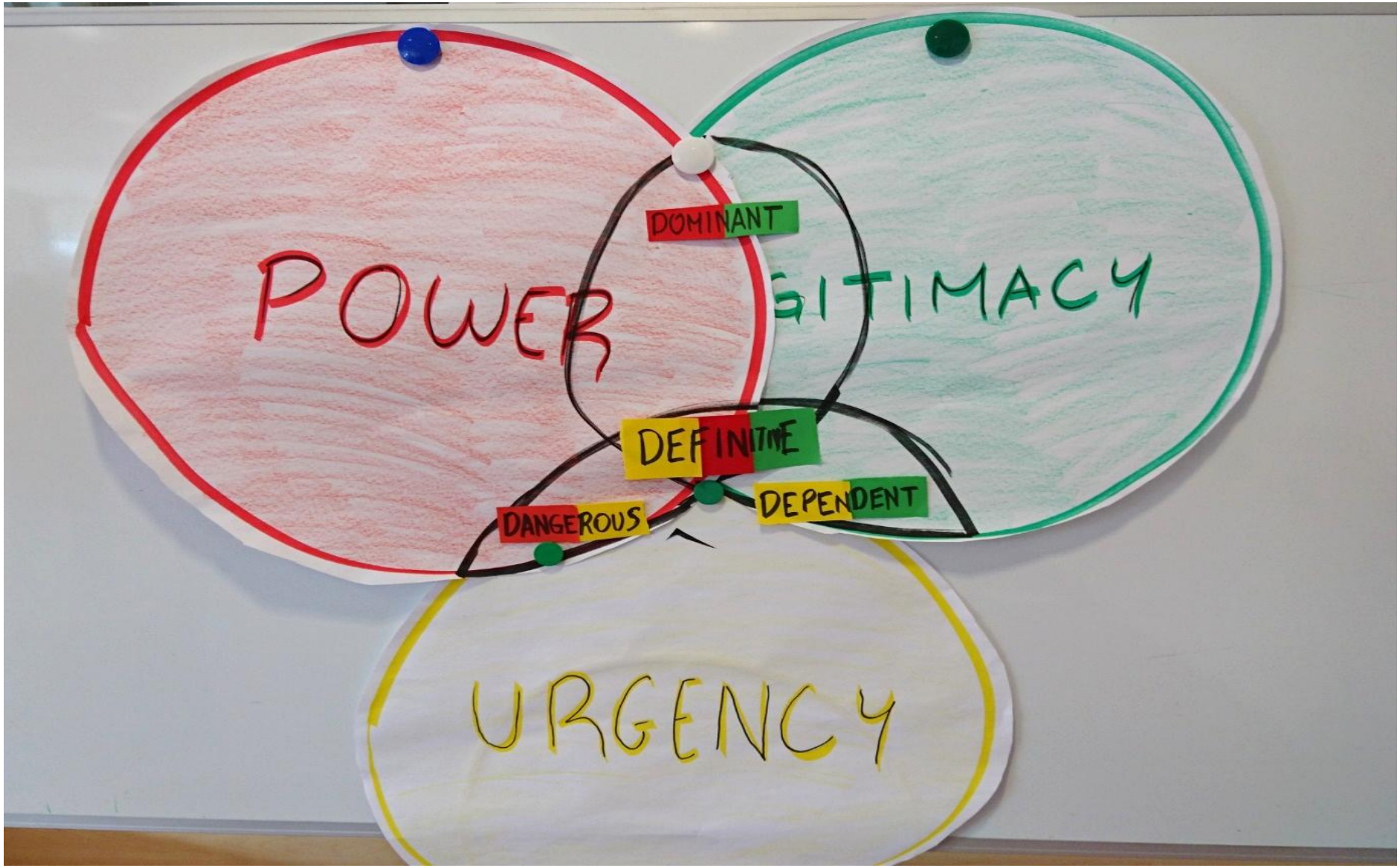

Conflict of rights
moral & spiritual dimension
balance of which right is more important
YOUR right
↳not dependent on...
equality
HUMAN RIGHTS
really for everyone
above politics
interconnected
protect human dignity & humanity
↳key values
to respekt them
livelong, everywhere
to claim your rights
HR violation
universal

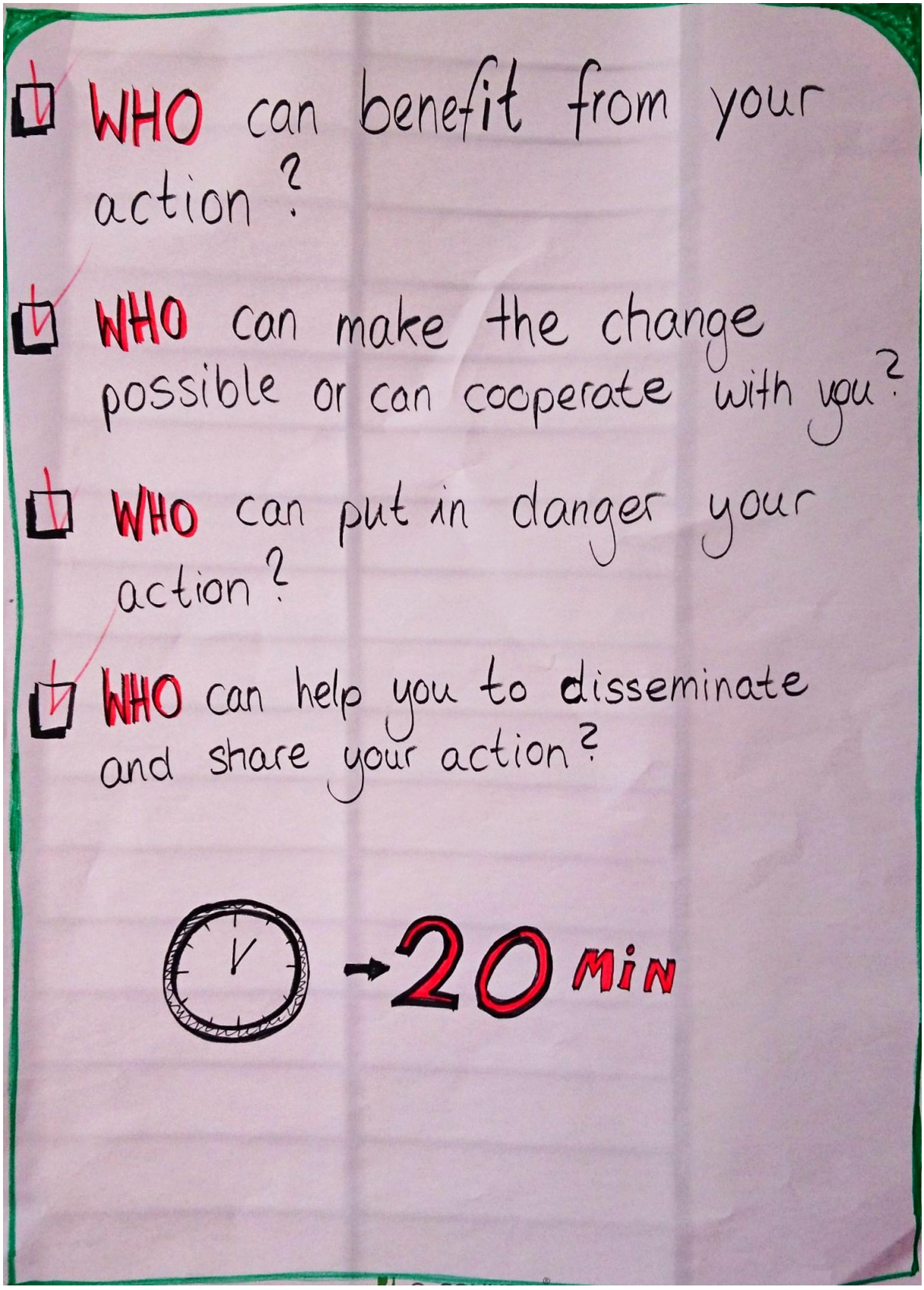

difference formal
VS
non-formal EDU
can/should be both
important for political participation
linked to dimensions of HR
*intercultural
*peace
*global
... all are disciplines
& are interconnected
HRE
focus will depend on context
... for Human Rights
... through Human Rights
... about Human Rights

collection of rules and laws
directing the decision influence
government runned by political party
theory and practice of gavernment
bring toghether ideas compromis
POLICY / POLITICS
action plan
implementation
evaluation
political process and interection
parlement discussing
how to achive
principles
decision
what to achive
protect values
different Topics
strategy


POLICY
HOW TO ACHIEVE
WINNER
YOUNG PEOPLE SHOUD RECIEV EMPLOYMENT
YOUNG PEOPLE SHOULD BE EDUCATED IN ORDER TO GET JOB & RESPOND A NEED OF THE MARKET
VOTING
We DON'T CARE ABOUT YOUNG PEOPLE
ALL YOUNG PEOPLE MUST BE PATRIOTS & LOVE TRADITIONAL VALUES
POLITICS
Q-CONNECT

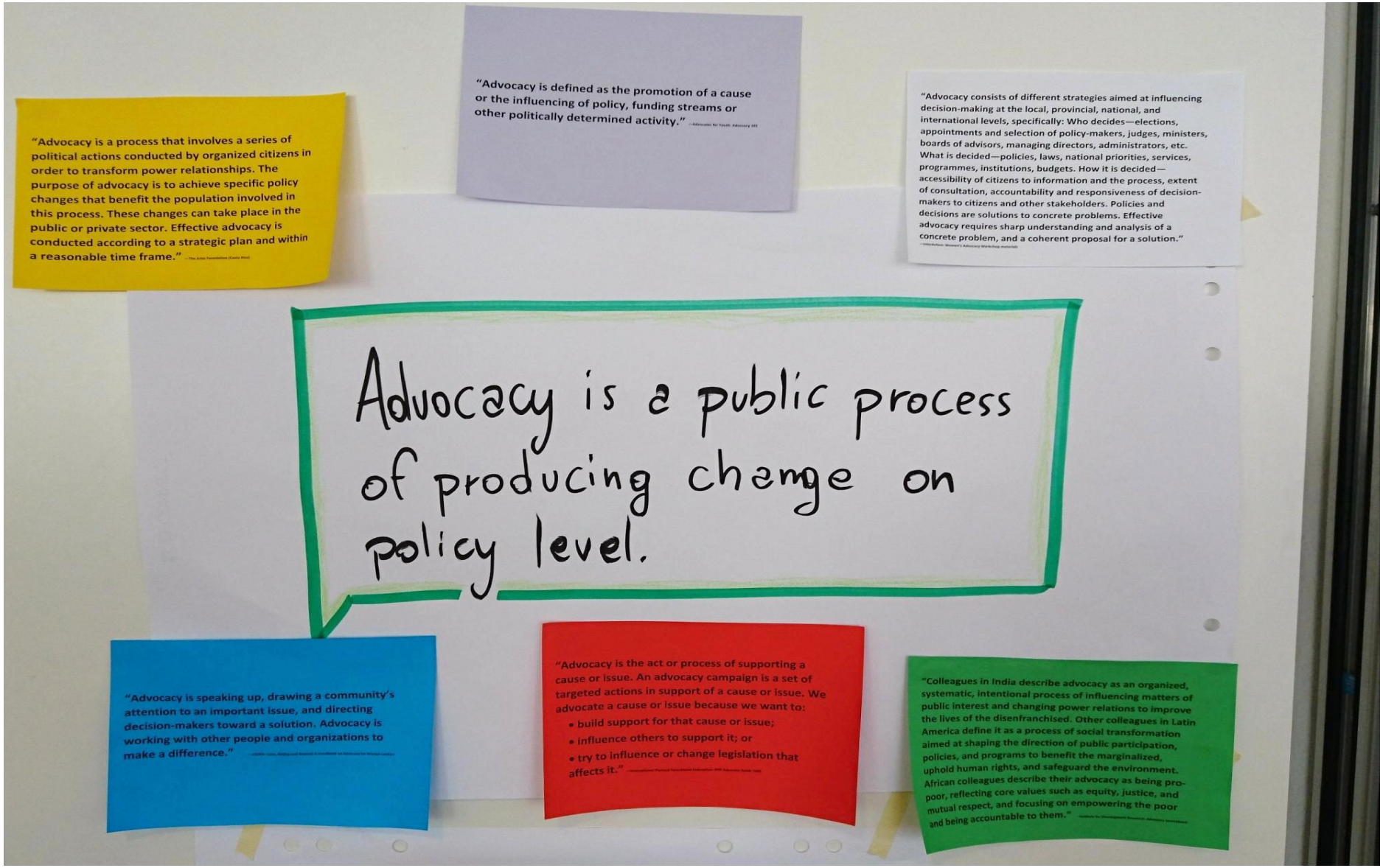

PROFESSIO-
NALISM
Quality
relationship
QUALITY
Freedom
ACCEPTANCE
TOLERANCE
OPEN -
MINDED
RESPECT
Security
Honesty
HONESTY
Honesty
+
Integrity
EDUCATION
VALUE -
FUNNEL
1.
2.
3.
Q-CONNECT
INVOLVMENT
Change
Coopera-
tion
KNOWLEDGE
Affection
AFFECTION
AFFECTION
Freedom
Responsibility
Emotional
awareness
meaningful
work
NOT SPEAKING THE
LANGUAGE
*LANGUAGE COURSES
*LANGUAGE CAFÉ


POWER
LEGITIMACY
URGENCY
DOMINANT
DEFINITIVE
DANGEROUS
DEPENDENT


WHO can benefit from your action?
WHO can make the change possible or can cooperate with you?
WHO can put in danger your action?
WHO can help you to disseminate and share your action?
-20 MIN

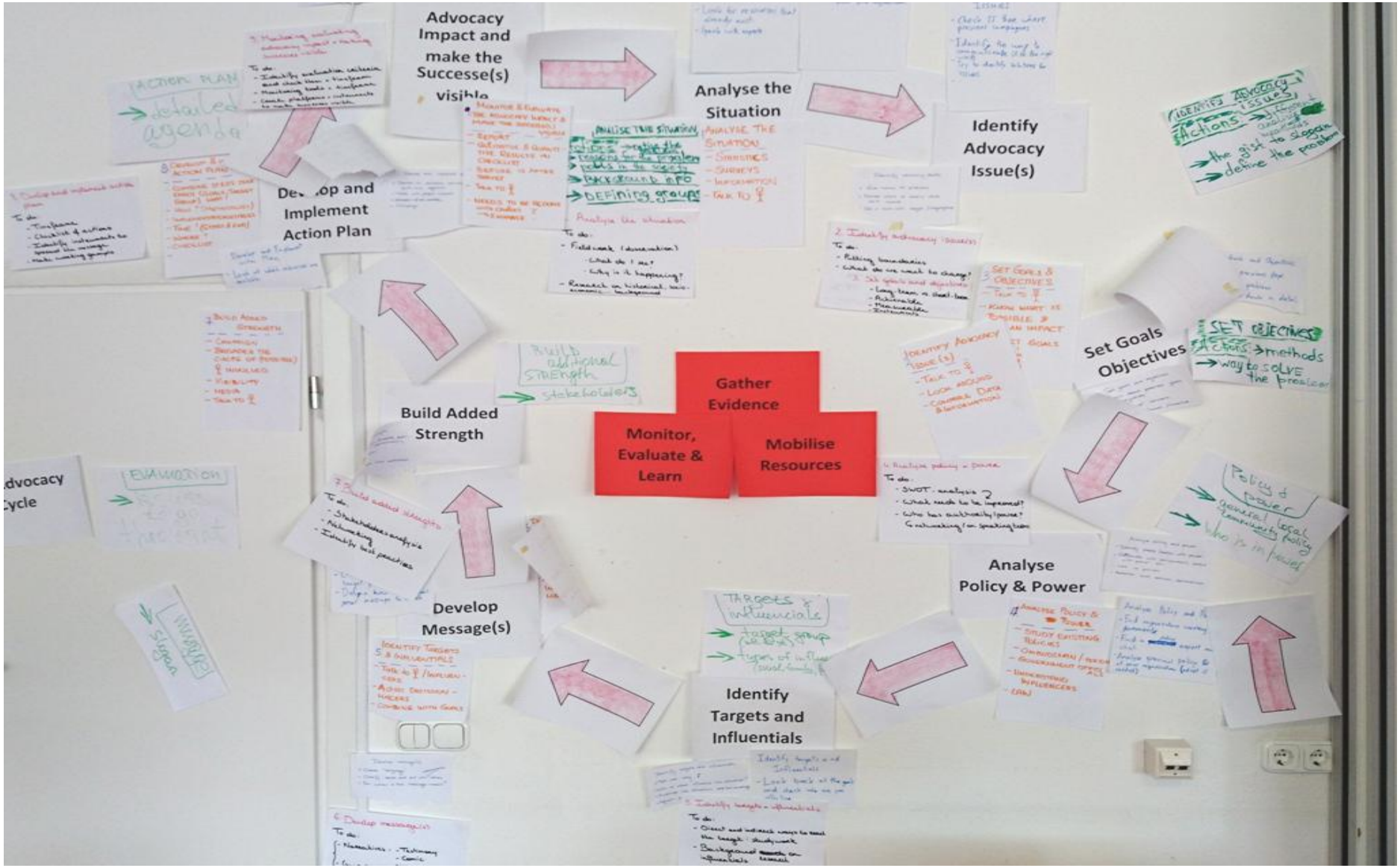
# *Advocacy*

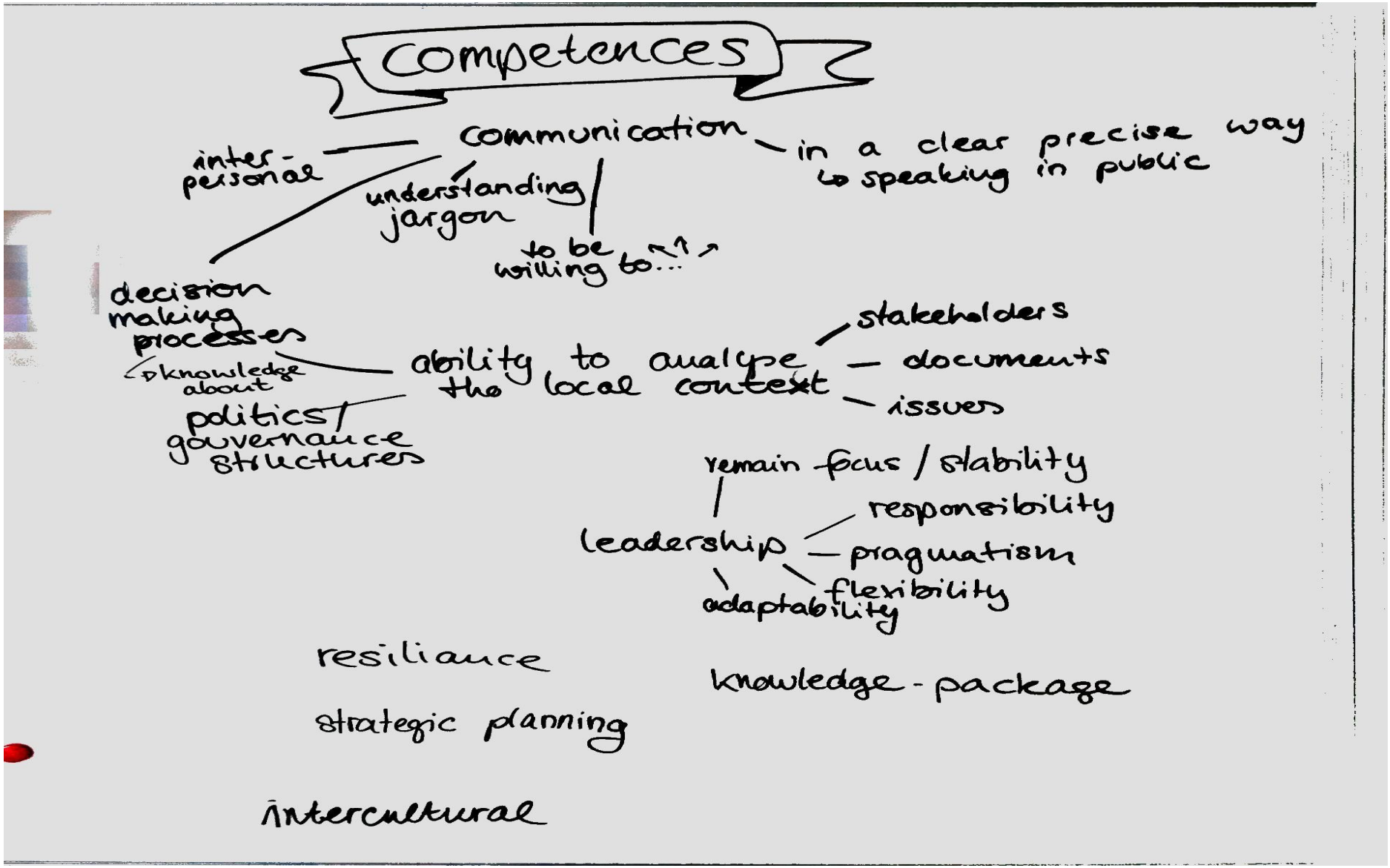
After setting the base with a common language and value discussions/ reflections the participants got a very deep look into the core concept of advocacy on theoretical level, before bringing in their own realities. The next flipcharts show the process where the participants went through during these sessions.

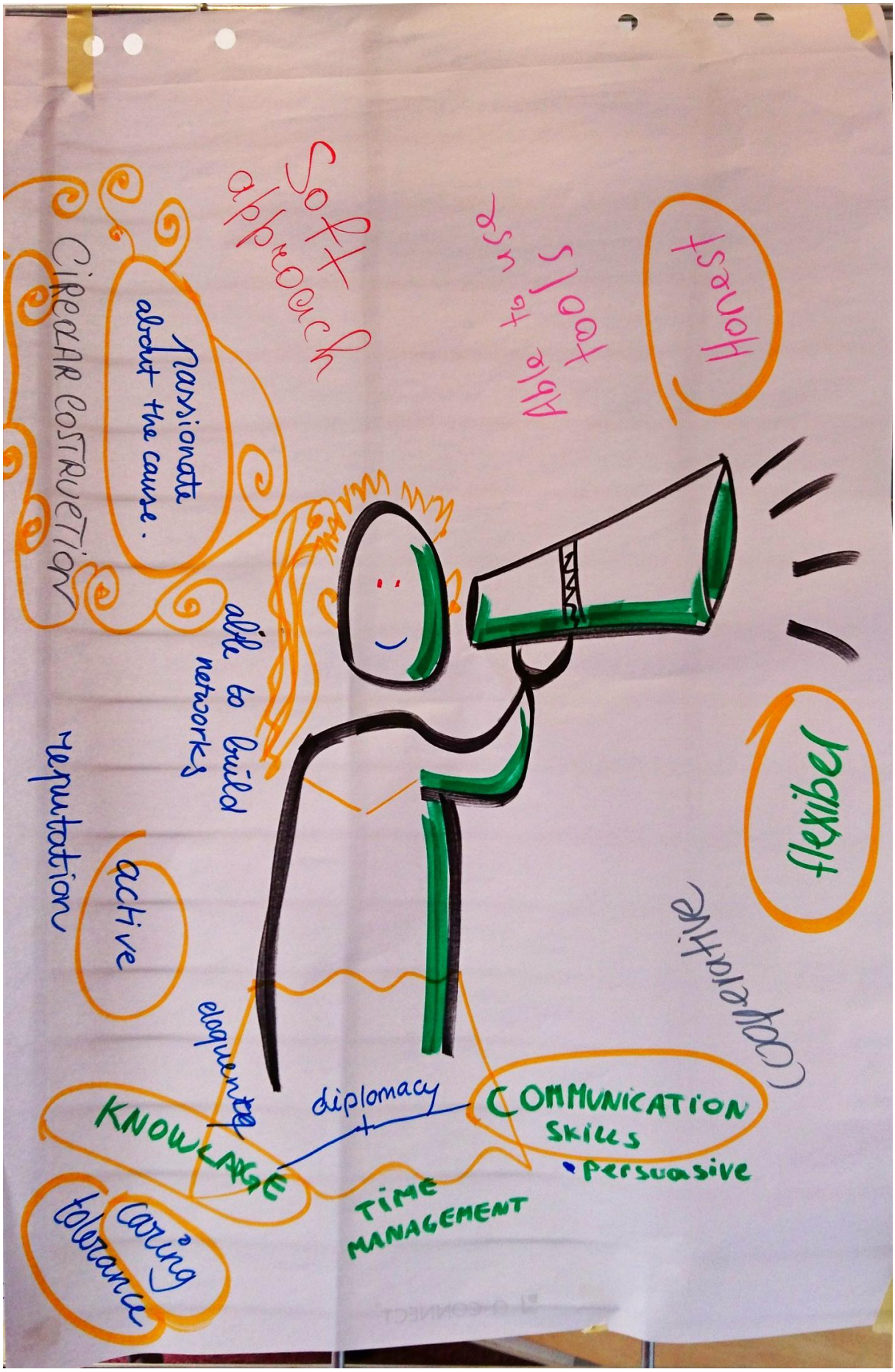

"Advocacy is a process that involves a series of political actions conducted by organized citizens in order to transform power relationships. The purpose of advocacy is to achieve specific policy changes that benefit the population involved in this process. These changes can take place in the public or private sector. Effective advocacy is conducted according to a strategic plan and within a reasonable time frame."
"Advocacy is defined as the promotion of a cause or the influencing of policy, funding streams or other politically determined activity."
"Advocacy consists of different strategies aimed at influencing decision-making at the local, provincial, national, and international levels, specifically: Who decides—elections, appointments and selection of policy-makers, judges, ministers, boards of advisors, managing directors, administrators, etc. What is decided—policies, laws, national priorities, services, programmes, institutions, budgets. How it is decided—accessibility of citizens to information and the process, extent of consultation, accountability and responsiveness of decision-makers to citizens and other stakeholders. Policies and decisions are solutions to concrete problems. Effective advocacy requires sharp understanding and analysis of a concrete problem, and a coherent proposal for a solution."
Advocacy is a public process of producing change on policy level.
"Advocacy is speaking up, drawing a community's attention to an important issue, and directing decision-makers toward a solution. Advocacy is working with other people and organizations to make a difference."
"Advocacy is the act or process of supporting a cause or issue. An advocacy campaign is a set of targeted actions in support of a cause or issue. We advocate a cause or issue because we want to:
• build support for that cause or issue;
• influence others to support it; or
• try to influence or change legislation that affects it."
"Colleagues in India describe advocacy as an organized, systematic, intentional process of influencing matters of public interest and changing power relations to improve the lives of the disenfranchised. Other colleagues in Latin America define it as a process of social transformation aimed at shaping the direction of public participation, policies, and programs to benefit the marginalized, uphold human rights, and safeguard the environment. African colleagues describe their advocacy as being pro-poor, reflecting core values such as equity, justice, and mutual respect, and focusing on empowering the poor and being accountable to them."

ADVOCACY
HUMAN RIGHTS
WALL
• security
• government
• protection
universality
for everybody
for everyone
process
justice
equality
justice
speaking
up
opinion
PROTECTION
CHANGE
AWARNESS
REPRESENTATION
Values - Tolerance
- Liberty/Freedom
- Justice
- Human Dignity
- Standing up for
Others
aims
giving voice
caring for people
empathy
awareness
human dignity
protection
law
target group

protection
to sue someone
giving a voice
help
awareness
responsibility
representation
support
promotion
highlighting
speak up
justice
relations
exchange of ideas
Standing up for others
society
court
equelity (x2)
inclusion
influencing
change
development
dissimination
information
gouvernement
O-CONNECT


Advocacy Impact and make the Successe(s) visible
Analyse the Situation
Identify Advocacy Issue(s)
Set Goals Objectives
Analyse Policy & Power
Identify Targets and Influentials
Develop Message(s)
Build Added Strength
Develop and Implement Action Plan
Gather Evidence
Monitor, Evaluate & Learn
Mobilise Resources


competences
communication
inter-personal
understanding jargon
to be willing to...
in a clear precise way
to speaking in public
decision making processes
knowledge about
politics/ governance structures
ability to analyse the local context
stakeholders
documents
issues
leadership
remain focus / stability
responsibility
pragmatism
flexibility
adaptability
resiliance
strategic planning
intercultural
knowledge - package


Soft approach
able to use tools
honest
Passionate about the cause.
CIRCULAR CONSTRUCTION
able to build networks
reputation
active
eloquent
flexible
Collaborative
KNOWLAGE
diplomacy
COMMUNICATION SKILLS
persuasive
TIME MANAGEMENT
caring
tolerance

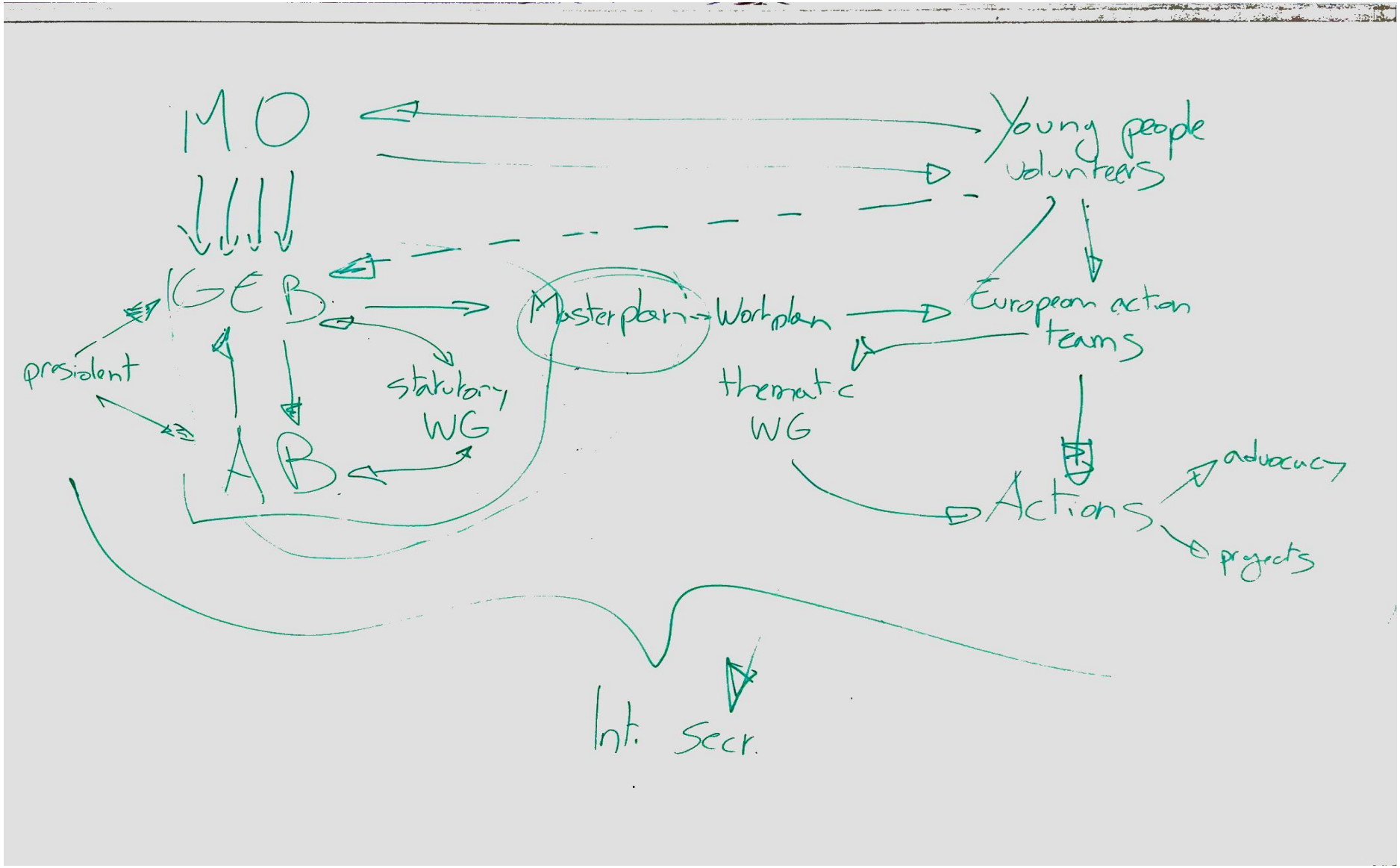
honest
open-minded
life long learner
stable
flexible
empathy
present
SMART
educated!
passionate
patient!
communication + listening skills
be understanding
role model
BALANCED
kind
fair
creative
optimistic
caring
constant
multi-cultural
active
not being impulsive
trustworthy
LEADER
responsible
committed
share responsibility
legitimate
trustful
ambitious
Professional
confident

# *Institutions*

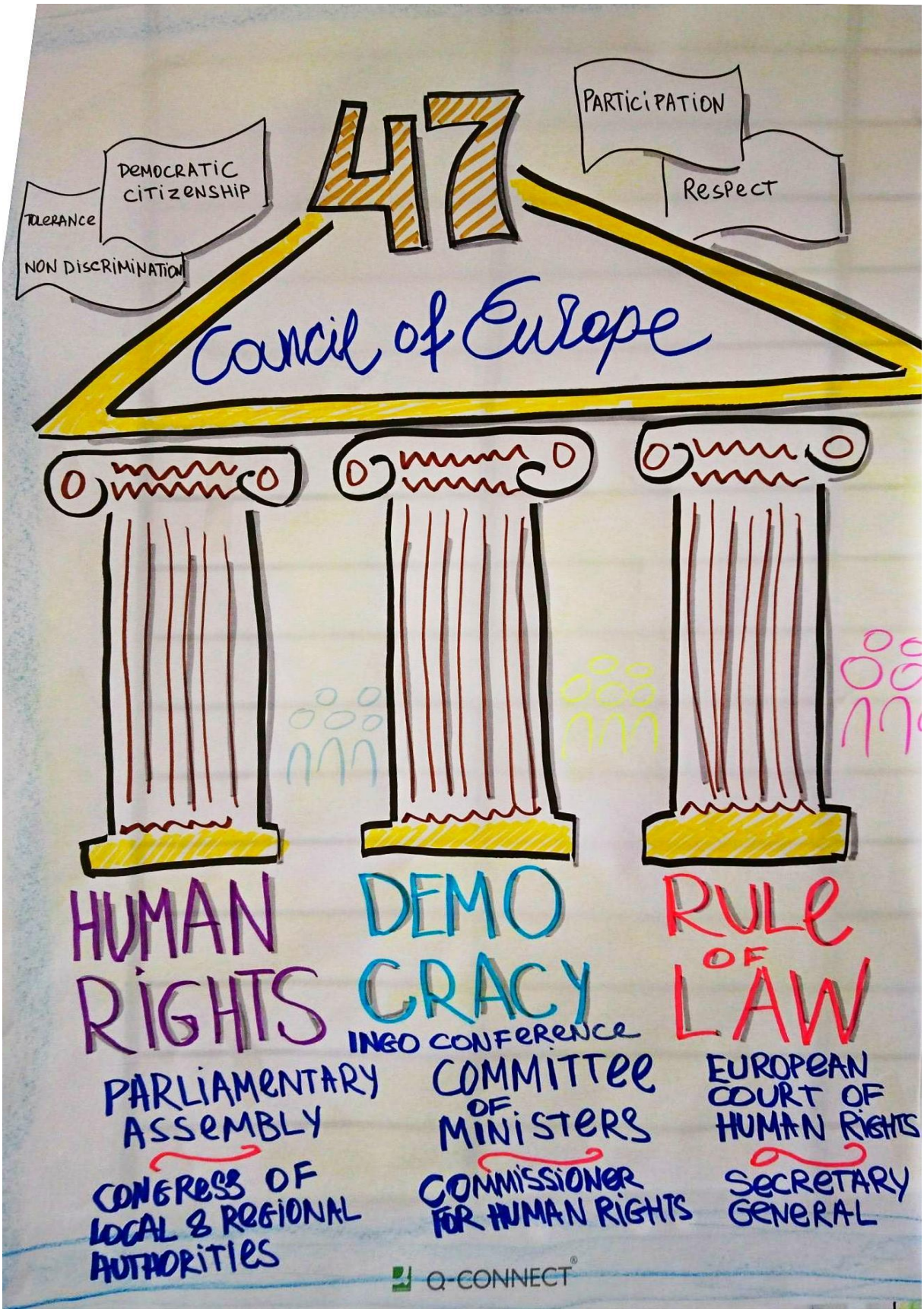
This chapter shows the introduction on the institutional dimension. During this session the participants learned to connect the theoretical input about advocacy with the reality. There were three experts who told the pax about their professional experience with advocacy. The experts were available during the sessions as consultants.

## Don Bosco Youth-Net

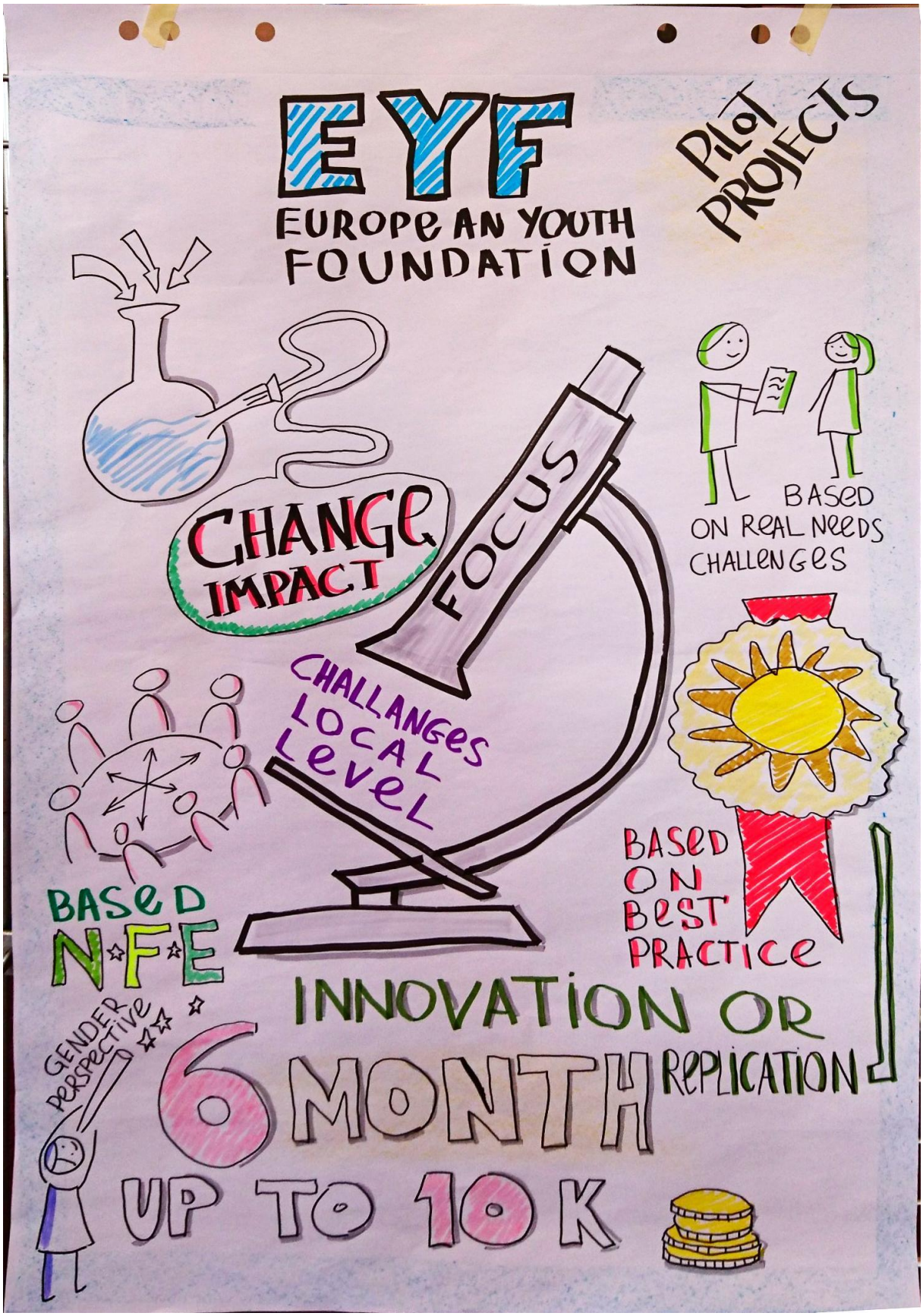
DBYN needs You
Advocate for Don Bosco youth!
Become a DBYN youth representative!
DBYN!
Representation towards international institutions and youth platforms
Council of Europe
European Union
Salesians of Don Bosco
European Youth Forum
help building DBYN's representation structure
YOUR PROFILE
18-30 years old
SECURE in REPORTING
ACTIVE IN ONE OF DBYNs MEMBER ORGANISATIONS OR IN DBYN
Able to use different communication
strong in public speaking in English (... & other languages)
Strong
net-working
skills
strong in analyzing POLICY PAPERS
ADVOCACY
keep focus during policy meetings and events
TRUST MANDATE
WE OFFER:
OPPORTUNITY TO:
DBYN representation at European meetings
Travel & subsistence costs covered by DBYN
Meet with other DBYN representatives
Grow personal competences
REPRESENTATION
ADVOCACY
FEELING OF DOING A GOOD JOB!
Interested?
Approach Niklas & Rein

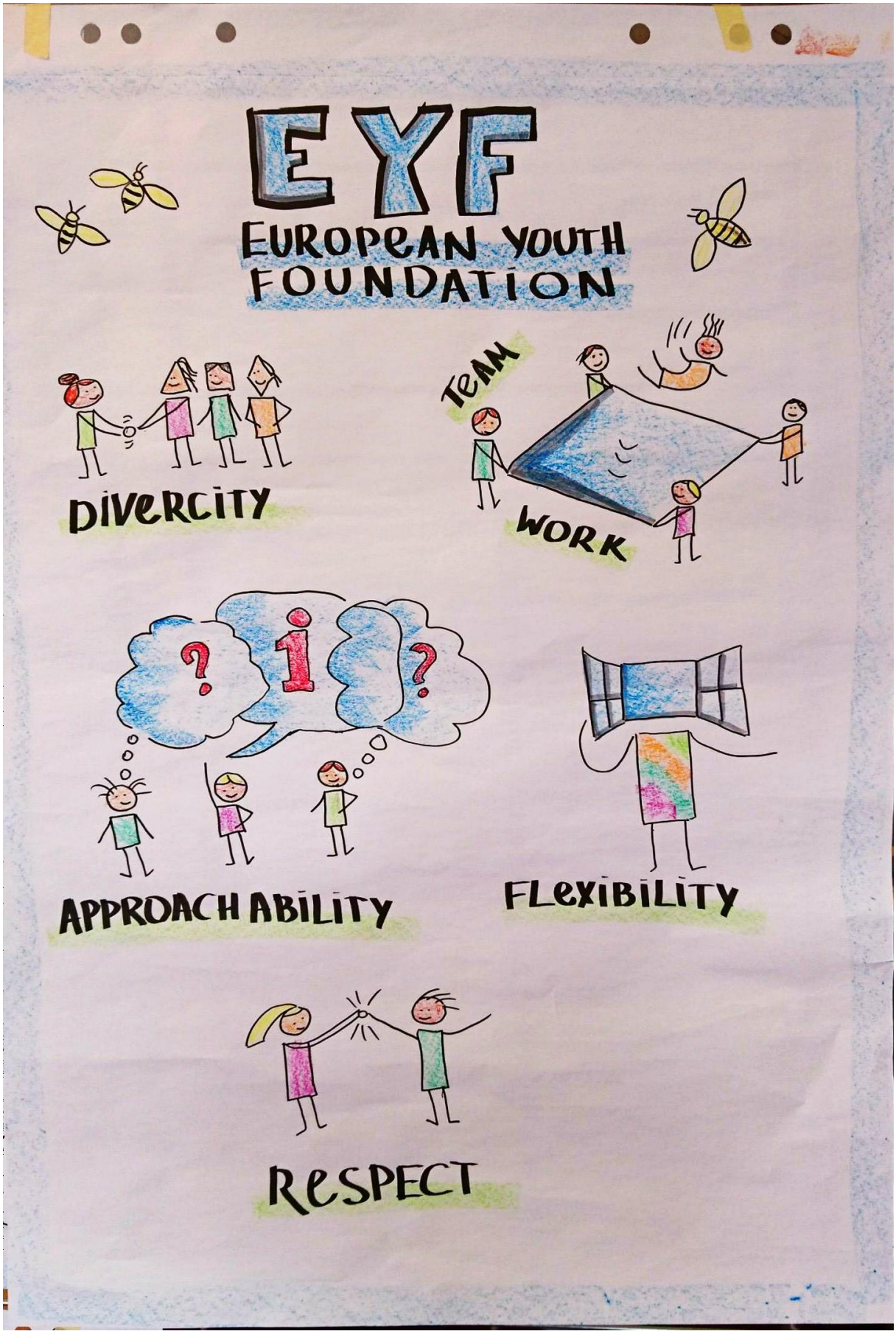

MO
Young people
volunteers
IGEB
Masterplan
Workplan
European action
teams
president
statutory
WG
thematic
WG
AB
Actions
advocacy
projects
Int. Secr.

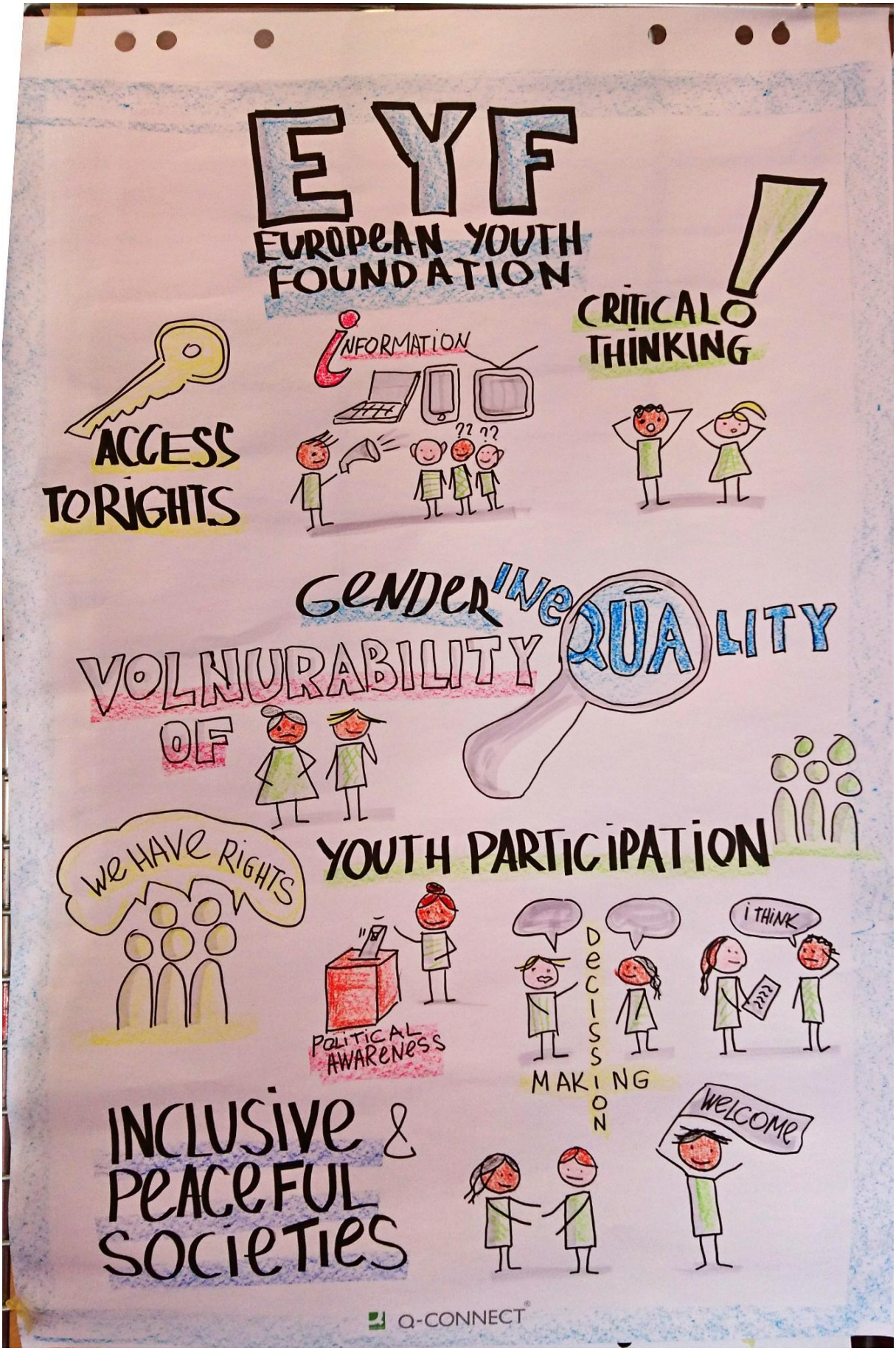
## Council of Europe

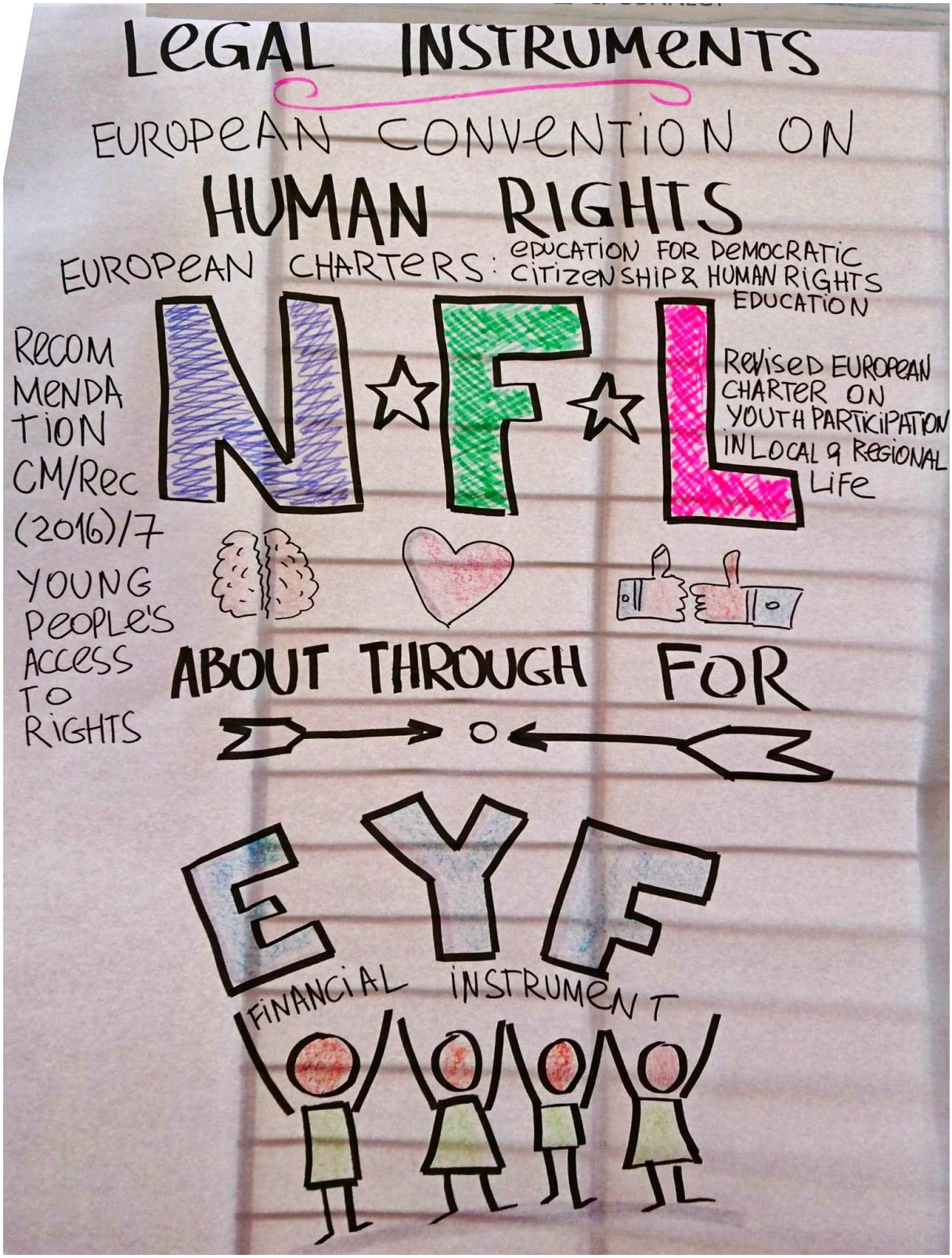


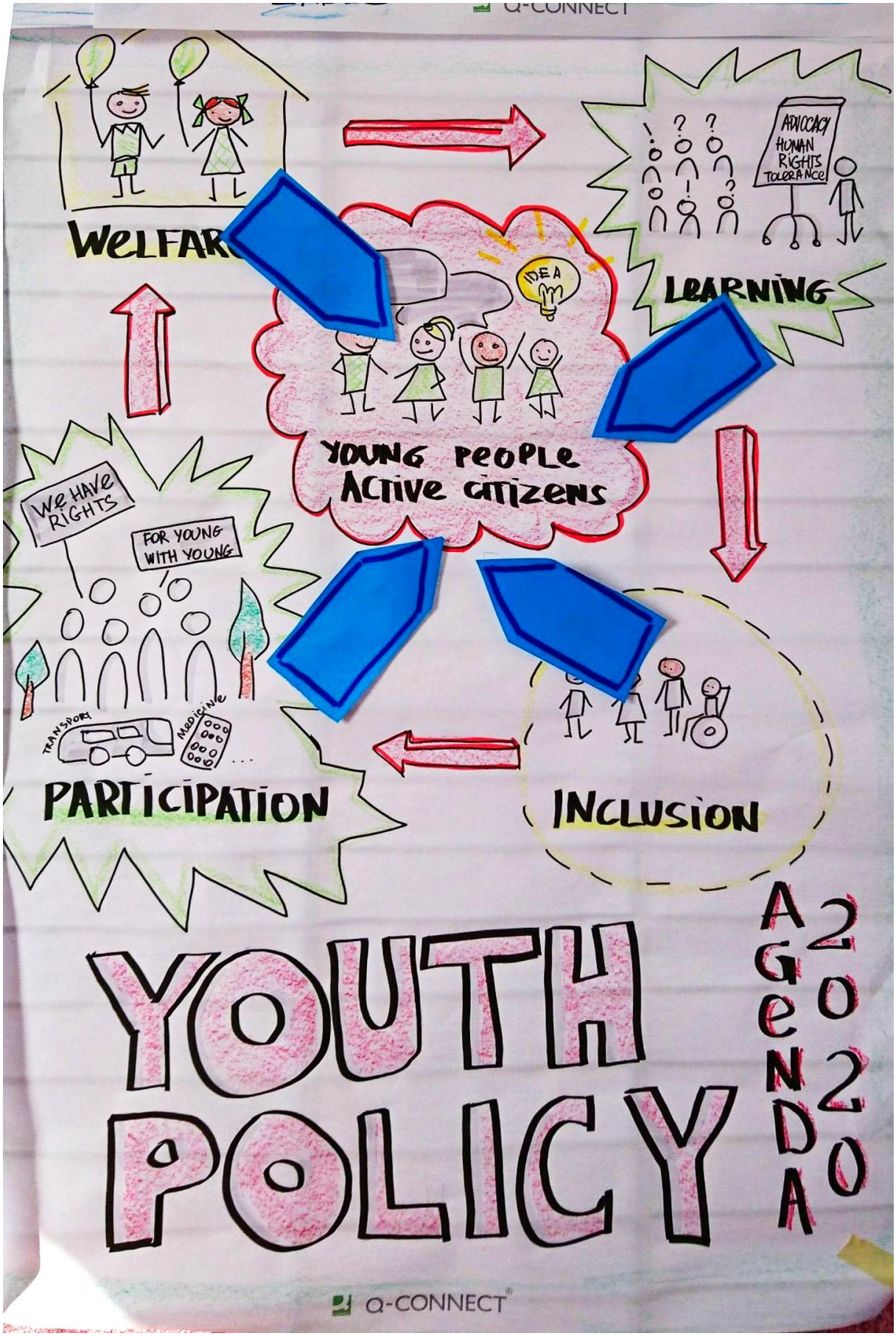
## European Youth Foundation



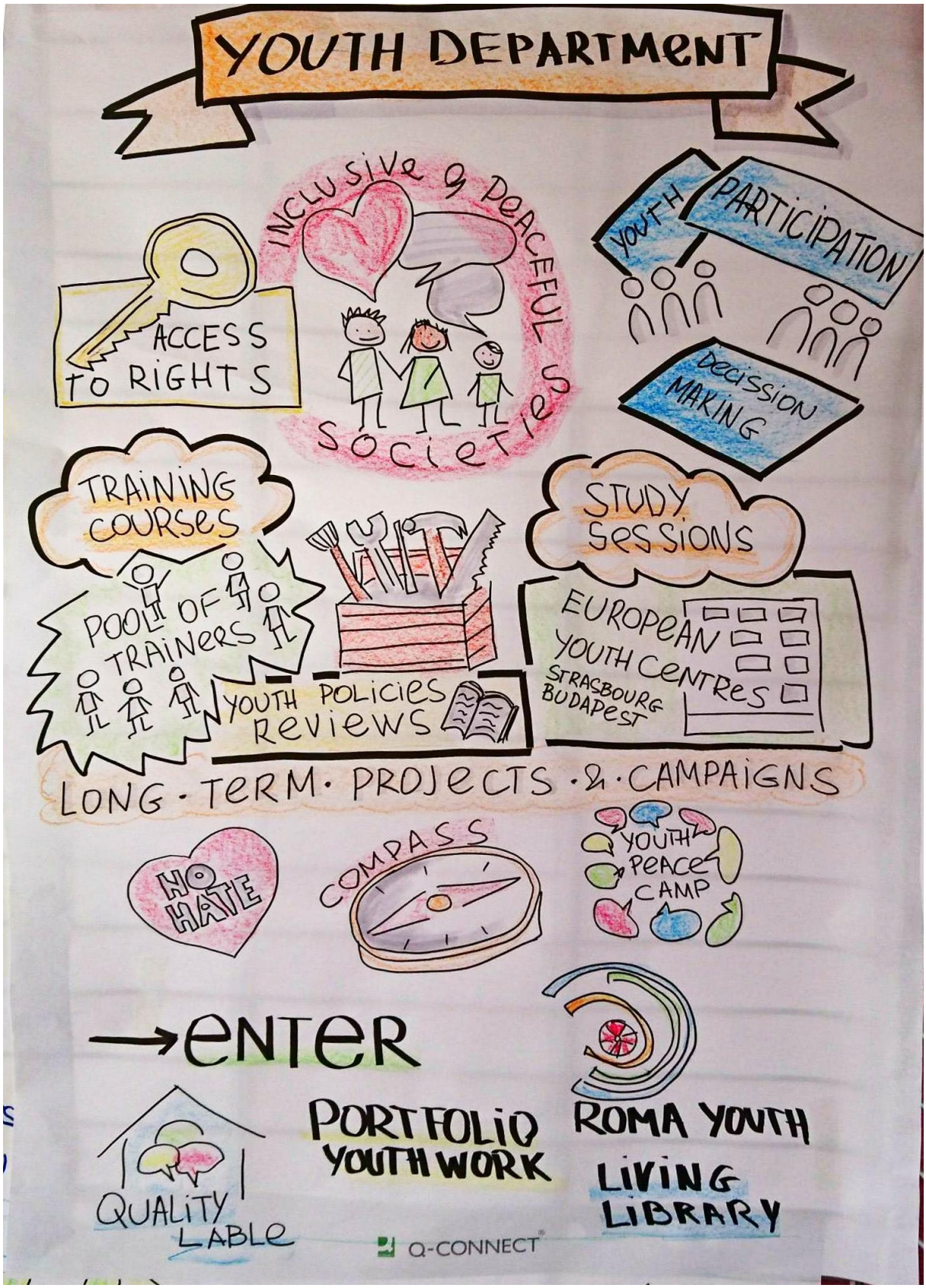

EYF
EUROPEAN YOUTH FOUNDATION
DIVERCITY
TEAM WORK
APPROACH ABILITY
FLEXIBILITY
RESPECT


EYF
EUROPEAN YOUTH FOUNDATION
ACCESS TO RIGHTS
INFORMATION
CRITICAL THINKING
GENDER INEQUALITY
VOLNURABILITY OF
WE HAVE RIGHTS
YOUTH PARTICIPATION
POLITICAL AWARENESS
DECISSION MAKING
I THINK
WELCOME
INCLUSIVE & PEACEFUL SOCIETIES
Q-CONNECT


LEGAL INSTRUMENTS
EUROPEAN CONVENTION ON HUMAN RIGHTS
EUROPEAN CHARTERS: EDUCATION FOR DEMOCRATIC CITIZENSHIP & HUMAN RIGHTS EDUCATION
RECOMMENDATION CM/Rec (2016)/7 YOUNG PEOPLE'S ACCESS TO RIGHTS
N F L
REVISED EUROPEAN CHARTER ON YOUTH PARTICIPATION IN LOCAL & REGIONAL LIFE
ABOUT THROUGH FOR
EYF
FINANCIAL INSTRUMENT


WELFAR
LEARNING
ADVOCACY
HUMAN RIGHTS
TOLERANCE
IDEA
YOUNG PEOPLE
ACTIVE CITIZENS
WE HAVE RIGHTS
FOR YOUNG WITH YOUNG
TRANSPORT
MEDICINE
PARTICIPATION
INCLUSION
YOUTH POLICY
AGENDA 2020
Q-CONNECT

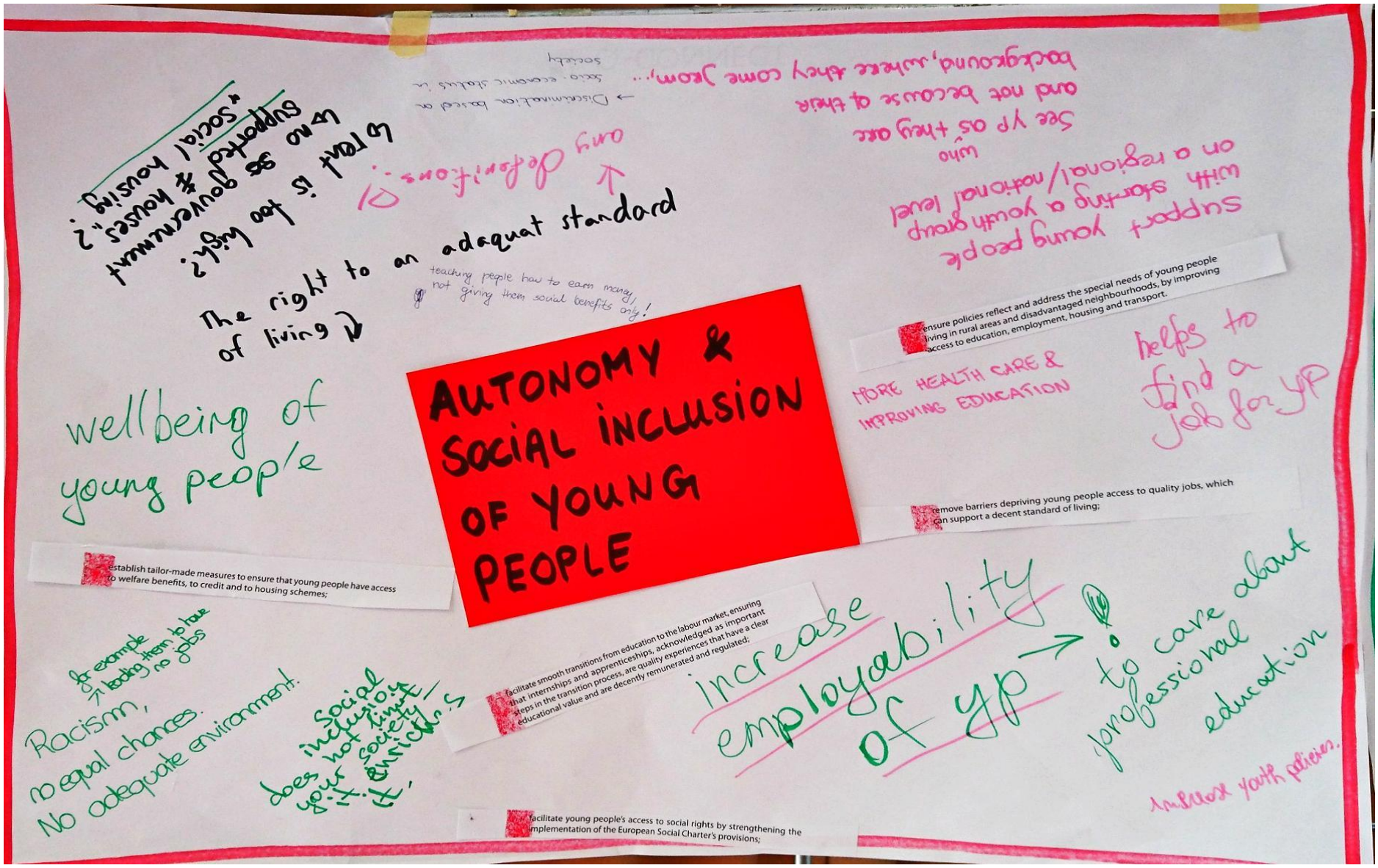
## Youth Department

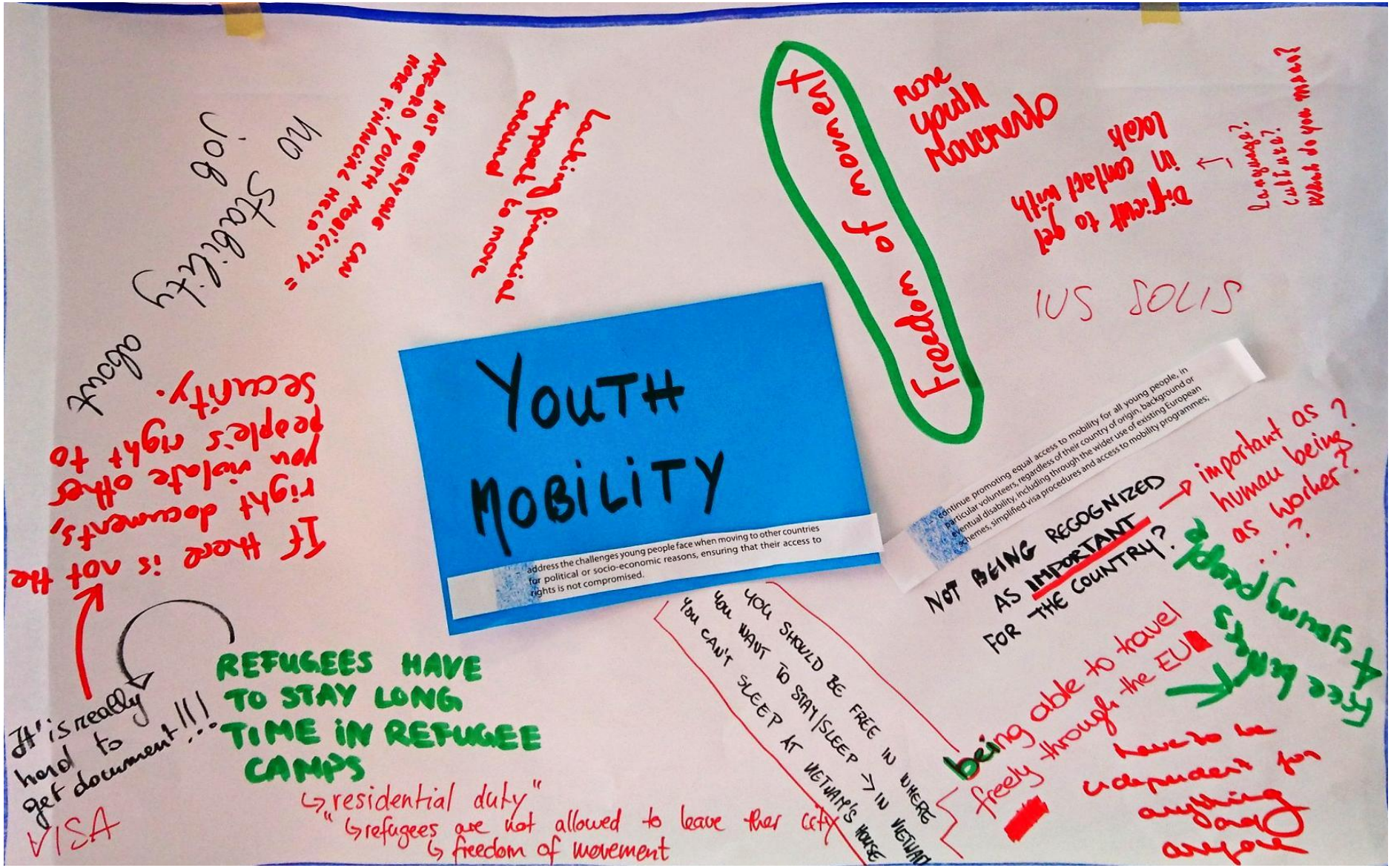


# *Identifying issues*

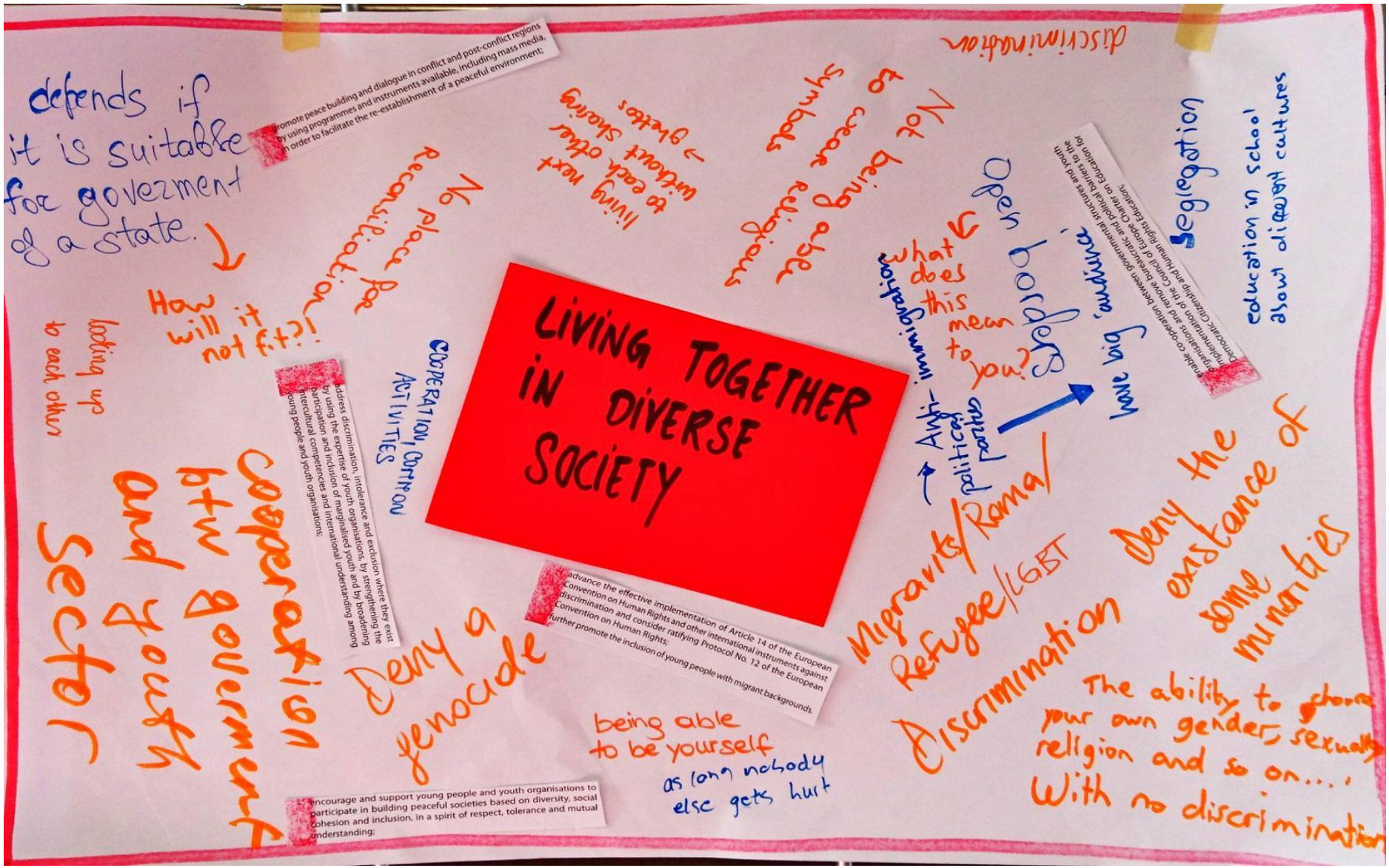
The pax all come from different organisations, but they can all recognize some general issues. The trainers put 6 common issues together and everyone had the chance to discuss them. These are common issues, but every organisation can have another meaning about this. That's why everyone could wright down their thoughts and feelings about every issue.

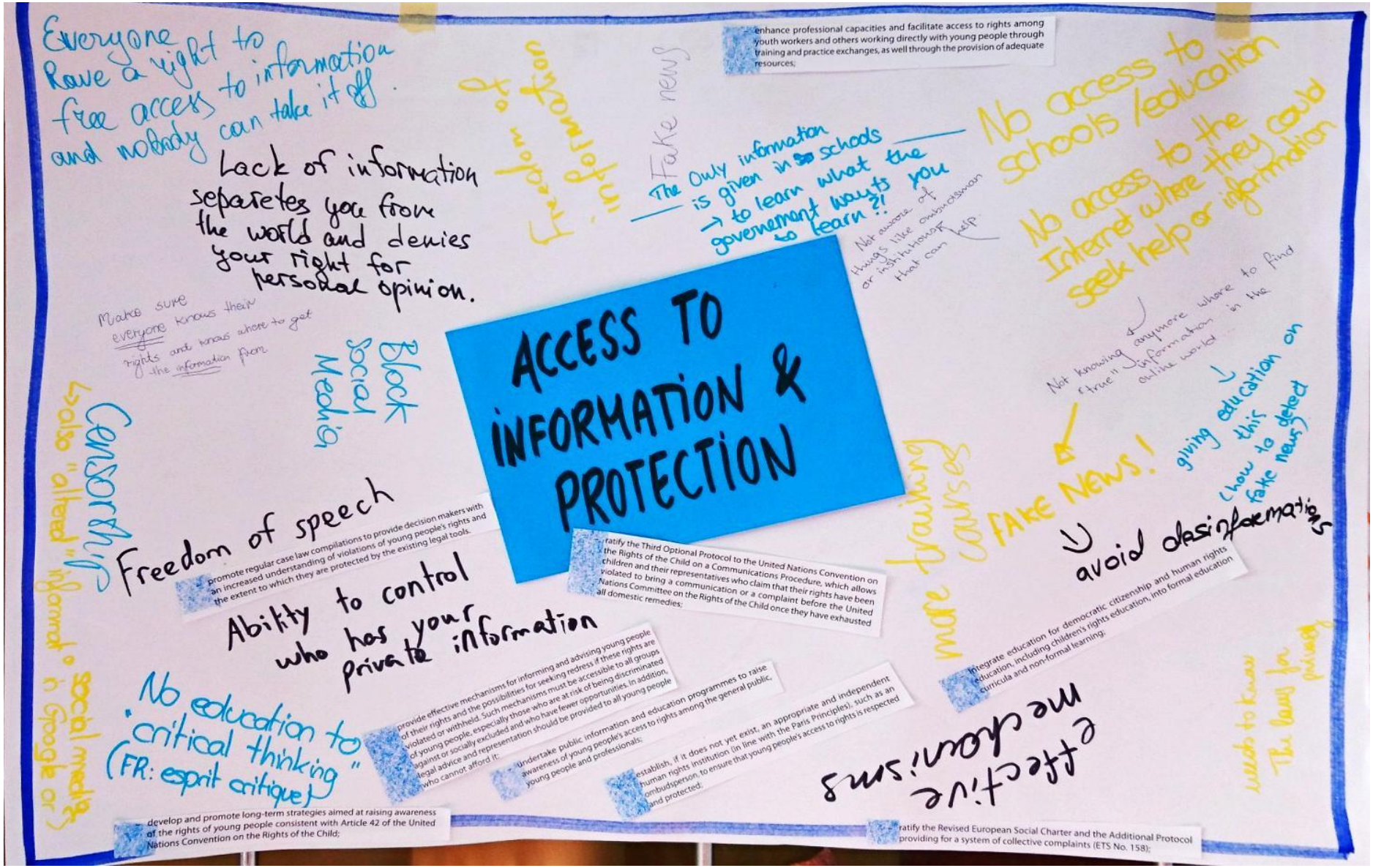
ACTIVE CITIZENSHIP, DEMOCRACY & PARTICIPATION
people with no right to vote
electoral rights
policy making
↳ politics only for the "old generation"
→ not interresting for youngsters
people with no citizenship
what age?
to people who live there not only to citizens!!
helping people realize that their vote does matter!!!
remove barriers which limit young people's democratic participation, for example by reviewing voting systems and including, where appropriate, lowering the voting age, and ensuring electoral rights are enjoyed by all eligible, whether by simply voting or by standing for election.
recognise and support youth-led, independent democratic organisations and national youth councils as channels of participation and involvement for all young people;
civic platform for young people
A right of a person
not recognized by 'old' or 'normal' institutions/organisations
trying to understand why many people stay home instead of vote
being able to easily vote when not living in the country
discrimination
THE SAME OPPORTUNITIES FOR EVERYONE
facilitate opportunities for all young people to assemble, associate and express themselves freely, including through e-participation as a complementary tool;
ensure that young people learn about participation and democracy and experience it in action, while at school;
it's need to develop education about citizenship
No citizenship education
Lacking knowledge about how the political system in your country works
+ how to vote
+ where political parties stand for
meaningful participation
Are the youth really involved? Sometimes it is just a small slice of "youths" who can join or be informed.
→ make it possible for more people to be involved
- easier ways to be involved
- education
- more noticable benefits
e-voting in more countries
corruption!
voting


AUTONOMY & SOCIAL INCLUSION OF YOUNG PEOPLE
wellbeing of young people
The right to an adaquat standard of living
teaching people how to earn money, not giving them social benefits only!
to rent is too high?
to no as government supported # houses"?
"social housing"
any definitions..!
support young people with starting a youth group on a regional/national level
who
See YP as they are and not because of their background, where they come from,...
ensure policies reflect and address the special needs of young people living in rural areas and disadvantaged neighbourhoods, by improving access to education, employment, housing and transport.
MORE HEALTH CARE & IMPROVING EDUCATION
helps to find a job for YP
remove barriers depriving young people access to quality jobs, which can support a decent standard of living;
establish tailor-made measures to ensure that young people have access to welfare benefits, to credit and to housing schemes;
facilitate smooth transitions from education to the labour market, ensuring that internships and apprenticeships, acknowledged as important steps in the transition process, are quality experiences that have a clear educational value and are decently remunerated and regulated;
increase employability of yp
to care about professional education
Increase youth policies.
facilitate young people's access to social rights by strengthening the implementation of the European Social Charter's provisions;
for example leading them to have no jobs
Racism, no equal chances. No adequate environment.
social inclusion does not limit your society it enriches it.


YOUTH MOBILITY
address the challenges young people face when moving to other countries for political or socio-economic reasons, ensuring that their access to rights is not compromised.
continue promoting equal access to mobility for all young people, in particular volunteers, regardless of their country of origin, background or eventual disability, including through the wider use of existing European schemes, simplified visa procedures and access to mobility programmes;
Freedom of movement
more youth movements
IUS SOLIS
NOT BEING RECOGNIZED AS IMPORTANT FOR THE COUNTRY?
important as human being? as worker? ...?
YOU SHOULD BE FREE IN WHERE YOU WANT TO STAY/SLEEP → IN VIETNAM YOU CAN'T SLEEP AT VIETNAM'S HOUSE
being able to travel freely through the EU
REFUGEES HAVE TO STAY LONG TIME IN REFUGEE CAMPS
"residential duty"
refugees are not allowed to leave their city
freedom of movement
It's really hard to get document!!!
VISA
If there is not the right documents, you violate other people's right to security.
no stability about job
Lacking financial support to move around
NOT EVERYONE CAN AFFORD YOUTH MOBILITY = MORE FINANCIAL MEAN
Difficult to get in contact with locals
language? culture? what do you mean?
Free borders of young people
have to be independent for anything and anyone

ACCESS TO EDUCATION
non-formal = formal education
what
Depends often on the social and family context
girls who start having their periods and having to stop going to school
Access to education for all, removing any barriers and putting in place mechanisms to support and encourage completion;
invest in quality and inclusive education (formal and non-formal);
increase efforts to recognise non-formal learning and youth work (Strasbourg process) and ensure compatibility with the standards and quality of vocational education and training (VET) as well as higher education and qualifications (Bologna process and Copenhagen process).
to increase non-formal education
lack of education gives other people the opportunity to take away your rights
lacking of e-learning promotion and developing ent
depends often on the economic situation of the family
it's about the future of the countries but leaders now find other things more important. no real change for better quality is made...
FEW INVESTMENTS TO PROVIDE QUALITY EDUCATION.
Schools that are accessed of where you are living
how? and will informal not be formalised?
more non-formal education & courses at high school & grammar school (concrete topic)
Ring non-formal education to the formal educational institutions
no interaction! How?
isolated communities!
No education funding
accepting degrees all over the EU & making studying in other EU countries easier → same standards?
Division into different types of schools lead to separation between different living standards
Open borders for educational programmes
same rights for all
providing adequate student support services
address economic, geographical and physical barriers to accessing education and providing adequate student support services;

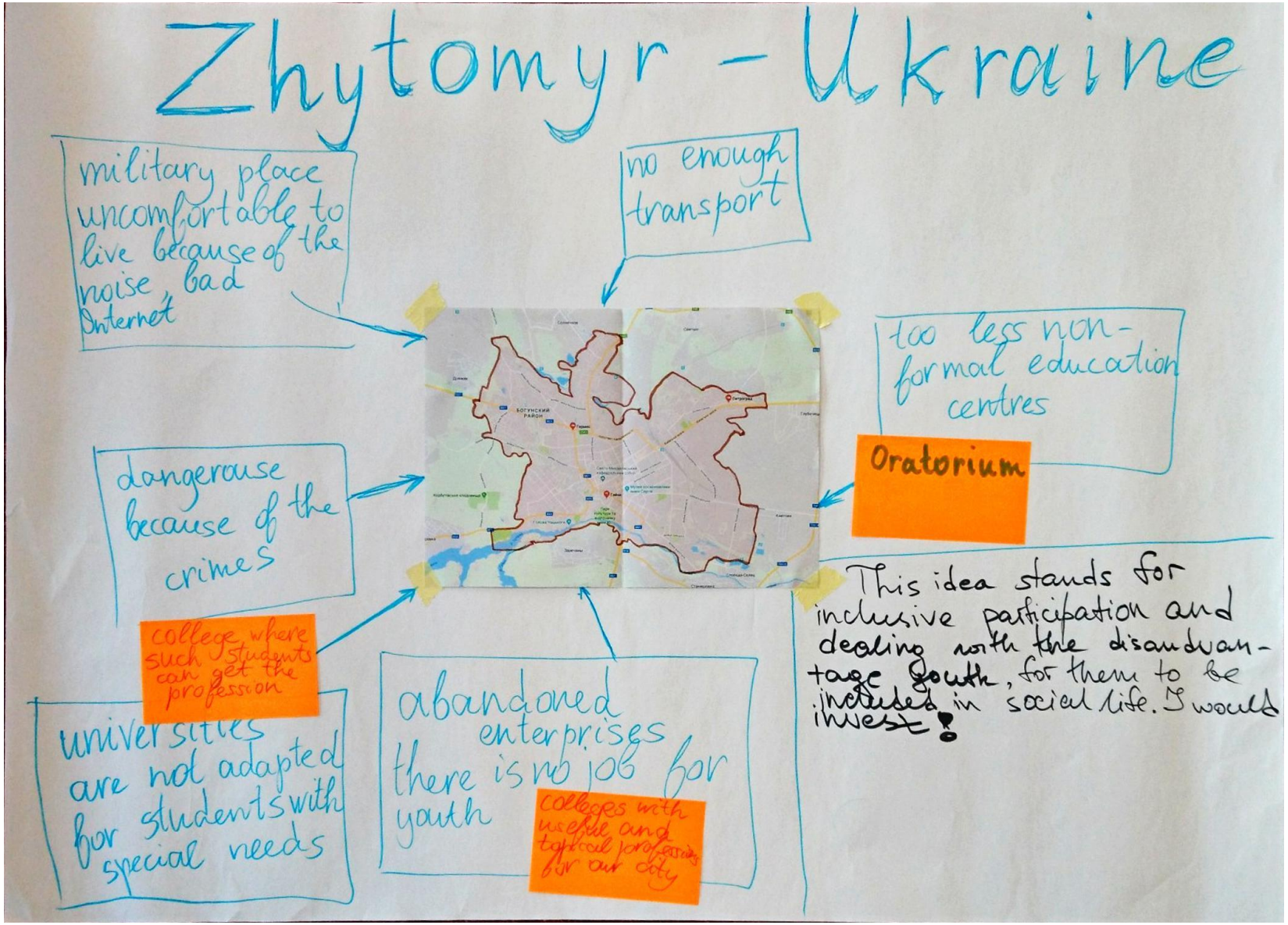

LIVING TOGETHER IN DIVERSE SOCIETY
promote peace building and dialogue in conflict and post-conflict regions by using programmes and instruments available, including mass media, in order to facilitate the re-establishment of a peaceful environment;
defends if it is suitable for goverment of a state.
How will it not fit?!
looking up to each other
No place for Reconsiliation
living next to each other without sharing → ghettos
Not being able to cease religious symbols
discrimination
Segregation
education in school about different cultures
Open borders
what does this mean to you?
have big 'audience'
Anti-immigration
political parties
Migravits/Roma/Refugee/LGBT
Discrimination
Deny the existance of some minorities
The ability to choose your own gender, sexually religion and so on... With no discrimination
COOPERATION, COMMON ACTIVITIES
address discrimination, intolerance and exclusion where they exist by using the expertise of youth organisations, by strengthening the participation and inclusion of marginalised youth and by broadening intercultural competencies and international understanding among young people and youth organisations;
advance the effective implementation of Article 14 of the European Convention on Human Rights and other international instruments against discrimination and consider ratifying Protocol No. 12 of the European Convention on Human Rights;
further promote the inclusion of young people with migrant backgrounds.
Deny a genocide
being able to be yourself
as long nobody else gets hurt
encourage and support young people and youth organisations to participate in building peaceful societies based on diversity, social cohesion and inclusion, in a spirit of respect, tolerance and mutual understanding;
cooperation btw goverment and youth sector


ACCESS TO INFORMATION & PROTECTION
Everyone have a right to free access to information and nobody can take it off.
Lack of information separetes you from the world and denies your right for personal opinion.
Make sure everyone knows their rights and knows where to get the information from
Freedom of information
Fake news
The Only information is given in schools → to learn what the government wants you to learn?!
Not aware of things like ombudsman or institutions that can help
No access to schools /education
No access to the Internet where they could seek help or information
Not knowing anymore where to find "true" information in the online world
giving education on this (how to detect fake news)
FAKE NEWS!
avoid desinformations
more training courses
Block Social Media
Censorship
also "altered" information • social media or
Freedom of speech
promote regular case law compilations to provide decision makers with an increased understanding of violations of young people's rights and the extent to which they are protected by the existing legal tools.
Abilty to control who has your private information
ratify the Third Optional Protocol to the United Nations Convention on the Rights of the Child on a Communications Procedure, which allows children and their representatives who claim that their rights have been violated to bring a communication or a complaint before the United Nations Committee on the Rights of the Child once they have exhausted all domestic remedies;
provide effective mechanisms for informing and advising young people of their rights and the possibilities for seeking redress if these rights are violated or withheld. Such mechanisms must be accessible to all groups of young people, especially those who are at risk of being discriminated against or socially excluded and who have fewer opportunities. In addition, legal advice and representation should be provided to all young people who cannot afford it;
undertake public information and education programmes to raise awareness of young people's access to rights among the general public, young people and professionals;
establish, if it does not yet exist, an appropriate and independent human rights institution (in line with the Paris Principles), such as an ombudsperson, to ensure that young people's access to rights is respected and protected;
No education to "critical thinking" (FR: esprit critique)
develop and promote long-term strategies aimed at raising awareness of the rights of young people consistent with Article 42 of the United Nations Convention on the Rights of the Child;
effective mechanisms
integrate education for democratic citizenship and human rights education, including children's rights education, into formal education curricula and non-formal learning;
needs to know The laws for privacy
ratify the Revised European Social Charter and the Additional Protocol providing for a system of collective complaints (ETS No. 158);

# *Local reality*

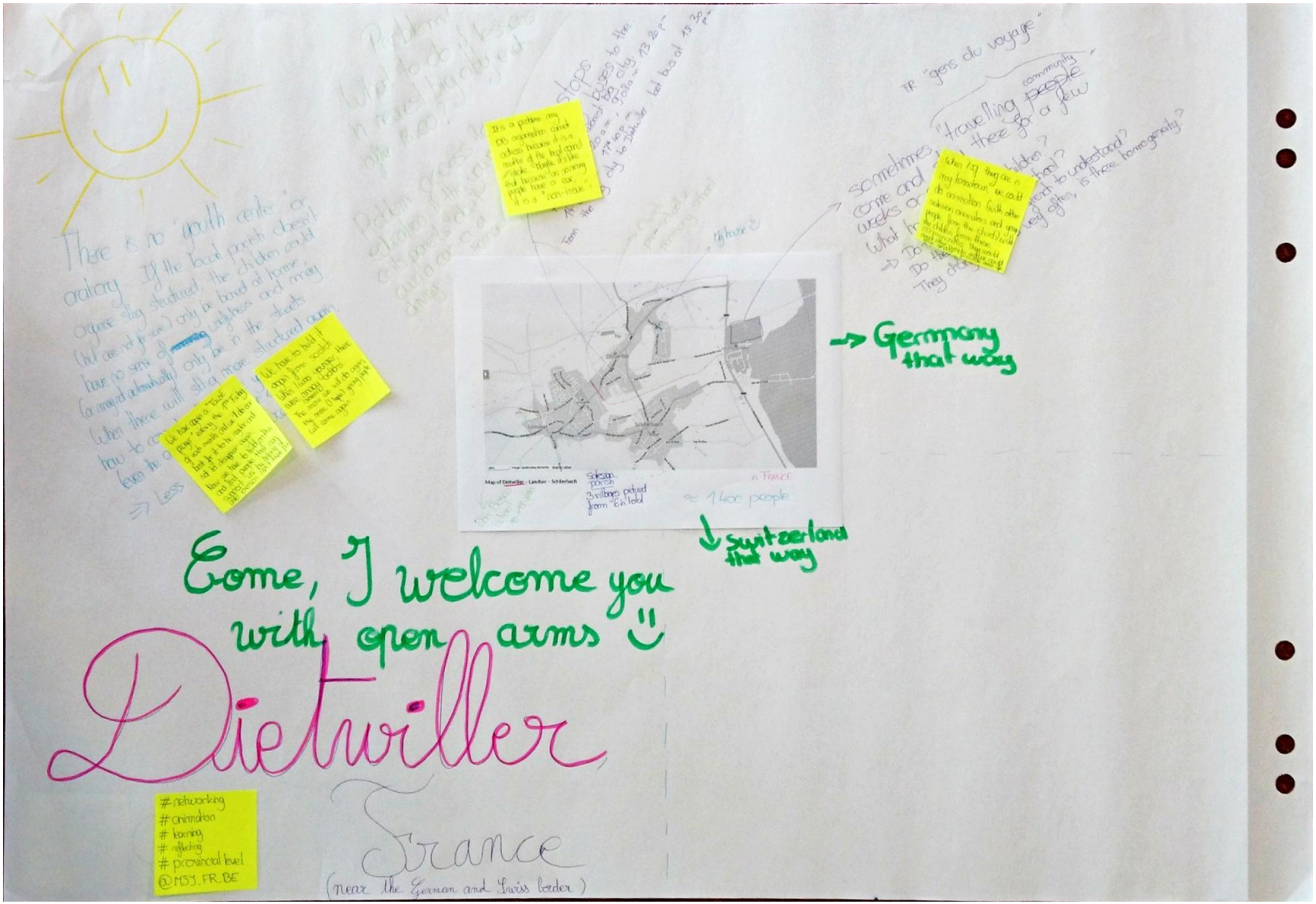
The following flipcharts are all about Human Rights issues on the local context of the participants. They already had basic knowledge about Human Rights and Human Rights Education so now they could connect it with their own local context. Each participant brought a map from their country which formed the base of the session. They wrote down HR and HRE issues who came from their own experiences. Afterwards they all got the opportunity to share it with the other participants.

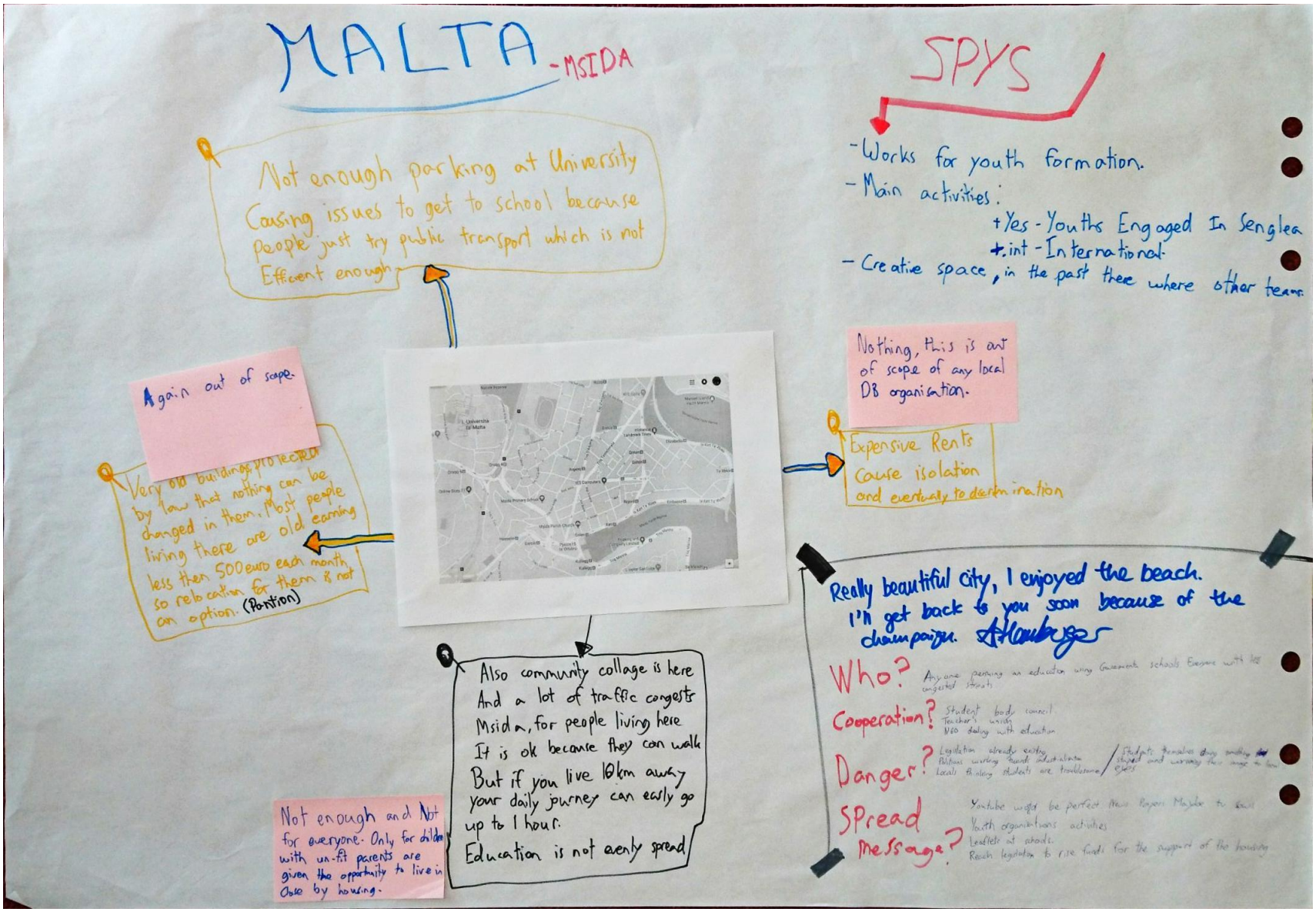
What do Salesians from Przemyśl do?
after-school care for children
free English course for the parishioners
free access to gym and sports ground
Oratory, School, Parishes
Summer play centre for kids
PRZEMYŚL
POLAND
the cantry's border with Ukraine
public transport is quite poor :-(
infrastructure could be better
the town hall
memorial places
big unemployment
... I love that anyway :-) I hope I can make a difference one day.


Zhytomyr - Ukraine
military place uncomfortable to live because of the noise, bad Internet
no enough transport
too less non-formal education centres
Oratorium
dangerouse because of the crimes
college where such students can get the profession
universities are not adapted for students with special needs
abandoned enterprises there is no job for youth
colleges with useful and typical professions for our city
This idea stands for inclusive participation and dealing with the disadvantage youth, for them to be included in social life. I would invest!

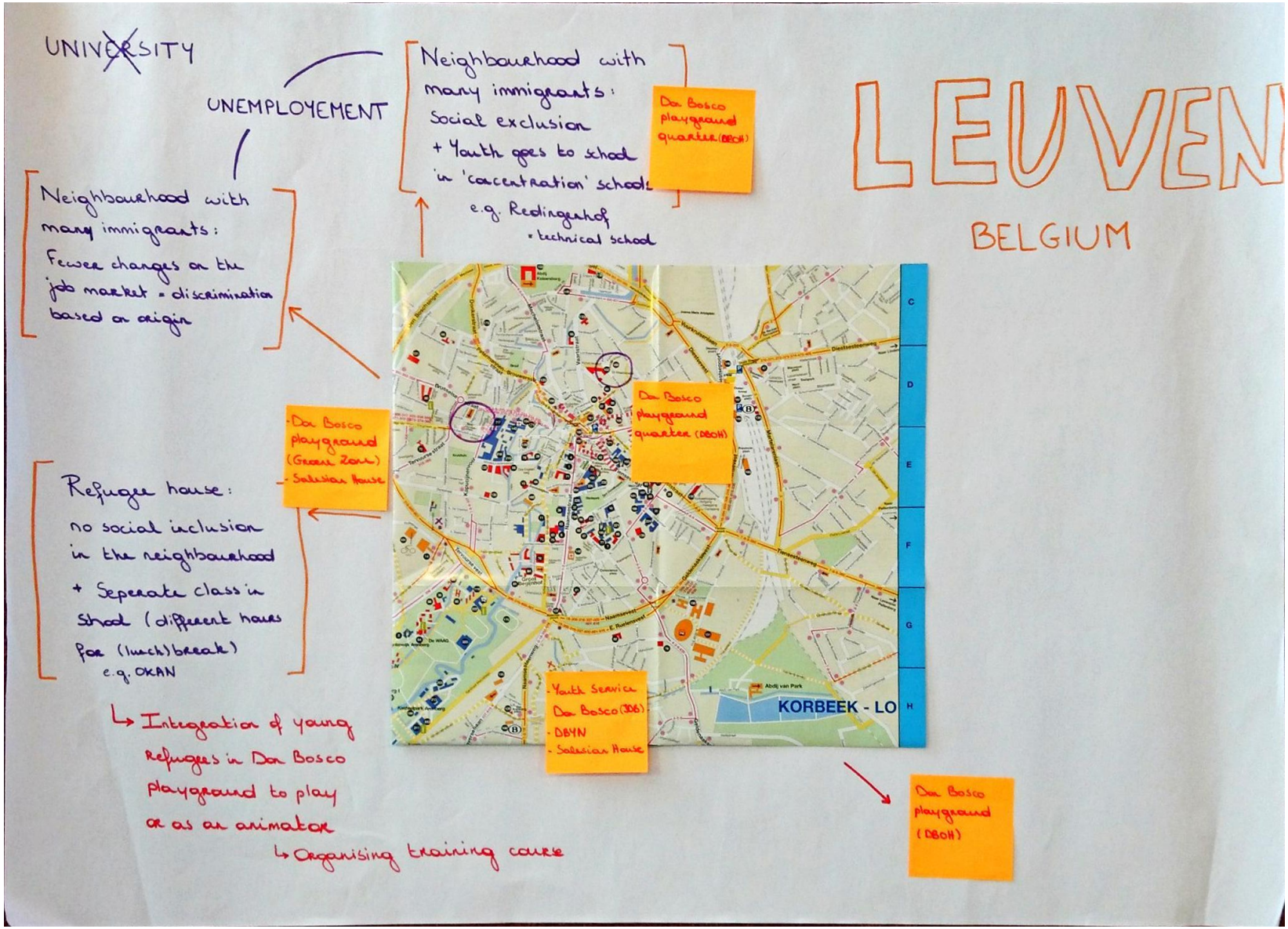
Salvatore Carlino
LOCALITÀ OGLIARA
LEGENDA
POSTE PRIVATE SERVICE
thank you for the nice visit!
PROJECT APPROVED V
Prof
Council of Europe

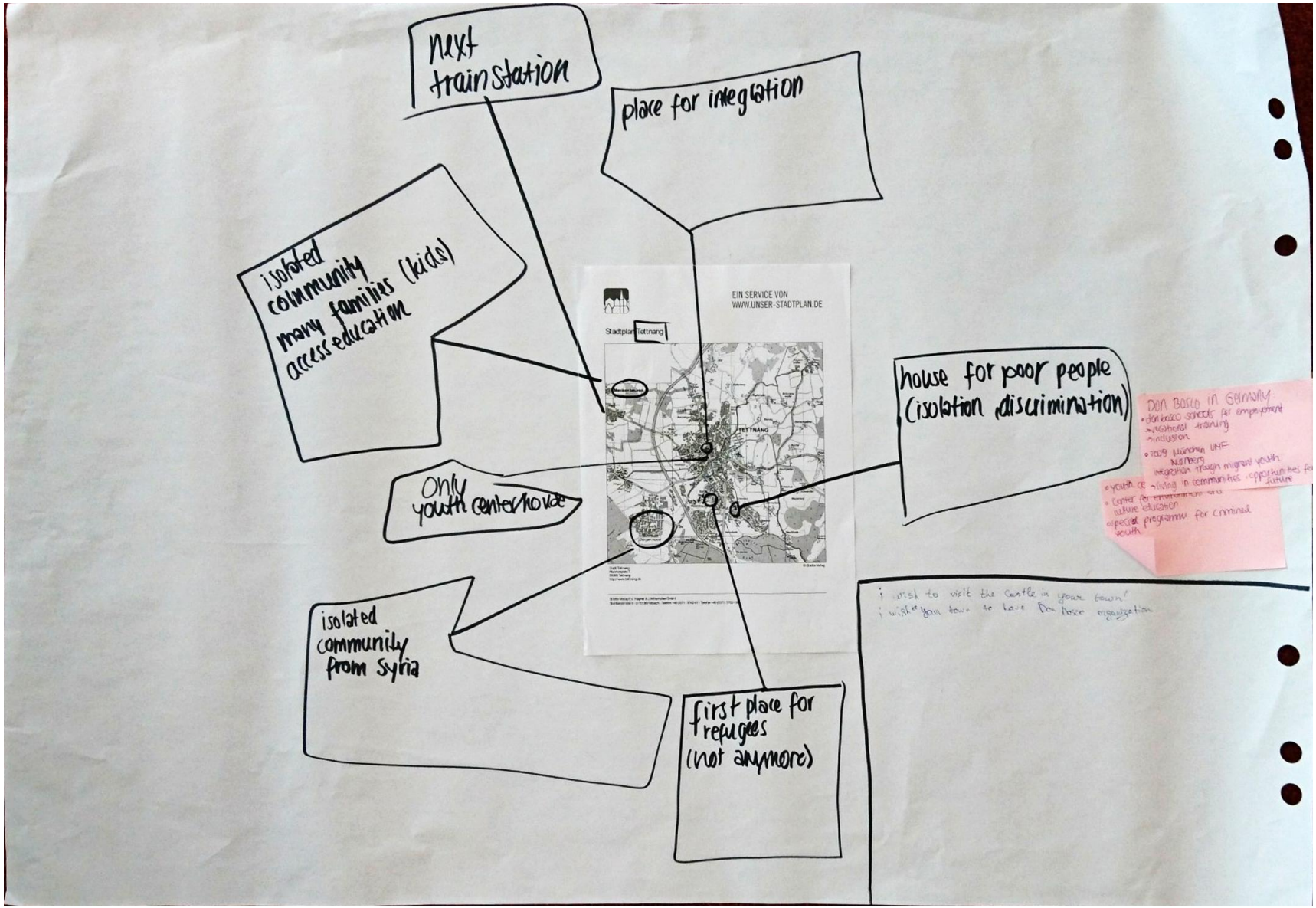
Welcome to Budapest!
III. district; Óbuda
Salesians house
→ everyday oratory for the main to the really poor children (roma...)
→ boarding school for the university students
→ elementary school
This is the biggest salesian house in Hungary.
Most beautiful areas
Parlament
Buda cast
Danube
Margaret Island
City centre
→ lot of shops
you have to go there... :D
(everything you need)
I live there
DISADVANTAGE
· Too expensive
· Lot's of tourist are there
VIII. district → very "dangerous" area
If you want to go shopping you have to go to Váci st. there's everything you need.
City park = Városliget
→ zoo, circus, spa, music hall, lake, castle, museum
XXXXXXXX
Thanks a lot for what we have learnt! :)
GREAT IDEA!
Exp. district are most of them are in the Buda side the view is there is amazing
poor districts are really far from the city center + 8 district → migrant + gipsy (big problems with them)


Germany that way
Switzerland that way
Come, I welcome you with open arms
Dietwiller
France
(near the German and Swiss border)
#networking
#animation
#learning
#reflecting
#provincial level
@MSJ_FR_BE

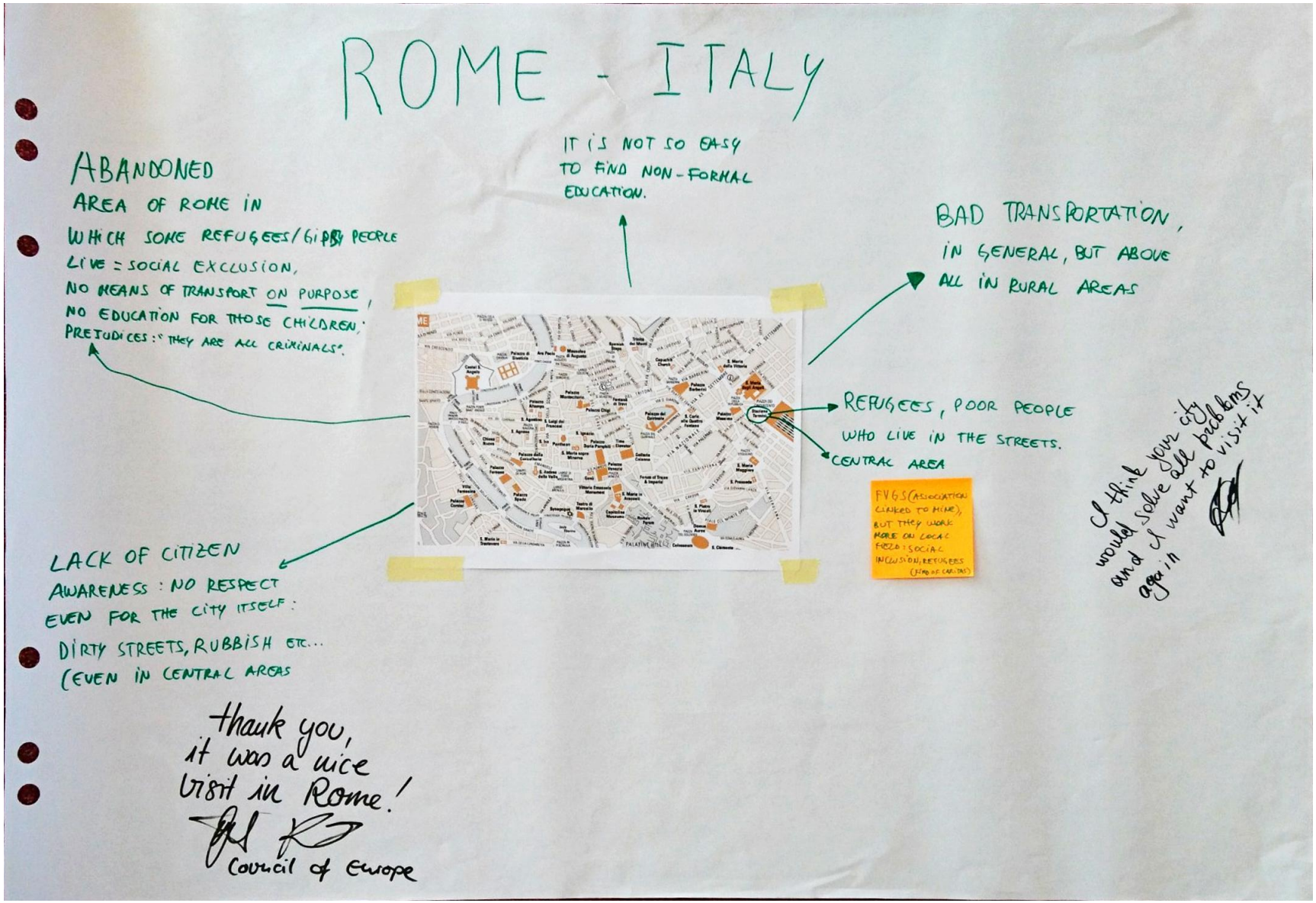

MALTA - MSIDA
Not enough parking at University
Causing issues to get to school because
People just try public transport which is not
Effcient enough
SPYS
- Works for youth formation.
- Main activities:
+ Yes - Youths Engaged In Senglea
+ int - International
- Creative space, in the past there where other teams
Again out of scope.
Very old buildings protected by law that nothing can be changed in them. Most people living there are old earning less then 500 euro each month, so relocation for them is not an option. (Pontion)
Nothing, this is out of scope of any local DB organisation.
Expensive Rents cause isolation and eventualy to depression
Also community collage is here
And a lot of traffic congests Msida, for people living here
It is ok because they can walk
But if you live 10km away your daily journey can easly go up to 1 hour.
Education is not evenly spread
Not enough and Not for everyone. Only for childs with un-fit parents are given the opportunity to live in Osio by housing.
Really beautiful city, I enjoyed the beach.
I'll get back to you soon because of the champaign.
Who?
Cooperation?
Danger?
Spread message?

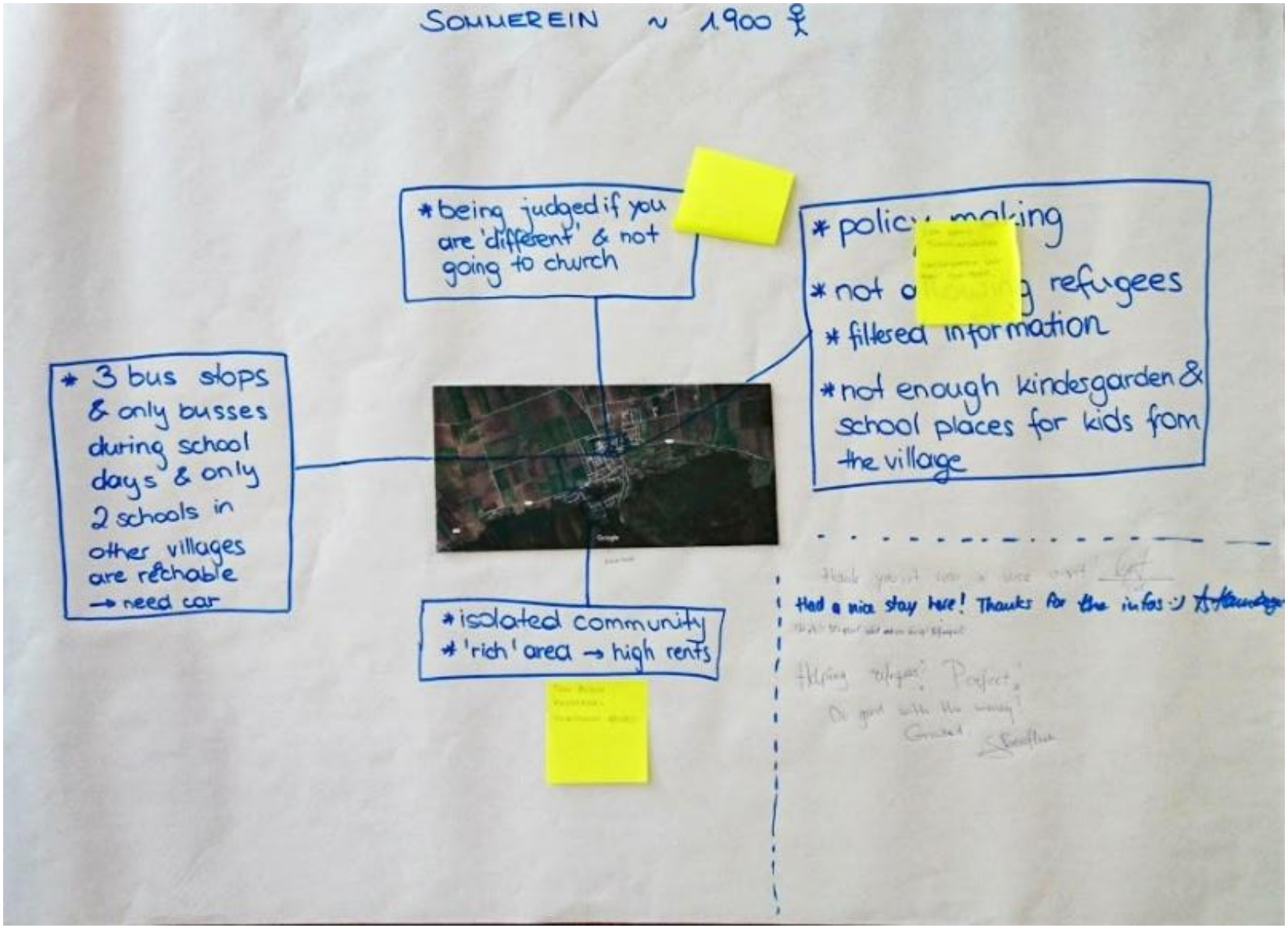
Welcome to Oostende
BELGIUM
Homeless Shelter
MOSQUEES, EVANGELIC CHURCH HINDU TEMPLE
BUT WHAT ABOUT GIRLS?
YOUTH HOUSE "De Takel"
-Teenagers and Young Adults with a migration and/or refugee background gather on a daily basis
Q-CONNECT
CENTRUM
HOUSES OF ELDERLY PEOPLE
- HOMEWORK SUPPORT
- EMOTIONAL SUPPORT
- ORGANIZE ACTIVITIES FROM SPORT TO TRIPS
- HELP FAMILIES
- KEEP THE YOUNGSTER AWAY FROM DANGEROUS ACTIVITIES
- PLACE TO BE YOURSELF
- PLACE TO FIND YOURSELF
- PLACE TO BE WITH FRIENDS
- ORGANIZE ACTIVITIES WITH AND FOR THE NEIGHBORHOOD
Vocational-Training schools
Discounts: - cheap prices
BUT WHAT ABOUT GIRLS?
SINT-CATHARINA PLEIN PARK
- Children gather (migrants and/or refugee)
- At night is a "shelter" for homeless
- Drug dealers
(I LIVE HERE)
WHAT ABOUT GIRLS?
Wester Kwartier
OUTSKIRT OF THE CITY
ETHNIC AREA OF THE CITY, POOR, DRUGS and ALCOHOL ISSUES
Zandboordc
XX CRAZY EXTREMELY RICH PART OF THE CITY
1/5 LOCAL ACCEPTS THE PRESENCE OF MIGRANTS and REFUGEES, according a recent article
THE LOCAL POPULATION IS FORMED BY ELDERLY, SOCIAL CARE SUPPORTED -> HIGH UNEMPLOY RATE
NO YOUNG PEOPLE
important work!
interesting idea and also very needed
I ♡ Oostende
The idea worth investing!
The girls needs to be heard!
I definitely will support your idea! Great plan.
Support from me too ♡

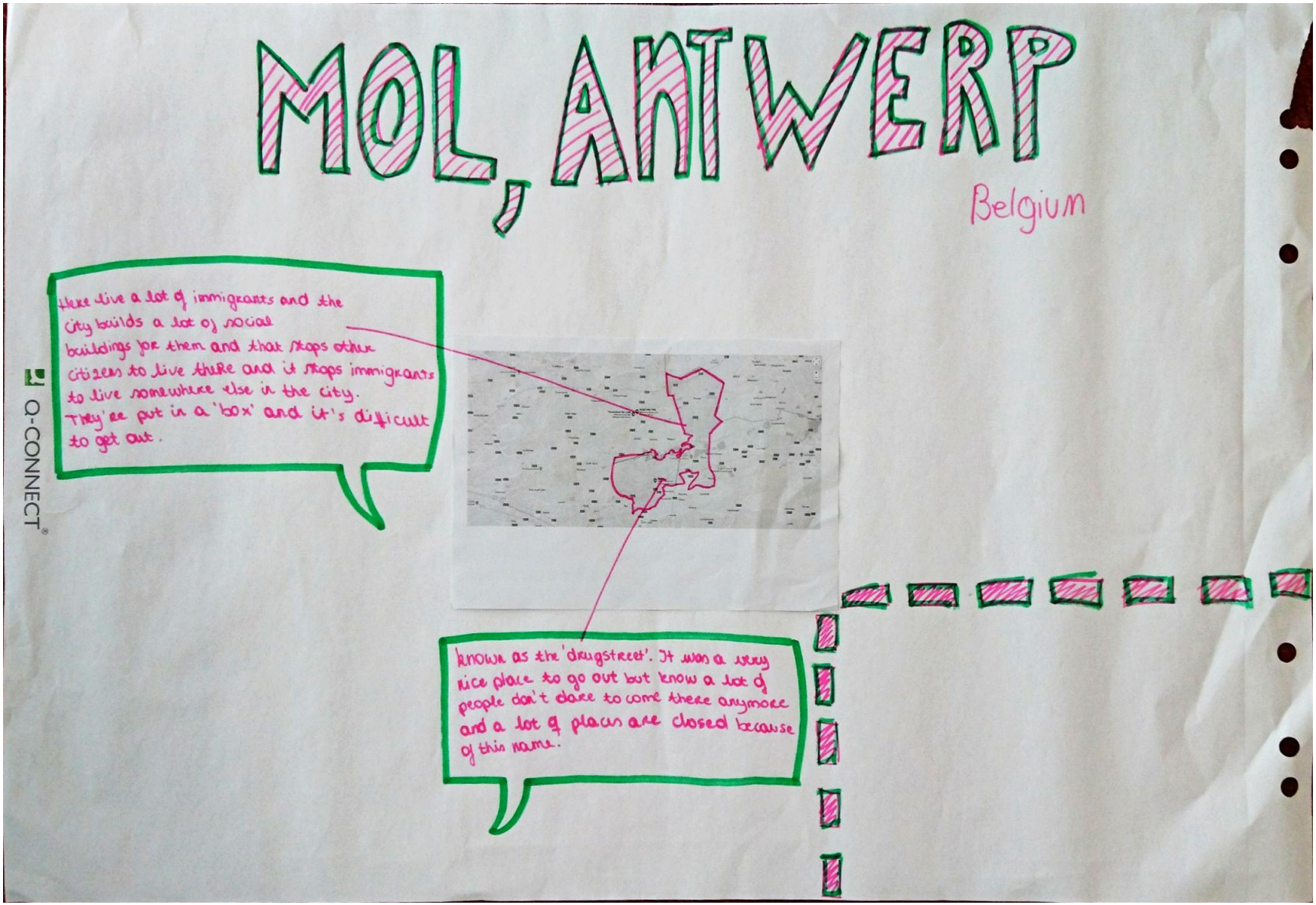

UNIVERSITY
UNEMPLOYEMENT
Neighbourhood with many immigrants: Social exclusion + Youth goes to school in 'concentration' schools e.g. Redingenhof - technical school
Da Bosco playground quarter (DBQH)
LEUVEN
BELGIUM
Neighbourhood with many immigrants: Fewer changes on the job market - discrimination based on origin
Da Bosco playground (Green Zone) - Salesian House
Da Bosco playground quarter (DBQH)
Refugee house: no social inclusion in the neighbourhood + Seperate class in school (different hours for (lunch)break) e.g. OKAN
- Youth Service Da Bosco (306) - DBYN - Salesian House
KORBEEK - LO
Da Bosco playground (DBQH)
↳ Integration of young Refugees in Da Bosco playground to play or as an animator
↳ Organising training course

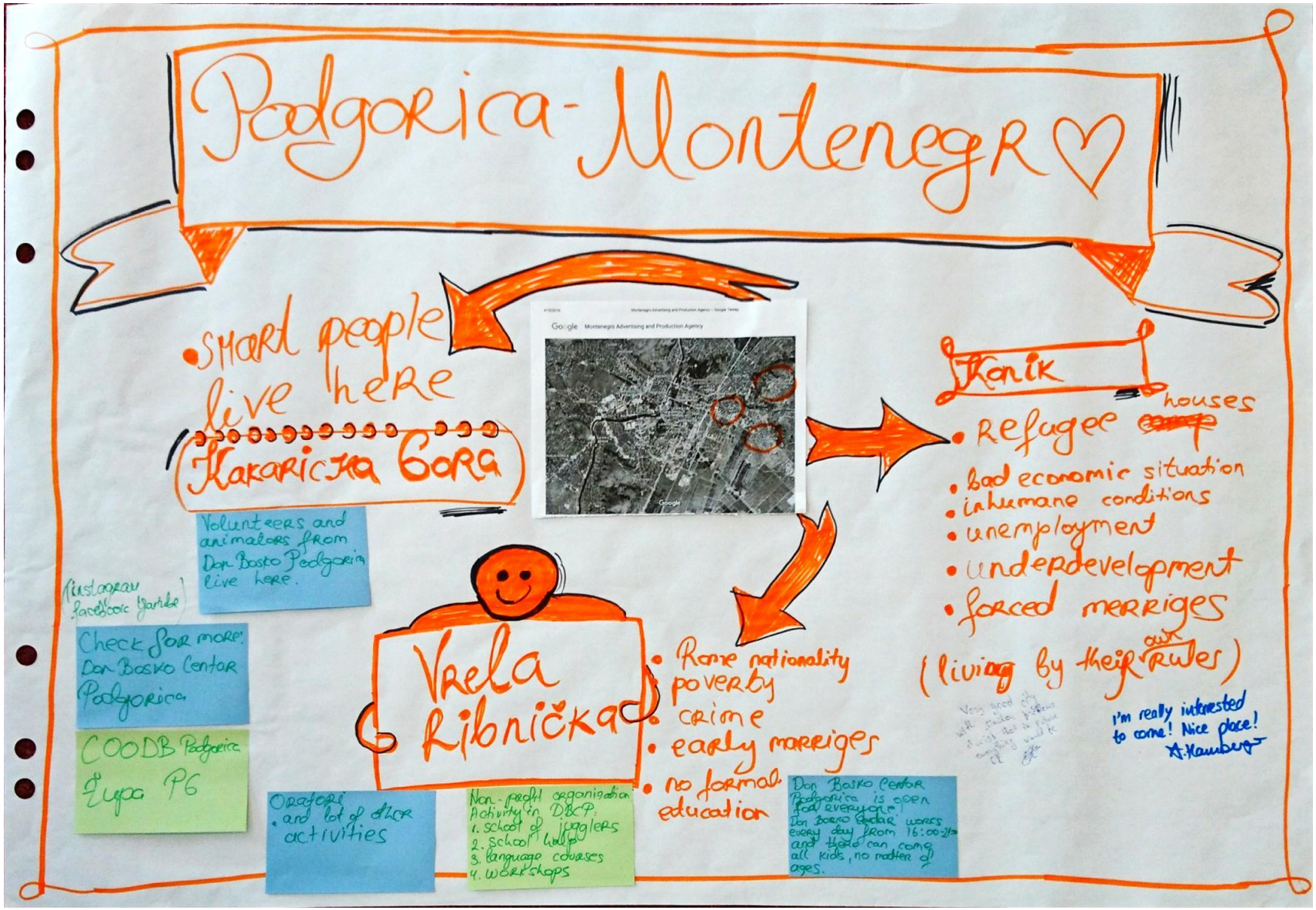

next train station
place for integration
isolated community many families (kids) access education
EIN SERVICE VON WWW.UNSER-STADTPLAN.DE
Stadtplan Tettnang
TETTNANG
house for poor people (isolation, discrimination)
DON BOSCO IN GERMANY
Only youth center no vote
isolated community from Syria
first place for refugees (not anymore)
I wish to visit the castle in your town!
I wish your town to have Don Bosco organization

NAPLES
THIS IS THE HOSPITAL AREA
I WORK HERE SALESIAN INSTITUTE DON BOSCO
THERE ARE MOST CHURCHES AND MONUMENTS IN THE HISTORY OF NAPLES
It is a SOMEWHAT CHAOTIC AREA BUT YOU LIVE WELL, THERE ARE SCHOOLS SHOPS, OFFICES
I LIVE THERE AND THERE IS STADIUM
FUORIGROTTA
OLD TOWN
IT'S A BEAUTIFU AREA BUT THERE ARE VERY DIFFICULT
PIAZZA GARIBALDI
IT'S THE STATION AND THERE ARE MANY IMMIGRANT HOMELESS, POOR
THIS IS THE RICHEST AREA OF NAPLES. IT'S VERY BEAUTIFUL
PICK-UP
GOLFO DI NAPOLI
GULFS OF NAPLES
ISLANDS
IN HERE THERE ARE MANY SHOP
A beautiful historical city, which needs more attention. The transport should be modernized The care and help is are contributed to those who need that.
GIORNI E ORARI DI APERTURA
DAYS AND OPENING HOURS
JOURS ET HEURES D'OUVERTURE
Punto Giò
CENTRO DIURNO A BASSA SOGLIA
M'interesso di te !

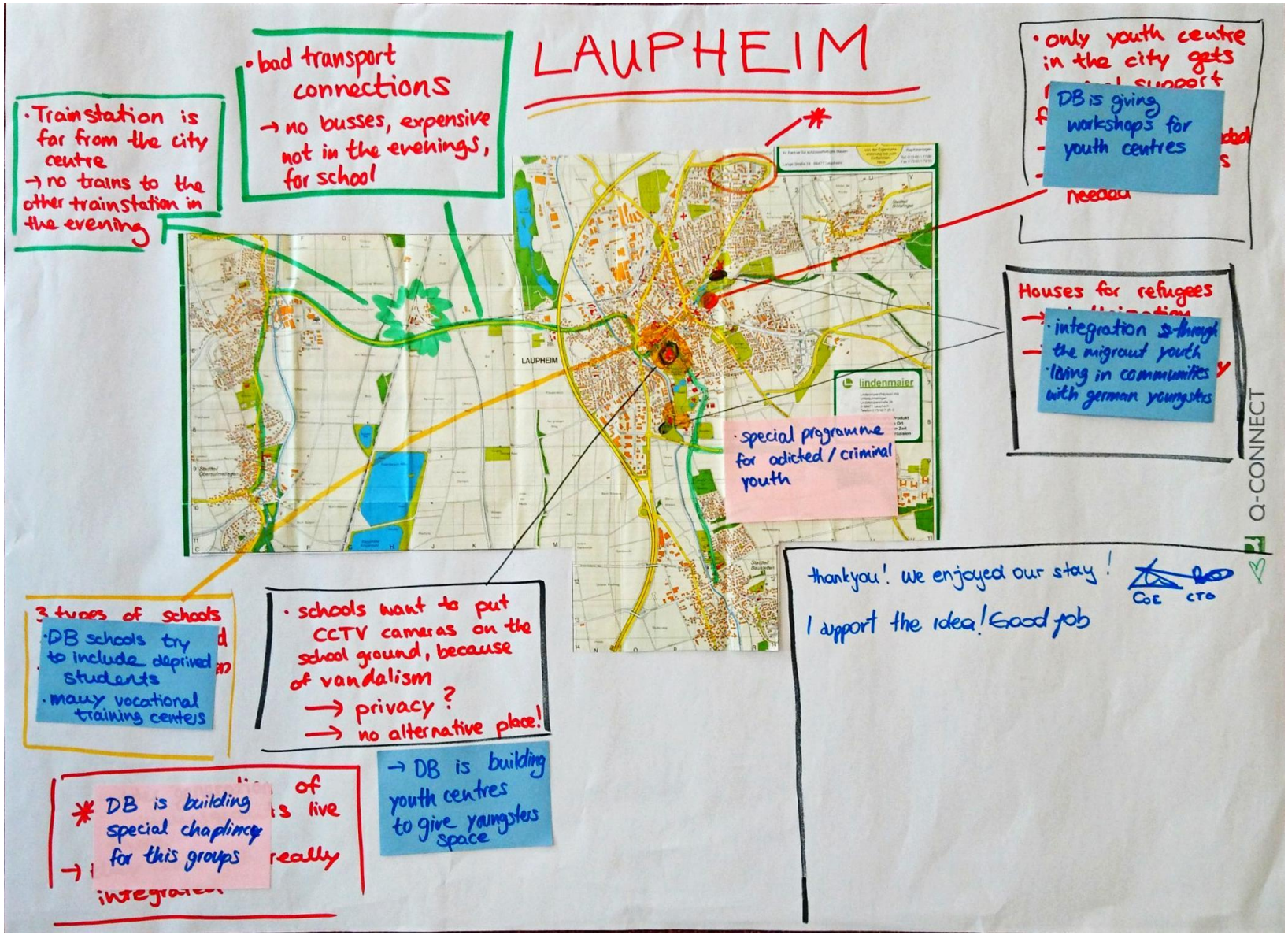

ROME - ITALY
ABANDONED
AREA OF ROME IN
WHICH SOME REFUGEES/GIPSY PEOPLE
LIVE = SOCIAL EXCLUSION,
NO MEANS OF TRANSPORT ON PURPOSE,
NO EDUCATION FOR THOSE CHILDREN;
PREJUDICES: "THEY ARE ALL CRIMINALS".
IT IS NOT SO EASY
TO FIND NON-FORMAL
EDUCATION.
BAD TRANSPORTATION,
IN GENERAL, BUT ABOVE
ALL IN RURAL AREAS
REFUGEES, POOR PEOPLE
WHO LIVE IN THE STREETS.
CENTRAL AREA
FVGS (ASSOCIATION
LINKED TO MINE),
BUT THEY WORK
MORE ON LOCAL
FIELD: SOCIAL
INCLUSION, REFUGEES
(HERO OF CARITAS)
I think your city
would solve all problems
and I want to visit it
again
LACK OF CITIZEN
AWARENESS: NO RESPECT
EVEN FOR THE CITY ITSELF:
DIRTY STREETS, RUBBISH ETC...
(EVEN IN CENTRAL AREAS
thank you,
it was a nice
visit in Rome!
Council of Europe

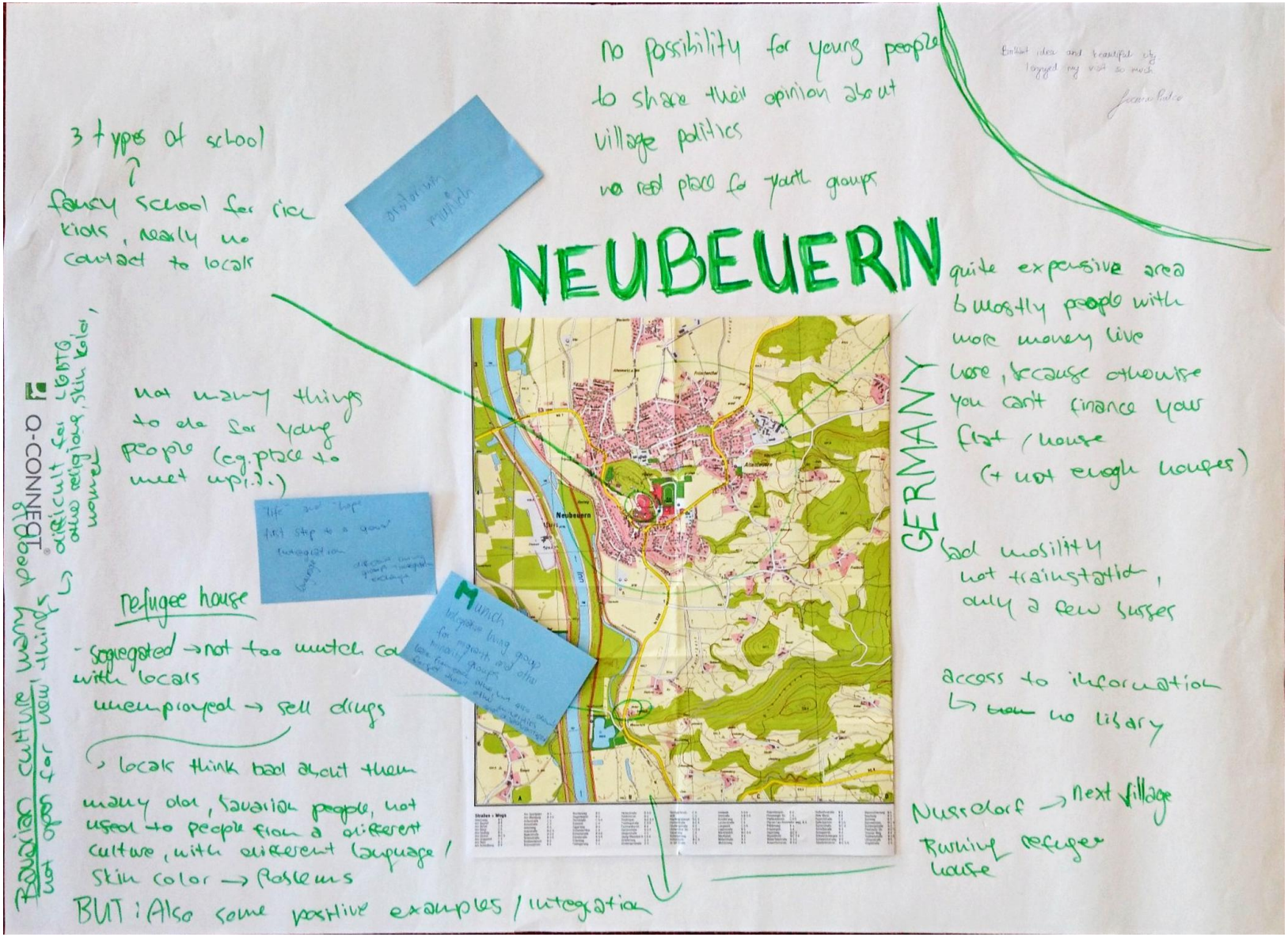

SOMMEREIN ~ 1.900
* being judged if you are 'different' & not going to church
* 3 bus stops & only busses during school days & only 2 schools in other villages are reachable → need car
* not enough kindesgarden & school places for kids from the village
* isolated community
* 'rich' area → high rents
Had a nice stay here! Thanks for the infos :)


MOL, ANTWERP
Belgium
there live a lot of immigrants and the city builds a lot of social buildings for them and that stops other citizens to live there and it stops immigrants to live somewhere else in the city. They're put in a 'box' and it's difficult to get out.
known as the 'drugstreet'. It was a very nice place to go out but know a lot of people don't dare to come there anymore and a lot of places are closed because of this name.
Q-CONNECT®


Podgorica-Montenegro
• smart people live here
Kakaricka Gora
Volunteers and animators from Don Bosko Podgorica live here.
(instagram facebook Youtube)
Check for more: Don Bosko Centar Podgorica
COODB Podgorica
Župa PG
Oratori
• and lot of other activities
Non-profit organization
Activity in DBCP:
1. school of jugglers
2. school help
3. language courses
4. workshops
Vrela Ribnička
• Rome nationality
• poverty
• crime
• early marriges
• no formal education
Don Bosko Centar Podgorica is open for everyone!
Don Bosko Centar works every day from 16:00-21:00 and there can come all kids, no matter of ages.
Konik
• Refugee houses
• bad economic situation
• inhumane conditions
• unemployment
• underdevelopment
• forced merriges
(living by their own rules)
I'm really interested to come! Nice place!
A. Hamburg

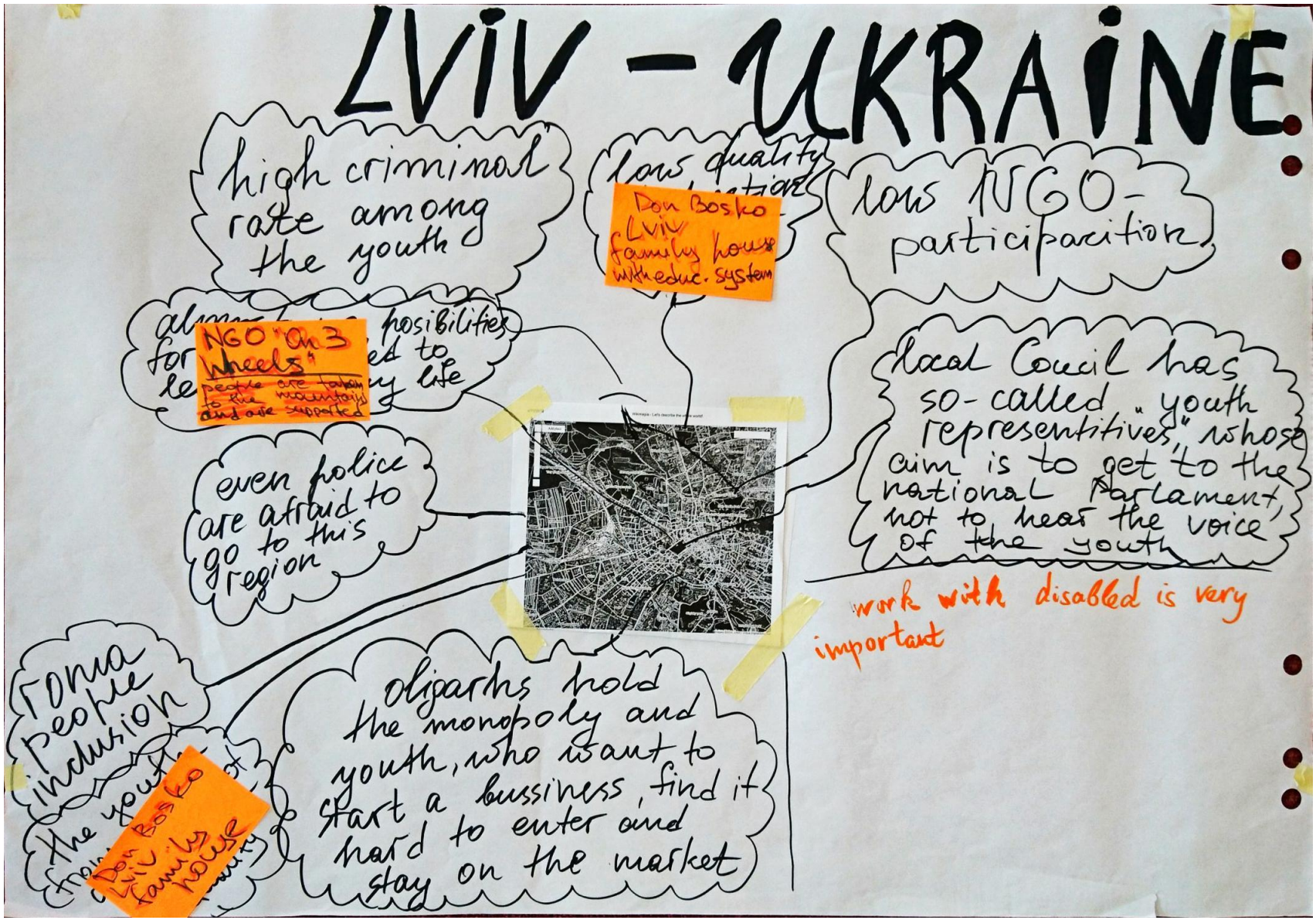
AMSTERDAM
• HIGH CONCENTRATION OF MIGRANTS
• VIOLENCE
• DISCRIMINATION
• LANGUAGE
• HIGH UNEMPLOYMENT RATES
• NOT ENOUGH TEACHERS!
• CRISIS IN EDUCATIONAL FIELD
WIL JIJ VRIJWILLIGERSWERK DOEN IN HET BUITENLAND?
COUNSELLING FOR EXCLUDED YOUNGSTERS
YOUTH CENTER FOR ROAMING YOUTH SALESIANS ARE STARTING IT UP
PARISH
• POLITICAL PARTIES FOCUS ON YOUNG/RICH INHABITANTS. IS EVERYBODY HEARD?
• BIG DIVERSITY OF NATIONALITIES
NOT ENOUGH HOUSING FOR EVERYONE.
HOUSING AND GUIDANCE
Happy & enthusiastic
very interesting initiatives and also very needed!
€ 1 000 000 !
• RICH AREA
• GOOD FACILITIES
• STAYS & IN FAMILIES, NO SHARING
• GOOD SCHOOLS
HOMELESS / ROAMING YOUNGSTERS DAY ACTIVITIES
• DEPRIVED AREA – POOR PEOPLE
• BAD SCHOOLS
• LITERALLY EXCLUDED!
• DISCRIMINATION: THE "BYLMER"
• MINORITIES CONCENTRATED
AFTER SCHOOL, WEEKEND, HOLIDAY ACTIVITIES FOR POOR CHILDREN.


LAUPHEIM
• bad transport connections
→ no busses, expensive not in the evenings, for school
• Trainstation is far from the city centre
→ no trains to the other trainstation in the evening
• only youth centre in the city gets
DB is giving workshops for youth centres
Houses for refugees
• integration through the migraud youth
• living in communities with german youngsters
• special programme for addicted / criminal youth
3 types of schools
• DB schools try to include deprived students
• many vocational training centers
• schools want to put CCTV cameras on the school ground, because of vandalism
→ privacy ?
→ no alternative place!
→ DB is building youth centres to give youngsters space
DB is building special chaplincy for this groups
thankyou! we enjoyed our stay!
I support the idea! Good job
CoE CTO
Q-CONNECT

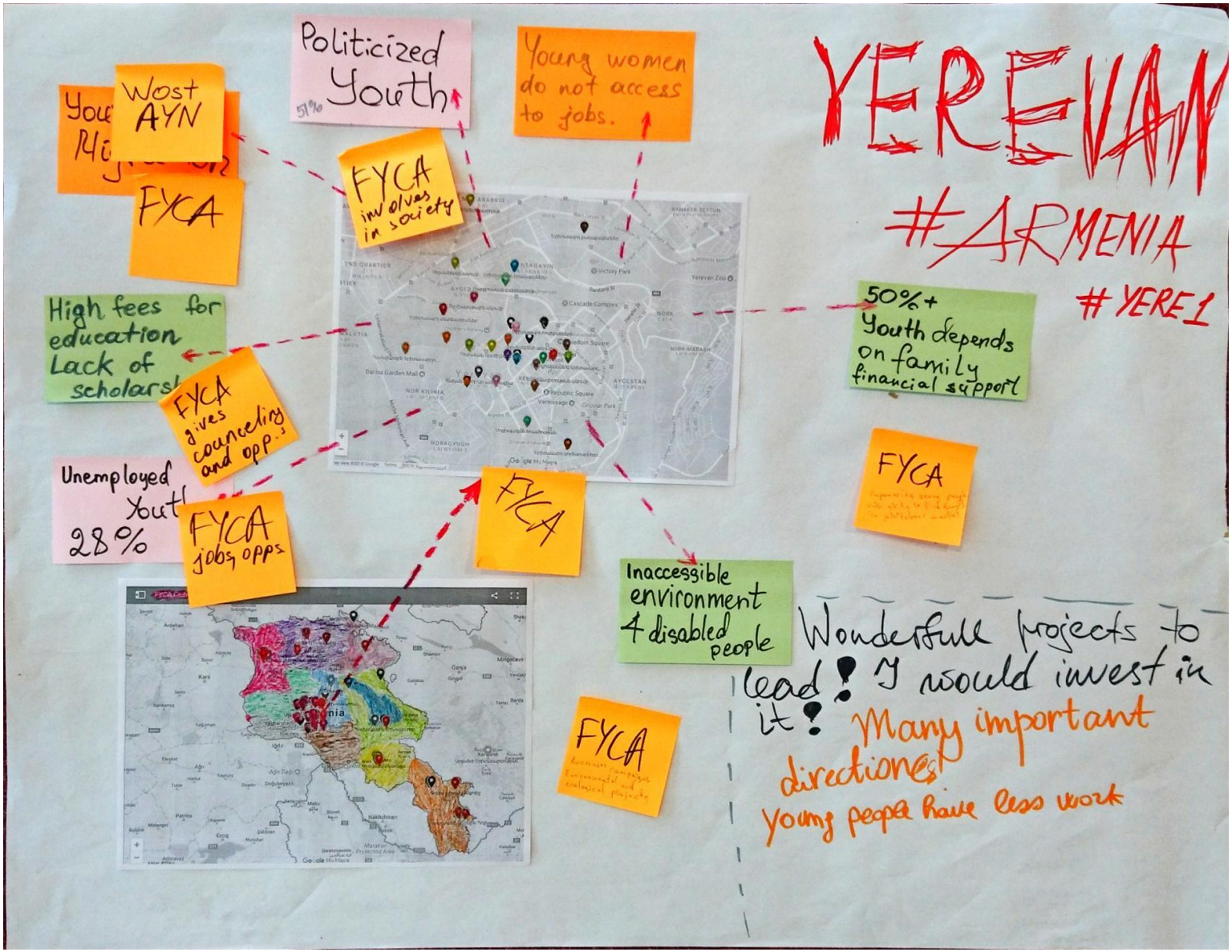

NEUBEUERN
GERMANY
no possibility for young people to share their opinion about village politics
no real place for youth groups
3 types of school
fancy school for rich kids, nearly no contact to locals
not many things to do for young people (e.g. place to meet up, i.d.)
refugee house
- segregated → not too much co
with locals
unemployed → sell drugs
→ locals think bad about them
many old, bavarian people, not used to people from a different culture, with different language / skin color → Problems
BUT: Also some positive examples / integration
quite expensive area
↳ mostly people with more money live here, because otherwise you can't finance your flat / house
(+ not enough houses)
bad mobility
not trainstation, only a few busses
access to information
↳ no libary
Nussdorf → next village
Burning refugee house
Bavarian culture many people
not open for new things
↳ difficult for LGBTQ
other religions, skin color, women
Neubeuern

SLOVAKIA
JOB'S OPPORTUNITIES
ADULTS FROM T.T. & NDCA
"SALESIAN'S CHILDREN" VS "STREET'S CHILDREN"
TRENČIANSKA TEPLÁ
PROBLEMS WITH GIPSIES
FOLK
HIGH SCHOOLS IN TN
COOPERATE!
CORRUPTION IN SPORTS CLUBS (TN)
CHILDREN FROM WEALTHIER FAMILIES (TN)
Good Christians and honest citizens, Perfect! Keep up the work with your gypsies!

BARI
This is
This is a castle "SVEVO"
This is a Cathedral of "San Nicola" the protector of the city
This is the old zone of the city: "BARI VECCHIA"
The neighborhood where i live is called "LIBERTÀ"
FREEDOM
It is a lively district in which many minors in difficult live. Active services are scarce, and not everyone can access.
This is the University "Aldo Moro"
This is the place where I'm working: Salesian's House, in particular i'm an educator in a educative community. There is also the ORATORY (♡) with other services for the children and their family.
MY ORATORY IS THE BEST IN THE WORLD!
The project should be developed more and it would be financed as helps migrants to be involved in society.
Q-CONNECT®

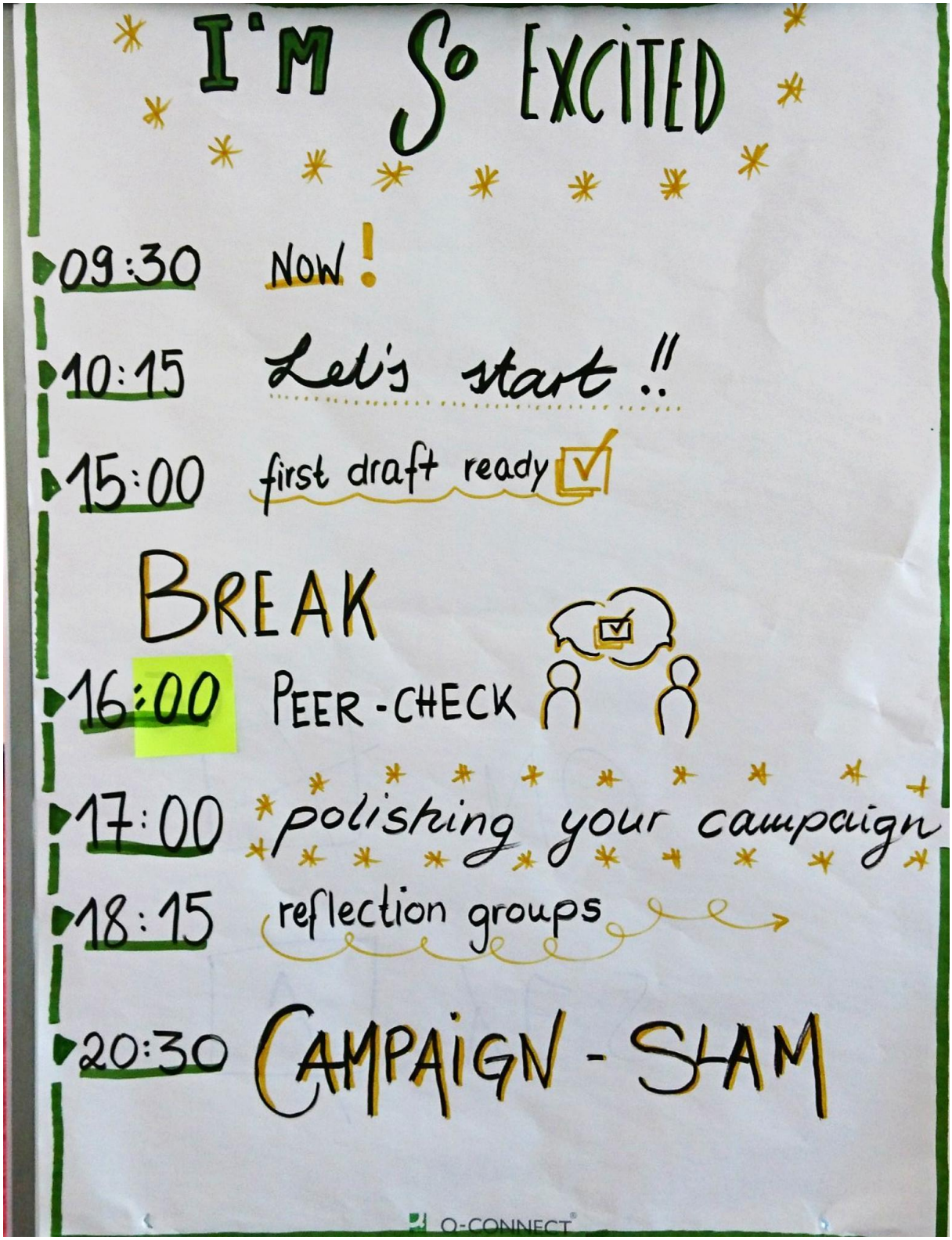

LVIV - UKRAINE
high criminal rate among the youth
low quality
Don Bosko LViV family house with educ. system
low NGO-participation
NGO "On 3 Wheels"
people are taken to the mountains and are supported
local Council has so-called "youth representitives," whose aim is to get to the national Parlament, not to hear the voice of the youth
even police are afraid to go to this region
work with disabled is very important
oligarchs hold the monopoly and youth, who want to start a bussiness, find it hard to enter and stay on the market
Don Bosko LViV family house

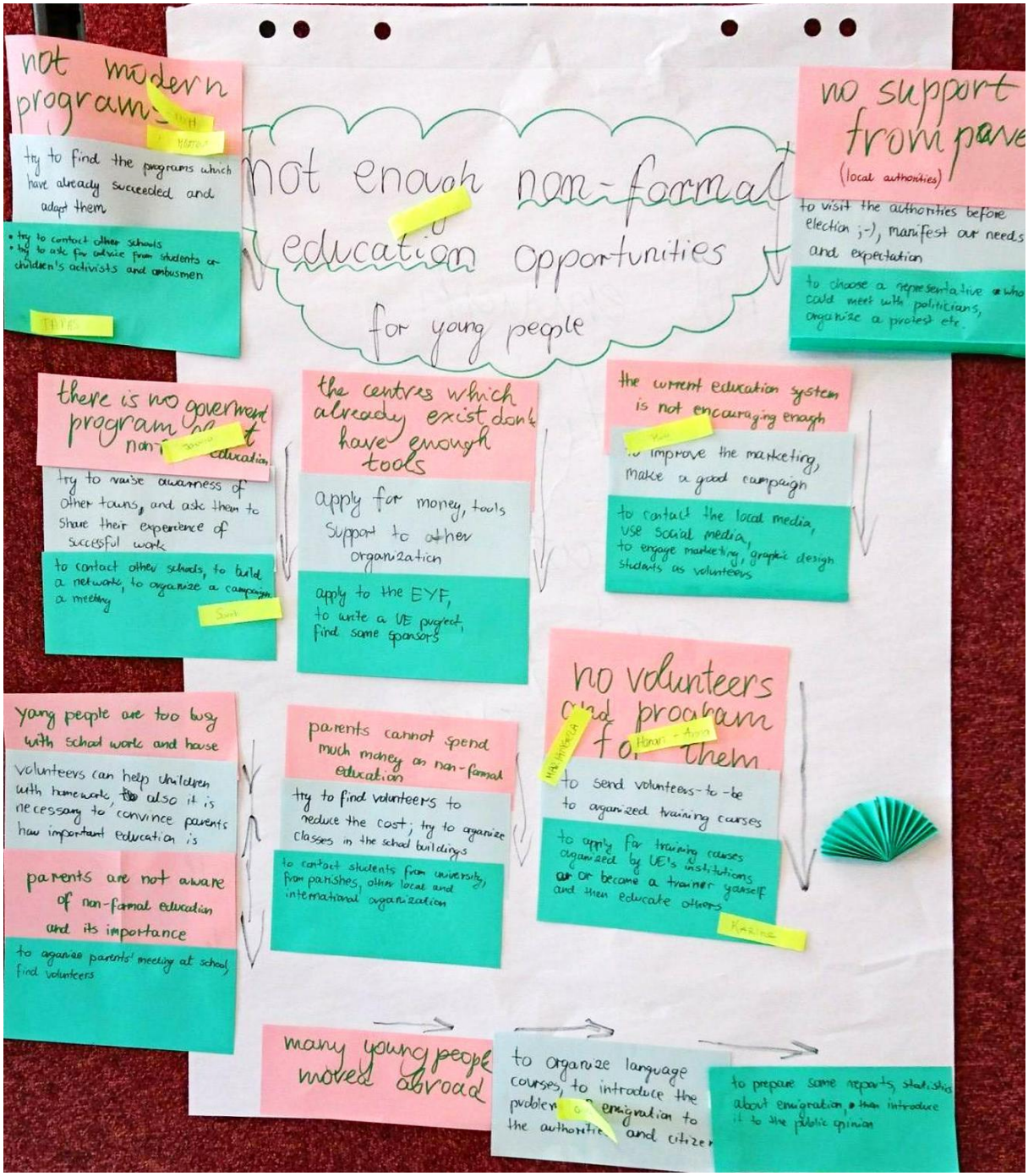
Uzhhorod
1. Ukrainian roads
Uzhhorod roads
2. Problem of attending roman children to schools
3. Bad learning conditions at university buildg
4. Problems with the city lights at night
• a city in development
• same problems like in Montenegro - Roma nationality roads
• I wish I can visit your city once.
Thanks, it was a nice visit in Uzhorod!
Council of Europe
One day I will come!
Though our city is small enough, there is not enough organizations or volunteers to work with youth

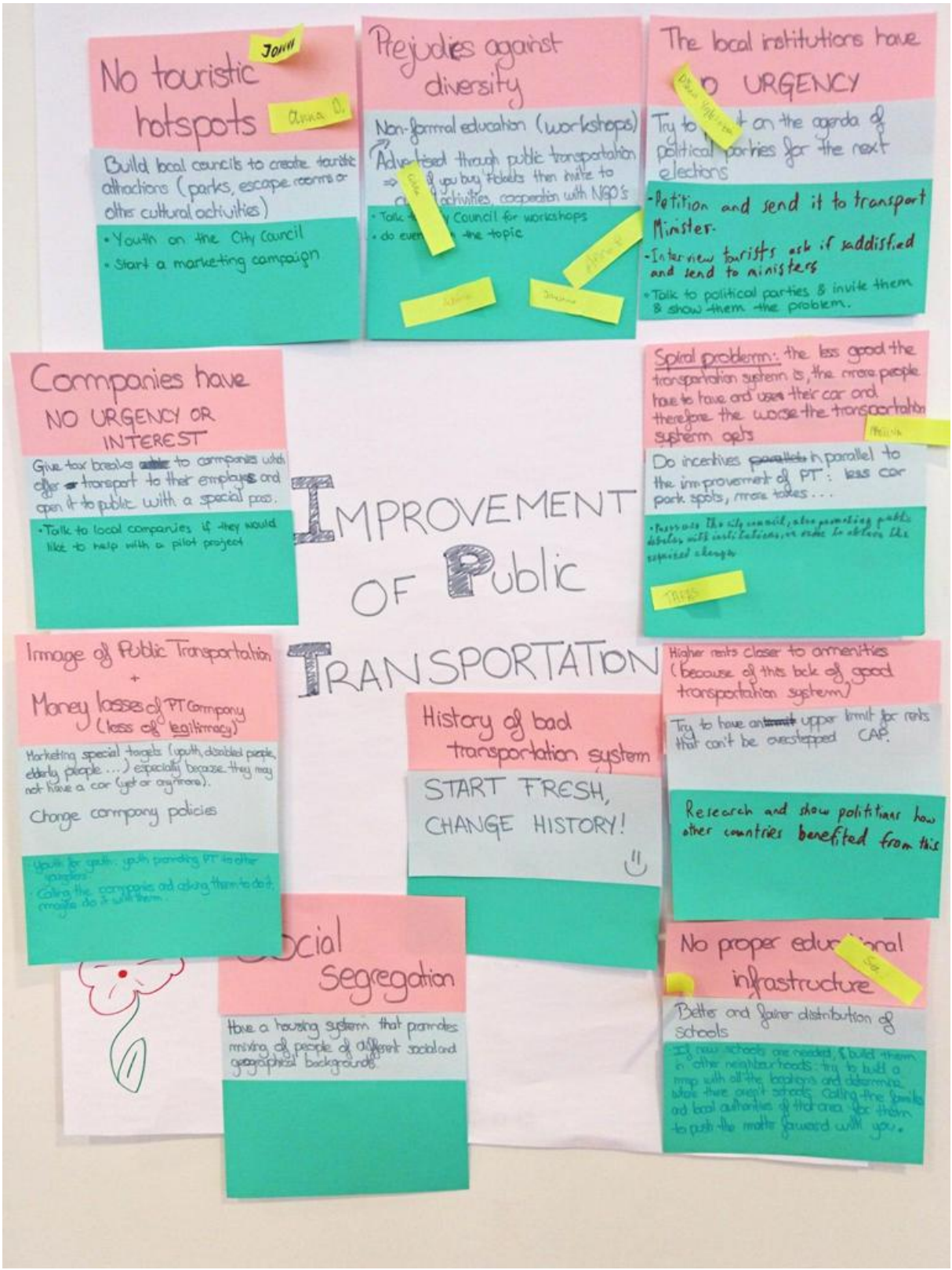

Politicized Youth
Young women do not access to jobs.
YEREVAN
#ARMENIA
#YEREI
Wost AYN
FYCA
FYCA involves in society
High fees for education Lack of scholars
FYCA gives counceling and opp.s
50%+ Youth depends on family financial support
Unemployed Youth 28%
FYCA jobs, opps
FYCA
FYCA
Inaccessible environment 4 disabled people
Wonderfull projects to lead! I would invest in it! Many important directions!
Young people have less work

# *Advocacy campaigns*

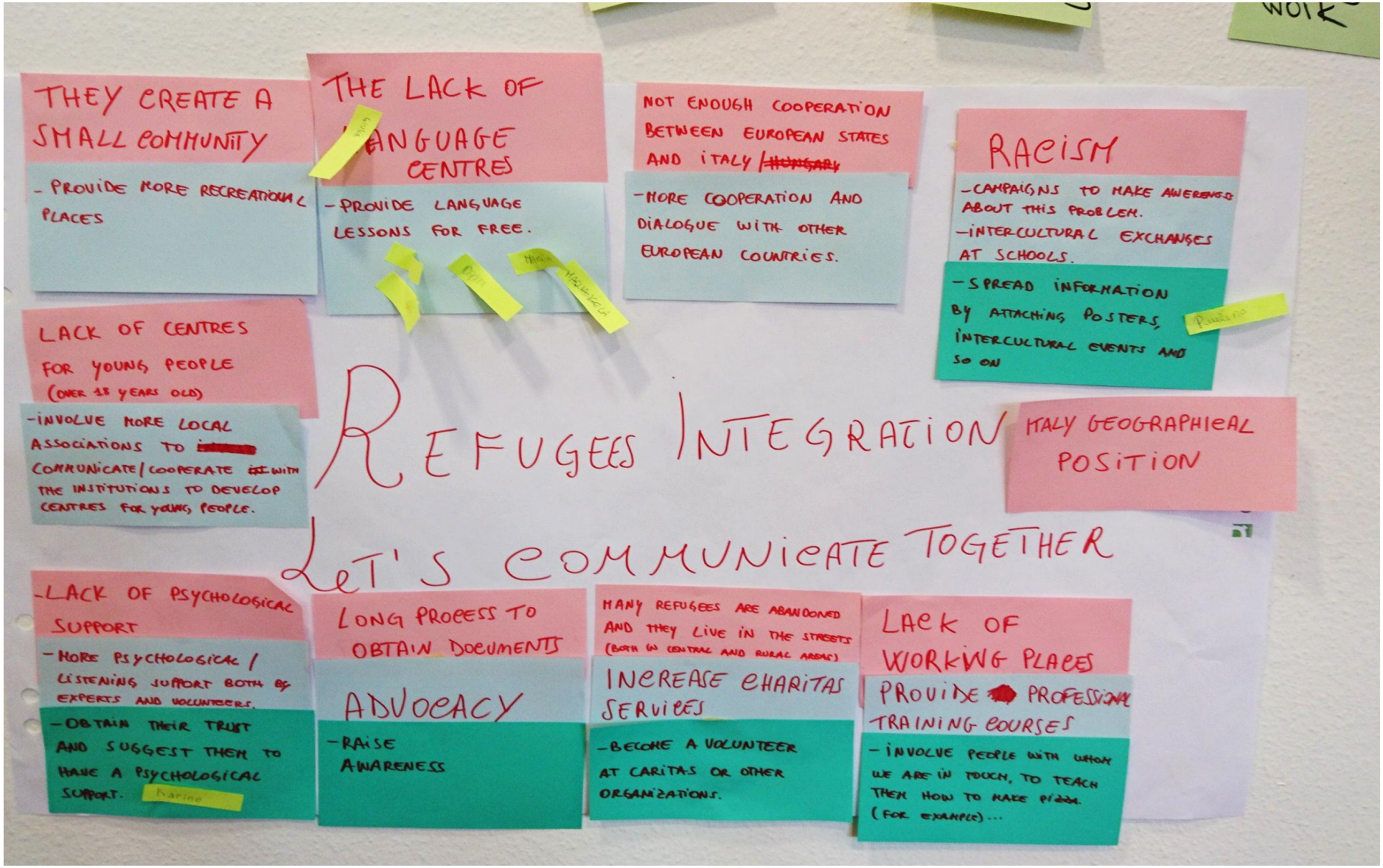
After several days of hard work, the group had the readiness to start developing and planning their own campaigns. They have an idea what advocacy is and what an advocate needs and does. The participants already had an overview of issues which are connected to their local context. Now they were ready to work in a group and structure a campaign by themselves. The trainers and experts were available to consult them. They also provided resources, each with one clear expertise. There were 6 different groups of people who all worked on their own advocacy campaigns.

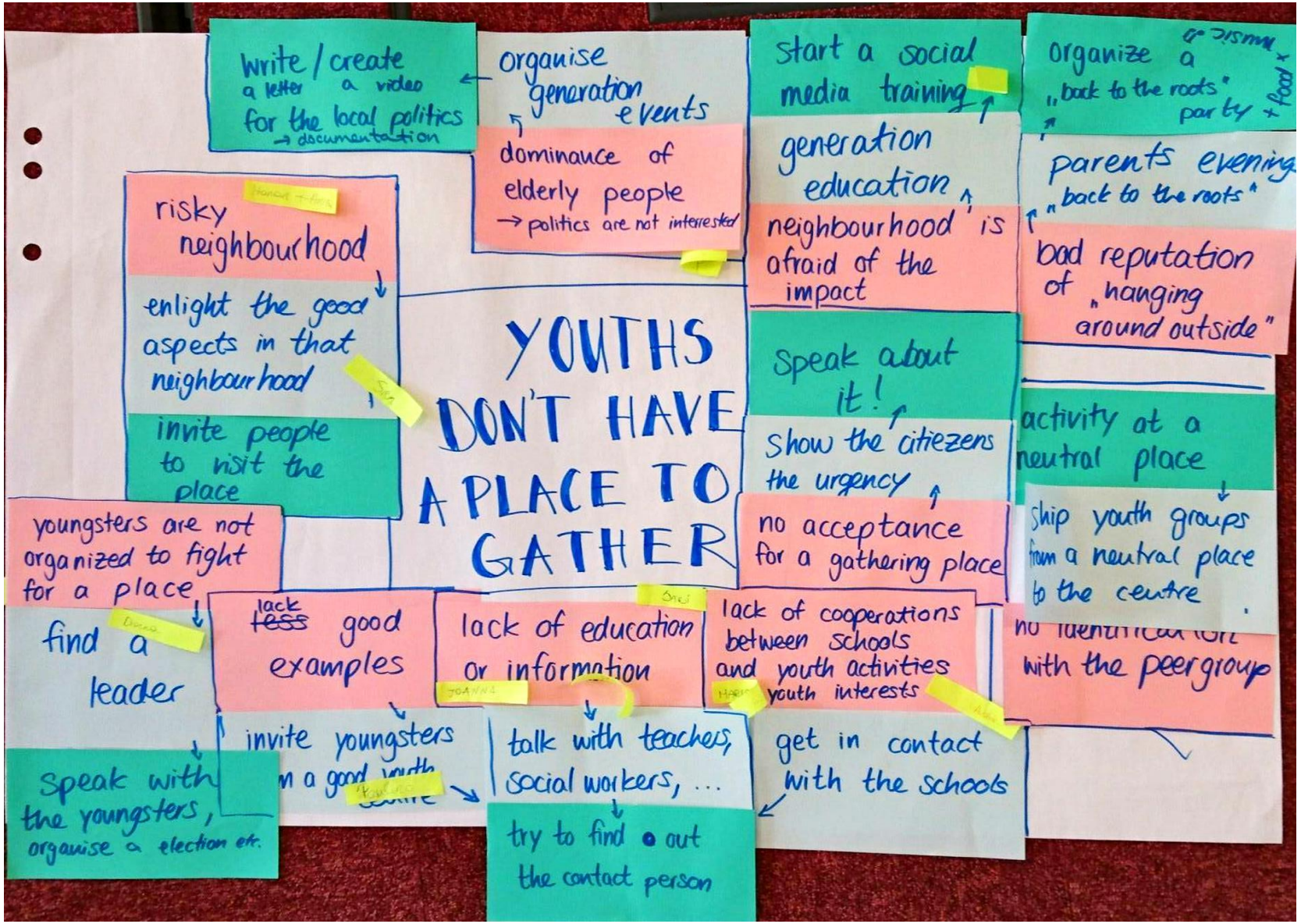

I'M So EXCITED
09:30 Now!
10:15 Let's start!!
15:00 first draft ready
BREAK
16:00 PEER-CHECK
17:00 polishing your campaign
18:15 reflection groups
20:30 CAMPAIGN-SLAM
O-CONNECT


not modern programs
try to find the programs which have already succeeded and adapt them
try to contact other schools
try to ask for advice from students or children's activists and ombusmen
not enough non-formal education opportunities for young people
no support from parents (local authorities)
to visit the authorities before election ;-), manifest our needs and expectation
to choose a representative who could meet with politicians, organize a protest etc.
there is no government program not formal education
try to raise awareness of other towns, and ask them to share their experience of succesful work
to contact other schools, to build a network, to organize a campaign a meeting
the centres which already exist don't have enough tools
apply for money, tools support to other organization
apply to the EYF, to write a VE project, find some sponsors
the current education system is not encouraging enough
to improve the marketing, make a good campaign
to contact the local media, use social media, to engage marketing, graphic design students as volunteers
young people are too busy with school work and house
volunteers can help children with homework, also it is necessary to convince parents how important education is
parents are not aware of non-formal education and its importance
to organize parents' meeting at school find volunteers
parents cannot spend much money on non-formal education
try to find volunteers to reduce the cost; try to organize classes in the school buildings
to contact students from university, from parishes, other local and international organization
no volunteers and program for them
to send volunteers-to-be to organized training courses
to apply for training courses organized by VE's institutions or become a trainer yourself and then educate others
many young people moved abroad
to organize language courses, to introduce the problem of emigration to the authorities and citizens
to prepare some reports, statistics about emigration, then introduce it to the public opinion


No touristic hotspots
Build local councils to create touristic attractions (parks, escape rooms or other cultural activities)
• Youth on the City Council
• Start a marketing campaign
Prejudies against diversity
Non-formal education (workshops)
The local institutions have
URGENCY
Try to on the agenda of political parties for the next elections
• Petition and send it to transport Minister.
• Talk to political parties & invite them & show them the problem.
Companies have
NO URGENCY OR INTEREST
Give tax breaks to companies who offer transport to their employees and open it to public with a special pass.
• Talk to local companies if they would like to help with a pilot project
Spiral problem: the less good the transportation system is, the more people have to have and use their car and therefore the worse the transportation system gets
Do incentives in parallel to the improvement of PT: less car park spots, more taxes...
IMPROVEMENT OF Public TRANSPORTATION
Image of Public Transportation
+
Money losses of PT Company
(loss of legitimacy)
Marketing special targets (youth, disabled people, elderly people ...) especially because they may not have a car (yet or anymore).
Change company policies
History of bad transportation system
START FRESH, CHANGE HISTORY!
Higher rents closer to amenities (because of this lack of good transportation system)
Try to have an upper limit for rents that can't be overstepped CAP.
Research and show politicians how other countries benefited from this
Social Segregation
Have a housing system that promotes mixing of people of different social and geographical backgrounds
No proper educational infrastructure
Better and fairer distribution of schools

kind of prevention for example in school like non-formal education for target group (one afternoon)
Bullying
CARE them
NARROW-MINDED
TRAININGS WITH ACTUALLY TOPICS
discrimination
stereotypes
Mentality
ROMA people
are not integrated
living isolated/seperated
Show motivation videos of other Roma people who succeeded and changed their lives.
·to include in social life
·to build flat houses near ours
no formal education & no non-formal education
financial helps
Crimes
to educate them, to explain about crime and why it is Bad.
make a projects for them to offer prevention systems in different topics (crimes, bullying) in the youth center
no empathy
ORGANISE REGURALRLY MEETINGS WITH TESTIMONIES
to tell about our own story, to tell about testimonies
·organize school help in DBCP
OFFER TO THEM „PRIVATE-LEARNING" SHOW THEM, THAT SCHOOL CAN BE ALSO FUNNY
·create a kind of workshop for prevention different issues (with games)
→ in the youth center
→ for a specific number of kids
the cooperation from a psychologist


THEY CREATE A SMALL COMMUNITY
- PROVIDE MORE RECREATIONAL PLACES
THE LACK OF LANGUAGE CENTRES
- PROVIDE LANGUAGE LESSONS FOR FREE.
NOT ENOUGH COOPERATION BETWEEN EUROPEAN STATES AND ITALY /HUNGARY
- MORE COOPERATION AND DIALOGUE WITH OTHER EUROPEAN COUNTRIES.
RACISM
- CAMPAIGNS TO MAKE AWERENESS ABOUT THIS PROBLEM.
- INTERCULTURAL EXCHANGES AT SCHOOLS.
- SPREAD INFORMATION BY ATTACHING POSTERS, INTERCULTURAL EVENTS AND SO ON
LACK OF CENTRES FOR YOUNG PEOPLE (OVER 18 YEARS OLD)
- INVOLVE MORE LOCAL ASSOCIATIONS TO COMMUNICATE / COOPERATE WITH THE INSTITUTIONS TO DEVELOP CENTRES FOR YOUNG PEOPLE.
REFUGEES INTEGRATION
ITALY GEOGRAPHICAL POSITION
LET'S COMMUNICATE TOGETHER
- LACK OF PSYCHOLOGICAL SUPPORT
- MORE PSYCHOLOGICAL / LISTENING SUPPORT BOTH BY EXPERTS AND VOLUNTEERS.
- OBTAIN THEIR TRUST AND SUGGEST THEM TO HAVE A PSYCHOLOGICAL SUPPORT.
LONG PROCESS TO OBTAIN DOCUMENTS
ADVOCACY
- RAISE AWARENESS
MANY REFUGEES ARE ABANDONED AND THEY LIVE IN THE STREETS (BOTH IN CENTRAL AND RURAL AREAS)
INCREASE CHARITAS SERVICES
- BECOME A VOLUNTEER AT CARITAS OR OTHER ORGANIZATIONS.
LACK OF WORKING PLACES
PROVIDE PROFESSIONAL TRAINING COURSES
- INVOLVE PEOPLE WITH WHOM WE ARE IN TOUCH, TO TEACH THEM HOW TO MAKE PIZZA (FOR EXAMPLE)...


YOUTHS DON'T HAVE A PLACE TO GATHER
Write / create a letter a video for the local politics → documentation
organise generation events
dominance of elderly people → politics are not interested
start a social media training
generation education
neighbourhood is afraid of the impact
organize a „back to the roots" party
parents evening „back to the roots"
bad reputation of „hanging around outside"
risky neighbourhood
enlight the good aspects in that neighbourhood
invite people to visit the place
Speak about it!
Show the citiezens the urgency
no acceptance for a gathering place
activity at a neutral place
ship youth groups from a neutral place to the centre
youngsters are not organized to fight for a place
find a leader
lack ~~less~~ good examples
lack of education or information
lack of cooperations between schools and youth activities
youth interests
with the peergroup
invite youngsters
talk with teaches, social workers, ...
get in contact with the schools
Speak with the youngsters, organise a election etc.
try to find • out the contact person