



YOUTH WORK



ORA Youth Work handbook

An outcome of the Capacity Building for youth in
neighbouring and enlargement countries

**“ORA: capacity building to generate innovative approaches in youth work”
(August 2016 - October 2017)**

Liege, Belgium (16 - 23 October 2016)
Berlin, Germany (05 - 12 February 2017)
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Project realised by
Zdravo da ste - Hi Neighbour, in cooperation with ORA Network



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**INTRODUCTION
TO THE PROJECT**

ABOUT THE PROJECT



Due to the economic and employment crisis affecting all of Europe, more and more young citizens do not have any trust in their futures, suffer from increasing marginalisation (and/or self-marginalization) in and disregard for the public sphere. Moreover access to existing social rights is becoming more and more difficult (due to the economic crisis the majority of EU countries have experienced cuts to public funds at both the national and municipal levels in the social and cultural sectors, including youth work) which at the same time reduces the possibility for young people to contribute to the development (social, cultural, economic, and environmental) of the community in which they live. Young people have also been directly affected by the economic crisis that started in 2008, particularly on through the effect on the labour market. One in four young people under 25 are unemployed in the EU (Eurostat unemployment rate

among the under 25 year olds – 2012 annual average in the EU 27 was 22.8%) and the situation is even worst in the Western Balkans (<http://data.worldbank.org/indicator/SL.UEM.1524.ZS> - Youth unemployment refers to the share of the labour force ages 15-24 without work but available for and seeking employment: Albania 29,2% - Serbia 49,5% - Bosnia Herzegovina 57,5%).

In this context, considering the growing complexity of our globalised society and the social issues facing young people today (including the issues of bullying, early school leaving, special educational needs and cultural needs) it is fundamental to recognise the value and the role of youth work and non formal learning in fostering both the social and human capital of young people. As shown by the EU Youth Work report (Working with young people: The value of youth work in the EU - European Commission, February

2014) youth work plays a significant part in equipping young people with skills that are needed to advance in the labour market and in the sphere of education; as well as for their own personal development and well-being. Youth work has been growing in importance on the political agendas of the vast majority of countries across Europe, but there is still some distance to go in order to reduce the gap between “plans” and “actions”, including the need to support the bottom up processes of youth work organisations. This is because existing programmes do not reach many of the young people who could potentially from youth work (in 2012 only one young person in five took part in the activities of a youth club, leisure time club or a youth organisation, Flash Eurobarometer n°375 - Survey European Youth: participation in democratic life). Also those who work with young people (youth and street workers, social services and youth organisations, volunteers, teachers, etc.) face chronic funding issues and poor support, whilst trying to encourage attitudes and lifestyles aimed at achieving social justice and active participation, developing new youth services, and creating a higher standard of youth work.

For these reasons the priorities of this Capacity Building project were to address the increasing demand for a professional standard in youth work activities and the needs expressed by several organisations engaged in youth work (Youth Centres/Clubs, youth organisations, social development organisations, etc.). These needs were identified as raising their capacity to perform better and provide more useful services (educational, cultural, social, etc.) for the young people with whom they work. All the partners in this project are engaged in youth work and play an important role in the development of

the citizenship of young people and the community in which they live. Through previous experiences of working with young people as well as through activities in which the current needs were identified, there is a shared understanding among the project partners that it is important to offer constantly evolving learning pathways and development opportunities to reflect changes in society and to establish a cross-sector approach to empower young people in their development.

The overall aim of the project was to empower the youth work that the partnership carries out on the field in order to generate innovative approaches in their daily activities, to acquire new methods and quality tools, to provide the possibility for youth workers to develop skills and competences in order to be able to support the complex transitions young people in Europe face today (education, employment and inclusion).

We believe also that this project fits the EU Youth Strategy and its eight fields of action (Education and training, employment and entrepreneurship, health and wellbeing, participation, volunteering, social inclusion, youth and the world, culture) exploring the possibilities of finding shared standards concerning Youth work and non formal education and creating methodological platforms among organisations coming from different European regions (EU and the Western Balkans), as well as creating a sustainable and replicable model for other organizations and stakeholders throughout Europe.

METHODOLOGY and ACTIVITIES

The principles of non formal education were applied during all phases of this project, these include the methods of non formal/ informal learning, ORA - Observe, Rethink, Act, experiential and active pedagogy, mentoring and/or peer support and relationship-based activities. All the methodologies that were used and activities that were carried out were designed to ensure the direct involvement of partners and participants at any point during the project in order to promote freedom of expres-

sion, exchange and cooperation, interaction, and creativity. Furthermore, the methodology used was strongly oriented towards intercultural learning, paying attention to the cultural diversity represented by the partnership (EU and the Western Balkans), promoting a good environment, of mutual understanding and cooperation among all participants. Following the ORA approach the main activities were: a Study Visit (Observe Phase), a Seminar (Re-think Phase) and a Training Course (Act Phase).



Online Kick-off meeting: Activity dates: August - September 2016

We held a series of virtual meetings in order to agree on the technical details and officially launch the beginning of the project. In particular a working group was created, composed of one representative of each partner organisation who was then responsible for the effective and timely implementation of all project activities as well as the general management of the project. In this way it was possible to share tasks and responsibilities according to the competences and human resources of

each partner, establish a communication strategy (both internal and external), verify the logistics and the agenda for the upcoming steps and activities, and establish the partnerships with local stakeholders. The applicant organisation was in charge of the communication with partners and of preparing all the necessary working materials including the contract for business and technical cooperation with each partner.



Specific objectives

A1 Study visit (Observe phase)

Venue: Liege, Belgium

Activity dates: 16-23 October 2016

Participants: 29 participants including
2 facilitators

The overall aim of the Study Visit was to explore and analyse examples of good practice in the Province of Liege (Belgium) in terms of methodologies, challenges, approaches, activities and policies of institutions, public bodies, NGO networks, individual organisations, Youth centres, and youth organisations on the theme of youth work and non formal education. Belgium has a very long tradition of development of youth work strategies and innovative non



formal education approaches and therefore represented an interesting and fruitful playground to work, learn and practice the interaction between youth work and inclusion of young people in community development. Thanks to interactive field visits, meeting with stakeholders, working sessions and planning activities, it was possible to discover efficient and innovative models in youth work that generate positive experiences of inclusion and participation. In a specific session during the study visit, a set of possibilities on how to exploit acquired knowledge in local and international contexts was established, including the development of a series of job-shadowing partnerships within the ORA network.

A2 Seminar (Rethink phase)

Venue: Berlin, Germany

Activity dates: 05-12 February 2017

Participants: 29 participants including 2 facilitators

The overall aim of the Seminar was to bring together different “modus operandi” and local experiences from all around Europe in order to identify common standards and methodological platforms at the international level concerning youth work and non formal education. In Berlin, the seminar offered the possibility to share experiences, good practices, innovative methodologies, approaches and case studies developed by each partner at the local level. This allowed us to explore the interaction among youth work, non formal education and the inclusion of young people. All the results and outcomes from the seminar constitute the core part both of the handbook and the online toolkit, allowing us to create sustainable and replicable tools for other organizations and stakeholders throughout Europe.



- Intermediate online evaluations

Activity dates: February 2017

The working group for the general management of the project realised an intermediate evaluation in order to assess the development of the project in terms of contents, results achieved, financial management, learning outcomes, etc. This evaluation gave us the possibility to adapt some elements where necessary and to plan the Training course in Banja Luka.



- Handbook and online toolkit

Activity dates: February - June 2017

Realization and dissemination of the educational handbook which collects the good practice and case studies developed by each partner at the local level as well as training modules, tools, innovative methodologies and approaches; and the methodological and educational platform developed by participants during the seminar. The same content constitutes the core of the online toolkit available on the ORA website (<http://oracapacitybuilding.weebly.com/>). These additional measures of dissemination and exploitation support the promotion of the project results by making them available both to the partners directly involved in the project and to other organisations, institutions, groups and networks.



- Job Shadowing (Application).

Activity dates: April 2017

One of the first products that resulted from this project was the possibility to apply and develop different job shadowing projects among the members of the ORA network. All partners gave their availability to organise and run different job-shadowing projects in order to exploit the knowledge acquired during the whole process, to go deeper in the exploration and analysis of good practices, to contribute to the development of high quality youth activities and to implement innovative approaches and methods.



A3 Training Course (Act phase)

Venue: Banja Luka, Bosnia Herzegovina

Activity dates: 05-14 May 2017

Participants: 29 participants including 3 trainers and facilitators

After the Study Visit realised in Belgium (Observe phase) and the Seminar realised in Germany (Rethink phase), the specific objective of the Training Course (Act phase) was to explore new competencies and approaches in different areas of youth work and non formal education. Building from the results achieved in the process up until this point, and especially with reference to the different case studies collected and presented in Berlin, the overall aim of this training course was to transfer and share methods and skills among ORA organisations. Participants had within this training the opportunity to test their new skills and knowledge directly in the field. The core of the training was the exploration of different thematic paths identified in Berlin (Community Development, Environmental Education, Art and creativity, Media and Communication) by implementing in the local community of Banja Luka aspects of the case studies presented by ORA members, (which also feature in this handbook, for example Older Brother, Older Sister; New Urban Explorers, Environmental Educational Path etc) in the form of a short educational modules. We held a final collective action (Youth Centre inna City) in collaboration with Zdravo da ste and other local youth organisations. The final part of the training was used in order to plan the next steps of the project, and the exploitation of results: at one level through local activities and at the international level (through the ERASMUS+ Programme).



- Local Activities

Activity dates: June - September 2017

Thanks both to the engagement of the project partners in youth work and to their local partnerships it will be possible to develop a cross sector approach to test the new methodologies, approaches, and tools acquired during the whole process in various different fields. This will be done with the aim of providing more useful services (educational, cultural, social, etc.) for the young people that work with the various ORA partners. Local initiatives will be realised according to the possibilities of each partner in the form of small events, workshops, activities held in the street and public spaces, in schools, and other initiatives.

- Job Shadowing (Implementation)

Activity dates: August 2017 - March 2018

On-line Final Evaluations Activity dates: September 2017.

The working group for the general management of the project carried out final evaluation in order to assess the project in terms of contents, results achieved, financial management and learning outcomes.



AIMS and OBJECTIVES

The overall aim of the project was to realize a long-term non formal education process at the international level and among organisations from 8 different European countries (EU and the Western Balkans) designed to empower the youth work that the partners are realising on the field with young people from disadvantaged backgrounds and vulnerable groups. The goal was to do this through increasing their capacities for their day to day work, as well as inspiration for providing more services (educational, cultural, social, etc.) for the young people with whom they work, to increase the competences of their youth and social workers in the inclusion of different target groups in the social, cultural, and economic life of their communities.

Project partners have a shared understanding that it is important to offer constantly evolving learning pathways and development opportunities to reflect changes in society and to establish a cross-sector approach to empower young people in their development. On the basis of this observation and following the ORA approach, all partners identified the general objectives for the project together with some more specific ones to be achieved with the three mobility activities that were planned in this capacity building project.



General Objectives:

1) to support innovation in and quality of non formal education in youth work through the development of new methodologies and activities and acquisition of competences;

2) to improve the youth work that our NGOs are doing on the field with young people from disadvantaged backgrounds and/or vulnerable groups in order to empower their social, cultural and economic development and to increase their opportunities for inclusion;

3) to reinforce the relationship among partners with the specific objective of planning and realising future projects within the framework of the Erasmus+ Programme using the knowledge and competences acquired during this process. Future projects will represent a concrete opportunity for active involvement and personal and economic development for the young people with whom the partners work.



Specific Objectives:

Study Visit - Observe phase

- to get to know in detail the examples of good practice in the Province of Liege (Belgium) in terms of methodologies, challenges, approaches, activities and policies realised by institutions, public bodies, NGO networks, NGOs, Youth centres and youth organisations around the theme of youth work, inclusion of young people and non formal education;
- to share among partners and participants elements of knowledge from their different contexts on the themes of youth work, youth inclusion and active participation of young people in the community development;
- to establish a set of possibilities on how to exploit acquired knowledge in local and international contexts including the opportunity to develop different job-shadowing projects among partners to increase the quality of the work done with young people.



Seminar - Rethink phase

- to share experiences, good practices, innovative methodologies and approaches, and case studies developed by each partner at the local level in order to explore the interactions among Youth Centres, non formal education, and the inclusion of disadvantaged young people;
- to develop a methodological and educational platform (including example of exercises and activities) starting from basis of the ORA methodology (Observe Rethink Act);
- to collect both in a publication (handbook) and in an online toolkit the good practice and case studies developed by each partner at the local level, and the methodological and educational platform developed by participants during the seminar.





Training Course - Act phase

- to reflect on the role of youth work and non formal learning in fostering both the social and human capital of young people;
- to train youth workers, youth leaders, managers of youth organisations, and volunteers in innovative approaches in different fields (education, environment, community development, art and culture) of youth work;
- to acquire new competences, skills and learn new methodologies in order to be able to support young people in Europe through the complex transitions that they are facing (in education, employment and inclusion) and to increase the quality of inclusion projects.
- to test in practice, in the local community of Banja Luka the new competences acquired, and to plan the exploitation of results both at a local (starting from the local initiatives already planned) and an international level (through ERASMUS+ Programme).



ORA NETWORK

Observe Rethink Act

INTRODUCTION

In 2009, several European organisations launched an ongoing dynamic educational process called Observe Rethink Act or “ORA”. This process gathers together Youth Centres, Nature Reserves, environmental NGOs, social development organisations, cooperatives, art collectives, cultural organisations, and Eco-centres. They came together in order to broaden the opportunities for the social, cultural, environmental and economic inclusion of young people in their communities.

The concept underpinning ORA is to provide young people with the direct opportunity to Observe their context (both at a local and international level), to Rethink their own role (both as individuals and as members of society) and to Act as responsible citizens to strengthen their communities. Participation in the process has improved the efficiency and enriched the quality of the work done at the grassroots level by every organisation involved.

ORA works by combining different Non-formal Education methodologies and using several elements related to



In order to strengthen the relationship between the partners and make it sustainable in the long term we decided to create shared platform by establishing an international network connecting organisations from different European countries. This network was founded as an official organisation with the signature of the statute in July 2014, during an international meeting held in Banja Luka, Bosnia and Herzegovina. In February 2015 it was then registered in Germany as “ORA Network e.V.” (E.V. = Eingetragener Verein = registered association).

This network works together to plan shared initiatives, co-ordinate activities and design projects within the framework of Observe Rethink Act.

VISION

Our vision is of an inclusive and participatory society with out discrimination, where people achieve their full potential in harmony with the environment. In our work we are driven by the values of solidarity, cooperation, equal opportunities, intercultural understanding, and respect.



ORA NETWORK MISSION

Our mission is to Observe, Rethink and Act. We educate citizens, inspire and advocate for organizations, local communities and public institutions. Our work is guided by respect for human rights and sustainable living. Within this framework, through the interaction of a combination of social-cultural, environmental and economic elements, we aim to improve our society.

OBJECTIVES

By designing and realizing workshops, trainings, seminars, exchanges, multimedia and artistic products, public events, and awareness raising campaigns, we aim:

- to facilitate active citizenship and participation as well as promoting voluntary work and youth activism in local communities and on an international level.
- to empower young people, adults, youth workers, and educators; in order to increase competences, skills and the quality of work done at the grassroots level.
- to support the activities and the development of Youth Centres, cultural associations, Eco-centres, artistic collectives, association for social promotion.
- to provide information and education about the processes of Nature and more specific environmental topics such as climate change, renewable energy, sustainable mobility, waste management and collective goods.
- to preserve and raise awareness of biodiversity and protected areas (national parks, urban gardens, nature reserves, and Sites of Community Importance as defined in the European Habitats Directive).
- to create innovative educational modules and toolkits using Non Formal Education methodologies and approaches.
- to explore and give space to new waves of social, alternative and underground art and creative expression.
- to activate critical thinking and responsible behaviour among citizens.
- to explore, promote and give support to innovative, alternative, responsible and sustainable economic models.

TOOLS AND METHODOLOGIES

We regard learning as an intergenerational and lifelong process, and therefore we realize our activities and projects using the principles of Non Formal Education. The ORA Network should be seen as an educational process which constantly improves and adapts tools and methodologies, according to needs and context. In order to achieve its goals, ORA applies educational approaches based on different models and methodologies, such as active pedagogy and operational objective processes. At the same time, ORA develops and uses specific educational toolkits, workshops, trainings, seminars, exchanges, multimedia and artistic products, public events and awareness raising campaigns.



NON-FORMAL EDUCATION



"Non Formal Education is an organised educational activity outside the established formal system that is intended to serve an identifiable learning clientele with identifiable learning objectives"
(1996 Report to UNESCO of the International Commission on Education for the 21st Century
by Mr.Jacques Delors)

Learning is a dynamic process and the current educational landscape cannot be understood only by looking at classrooms. Very often formal education institutions (schools and universities) and public institutions (such as youth councils) are not properly able to address the current needs of young people in terms of education, training, acquisition of skills, and competencies.

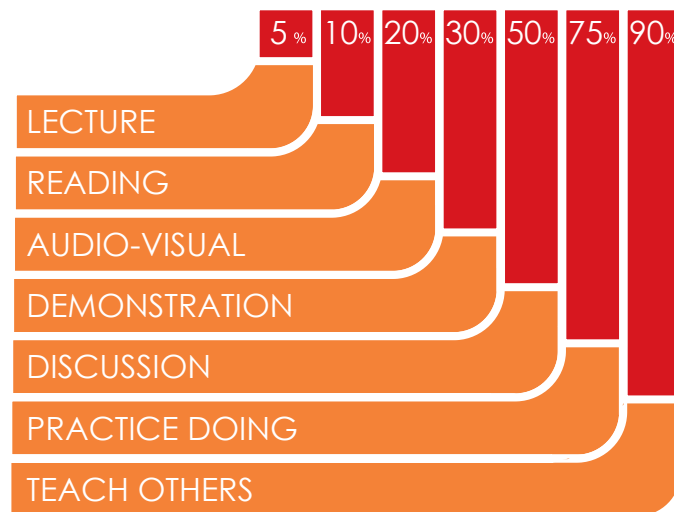
Non formal education (NFE) is a participatory way of learning through exploring, observing, playing, rethinking, acting and sharing. NFE is a structured pedagogical approach to education with clear learning goals and objectives, which enable young people to develop fresh perspectives and construct their own unique learning path.

The flow of everyday life brings us many learning experiences, and the increasing number of learning environments both virtual and IRL (in real life), create challenges for traditional education institutions. If they are to function well within this new network of learning environments they will need to adapt their practices and architecture. For schools this is difficult: they were created to serve a defined pedagogical mission and support traditional learning practices. From a critical perspective schools are equipped to control docile bodies (Foucault, M. - 1995, Discipline & punish, Vintage, New York.), not to offer flexible learning environments.

For these reasons, combined with the growing complexities of our globalised society and the social issues facing young people today (including issues of bullying, early school leaving, NEET status, special educational needs and cultural needs) NFE can play a significant part in adapting the current educational institutions. NFE can

have a role in equipping young people with the skills that are needed in the labour market, in educational spheres, for their own personal development, and for their well-being; whilst at the same time representing an efficient and effective tool to contribute to the mission of formal education systems and public institutions.

NFE methodologies include the methods of non-formal/ informal learning, intercultural learning, experiential and active pedagogy, mentoring and/ or peer support, and relationship-based activities. The methods are designed to ensure the direct involvement of participants at all times during the educational process, promoting freedom of expression, exchange, cooperation, interaction, and creativity. It is a solid base to use when working with a range of people and organisations, and this is the reason why NFE fits perfectly with youth work activities and community development.

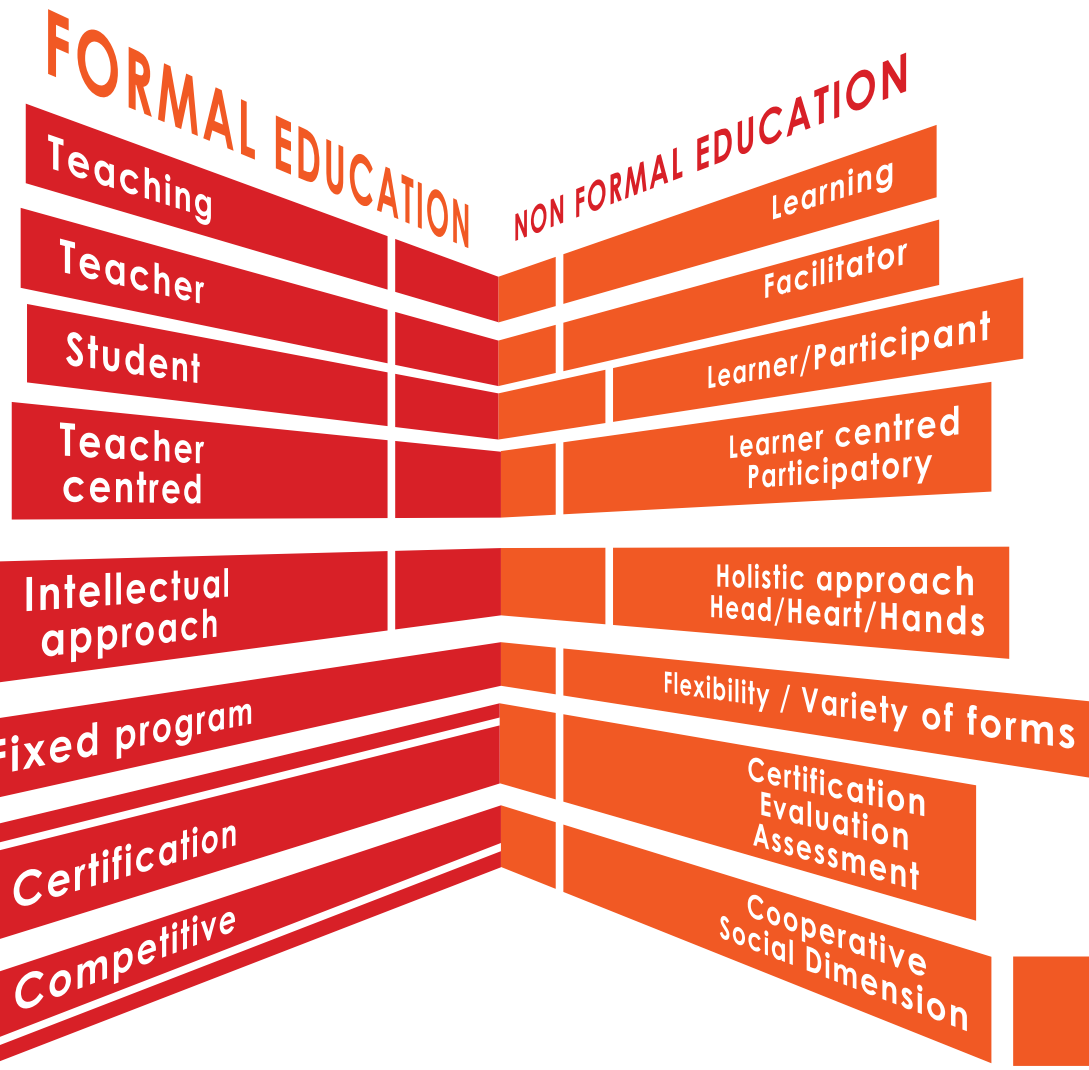


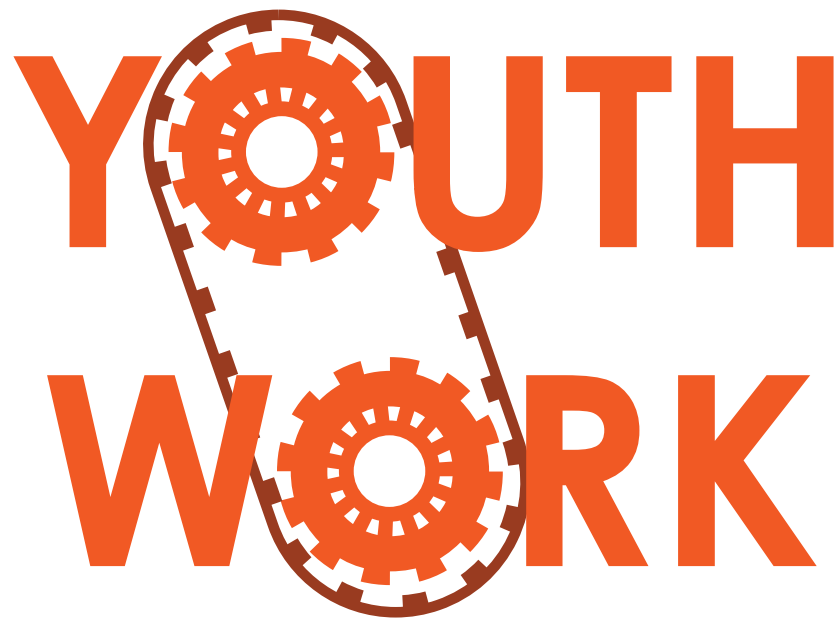


In nature there is always diversity, so naturally there is also diversity in the learning styles of humans. NFE offers a playground where participants can use Multiple Intelligences to improve skills and competencies in alternative ways: it weaves together a variety of techniques to support this planned process of learning engaging the whole person into it (body,

mind and heart) and generating a strong emphasis on the social and cooperative dimension of learning. The concept of learning as process of acquisition should be coupled with the idea of learning as participation (Communities of practice — Learning, meaning and identity,

Cambridge University Press, Cambridge. Wenger, 1998) as a way of taking part in a community process. Many important matters today — such as media and education, environmental education, peace education or entrepreneurial learning — require a holistic approach. The traditional subjects of the school curriculum are not always capable of meeting the requirements of these fields. But new ways of promoting learning can be created through cooperation with NFE sector, especially when trying to tackle questions that lie outside traditional school subjects, where the methods used in NFE may be more appropriate.





YOUTH WORK

What is youth work? Youth work is not a specific concept in the EU. It has been built on distinct national traditions and practices, and consequently varies widely. Nor is there one unified definition of youth work that applies across Europe. There are, however, enough common features to permit an understanding of its essential nature and to attempt to outline its values and outcomes — all the more important at a time when this sector is evolving and redefining its mission and place in Europe's educational landscape and society. For the purposes of this article, youth work is 'a summary expression for activities with and for young people of a social, cultural, educational or political nature. Increasingly, youth work activities also include sports and services for young people. Youth work belongs to the domain of 'out-of school education', most commonly referred to as either non-formal or informal learning' (Lauritzen, P. 2008, Eggs in a pan — Speeches, writings and reflections, Strasbourg, Council of Europe).

Youth work takes place in the extracurricular sphere and through specific leisure time activities; it is based on non-formal and informal learning processes; and on voluntary participation. These activities and processes are self-managed, co-managed, or managed under educational and pedagogical guidance provided by professional or voluntary youth workers and youth leaders.

The image below shows how youth work can develop and be subject to changes caused different sectors and influences.

Youth work can be carried out in many different settings. It can take place in urban settings — streets, parks and



parking lots — or in the countryside; in schools, youth clubs, prisons, cafes or shopping malls (Sapin, K. 2009, Essential skills for youth work practice, Sage, London).

It is not tied to a single context. Its flexible nature differentiates it from other public services such as schooling and healthcare, which require specially designed facilities where professionals can function. The flexibility of youth work allows youth workers to engage with young people in everyday situations where they are learning. The nature of specific youth work activities is not necessarily the key to understanding what youth work



is; engaging young people in organising a sports and games summer camp can serve the same aims as having them run a cinema youth club throughout the year.

Nevertheless, youth work activities can be grouped into some broad categories:

- Awareness raising and campaigning;
- Information services and counselling;
- International development and civic volunteering;
- Leisure-based courses and activities;
- Project activities (self-organised);
- Street work and outreach work;

These activities can take place in many different fields ranging from culture and the arts, crafts, cultural and historical heritage, the environment, and sports all the way through to areas such as politics, citizenship, human rights and issues of health, safety or crime. Which leads us to the question of if it is possible to create a template that can help us to understand the diversity of youth work practices, develop a classification of youth work, and/or to define typologies of youth work. We figured out that this can be done along two main axes, where each axis is a continuum rather than a set of clear cut and separate categories. The two main axes are:

- The target group – there is clearly a distinction to be made between those youth work activities that target all young people and those that focus on specific groups. The first set offers a space that we expect to be suitable for all youth. The second set recognises that certain groups of young people have specific needs, which are difficult to cater for in a 'universalist' context and need to be addressed directly.



-The objectives of youth work – some youth work activities have the main aim of general support of personal development and self-realisation, whilst others aim to address more specific issues, for example they can also be focused on specific social issues. On this axis, the issues are not necessarily target group focused (though they can be). It should be noted that the personal development aspect is most likely also present within the issue-based activities, but in the first type of youth work personal development is the main aim.

The space offered by these two axes allowed us to identify another important category to keep in mind whilst developing our youth work on the field, that of community development, alongside the three main areas in which ORA Network activities and projects have been focused those of creativity, the media, and environmental education.



COMMUNITY DEVELOPMENT

• • • STARTS WITH YOU • • •



INTRODUCTION

During whole process we came to the realisation that all projects, activities and methodologies that we develop in our everyday youth work in the field all affect the community in which we live. Therefore it means that in this handbook we consider community development as an overarching category to which all the case studies presented here are related, as we are all part of a community, individually and as organisations.

Community development is the search for methods and tools to create communities fit for all their members and the environment that they inhabit. Our identification of the youth work as part of the community development process was guided both by youth and community needs: young people's needs are just one of the collage of needs that require a response through community organization.



N. MANDELA

Starting from a needs analysis of our different realities, as youth workers we carry out a variety of different projects and activities, applying different exercises and methodology in order to empower young people and supporting them to become responsible citizens and have a bigger impact in their own community. This common aim of personal development and self-realisation consists of the following elements referred to as 'CRACS':

CITIZEN

Raising awareness about social realities (economic, cultural, political etc.)

RESPONSIBLE

Raising awareness of the rights and responsibilities of community members

ACTIVE

Supporting active role of young people in the community, to be the directors and actors of their own lives
(I am the master of my fate: I am the captain of my soul)
Invictus William Ernest Henley 1875

CRITICAL

Supporting critical and creative thinking, towards to achieving harmony with others in the community and with the environment.

SOLIDAL

Development of empathy and understanding of other people's realities



Through organisation of and realisation of activities that are focused on community development through youth work, the following categories of needs have come up as important areas for action: personal development, education and mobility.

Personal development

The relationship between personal development and community development runs both ways, creating a situation in which youth work that effects personal development and can lead to changes in the community, but also development of the community in general is a necessary precondition for personal development. Within the need for personal development, we target specific elements on which we focus our interventions. One of these aspects is the socialization of young people. Socialization is a process by which members of a community create and adopt the shared system of values and attitudes that characterizes specific community. Spheres of socialization are family, school and the wider community with its formal and informal institutions, with the first two being among the most important. In terms of community development, it is also important for us to work with young people not only as an isolated group, but through activities in which we can create connections with other groups. We encourage intergenerational exchange, transfer of knowledge and experience, understanding of other people's needs, understanding their own needs, and collective action which can be an occasion for development for all participants.

Participation in these types of activities has multiple effects on the personal development of young people: it provides new information and new sources of information,

new methods for learning, new relations with peers and other members of community, new and innovative ways to use community space and other community resources etc. All these have the cumulative effect of an increase in personal power, personal skills, visibility and a more active role in community life, with increased communication between community members.



Education

Education is a never-ending process that starts from the moment that we are born and ends only in the moment we die. Education is about much more than the simple memorisation of facts. For us the main goal of the educational process is to empower young people giving them the tools, information, knowledge, and awareness of different alternatives in order to allow them be responsible for their own choices and protagonists of their own lives, acting with intent in a planned direction. Through youth work, we facilitate the exploration of different realities and opportunities without

fear, prejudice or discrimination (on the basis of gender, ethnic group, religion, disabilities etc.) and help them to be aware of their own rights and able to protect them. Youth work encourages young people to apply critical thinking their sources of information. It also supports young people to learn using their own methods, at their own rhythm, whilst helping them to find the best way to express themselves within their own community.

Education helps to raise the basic literacy of community members, it is an investment in future, and it is positively correlated with quality of life, environmental protection, improved social interactions, and diverse possibilities for further development. It also can stimulate the development of solidarity among community members, and help to satisfy the need for attention of the individual members of the community. Through youth work, non-formal learning and creation of their own environment, young people also can create jobs for themselves and others.

Mobility

Regarding strategies for youth work within the community development context, the issue of mobility is a central issue to be considered by professionals engaged in youth work. Firstly we have to be aware that there are many different levels of "mobility" that needs to be addressed: that of the mobility of young people we are working with, or our own mobility as youth workers. Generally young people do not automatically attend places that adults create for them (e.g. youth centres) - this could be due to physical distance (e.g. living in another part of the region or neighbourhood) which is often connected with socio-economic limits (e.g. high transportation fares) or issues of physical mobility challenges (e.g. not fully able people). It's important to promote an exchange inside and outside of their own community and space, giving them the opportunity and confidence to stretch their comfort zone and explore different realities and situations safely, to promote new connections with other's communities.

Mobility is also important for youth workers. They have to go to the places where the young people are, speak with them about their needs and create activities together with them. This helps them to establish and tighten social bonds within local youth communities because it brings various people together.

Mobile youth work, mobile youth centres and flexibility are progressive methods to stay in contact with youth. It is necessary for community development because being mobile and enabling physical, spatial mobility is the best way to come together.

**"LIVE LIFE AS THOUGH NOBODY IS WATCHING
AND EXPRESS YOURSELF
AS THOUGH EVERYONE IS LISTENING"**

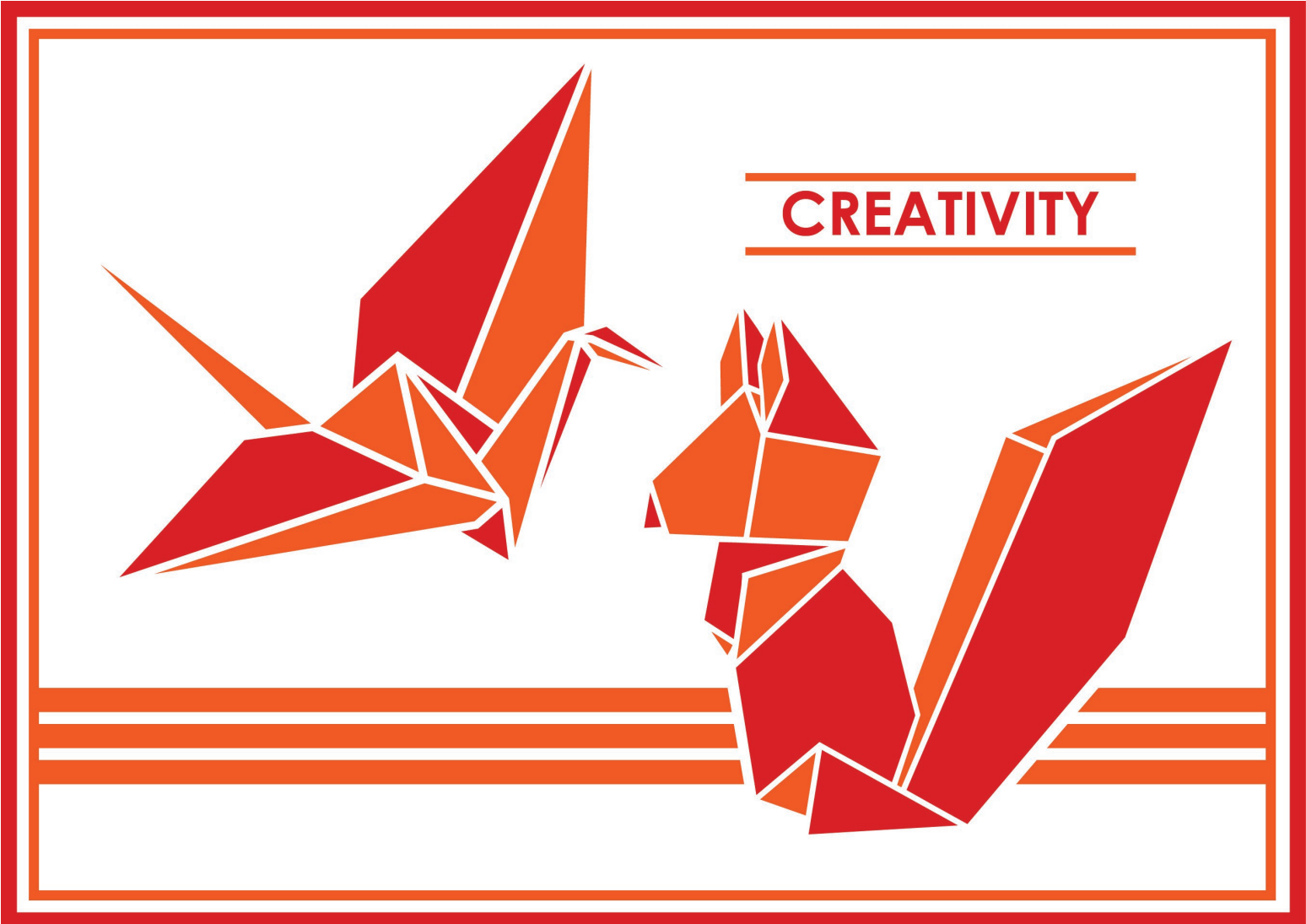


N. MANDELA



**CASE
STUDIES**

The image is a graphic design with a dark green background. A central rectangular area contains a sunburst pattern of alternating light and dark green rays. Overlaid on this pattern is the text "CASE STUDIES" in a bold, white, blocky font with a thick black outline. The text is arranged in two lines: "CASE" on top and "STUDIES" below it. Surrounding the central sunburst area is a thick, dark green border. Outside this border, the background is dark green, and there are several large, light beige rectangular shapes that appear to be part of a larger geometric pattern or layout.



CREATIVITY



We live in a world full of boxes. In our daily routines we live in a delimited environment where we move from one box to another we keep ourselves in a comfort zone. We can have all the possibilities and all the freedom, but instead of using it, we stay blocked in a rational way of thinking and we are scared of change. Why? Because we do not know how to act differently. Creativity, and learning through creativity can help us to break out of these boxes and create change.

Some things cannot be learned at school...

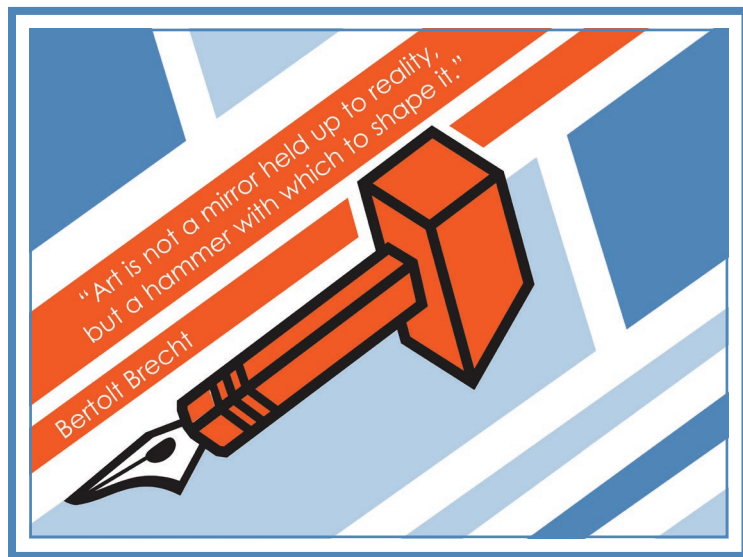
Non-formal methods can engage with people differently to the formal education system and theatre, music, dance, and painting (and other creative art forms) can be used as tools to make an impact on young people.



So when formal education fails to fulfill its purpose (due to things such as bullying, dropping-out, NEET), non-formal approaches can be used to support the growth and development of young people. Theatre, music, dance, painting and other art forms are some of the tools used to make the impact. Non-formal education engages with youth through creative methodologies, which can also reach the youngsters through implicit learning combining diverse and interesting activities.

Why we do it

It is not always easy to express yourself freely and build a spirit of cooperation rather than competition, a spirit of understanding and mutual support instead of isolation and self-sufficiency. Through artistic expression, it can be easier to build bridges, to have art as a common language and to get young people to enjoy the educational processes instead of rejecting it. Through creativity you can involve people naturally by letting them express their personal opinion and outlook, and this can help them to truly engage, not only with the process of creation, but also with practical problems they face, that they touch with their own hands. Through a creative approach tasks can be easier to achieve, because youngsters have the opportunity to create their own learning path.



The various projects, accomplished by many different NGOs aim to involve youth through creativity; this is because art forms are tools to open the doors in society's mind, closed by fear, prejudice, and stereotypes. Art is the real virtual reality, that provides a safe environment for forming and expressing personal opinions, and to practice analytical thinking. Even better, art generates fun, as well helping the learning process become more pleasant and appealing to children.

Because different generations have different needs...

We are not talking about fundamental needs connected directly with survival, but rather 'needs' that make life more worth living. To make the step from simple existence to a bright, unique and fun experience, as life should be. In order to achieve this, we have to put the effort to develop the creative part of our personalities, starting from us as individuals and redirecting this effort to the rising generation of youth. In this digital era, children often get carried away from the real world, and therefore need to be provoked somehow, because no matter how beautiful this artificial reality looks, it can never replace real connections, emotions, or the satisfaction of creating something, bringing it to life and being appreciated by and appreciating those around you.

By unfolding our imagination, we expand the capacity of our being, we change the focus from small daily problems, to more global, common human values. Working on artistic products, you work also on your person. So we grow with every single thing we create, with all the relationships we make, with all the feelings we share. We believe making a change is only possible if



people feel the need for improvement. This is why working with the arts helps us be more aware of real needs, to create and develop our environment. And as a cascade effect small changes are followed by big changes. The impact is a never ending, growing cycle of innovations.

"There is one word, an important word.

It means a change for the better.
It does not show easily,
as if it plays a game with us.
It occurs in society as a game,
a smile, a quiet and understated activity.
It is born from such activities.
It is what remains after the activity.
Whenever we meet her after,
we feel joy and pride.
It's called development."

Jovan Savic

And the way we do it?

Developing and educating by provoking creativity is a never-ending process. You must always be aware, you must be always be ready to react and make changes. This can be achieved by constantly recognizing and respecting children's opinions, attitudes and feelings. That is how openness, cooperation and initiative can gradually be achieved. With this approach, children learn not only how to be open and free but also to respect and accept the ideas and feelings of others. Such an atmosphere creates the spirit of unity and belonging in a group. What young people receive encourages them to take action, to develop their initiative and they become aware of their value and abilities, which in turn creates the conditions for full and responsible participation of the group members.

What you will see...

In the following pages, you can find good examples of successful projects based on creative and artistic methodologies. Realized by ORA network members, the activities represent their values and philosophy. Within these there are examples of enthusiasm and dedication being more important than massive amounts of resources, and you can see in practice how much can be achieved with little. Creativity, that is how sometimes you can even make more with less!

CREATIVITY

- Case studies -



- PROMOTER -
NGO "Zdravo da ste"
- Bosnia and Herzegovina -

"KREATIVNI AVGUST"

AUGUST MONTH OF CREATIVE DEVELOPMENT

THEME(S)

Social inclusion; Art and Culture; Disability; Active citizenship and community work; Youth volunteering and Personal development; Urban/Rural development; Youth policies; Media and communications; Sport to promote healthy lifestyles and Education; Environment, Global environmental challenges and climate change; Education and training; Participation of young people

DESCRIPTION

"Kreativni avgust" is a project that our organisation has been using annually for 11 years. The idea behind it was to organise and support young people who have some skills in different creative fields to develop and lead workshops for young people and children. The workshops are for free and happen during the whole month of August.

OBJECTIVES

- Organizing daily activities in the period from 10 to 30 August
- Organizing quality free time
- Supporting the development of creativity and youth initiatives
- Promotion of positive values, sustainable development and healthy lifestyles
- Work on socialization and development of vulnerable groups within the population of young people
- Exchange of knowledge and experience among peer groups and inter-generationally
- Strengthen skills, qualities and competence in young people
- Promotion of volunteerism and youth mobility

CONTEXT/LOCATION

Outdoor best, if possible

TARGET GROUP(S)

Young people and children

MORE INFO ON: <https://www.facebook.com/zds.centar?fref=ts>

LES NOUVEAUX

EXPLORATEURS URBAINS

- PROMOTER -
Maison de Jeunes "Les Récollets"
- Belgium -

DESCRIPTION

To set to work or to set out to discover "our" Verviers, as if it were a sacred treasure, forgotten, effaced from our collective memory. To invade its neighbourhoods, to descend into its streets, to storm its parks, to "shoot" its Monuments, to recount its past history or to imagine the times to come and to get closer to its inhabitants.

"We are modern archaeologists, we are the Urban Explorers."

We wanted to set up training for the use of different visual/ audio /video techniques allowing for creative expression, a "personal analysis" of our living environment.

From workshops and thematic explorations (of housing, social conditions, cleanliness, history, etc.), we wish to build creative expressions, refine the

THEME(S)

Fight against poverty and marginalisation; Art and Culture; Active citizenship and community work; Urban/ Rural development; Youth policies; Media and communications; Participation of young people

perception that we have of the environment in which we operate, and reflect on the one we should have.

Photography is an important motivation, it give a focus to the young Explorer and to way to bear witness to the various "adjustments" they want to achieve. It allows for debate, opens the door to new choices.

The fruit of our exploration is shown in public space in order to exhibit to and challenge the residents of the city.

TARGET GROUP(S)

By default all residents of Verviers, but in conjunction with our statute which has our target as primarily young people aged from 12 to 26 years old.



OBJECTIVES

- Pursue the adventure, lead the reflection further, enlarge the circle, contaminate other young people, diversify our audience.
- Through the highlighting of the creations made, we wish to contribute the restoration of a positive image of young people. Too often, the adults of the world too quickly judge young people as the guilty party in many situations.
- Challenge the inhabitants on the choices they have made, on the choices they expect concerning occupation and use of public space. Invite the exchange of views, building citizen's debate, and create a kind of artistic agora.
- Contribution to the restoration of the image of the MJ, to leave behind the cliché of "left grunge post Rock'n roll, punks".
- Construct a quality (creative) collective expression that can be disseminated to a wider public. Work which can be disseminated to cultural promoters and identified as well.
- Invade and reclaim the public space.
- Towards a more democratic and solidarity-based transformation of society in response to the realities of field perceived and analyzed.
- To make the public actor of its environment, individually and collectively.
- Provide to the participants with a positive experience

CONTEXT/LOCATION

Youth centre, school, shelter,
NGO supporting disabled people



MORE
INFO
ON:

<http://cjreco.be/>

- PROMOTER -
Kole Kitanov for the
“Malle-Malle Puppet Theatre” - Bulgaria -

THEME(S)

Art and Culture; Education and training; Social inclusion; Personal development

DESCRIPTION

This is a craft and puppet theatre workshop for primary school. The children make their own puppets and they start to learn some of the basic skills of puppet theatre by bringing to life some old socks and using them as instruments for exploration, imagination and to play in a new invented universe. This is a way to explore expression and creativity with children with a minimum of resources.

**ALL WE
NEED
IS**



WELCOME TO THE WORLD OF SOCKS

TARGET GROUP(S)

Primary school students (7-11 years old)

CONTEXT/LOCATION

Can be realised anywhere. In our case we performed it in a primary school classroom.

OBJECTIVES

- Encourage the kids to explore different aspects of life, different cultures and re-imagine the world around them through the topics given
- Challenge the creativity and imagination of the children
- Develop different skills: creativity, teamwork, storytelling, self-expression etc.
- Learn the art of puppet theatre.

MORE INFO ON:

<https://www.facebook.com/malle.malle.theatre/>



- PROMOTER -
Centre jeunes "Les Récollets"
- Verviers - Belgium -

THEME(S)

Social inclusion; Inter-religious dialogue; Fight against poverty and marginalisation; Art and Culture; Gender equality; Disability; Active citizenship and community work; Youth volunteering and Personal development; Urban/Rural development; Youth policies; Media and communications; Participation of young people

DESCRIPTION

Through the display of gigantic art murals (in public space) we challenge the citizens of the town by bringing into public space the crucial stakes of living together, mutual respect, respect for human rights in the widest possible sense, and the construction of illustrative philosophical arguments against stereotypes.

In fact we have realised two murals, and we have two more in preparation...

TARGET GROUP(S)

Citizens in an urban area

"DIRE NOUS"

OBJECTIVES

- Challenge the citizen
- Create social connections
- To make public space beautiful
- Re-appropriation and redefinition of public space
- Creating artistic content that raises social issues
- Invade public space
- Involve citizens in reflection
- Create a citizen debate
- Give a place to artistic expression
- Though artistic expression to contribute to the re-development of the town centre
- Give citizens an additional reason to go to the centre
- Contaminate other protagonists with ideas
- Create a movement

CONTEXT/LOCATION

Youth Centre; Street and/or outdoor; Urban area

MORE INFO ON: <http://cjreco.be/>

- PROMOTER -
Derida Dance Center and
"Maria's World" Foundation - Bulgaria -

DANCING SOFIA

THEME(S)

Social inclusion; Art and Culture; Disability; Active citizenship and community work; Minorities; Urban/Rural development; Sport to promote healthy lifestyles and Education; Education and training; Participation of young people

TARGET GROUP(S)

Without specific target, open to everybody. Paying particular attention to including a diversity of social groups and participants

CONTEXT/LOCATION

Outdoor spaces in urban context

DESCRIPTION

For eight Saturdays during the summer, the project organised free outdoor dance lessons, concluded with a seminar and discussion.

Anybody could join and try out more than 30 different dancing styles. In cooperation with "Maria's World" Foundation, a group of mentally disabled people received the opportunity to take part in the project.

The main idea is to show how important movement is, and how good it is to dance and take care of your body and your mind, especially somewhere in the fresh air.

OBJECTIVES

- To promote health and responsibility for the physical body
- To facilitate integration, communication and respect between different social groups
- Encourage the inclusion of people from a variety backgrounds
- To promote dance as an activity for all groups of people



A stylized graphic featuring a clapperboard and a film strip. The clapperboard is tilted diagonally from the bottom left towards the top right. It has a dark blue border and a body with alternating teal and white horizontal stripes. The top bar of the clapperboard is white and contains the text 'MEDIA AND' in dark blue. The bottom bar is also white and contains the text 'COMMUNICATION' in dark blue. The clapperboard has two white circular buttons on the left side. To the right of the clapperboard, a film strip with perforated edges runs horizontally. The background consists of several horizontal dark blue stripes. The entire graphic is enclosed in a teal border.

MEDIA AND

COMMUNICATION

Why communication for youth work matters

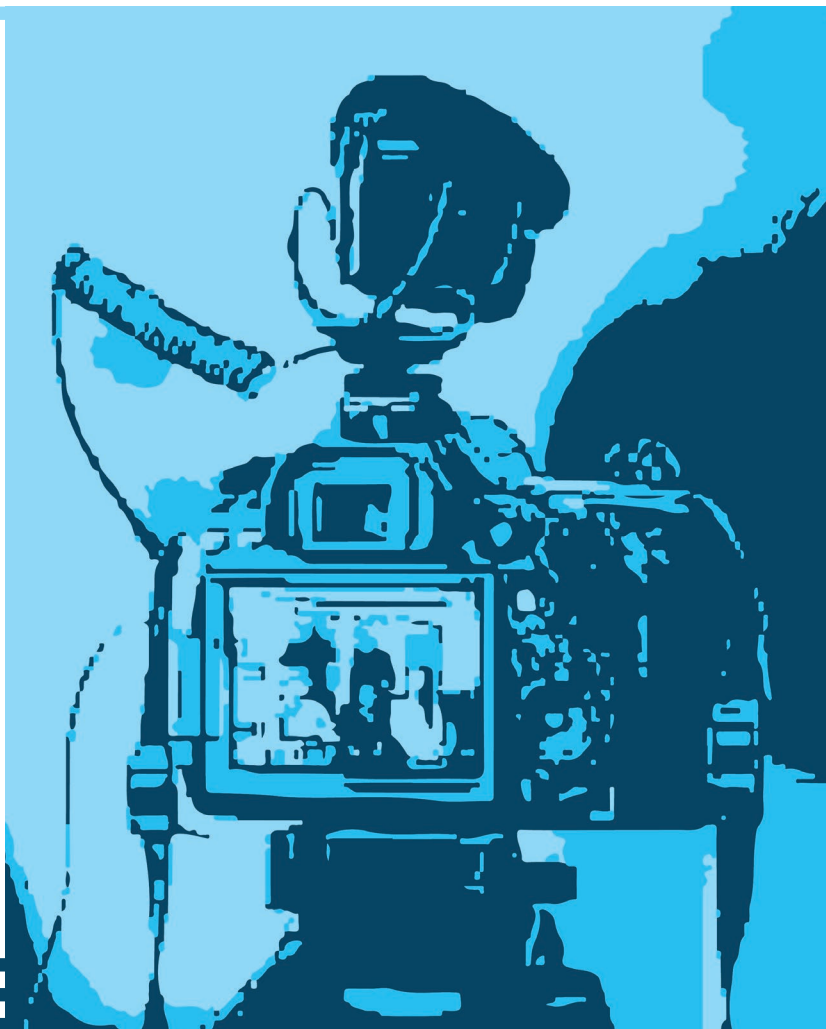
Youth work is awesome and people need to know more about it. There are so many examples of what youth work done right can bring about, and more people should know about this! It is hard to find a perfect way to communicate about youth work, and that's largely because it can be carried out in very diverse ways, and in very specific local contexts. Of course the basic principles of digital communication do apply, but while the form is most of the time relatively easy to create, the content side of things can get tricky. And that's one of the most important lessons, that good content matters, and that it should have at its core young

people and represent youth work as it is. Whatever engagement can be brought about by means of (digital) communication, it should be based on organic growth of a community around the idea that the future of young people matter for all of us, and that we should invest in it now rather than later. Because of this imperative, we feel young people and youth workers should be directly engaged in communicating their experience and work, as they might be the only ones who can represent them correctly. Without further adon, here is what we think communication for youth work done right can achieve!



Amplify the voices of young people

Part of the Training Course in Banja Luka held during this project, we collected the opinions of people of all ages around Banja Luka on the lives of young people, youth work, and what they would they change in their communities (check both teaser and final short movie on "oracapacitybuilding.weebly.com/training-course-in-banja-luka.html"). The process of creating the material in the form of a short movie not only empowered the people who participated in the media workshop to expand their digital competences and overall knowledge on the practice of video making but also made us all aware of how different voices converge to the same point in different ways. For a myriad of reasons, young voices are being marginalized all over the world, sometimes excluded even from debates concerning them and their lives (examples are exclusion from the creation of youth policy and distribution of funds for youth, lack of access to institutional means of expression). While communication cannot in itself change this situation, it can give young people a bridge towards making their lives and experiences heard, especially since young people are already inclined to use digital tools for communication. It can also work in concert with other types of actions to ensure a world where young voices are taken seriously and have an impact in society.



Spread hope

So often we are disappointed by the world around us, and challenging moments in the life of our communities can be a reason for unity or division. At such a time it is essential to remind ourselves that good things do happen quite often (in fact more often than we imagine) and to rally around initiatives which represent what we stand for. People need to hear about what happens around them and get a chance to engage directly. We need awareness-raising more than ever, and communication initiatives of all kinds can bridge the gap between communities and direct action. While awareness is a bilateral and slow building process with a lot of cultural specificity, social and youth workers should engage in it by any available means. A tool we recently used was creating a video to invite people to an event which reclaimed a small part of the city and empowered young people to re-invent it according to their own needs.



Spread love

Youth initiatives are often colourful and fun and they tend to cover more ground in the field of arts and creative expression while keeping the focus on promoting change. As this is being written, a team of talented young artists are enriching the small Italian town of Torino di Sangro with their amazing urban art (project realised by ORA Network). At the same time, open air concerts for young people are taking place in Berlin, giving a space to musicians to engage with interested young people and celebrate diversity (DiverCity, project realised by Roter Baum Berlin). Other young people are creating a board game to raise awareness of the importance of wolves in the Italian region of Abruzzo (Green area and YP inclusion, project realised by ARCI), and Zdravo da Ste is finalising the preparation of the 16th Edition of Creative August. All of the above are great initiatives and everyone should be able to know about them and use them as a source of inspiration, in terms of topic or methodology or just to rejoice in the fact that these things are happening. That is why we are trying hard to communicate all of them in an engaging manner. That is why we feel we need pictures and videos of artists working, interviews with the people to learn how the community perceives the work, behind the scenes and live-streams of events. We need all the means of communication available to us, from word-of-mouth to Snapchat, in order to convey our message: young people matter and are working every day to change their communities for the better. We need to show what we are doing, how we are doing it and most importantly why we are doing it.



MEDIA AND

COMMUNICATION

- Case studies -



DRAFT

YOUTH MAGAZINE

OBJECTIVES

- Increasing knowledge in different aspects of publishing
- Working with young people and use youth care strategy
- Empowering young people for future work and studies

TARGET GROUP(S)

Our main goal is to work with young people, in the range from 16 to 27 years old. That is only criteria we look for. Of course they must be interested in the topics we work on!

CONTEXT/LOCATION

Pančevo, Serbia (Draft redaction is also following some of cultural events for youth in other cities in Serbia)

MORE INFO ON:

<https://www.facebook.com/draftinformer/>

- PROMOTER -
U.G. Narandzasti - Serbia -

THEME(S)

Theme of the magazine is youth work, based on youth care strategy and working on all cultural events in Pančevo, Serbia.

DESCRIPTION

Draft is youth magazine created and supported by NGO Narandzasti in cooperation with Dom Omladine Pančevo (House of Youth). Narandzasti is an organization which works with young people to give them chance to increase their education through seminars, training, youth and cultural projects at the local and state, but also on the international level. The idea for this magazine was that we create a youth network which considers the needs and development of young people who are interested in social media, journalism, photography, illustration and graphic design. Through this concept these young people also had a chance to work as a part of organization in all public events in Pančevo, and to interview people who have musical, artistic, and cultural influences in Serbia.

- PROMOTER -
**LANDJUGEND - Austria, Latvia, Italy,
Romania, Hungary, Spain**

OBJECTIVES

- The participants observe and become aware of the world around them.
- The participants identify their feeling in other people.
- The participants become aware of the way that others see generation Y.

ROLE PLAY

GENERATION Y - OUR CHALLENGES AND CHANCES -

THEME(S)

Solidarity; Cooperation; Equal opportunities; Intercultural understanding and respect.

DESCRIPTION

It is a role play about the stereotypes that people have about generation Y. Every team has to play a stereotype faced in their country. It allows the participants to observe, to become aware of the world around them and to integrate themselves in the surrounding area.

CONTEXT/LOCATION

It is recommended that the area is big enough for the activity.

TARGET GROUP(S)

Any (from children to adults)

**STEREOTYPES
DON'T DEFINE US**

- PROMOTER -

“Agenda 21” – The Association for Assistance and Programs for Sustainable Development, Bucharest, Romania Neagu Cătălina Luiza

THEME(S)

Education and Training

DESCRIPTION

This project is part of the “Lifelong learning programme”. It benefits from financial support from the European Union, through The National Agency for Community Programmes for Education and Professional Development, application from reference number: COM-12-PR-01-IF-RO

The teachers benefited from professional training, which can help them throughout their entire didactic career acquiring skills in both non-formal and informal education and ICT.

CONTEXT/LOCATION

Institution of Formal Education, Rural Area

TARGET GROUP(S)

30 teachers

MORE INFO ON: <http://www.agenda21.org.ro>

NON-FORMAL AND INFORMAL EDUCATION THROUGH ICT

OBJECTIVES

- To identify the most effective methods of non-formal and informal learning associated with ICT.
- To promote non-formal and informal education associated with ICT as a useful tool in teaching - learning process.
- To develop skills and teaching skills of non-formal and informal learning of the teachers by organizing lectures and workshops on this topic.
- To form technology competences of teachers in order to link ICT with non - formal and informal learning and teaching methods.
- To produce, alongside with the students, educational media / videos - in order to promote non-formal and informal learning methods.
- To promote intercultural exchange through study visits and exchange between partner countries.
- To promote partnerships and improve cooperation between different educational actors.

- PROMOTER -
Maison des Jeunes “Les Récollets”
- Belgium -

THEME(S)

Social inclusion; Art and Culture; Active citizenship and community work; Media and communications

DESCRIPTION

The Média Wiki Mix brings together several youth centers and other organisations close to us in a year long media project. The main goal is to give the young a better understanding of the media and how it works, through the process of “learning by doing”.

The collective directly uses all types of media and its techniques (video making, radio programmes, fanzines, comics, photography, graphics, and so on...) but also works with other organisations and people in order to learn more about the media in all its forms. The approach used by the collective is between life-long education and non formal education, used with the goal of creating media productions that we can share into public space.

Since the large scale appearance of social networks we have in a way all become journalists; but we still need to learn how to use these tools in order to be able to have an impact on our communities, participate constructively in debate, to take up a stance on an issue, or to look for and create solutions.

**MEDIA
WIKI
MIX**

MORE INFO ON:

<http://cjreco.be/>

TARGET GROUP(S)

12-26 years old

OBJECTIVES

- Develop and sharpen critical thinking among young people
- Decode, understand and analyse in order to be able to inquire and inform oneself
- To inform oneself in order to react, to reflect in order to be able to act
- To share information in order to mobilise and raise awareness
- To create information and to communicate

CONTEXT/LOCATION

In the youth centre, and out in the street

PROJECT

CULTURE SCHOOL

DESCRIPTION

The project "Culture/School" was funded by "Federation Wallonie-Bruxelles" (3800€ for all the partners involved in the project). Yves Reuchamps and Saint-Remacle's director agreed to work together on a project about "cultural identity". Our contribution in this project was part of a larger project with other participants (PhiloCité before us to talk about "cultural identity" and CRVI after us to lead a music video workshop).

CONTEXT/LOCATION

Youth Centre

TARGET GROUP(S)

Students from primary school – from 10 to 12 years old.

- PROMOTER -

Maison de Jeunes "Récollets" and
Saint-Remacle School - Belgium -

THEME(S)

Cultural identity; Media and communications;
Social inclusion; Education; Art and Culture; Equality

OBJECTIVES

- Raise questions for the school pupils about themselves and how they can take part in society
- Reflect on and question similarities and differences with others
- Social inclusion
- Artistic discovery
- Being independent

MORE
INFO
ON:

<http://cjreco.be/>

A stylized graphic of an open book with a green plant growing from the center. The book is represented by two thick, dark green lines for the covers and a lighter green line for the pages. The plant has a central stem with several leaves. The entire graphic is set against a background of vertical green bars of varying heights, creating a barcode-like effect.

ENVIRONMENTAL EDUCATION

“Treat the Earth Well.

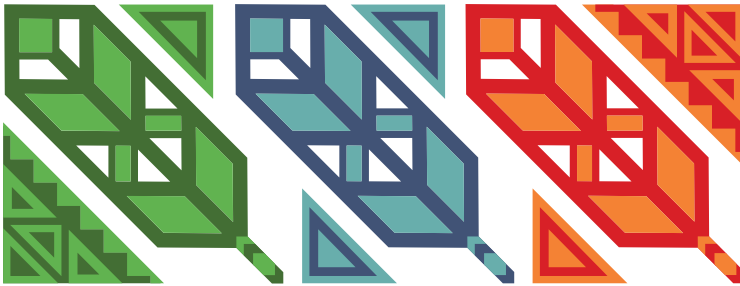
It was not given to you by your parents.

It was loaned to you by your children.

We do not inherit the Earth from our ancestors.

We borrow it from our children.”

Native American Proverb



What do we think environmental education is?

Environmental Education is a process by which we try to improve the next generation's understanding of the environment in which we all live. In this process our goals are to educate and inform young people about the environment, our place within it and the challenges and problems that we face. This approach is in order to develop the tools and the skills we need to take responsibility for our environment and understand the impact of our actions. For us environmental education is important because we believe young people are the solution to our environmental issues.

Why do we need environmental education?

The greatest challenge for people in today's world is to live in a sustainable world that is safe for them and the next generation to come. But what does “safe” mean? It means to live in a healthy environment in which it is possible to create healthy life. The importance of nature in a human's life is something that should be their main concern. People today are facing many problems, but we believe that environmental issues are among those of which we should be the most aware. After all it is important to care for the planet that we live on. We are the main stakeholders of our planet, and we are responsible for the consequences of all of our actions, as every little action, however small it may appear to be, has a consequence. We are losing our connection with nature more and more and we need to focus on how to raise a next generation in a proper way, so that we will have a world where young people will have sustainable lifestyle. This means that we should change our behaviour right now. We need to work together and help young people to take the initiative to become an active part of the community so that together we can create solutions for our problems.

This process needs more than just new technology, it needs people with imagination, the ability to innovate and a great desire for change and cooperation. Everything should start by raising the awareness of our needs and start to change the approach of environmental issues with our educational system and involve youth in the interactive process of educational activities in the nature. We need to educate about and promote

environmentally friendly food production, awareness of renewable energy and reuse of resources. This would help them to assimilate new knowledge on the matter and to assume the responsibility of their actions. As we have already stated, young people can be the solution, if we use education to encourage them to combine different views, values and technological development.

What issues does environmental education need to address?

So in a time where powerful people still deny the existence of climate change it is more important than ever to educate people about our environment and our impact on it. Though provision of education differs across countries, we can probably say that there is a lack of education

about environmental issues in the formal education system, in the home, and sometimes even in areas designated to protect the environment such as nature reserves. Even those of us who are environmentally aware are still sometimes guilty of a high tolerance to unsustainable habits, for example we are sure that you sometimes eat junk food, take an airplane flight, drive a car when you could cycle, or stay too long in the shower!!! Environmental education is about helping us realise that our individual actions have an impact, to make us responsible for our environment and to take the initiative to act and to react, and look for solutions in our day-to-day, and our communities. Problems we face depend on where we live, but the environment is something that ultimately we all share. Some of the main environmental issues that we face in the ORA Network are:



How is it possible to educate the next generations about our planet?

There is not one way in which this needs to be done, nor one method that is better than another - how we choose to do this depends on who we are, where we live and what issues we face. Here we will present some of the ways in which this has been done in the ORA Network, addressing a variety of issues in different contexts and with different targets. A good place to start with this process, is of course, raising awareness: for example with campaigns, exhibitions, or producing educational material. Unfortunately a large number of people are unaware of the consequences of their actions, and what we don't know, we cannot change.

One way in which we can develop environmental education is through the development and participation in seminars, trainings and exchanges. Debates about different topics, specific problems organized in the community or region. For example through forming a network, such as the ORA Network, in which to share experiences and best practice! To engage young people in the process of environmental education there are different ways in which can approach this target group. One way is through outdoor activities like camping, gardening and hiking, these are especially important because they provide direct contact with the natural environment. However when this is not possible you can always bring a bit of nature inside, with activities and workshops that include creativity, the imagination and exploring the challenges and solutions to environmental problems. In the following case studies you will see a lot activities and ideas that you can implement in your community with schools, volunteers, youth groups, NGOs, neighborhoods in whichever way meets local needs best. Remember the ORA methodology, which says that young people need to Observe their context, Rethink their own role and to Act as responsible citizens!



Tips and Advice:

If you are working with children within the context of the school close collaboration with teachers can be really helpful in order to have the best possible results and impact. For example if you are a teacher, or are working with one, you can match your activities with the curriculum that is being followed in terms of science, geography or other subjects.

Always make sure when working with young people that the level of information you provide is age appropriate, and make it easy to relate to as possible.

Encouraging use of the imagination and creativity are really important in keeping attention and passing a lasting message through your work.

HERE ARE SOME LINKS THAT CAN PROVIDE YOU WITH FACTS
AND INFORMATION ABOUT THE ENVIRONMENT IN EUROPE



www.env-health.org
www.eee.europa.eu



UN SUSTAINABLE DEVELOPMENT GOALS:

- www.sustainabledevelopment.un.org
- www.epa.gov
- www.environmentalscience.org/renewable-energy
- www.conserve-energy-future.com

www.thwink.org/sustain/glossary/environmentalsustainability



ENVIRONMENTAL EDUCATION

- Case studies -



PLAYING WITH THE SUN

DESCRIPTION

The activities in this case study were carried out as part of a project created in cooperation with other NGOs called Educopoli: Naturalmente Cittadini, with the aim of organising activities on sustainability and inclusion in a disadvantaged neighbourhood of Bologna. Within this wider project eiBo! was focussed on providing training for those who work with young people (teachers, youth workers, youth leaders, etc.) and providing environmental education workshops in schools, with children of 9-13 years old.

MORE INFO ON: <http://www.eibo.it/>

- PROMOTER -

Associazione di Promozione Sociale eiBò!
- Italy -

THEME(S)

Social inclusion; Urban/Rural development; Environment, Global environmental challenges and climate change; Education and training

TARGET GROUP(S)

Primary and secondary schools in the Pilastro neighbourhood of Bologna.

CONTEXT/LOCATION

The recommended location for Playing with the Sun is a classroom with access to sunlight.

OBJECTIVES

- Motivate to reduce waste and environmental damage
- Raise awareness of renewable energy
- Raise awareness of the environmental damage humans can create
- Encourage the acquisition of manual skills
- Stimulate imagination and creativity



HEALTHY FOOD EVERY DAY

- PROMOTER -

Udruženje Svetlost, Šabačka gradska bašta
(Šabac Community garden) - Serbia -

THEME(S)

Social inclusion; Active citizenship and community work; Youth volunteering and Personal development; Environment, Global environmental challenges and climate change; Education and training; Participation of young people

TARGET GROUP(S)

Students, citizens interested in the production of food, and food producers who want to improve their knowledge of organic farming. Paying particular attention to including a diversity of social groups and participants

CONTEXT/LOCATION

This project was carried out in the schools, as well as in the community garden.

OBJECTIVES

- Increasing awareness of the local population of healthy eating
- Educating and increasing awareness of organic production as a healthy food production method
- Encouraging active involvement in Šabac community garden and/or their own food production
- Promoting active citizenship and participation in the community
- Community garden as a tool for social inclusion

DESCRIPTION

There are many benefits to be gained from this type of gardening project, as it acts on multiple levels to raise the quality of life of people.

It can be used to promote healthy nutrition for the population. In addition to the obvious ecological aspects of this project, which include active care for the environment, this project has an unavoidable social and economic impact on the community.

Involvement in the community garden gives people the opportunity to socialize, exchange experiences, skills and to make friendships. Also this kind of social inclusion the community garden can have an influence on quality of life, as well as through having an effect on the psycho-physical condition and health of the individual(s). Work in the community garden provides an opportunity for the socially disadvantaged to move from the margins to the centre of society.

Also, an important segment of this project is working with students in primary schools.

MORE INFO ON: <http://nvosvetlost.org/>

- PROMOTER -

**Regional Nature Reserve WWF Oasis “Badlands of Atri” as
Environmental Education Centre of the Abruzzo Region, in partnership with:
WWF Italy, Abruzzo Region, City of Atri, Abruzzo Institute for Protected Areas (IAAP),
Teramo University Faculty of Biosciences and Technology Environmental Agro Food,
University Perugia, Institute Comprehensive School of Atri**

THE BLACK HEN OF ATRI

RECOVERY OF AN ENDANGERED BREED

EDUCATIONAL PROJECT

THE BLACK HEN OF ATRI :

IN ONE EGG ... THE TERRITORY

DESCRIPTION

The project aims for the dissemination and exploitation of an ancient poultry breed deeply linked to the territory for centuries, with particular attention to consumer awareness through good production and nutrition practices, initiating the creation of micro-economies of short chain between producers and consumers and to promote the use of local foods. To do this needs a process of genetic improvement, assisted breeding and spread of sustainable practices related to the commercialization of the product “Egg”.

THEME(S)

Social inclusion; Art and Culture; Active citizenship and community work; Youth volunteering and Personal development; Urban/Rural development; Youth policies; Health and well-being; Environment, Global environmental challenges and climate change; Education and training; Participation of young people; Youth unemployment



CONTEXT/LOCATION

Institution of Formal Education
Street and/or outdoor
Nature Reserve/Parks
Rural area
Schools



OBJECTIVES

Starting from the ancient documents of the city of Atri, and its long history, through the study of genetics and the recovery of the endangered breed:

- Promote in young people a sense of citizenship and identity;
- Recovery of the breed within the Regional Nature Reserve Badlands of Atri allows us to educate on development issues related to environmental protection, agriculture and biodiversity;
- The possibility of inclusion of the breed within short supply chain micro-economies;
- Discovery and breeding of the race in the Atri region, involving the unemployed and young entrepreneurs;
- To promote the importance of natural and agricultural resources, in particular tied to the egg, through the preparation of typical recipes revisited in a modern style;
- To explore concepts such as nutrition, wellness, and quality of life;
- To develop sustainable patterns of behavior.

TARGET GROUP(S)

Students, young workers, and future entrepreneurs, families, community stakeholders, farmers, researchers in the field of rural development and food, restaurateurs.

MORE INFO ON: <http://www.riservacalanchidiatri.it/>

NEW-YEAR POSTCARDS

OBJECTIVES

Main theme of this activity is always to raise awareness of the need to protect the environment, but every year we have different issue that we want to address regarding the environment. For example:

- Protection of Forests
- 3Rs (Reduce, Reuse, Recycle)
- Public information and participation
- Waste
- Youth (New Generation)

We also use this activity to promote the Upcycle method for a better environment

THEME(S)

Active citizenship and community work; Youth volunteering and Personal development; Environment, Global environmental challenges and climate change; Participation of young people

TARGET GROUP(S)

Any

CONTEXT/LOCATION

Indoors

- PROMOTER -

EDEN Center (Environmental Center for Development, Education and Networking)

- Albania -

DESCRIPTION

EDEN Center, for the end of year celebrations sends greetings to its partners, collaborators and donors through handmade cards with personalized and authentic environmental messages.

What is special in this process?

Every year we promote through this process the UPCYCLING method. We create the greetings cards with used materials, with recycled materials from various objects and we send them together with an environmental message in connection with various current problems. This is creative work that we organize every year.



MORE INFO ON: <http://www.eden-al.org>



HEALTHY FOOD EVERY DAY:

- PROMOTER -
Udruženje Svetlost - Serbia -

EIGHT WORKSHOPS FOR PRIMARY SCHOOLS PUPILS ENTITLED "WHY PLANTS LIKE FRIENDS FROM SCHOOL"

THEME(S)

Active citizenship and community work; Youth volunteering and Personal development; Environment, Global environmental challenges and climate change; Education and training; Participation of young people

TARGET GROUP(S)

Pupils in the lower grades of primary school (from grades 1 to 4 which is from about 6 to 11 years old) with an emphasis on pupils who are taught environmental subjects such as "Guardians of Nature" at school, participants

OBJECTIVES

- To raise awareness of organically produced food and what this means
- To raise awareness of healthy lifestyles and healthy eating
- To educate about the environment and sustainability to involve young people in the production of healthy food

DESCRIPTION

Practical and creative workshops on healthy lifestyles, organic farming and urban gardening.

Working with students in primary schools is an important part of environmental education because this is an investment in future gardeners who, at the same time, can have a big impact on their parents, relatives, and neighbours

CONTEXT/LOCATION

Classroom



MORE INFO ON: <http://nvosvetlost.org/>

RENEWABLE ENERGY: SCHOOL PROJECT RELATED TO THE MILLENNIUM DEVELOPMENT GOALS

- PROMOTER -

Technical College “Anghel Saligny”

- Bucharest - Romania -

“Assistance and Programs for Sustainable Development”

THEME(S)

Active citizenship and community work; Environment, Global environmental challenges and climate change; Education and training; Participation of young people

DESCRIPTION

The starting point in the project was a question or dilemma launched during a physics course, learning unit: Energy.

“Can you build a system capable of not only producing energy for billions of people, but also to satisfy their needs while protecting the environment?”

The focus of the project was on developing competences and to be proactive: to form a critical consciousness towards the energy crisis through technological development and social development; young people should be encouraged to be available for and develop their responsibility to protect the environment through the controlled use of conventional resources and the use of unconventional energy resources to ensure a suitable living environment.





MORE INFO ON:

<http://www.agenda21.org.ro>

OBJECTIVES

General objective: To promote renewable energy.

Specific objectives:

- Increase understanding of the main energy sources, and the advantages and disadvantages of technology for the exploitation and utilization of existing energy sources.
- Developing students' awareness of their responsibility to protect the environment, to try to use energy resources whilst ensuring existence in a cleaner environment;
- Actions to promote the use of renewable energy sources (classical - flyers, posters, stickers, banners, etc. and innovative - model "Eco House").
- Design awareness raising messages through brainstorming.

CONTEXT/LOCATION

Institution of Formal Education

Street and/or outdoor

NGOs structure

TARGET GROUP(S)

Primary: Students and teachers of the Technical College "Anghel Saligny" - Bucharest.
Secondary: the students' families, the community

CONSUMPTION AND WASTE

- PROMOTER -
Technical College “Anghel Saligny”
- Bucharest - Romania -

OBJECTIVES

- To develop observation skills and sensitivity towards waste and garbage
- To raise awareness on the character of domestic waste
- To spur interest in reuse and recycling of materials

TARGET GROUP(S)

Elementary school pupils, High-school students, young people, the community

CONTEXT/LOCATION

The classroom / outdoor space / a workshop room

DESCRIPTION

This case study has been done through an exercise in which we used several methods: discussions, demonstrations, group work, brainstorming, show, exhibition; the aim was to direct the attention of young people to a particular issue of modern society: the problem of uncontrolled consumption, waste generation and bad management of this waste. The needs of the contemporary consumer are constantly growing in amount and variety and people, consciously or not, are constantly increasing the range of goods and services they use. The consumer market is incessantly bombarded by advertisements for new products and services. Gradually and imperceptibly consumption has become a very significant part of people's lives, occupying their time, financial resources and minds.



THEME(S)

Sustainable development;
Sustainable use of resources;
Environmental degradation;
Responsible consumption;
Consumption and waste.

MORE INFO ON: <http://www.agenda21.org.ro>



HIDDEN NATURE PATH AND FIVE SENSES PATH

OBJECTIVES

GENERAL OBJECTIVES:

- The main aim is to promote the creation and restoration of the bridge between urban and natural environments;
 - To create the motivation to protect and manage sustainable natural resources;
 - To encourage participants to deepen their understanding of the processes in nature in order to create aware citizens who could engage in and develop the debate on environmental issues;
 - To promote knowledge about changes in nature caused by mismanagement of the territory and its resources, encourage participants to look for alternative sustainable solutions for the preservation and protection of the environment;
To improve the inclusion and participation of the people as
 - individuals and as a community through the creation of the new job opportunities and promotion of the local economy.
- ### SPECIFIC OBJECTIVE:
- Help participants to discover the Reserve, flora, fauna, and its importance as a protected area using all our five senses.

TARGET GROUP(S)

School students, disabled people, families

CONTEXT/LOCATION

Nature Reserves, Urban Parks, School Gardens

MORE INFO ON:

- PROMOTER -
Cooperative Terracoste,
Regional Nature Reserve
“Lecceta di Torino di Sangro”,
ARCI Chieti - Italy -

DESCRIPTION

The Hidden Nature and the Five Senses are Environmental Educational Paths (EEP), along the Nature Path of the Regional Nature Reserve “Lecceta di Torino di Sangro”, equipped with panels, arrows, wooden structures. The whole path is enhanced by a set of dynamic activities and games, one or two for each point of interest along the path (10 in total). Each single trial offers to the participants the opportunity to discover the wood and its hidden flora and fauna in a fun and interesting way, whilst using all the five senses.

THEME(S)

Ecology; Multi-sensorial learning; Cooperation.

<http://www.terracoste.com/leccetatorinodisangro/>
www.facebook.com/pg/arci.officine/

PLANETE GOUTS

DESCRIPTION

This was a project designed to develop young people's awareness about food consumption, environmental issues and nutritional health.

The Région Wallone launched a call for projects entitled “#Wallonie Demain”. Projects responding to this call had to talk about food waste and sustainable nutrition.

We approached this through a cooking workshop and the setting up of a small restaurant. We worked with young people on issues related to: food supply chains, impact on the environment, local economy, health, rediscovery of flavours of foods derived from a kind of integrated agriculture (agriculture raisonnée).

OBJECTIVES

- Responsible food consumption
- Raising awareness of environmental issues related to food consumption and production
- Nutritional health
- Rediscovering the taste of local products



- PROMOTER -
Maison des Jeunes
“Les Récollets”
- Belgium -

COOKING WORKSHOP FOR RESPONSIBLE YOUNG PEOPLE

TARGET GROUP(S)

We expected our participants to be between 12 and 30 years old.

CONTEXT/LOCATION

Youth Centre and in the street.

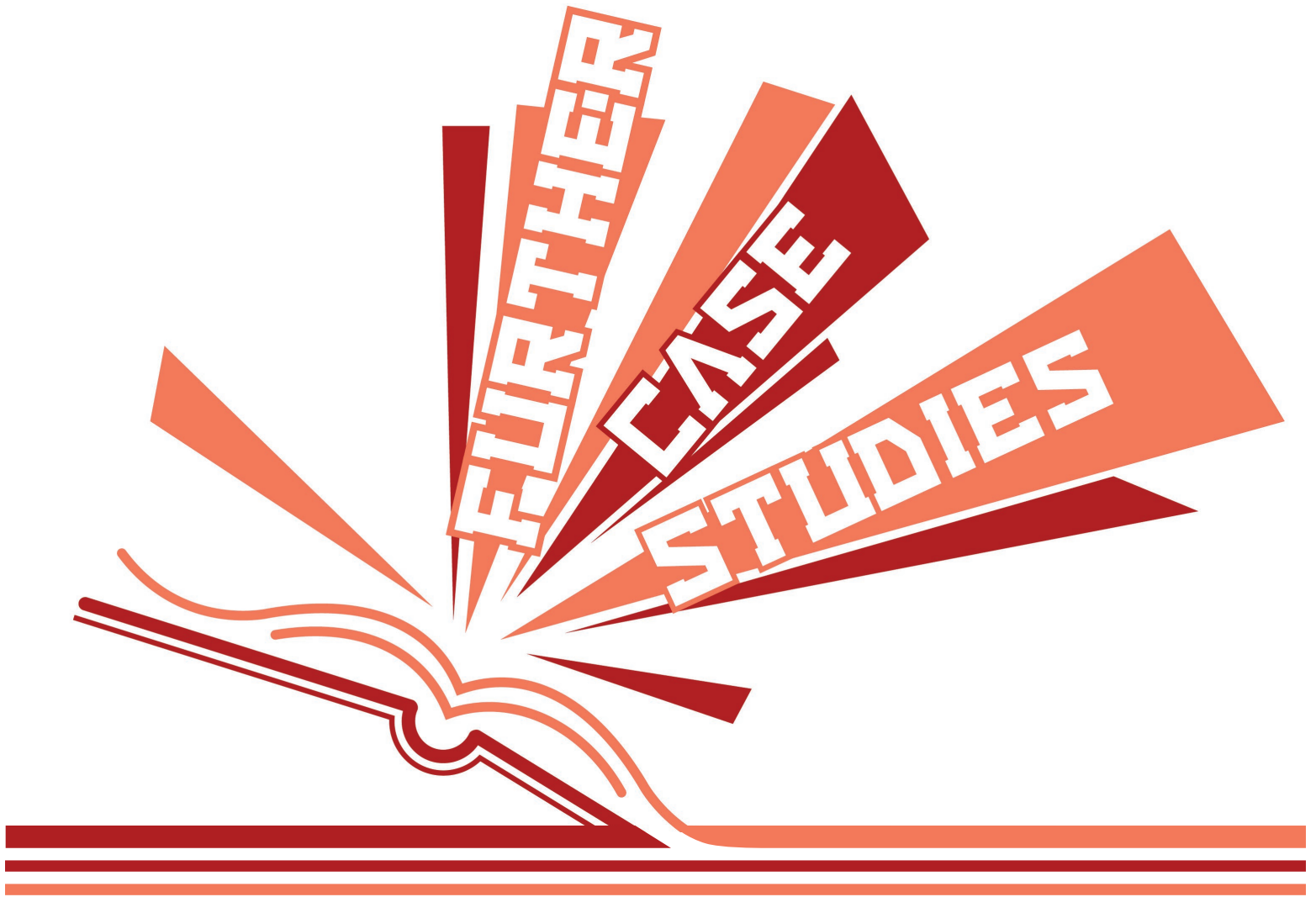


THEME(S)

Social inclusion; Fight against poverty and marginalisation; Active citizenship and community work; Urban/Rural development; Youth policies; Health and well-being; Environment, Global environmental challenges and climate change; Participation of young people; Responsible cooking.

MORE INFO ON: <http://cjreco.be/>





ASPETTANDO I MONDIALI ANTIRAZZISTI

• • • AWAITING THE ANTI-RACIST WORLD CUP • • •

- PROMOTER -

Associazione di Promozione Sociale eiBò! - Italy -

OBJECTIVES

- To promote intercultural exchange;
- To promote the fight against racism and fascism;
- To promote active citizenship and participation;
- To empower the young people, by involving them in all steps of organizing and running the event;
- To promote activities in a rural environment;
- To promote the mobility of the young people between different contexts;
- To promote artistic expression (graffiti writing and music);
- To promote sports activities and healthy lifestyles

CONTEXT/LOCATION

The activity has to be run outside, in a park or in a sports area.

TARGET GROUP(S)

Adolescents and young people of 11-21 years old

DESCRIPTION

Three days, three places, one goal: let's score a goal against racism! In July there is an annual Anti-racist world cup held in the province of Modena. In order to promote the theme of this event among young people in the area, and in order to address issues of interculturality and mobility for young people in the area we held a small sports tournament. The tournament (and the Anti-racist World Cup) emphasise tolerance and participation over and above winning. The tournament was held between three villages/neighbourhoods in the Bologna area (San Lazzaro di Savena, Piumazzo and Castelfranco Emilia). These three places, despite some differences all share problems with the mobility of young people, as well as adequate leisure time facilities for them.

THEME(S)

Social inclusion; Art and Culture; Active citizenship and community work; Urban/Rural development; Youth policies; Sport to promote healthy lifestyles and Education; Participation of young people; Anti-Racism and Anti-fascism

MORE INFO ON: <http://www.eibo.it/>



IL TAVOLO DEI RAGAZZI

• • • YOUTH ROUND TABLE • • •

- PROMOTER -
Associazione di Promozione Sociale eiBò!
- Italy -

OBJECTIVES

- To create a network among Youth Centers in the area
- To set up guidelines – common standards in these youth centres
- To share best practice and experience
- To promote the intercultural exchange;
- To promote active citizenship and participation;
- To empower the young people by involving them in all steps of organizing and running the project and event;
- To promote the mobility of the young people in different contexts;
- To promote the artistic expression (writing and music);
- To promote sport activities and healthy lifestyles

TARGET GROUP(S)

11-25 year olds, attending the youth centres involved in the project

CONTEXT/LOCATION

Youth centres

THEME(S)

Art and Culture; Active citizenship and community work; Youth volunteering and Personal development; Urban/Rural development; Youth policies; Sport to promote healthy lifestyles and Education; Health and well-being; Participation of young people

DESCRIPTION

This project was designed to bring together:

- 7 Municipalities: San Cesario sul Panaro, Bastiglia, Bomporto, Ravarino, Nonantola, Castelfranco Emilia, and Sorbara
- 7 Youth Centers from Distretto 7
- 14 young people,
- 9 youth workers

The idea of the project was quite simple, to create round table discussions in which young people from the same area could share their needs and ideas, and based on these create standards and projects for the future.

Each youth centre elected representatives to act as a spokesperson, to bring their needs and requests to the round table. Over an academic year the round table met in each different youth centre, not only giving them all an opportunity to host a discussion, but also to visit and see the other youth centres.

The host youth centre provided minutes from the discussion and the representatives had the duty to report back to their youth centre and bring feedback and new themes to the next roundtable discussion.

MORE INFO ON: <http://www.eibo.it/>

DESCRIPTION

The project aims to connect political decision makers and citizens. It gives them the opportunity to meet in a very informal context and talk about any topic they wish.

As political populism gains more and more influence on democratic life, it is putting it in danger. The main reason for this is that citizens do not feel that politicians take care for them, so we were thinking about how we can get citizens to ask their questions, and share their problems and ideas with politicians despite the feeling, that they cannot reach "that up there". In same time we wanted to solve the politician's problem, that of not being able to reach citizens.

We thought that existing formats for citizen-politician contact were too formal so instead we used a different format like a living library (where instead consulting books for information, a group of experts gathered to whom people can talk and ask questions) with a BBQ in order to increase the attraction for people. Together with strong branding of the project, this created at the same time an informal touch and clear opportunity to have individual conversations with politicians.

The basis of the branding applied to this project is the name: Politik isst Wurst means 'politicians eat sausage' but at the same time if you delete just one letter and write Politik ist Wurst is a slang phrase to say 'politics does not matter'.

**POLITIK ISST
WURST**



- PROMOTER -
"Roter Baum" Berlin UG - Germany -





OBJECTIVES

The project aims to connect political decision makers and citizens. It gives them the opportunity to meet in a very informal context and talk about any topic they wish.

- Encourage people to get involved in the political decision making process.
- Make politics and politicians more approachable for ordinary citizens.
- Create an environment informal environment where citizens are comfortable interacting with politicians.
- Allow citizens to ask question about their environment, make suggestions, share their problems and complaints.
- Give politicians an opportunity to explain their decisions. Give politicians the opportunity to get input about the needs of citizens and discuss current issues.

TARGET GROUP(S)

This action was developed as a youth project, but in its implementation it can include all citizens. The target includes all the citizens of a municipality.

CONTEXT/LOCATION

This initiative is best held outside, in a public square, park or similar.

THEME(S)

Active citizenship and community work; Youth policies; Participation of young people; Supporting democratic processes

MORE INFO ON: <http://www.roter-baum-berlin.de/>

SPIELSPAZ FUN AND GAMES

- PROMOTER - “Roter Baum” Berlin - Germany -

THEME(S)

Intergenerational learning; Leisure time activities; Social inclusion; Youth volunteering and Personal development; Health and well-being

DESCRIPTION

This project was realized by Bunttes Haus and Roter Baum Berlin. It was about bringing generations together by creating a fun action, which is what playing games should be.

Playing games is important for all of us as it helps to keep you physically and mentally fit, is fun, brings the players together on the same level, and allows the participants to develop abilities, skills and knowledge. Shooting games were forbidden.

Another motivation for this project is that in our area most of the people are poor and get social benefits from the state. This project allows for social inclusion and interaction without any cost for those participating.

We organized one game day per month with card games, board games, and new media games such as play-stations and app games on an ipad; with one important rule - no individual games: they were all for every age group and for playing together.

OBJECTIVES

- The main aim is to bring generations together to accept and respect each other
- Show people that they can take action for themselves even if they do not have money, they can make projects together and find people to help
- Help people to change their living environment together the way they like
- Promote social inclusion,
- Provide social leisure time activities at no cost
- Have fun!

CONTEXT/LOCATION

No specific location necessary

TARGET GROUP(S)

People from 6-101 years: all generations, all genders, and all backgrounds

MORE INFO ON: <http://www.roter-baum-berlin.de/>

BUNTES HAUS

- PROMOTER -
"Roter Baum" Berlin
- Germany -

OBJECTIVES

- To support the social life and develop social competences in families
- Create links between neighbours, create a community
- To help to the integration and social inclusion of all people

TARGET GROUP(S)

Families

CONTEXT/LOCATION

This project created a location: that of a family centre

THEME(S)

Social inclusion; Fight against poverty and marginalisation; Art and Culture; Gender equality; Active citizenship and community work; Youth volunteering and Personal development; Health and well-being; Environment, Global environmental challenges and climate change; Youth unemployment; Participation of young people



DESCRIPTION

It's an open space for families (by 'families' we actually mean everyone, from the youngest child to the great-grand parents) where they can meet and take part in daily activities in order to help them to create links with each other.

The family center "Buntes Haus" is located in Hellersdorf in a district which is marked by a huge unemployment rate (more than 50%), child poverty (70%) and large number of young single mothers with 3 or more children from different fathers.

MORE INFO ON: <http://www.rotor-baum-berlin.de/>

STARII BRAT

[BIG BROTHER BIG SISTER]

STARII SESTRA

- PROMOTER -

Zdravo da ste - Bosnia and Herzegovina -

OBJECTIVES

- Improve the social behaviour of children and young, and develop skills for leading a healthier and better style of life.
- Improve the use of leisure time for children without parental care and the volunteer involved in the project.
- Improve the informal education of children and the volunteer by organizing joint activities and visits to various institutions, establishments, companies, centers - children after the project to have a clearer picture of what their community offers - cultural and educational facilities, opportunities for choice of profession and employment in various sectors within the community, excursions and socializing.
- To enrich the social services that are available to children from families with single parents

CONTEXT/LOCATION

In this case the youth centre is the base of the activities, but during the project activities can take place outside, and through visits to places and services in the area.

THEME(S)

Social inclusion; Inter-religious dialogue; Gender equality; Disability; Active citizenship and community work; Youth volunteering and Personal development; Minorities; Youth policies; Sport to promote healthy lifestyles and Education; Education and training; Participation of young people; Media and communications

DESCRIPTION

"Stariji brat, starija sestra" ("Big brother, big sister") is project that our organisation has been implementing since 2015. The project is originally from the United States, where it has been implemented for a long time (~100 years) and where it has resulted in a lot of "follow up projects" that are based on same idea.

It works through creating mentoring relationships between volunteers and at risk children and adolescents.

Through individual work with volunteers and group activities the children develop their social skills, ability to communicate and express their emotions. They are given the option of vocational guidance and training, as well as support to reduce the stress and frustrations of life's difficulties, which are a constant companion of young people and children living in at risk families.

TARGET GROUP(S)

Children and adolescents in at risk families/adult volunteers wishing to contribute to and participate in the community

MORE INFO ON: <https://www.facebook.com/zds.centar?fref=ts>



YOUTH



WORK

EXTRAS

ORA: capacity building to generate innovative approaches in youth work

Liege (Belgium) 16th - 23rd October 2016.

Reports from field visits and meetings



The overall aim of the project "ORA: Capacity Building to Generate Innovative Approaches in Youth Work" is to achieve a long term non-formal education process able to empower the youth work members of ORA Network are realizing in the field with young people coming from disadvantaged backgrounds and/or vulnerable groups. Through this project ORA members are able to increase their capacities to better perform and provide more useful services (educational, cultural, social, etc.) for the young people with which they work, to increase the competences of their youth/social workers to better include the different target groups in the social, cultural, and economic life of their communities.



First activity of the project was a Study Visit, which took place in Liege (Belgium) between 16 and 23 October 2016. The specific objective of the Study Visit was to explore and analyze examples of good practice in the Province of Liege in terms of methodology, challenges, approaches, activities and policies of institutions, public bodies, NGO networks, associations, Youth Centers and youth organizations on the theme of youth work and non-formal education. Belgium has a very long tradition of the development of youth work strategies and innovative non-formal education approaches, and represents an interesting and fruitful playground to work, learn and observe the interaction between youth work and inclusion of young people in community development. Thanks to interactive field visits, meeting with stakeholders, working sessions and planning activities, it was possible to discover efficient and innovative models in youth work that generated positive experiences of inclusion and participation. The present document collects all the reports realized by participants for each field visit carried during our stay in Belgium. In this way, we hope that our experience will be fruitful and useful for other organizations, youth centers and groups interested in these fields of action. By combining different non-formal education methodologies (methods of non-formal/informal learning, intercultural learning, experiential and active pedagogy, mentoring and/or peer support and relationship-based activities), and using several elements related to sustainable living, ORA Network has created positive local impact in the community. It has also encouraged wider engagement from young people thanks to an interdisciplinary set of competences in different fields of youth work (education, environment, social promotion, art and culture, etc.).



To read the report, feel free to visit the website of our project
<http://oracapacitybuilding.weebly.com/resources.html> or look the annex book



Youth Work and Youth Centres in Germany

In order to understand what youth work and youth centres are in Germany we first need to look at a definition of the terms that we use as these can vary, even within the European context: The term 'youth services' includes all provisions and services for young people between 0 and 27 years old except formal education. So examples of youth services would be kindergartens, youth work, youth social work, family services, support for at risk children etc. Youth work is clearly defined as something that offers informal and non formal programmes. Youth centre is however not a clear term in Germany, as they fall under the regional level of authority so there can be some variation in what they are called and the specific services on offer. They do however have the same basic tasks and Jugendzentrum (youth centre) is understood everywhere as a place where you can spend free time, develop your skills, come together with other young people and learn about life and society, which are open for all young people and that attendance in a youth centres is always on voluntary basis. Other names, mainly only used by the professionals concerned, are Youth Club, Jugendheim (youth home), and Jugendfreizeiteinrichtung (youth leisure time facility).

The basis for these services is the Social Code VIII (Sozialgesetzbuch VIII) also known as the Child and Youth Services Act (in the sense that it is the law that promotes services for children and youth). To emphasise the importance of youth work as an educational support system it comes first in the chapters:

- 1, paragraph 1 is: Every young person has the right to

be supported in their development and to become an autonomous and active citizen.

- 3, paragraph 3: In order to achieve the right referred to in paragraph 1, (...) youth assistance is intended in particular to encourage young people in their individual and social development and to help prevent or reduce disadvantages (...)

Also prominent in this law, before youth assistance is described, the code authors put the sentence: "Children and adolescents must be involved in all decisions relating to their development in the field of public welfare. They shall, in an appropriate manner, refer to their rights in administrative procedures and in proceedings before the family and the administrative courts". This of course has an important meaning for participative processes in youth centres. According to the law youth services have to be financed by the state and can be implemented by the state or NGO. The article looks like this:

(1) Suitable provision of youth work must be made available for young people to promote their development. This should be based on the interests of young people and be co-determined and co-designed by them, stimulate them and enable them to self-determine, to lead to social responsibility and social commitment.

(2) Youth services are offered by associations, groups of and initiatives by young people, by other organizations of youth services and by public institutions. It includes specific offers for members, open youth work and community-oriented offers.



- (3)** The main areas of youth work include:
1. Extra-school education with general, political, social, health, cultural, natural and technical education;
 2. Youth work in sport, play and socializing;
 3. Employability-, school- and family-related youth work;
 4. International youth work;
 5. Child and youth recreation;
 6. Youth counselling;

- (4)** The youth work may also include an appropriate number of persons who are over 27 years of age.

The implementation of this act is the responsibility of the municipalities or cities. In Berlin was created the "Implementation Code or the Child and Youth Services Act" which provides further definition and regulation of youth services. Also it gives us in Berlin a suitable term for what we understand as a youth centre: Jugendfreizeitstätte or Jugendfreizeiteinrichtung (youth leisure time centre). Youth work can be implemented in youth centres, but also in other places as outreach youth work (sometimes called street work).

Other characteristics of youth centres are:

- They must always be managed by a person with an academic qualification in social work, youth work, youth and community work or pedagogy.
- The staff must mainly have the same kind of qualification or be a social education worker.
- Children and youth can use the services of the youth centres free of charge, and on a voluntary basis.
- Youth centres have an open area, which is the starting point for further activities.
- Youth centres provide additional services, depending on the youth and the resources available.
- They are connected in and to local networks.
- Under state control (for financial assessment, evaluation etc.)
- Have a standard to which they must work (in Berlin there is a guide providing shared standards for all youth work)



A good presentation of youth services (much more than youth work) is published here:
http://www.kinder-jugendhilfe.info/en_kjhg/cgi-bin/showcontent.asp?ThemaID=4426

WHO IS WHO?

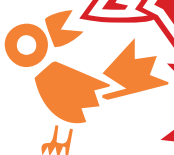
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We are all just human beings and for this reason it is possible that **ORA YOUTH WORK HANDBOOK** contains mistakes or inaccuracies!
More importantly, we are happy to receive further contributions, suggestions and new proposals to enrich this handbook.



**ALL THE CONTENTS OF THE BOOK,
INCLUDING PROJECT DESCRIPTIONS ...
AND ACTIVITIES CAN BE FOUND AT:**

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**THANK YOU
VERY MUCH**



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