LOCAL PARTICIPATION PROJECTS

BFPFY Project Reader

INTELLECTUAL OUTPUT 3
This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
BE PART – FEEL YOUR PART
(BPFYP)

Project Reader
LOCAL PARTICIPATION PROJECTS

PROVIDED BY
Jugendförderverein Parchim Lübz e.V., Nadine Böttcher-Fabinski
in co-operation with the
BPFYP Project Partnership

Autumn 2019

PROJECT
BE PART - FEEL YOUR PART:
Political participation approaches on local level for young people at risk of social exclusion

PROJECT ACRONYM
BE PART – FEEL YOUR PART

PROJECT NUMBER
2017-3-AT02-KA205-001985
The ‘BE PART – FEEL YOUR PART’ Project Reader of Local Participation Projects is part of the third Intellectual Output of the Erasmus+ project “BE PART - FEEL YOUR PART: Political participation approaches on local level for young people at risk of social exclusion”.

© The copyright lies with the ‘BE PART – FEEL YOUR PART’ Project Consortium. Reproduction of (parts of) the material is permitted; the source(s) must be provided. Changes to the original material are not permitted.
## 1 Table of contents

1 Table of contents .................................................................................................................. 5

2 Introduction .......................................................................................................................... 6

3 Local Participation Projects ............................................................................................... 7

  3.1 Writing classes for youngsters ......................................................................................... 7

  3.2 Public Transport .............................................................................................................. 9

  3.3 DIALOG PÅ TVÆRS – DIALOGUE ACROSS ................................................................. 14

  3.4 LOUSARDART ................................................................................................................ 20

  3.5 Animation Cinema in Lousada ....................................................................................... 24

  3.6 Il Terzo Nascosto - The Hidden Third ............................................................................ 28

  3.7 InspirAzione - InspirAtion ............................................................................................. 29

  3.8 Think for remapping the city ........................................................................................... 30

  3.9 The art of being part ....................................................................................................... 32

  3.10 Bankerl on tour – Bench on tour .................................................................................. 36

  3.11 Hochbeet – Raised herbs bed ....................................................................................... 38

  3.12 Klimaworkshop – Climate workshop .......................................................................... 40

  3.13 Workshops with young people who have autism ......................................................... 43

  3.14 Tanz AG – Dance company ......................................................................................... 45

  3.15 Empowering young people ........................................................................................... 48

  3.16 Local Elections – Raise Your Voice! ............................................................................ 50

  3.17 Being the mayor ............................................................................................................ 53

  3.18 YourVoice – a drop-in place ......................................................................................... 55
2 Introduction

The BE PART - FEEL YOUR PART project develops an approach for the local democratic participation of young people, considering their social environment and the resources available to them. To increase the political and social participation of young people, in particular on local levels, and to give youth workers the opportunity to implement the competences acquired in the training provided during the previous project step, it was the aim in this part of the BPFYP project to implement local participation projects in each partner country.

The partners based their concepts on the Research Report about methods, instruments and tools for and experiences gained from social environment and space analysis. They implemented Local Participation Projects at all in partner countries (Austria, Italy, Portugal, Denmark, UK, and Germany). This reader is a collection of and demonstrates the variety of projects realised.
3  Local Participation Projects

3.1  Writing classes for youngsters

3.1.1  Implementing partner
This project was implemented under the supervision of FO-Aarhus, Denmark.

3.1.2  Project idea and aims
Author School for youngsters who did not know they had it in them.
Writing classes will be offered at the Drop-in House at Jægergårds gate 107 in the centre of Aarhus. This house is frequented mainly by homeless citizens and homelessness is increasing among young people in Aarhus.
The aim is to invite users of the house to attend these classes under the guidance of a renowned local author. He is well experienced in guiding youngsters in production schools to inspire them to write and gain self confidence in expressing themselves giving them voice to actually experience freedom of speech and to influence local political processes.

3.1.3  Project activities and milestones
The objective is to offer one two-hour class a week for 20 weeks from January to December 2020. Around 10 users of the Drop-in House are expected to sign up and the target is at least one text published in an issue of Hus Forbi (The Big Issue) and a number of texts published as blogs as well as poems recited during poetry slams.

3.1.4  Project results
The project was planned to start in September 2019, but it had to be postponed owing to lack of co-funding.

3.1.5  Feedback from participants and stakeholders
The Drop-in House is strongly committed to setting up the Author School as an activity for their users and they will be active in recruiting participants. The owner of Løves Bogcafé has agreed to supervise classes and to help publish texts as well and to invite the students to poetry slams in his book café.
3.1.6 Conclusion and recommendations
Too early to draw conclusions because of the postponement but the enthusiasm with the author cum teacher as well as the Drop-in House and the owner of Løves Bogcafé is very promising.

3.1.7 Contact
FO-Aarhus international coordinator Henrik Gram Nielsen, henrik.gram@fo-aarhus.dk, +45 22 20 49 76.

Author/tutor Poul Christian Asmussen, pc.asmussen@gmail.com, +45 29 25 60 21.
3.2 Public Transport

3.2.1 Implementing partner
This project was implemented under the supervision of Volunteering Matters, UK.

3.2.2 Project idea and aims
Youth workers and young people decided to design and develop a transport activity for participation in the Be Part, Feel Your Part project. This included the engagement of young people with additional learning needs (ALN). Transport is a big issue at present across the five local authority areas as recent cutbacks in travel support from the government for disabled young people has taken place.

Young people were integral to the design and delivery and helped to create the survey and plan the specific bus routes to conduct this in. Young people provided feedback around the difficulties a person with ALN might suffer while accessing public transport services and supported our volunteers to collect data from other accessors of public transport over a five-day period. The group captured one-hundred surveys over this period and evaluated the data to represent six focus areas:

- Whether the bus was the only form of transport a person might have access to.
- Whether the bus was an easy mode of transport for a person to use in order to travel where they need to get to.
- How easy it is for a person to plan their journey in advance.
- Whether bus drivers are understanding of a person’s physical or learning difficulty.
- Whether a person has been bullied on the way to or while waiting at a bus stop.
- Whether a person has been bullied or harassed on a bus.

The group captured how often a person access the public busses and how close (in minutes) their nearest bus stop is from their home. All of these focus areas were captured on a short, ALN friendly survey so that they may be distributed by our volunteers in a peer-led manner; which reflected their motivation to actuate social change while accessing public transport.
3.2.3 Project activities and milestones
The group engaged a group of young people to decide what they intended to do for their project and they identified a commonality between them that they all access the public busses as their main method of transport. Having discussed hate crime because of Hate Crime week, a second commonality was that they have experienced harassment on busses because of their learning needs and as such voiced an interest in researching the barriers that those with ALN face while on the bus. The group decided collectively to use the Broad scanning method to engage passengers on busses with a survey asking them the focus points mentioned above and evaluating their responses to devise three recommendations for the Travel Minister for Wales. The group decided to travel three times across the five-day period and aimed to collect one hundred responses.

While on the busses, young people were supported by youth workers to ask questions to passengers, purely for confidence reasons. A huge milestone for the young people was how friendly and willing passengers were to engage with them and compete the survey; of which we collected 97 of our target (results further down in the response). A barrier that we faced was that while planning a journey, we used the local bus service’s website and used the information provided to be at the correct bus stop for the correct town however information on the bus stop in paper form did not correspond with the website and the bus did not arrive at the stop that we were at.

3.2.4 Project results
This graph reflects the results of the first focus point of our survey. As can be seen, the majority of those surveyed answered “yes.” This indicates that the barriers will greatly affect those surveyed who only access busses as their method of transport.
This graph reflects the results of the second focus point of our survey. As can be seen, only 32% answered that they found the bus an easy mode of transport to get where they need to go. The majority answered that they “sometimes” find it easy, indicating an inefficiency when it comes to accessing public transport by those with ALN. This, when factored in with the directive from the occupational standards for social care to promote independence, is problematic.

As can be seen, the majority of those surveyed answered that they always find it easy to plan their journey in advance. The smallest minority answered that they never find it easy to plan their journeys, representing one-fifth of those surveyed. We ourselves experienced difficulty when planning a journey whereby the bus company’s website stated where and when we needed to be in order to catch a specific bus however this did not correspond in actuality.

As can be read, a very large majority of those surveyed answered that bus drivers never understand their needs. This provides a definitive need to address the approach of bus drivers toward those with ALN and physical disabilities.
As can be read from this graph, the majority of people have not been bullied on the way to or while waiting for a bus. However, a large minority of those that were surveyed had experienced bullying.

As can be read from this graph, the majority of people had not been bullied or harassed on the bus. However, like the previous focus point; a large majority had experienced harassment while using public busses; both of these focus points indicate a need to address bullying and harassment experienced by those who are accessing the public busses.

3.2.5 **Feedback from participants and stakeholders**

Stakeholders of the project were the bus company that we used to do facilitate the bus travel and the West Gwent Local Authorities group who funded the initiative in response to Hate Crime Awareness Week. We reported back to Stagecoach in South Wales regarding the results of the project and the West Gwent Local Authorities group whereby both received it well. The findings will also be forwarded to Fiona Cross, the cabinet member overseeing transport.
The young people found the project rewarding because they felt as if they were making a
difference for themselves and their peers in the wider community.

What went well was:

- We successfully managed to attain 97 surveys and evaluate the data.
- We also captured the response of bus drivers to the young people conducting the
  survey and largely the response was neutral, however we did have one issue
  whereby a driver responded negatively to our bus tickets; however, this is a positive
  for us to see and report back the conduct of bus drivers.

3.2.6 Conclusion and recommendations

From our findings, the group have devised three recommendations to report back to the
project stakeholders:

1. Bus drivers should receive awareness training around working with those who have
   ALN.
2. Information on the internet and actual information needs to be factual, corresponsive
   and in an easy read format.
3. A reporting process needs to be easily accessible and advertised for those who are in
   need to report harassment on public transport.

3.2.7 Contact

Ryan Crewe-Rees, Volunteer Manager. Telephone: 01495 750333.
E-mail: ryan.crewe-rees@volunteeringmatters.org.uk
3.3 DIALOG PÅ TVÆRS – DIALOGUE ACROSS

3.3.1 Implementing partner
This project was implemented under the supervision of FO-Aarhus, Denmark.

3.3.2 Project idea and aims
The purpose of our newly founded association, Dialog på Tværs is to create better understanding and more community between people with ethnic minority background and ethnic majority background. In Denmark “integration” is a huge issue, that everybody has an opinion on. There has been a heavy public debate on this topic, many political restraints and so. Integration is always addressed as a negative issue, that causes problems in society. – The negative discourse around this topic means that only the “immigrants”, “the refugees”, “second generation-immigrants” and so are pointed out as a problem. The majority population can safely withdraw themselves. So, a “them and us” becomes more and more pronounced, which means that real integration is more difficult to make happen.

The aims were to

- To find out what people themselves sees as difficult in relation to relating across cultural and religious differences, across being a “majority Dane” and a “minority Dane”.
- To create activities
  - that involved people with both ethnic minority and ethnic majority background side by side working together around a joint project
  - that addresses and solves typical issues that comes up as a limitation and obstacle in their relationship
- To experiment with different ways/methodologies to find out what works and what does not work to enlarge understanding and to create a more open vision on meetings across.
- To develop the organization in Dialog på Tværs in relation to external communication and administrative work.

3.3.3 Project activities and milestones
Into Action: A group of 6 (mainly) young people with Danish and other ethnic backgrounds have been very obligated and involved in the making of “Jeg kan ikke se dig...”. The process to develop this performance started back in April 2019 and up to now they have spent almost innumerable hours to develop this performance. This final product will be presented to a public launch on the 23rd of November.
Setting up Dialog på Tværs: 5 – 6 people have volunteered to setting up Dialog på Tværs. They have produced videos (some are not published yet), made some flyers, others were
made for free by professionals, helped to do admin work, taken action to make Dialog på Tværs visible on social media, contributed to spread the message of Dialog på Tværs on an exhibition. We have spread our ideas and activities by folders, announcements on “frivilligjob.dk”, social media among others. About 15 people with different backgrounds, majority as well as minority background are now active. Some people are involved in more activities; others just participate only in Into Action and Dialogue Cafes.

Dialogue Cafes: Around 15 people have participated in 5 different Dialogue Cafes. Different methodologies and approaches to creating the dialogue across have been tested.

Social activities: Around 20 people have participated in 2 social gatherings. Experimented with different ways to make sure that the different backgrounds people have are visible and active in the gatherings.

For all activities: There have been participants with Ethnic Danish, Somali, Syrian, Palestinian, Kenyan, Moroccan, Egyptian, French, Algerian background among others. It seems that it is more difficult to attract ethnic Danes to the activities, than people with ethnic minority background. Only 5 ethnic Danes are active in the activities.

### 3.3.4 Project results

#### 1. Dialogue Cafés

We have held 2 focus group interviews with people with both a majority and a minority background. They have pinpointed important topics to address at the Dialogue Cafes. We have held 5 Dialogue Cafes with an ethnic mixed group of people, with both majority- and minority background. At the meetings (3 – 4 hours) we have addressed cultural aspects, prejudices, the danger of the single story. We have had interactive exercises both to get to know one another, and to get behind the stereotypes of one another, to widen our mind, to get a more open vision etc. We have met for 3 – 4 hours also enjoying a meal together. A facilitator planned a program for the meeting. It has not been typical teaching, more like guided conversations to ensure that there is a structure and that we talk about issues that addresses the overall topic. The job of the facilitator also has been to make sure that people did not feel exposed, even though they touch vulnerable stuff, like prejudices, negative narrative about “the other”, hidden racism, difficult issues in cultural differences like different ways the genders relate to one another etc. The facilitators also have made small theoretical presentations to get a better understanding of certain cultural issues etc.
2. Social activities

We have had 2 social gatherings with playing, sports, eating together, people singing songs in different languages. People also have been telling significant stories about themselves, which expresses a lot about who they are and thus gives everybody a more open vision – out of the stereotypes.

3. Into Action – crossethnic forum theatre group

The main activity in Dialog på Tværs is Into Action. Actually, the group started 6 years ago, and the founding of Dialog på Tværs as an association grew out of Into Action. The group develops a performance from scratch through research, improvisation, endless discussions, trial and errors, and then a professional playwright gathers it in to a manuscript. The players are volunteers with an interest and experience in playing theatre. Professional theatre directors direct the whole set up of the performance. The topic of the performance of course is typical issues that comes up between “majority-Danes” and the “people with minority background”. Forum theatre is special in the sense that it always involves the audience to solve conflicts and dilemmas that is played on stage. This is very powerful in changing the perspective of the audience, breaking stereotypic ways to see people etc.. The group prefers to play for an ethnic mixed and diverse audience as that gives the best dynamic.

This time the group have developed the performance called “Jeg kan ikke se dig…. “ (I can not see you...) going through all the different stages from recruiting new members, research, impro, choreography, dramaturgy etc. to the actual finished performance. The group has a launch at the 23rd of November and after this they play “Jeg kan ikke se dig….. “ 15 times mainly for young people. They go out and play at schools, community centres in social housing, at further educations etc.

4. Setting up Dialog på Tværs

The last activity that has been going on is volunteers being involved in setting up Dialog på Tværs. 5 – 6 people have been working with admin work, external communication, making videos, presenting Dialog på Tværs more on the social media as well as developing a homepage and making flyers. People work across ethnicity around a joint project. For two months a lot of voluntary work was put in to developing homepages for Dialog på Tværs og Into Action, but in the end it had to be given up and handed over to a professional agency that now is working with to set it up. The volunteers did not have the qualifications to do that in the end.
3.3.5 Feedback from participants and stakeholders

So, Dialogue Across was created to offer an alternate approach to integration based on the dialogue. An approach where the majority should be involved as well as the minority. – An approach where focus is upon the relationship between the majority and the minority. How can we heal, remove negative narratives around “the other party”, remove prejudices, solve difficulties with cultural differences, religious differences, negative experiences with being and feeling alienated, othering, fear of being a racist etc.? In this way both parties become active in solving this negative situation. - To experience personal growth, to learn new things, so that immigration and integration becomes a positive experience for both parties. That is the aim of this association and of the activities described underneath.

We have not yet had the time to make many evaluations, but those we have made have been very positive.

Julie, ethnic Danish: *It has been an eyeopener to take part in the Dialogue Cafes. You get a different perspective. Like you see more, what “they” (people with immigrant background) experience instead of what you usually are presented with through the negative media. I learnt things that I had not though of before. Before I started I would not even think of that I for instance kept a woman wearing hijab on a distance. I did not see that. But that is what I did. So now I am much more aware of these aspects. I noticed the other day, when I went to a meeting at the jobcentre. There is spoke to a woman wearing hijab, and I noticed that I was more free and open to her then usually. That was amazing.*

Wael, Syrian background, in DK for 5 years: *Before I started in Into Action I was in a black whole. Participating in that has taken me out of that black whole. It makes a world of difference to be together with Danes without being a refugee. Here ... I am Wael. In Dialogue Cafes I have learnt things that I did not know before. Things that makes it easier to be here i DK. In the social gatherings it has been good to be part of. We do not have a family here in DK, so it means a lot to be part of a community. To have simple uncomplicated contact.*

Stakeholders evaluation

A lot of work in relation to setting up a new organization, developing new activities, involving new volunteers, along with setting up a big performance, has been done, and a lot of things have actually enfolded. There have been positive feedback from activities, and despite very little work to recruit there is stable group of people participating in different ways.

Though Into Action is an “old” project there has been a lot of work, in relation to bring it up
to a new level with higher standards in all ways. Along with the tasks of developing the whole platform for external communication it has been challenging to make the ends come together in terms of having enough time. That means that involving new active members, making evaluations from activities, as well as developing the new projects to apply grants along with setting up a big performance, developing the organisation as such, has not been given enough attention.

However, the working pressure for the person in charge of Dialog på Tværs and for the project manager of Into Action has been large over the last months. Due to lack of money there is very little payment, and that becomes a limitation and a burden.

### 3.3.6 Conclusion and recommendations

The learnings in short could be among others

- Focus more on fewer activities till the organization actually is more on its legs – especially in relation to external communications platform etc.
- Accept that things take time, and that there is always a day tomorrow.
- Be realistic on what volunteers can do and not do.
- Find more time to develop the content – how to create the dialogue across. That gives more energy.

Dialog på Tværs is a new organization that addresses integration in a new way to make it become a dialogic process. The organization wants to change the singular focus upon “immigrants”, the ethnic minority to focusing upon the relationship between the majority and the minority. There have been activities working on how to make that enfold in concrete meetings between the majority and the minority, and how to create positive conversations, interactive exercises etc. that addresses issues as prejudices, stereotypes, othering, difficulties with cultural differences etc. At the same time there has been worked upon setting up the organization mainly driven by volunteers. The project has suffered from lack of finances, but still moved forward in relation to both developing the activities, the methodologies, setting up a forum theatre performance being played for young people at schools, community centres etc. as well as volunteers have worked on developing the organisation especially in relation to the external communication.

### 3.3.7 Contact

In charge of Dialog på Tværs: Karen Nørskov - iamkarennoerskov@gmail.com mobile 60662855.

Project manager of Into Action: Ane Olesdatter - aneolesdatter@gmail.com mobile
60146744.

Links to document the work of Dialog på Tvaers

- https://www.youtube.com/watch?v=XPXR8iowcr8&t=14s
- https://kanalhovedstaden.dk/program/8791/bashys_corner/?fbclid=IwAR0kekJAkq9RA
  R6yolbCvDYVNI9baAMx_Q7RVD2pQDcJvtAJugouJQsKzk_k

Links to document the work of Into Action.

- https://www.youtube.com/watch?v=AGuyRrqCKJA
- https://www.youtube.com/watch?v=gKRkFbqHAUQ&t=6s
3.4 LOUSARDART

3.4.1 Implementing partner
This project was implemented under the supervision of the City of Lousada, Portugal.

3.4.2 Project idea and aims
In the world, street art has been present in several cities, which besides beautifying the city, ends up giving a certain message in a creative and original way, in order to give identity to the place where they live. It should be noted that, in addition to BE PART FEEL YOUR PART’s main idea of including young people at risk of social exclusion in democratic participation, this project reinforces the role of social inclusion. This idea arises after the analysis of social spaces through the Needle Method and the Focus Group with a group of young people who attend a space for the young residents of the Dr. Abílio Social District, who apply to the Municipality of Lousada.

Young people have decided that the place where they live has to be intervened because it is badly damaged. Apart from being systematically vandalized by other young people. In this way, they chose to create a mural that intends to give identity to these young people (active participation) and to send a message that, taking into account the topics of the BPYP project and their reality, the selected theme was multiculuturality, in order to sensitize the community that living in diversity is possible and we all have to be included.

3.4.3 Project activities and milestones
Target group identification and involvement
In the LOUSADART Project, the group involved was selected by a local social solidarity association “Ao Encontro das Raizes”, where one of the youth workers who made the programme in Portugal works.

The choice of this group of young people is due to the fact that they are young people living in the Lousada social district, attending the Social Solidarity Association in question and who come from dysfunctional families, some of them Roma, others with a history of drug use and
situations of domestic violence. These young people are clearly excluded from society. They are aged 14 to 19 years.

A session for the dissemination of the BE PART FEEL YOUR PART project and the recruitment of interested young people was facilitated. It was immediately known that recruitment and involvement in a local participation project would not be easy at all, given its background. At the first session no conclusions were reached. A second session was rescheduled, with the idea of commitment that would lead to the session, project ideas.

After analysing the social spaces and the possibility of making a change outside their academic and training context, we were able to recruit several young people, because the idea of making art in the place where they live, for a potential requalification, interested them.

The involvement of these young people began right from the presentation of the project idea to the execution of the mural. It is a project that wants to be sustainable, as it depends on funding from the local authority and local companies (both in terms of authorization and hiring of local artists, as well as in terms of execution).

**Selection of Youth and Distribution of tasks 3 days (11-07-2019)**

Two sessions were held at the Local Association to promote the BE PART FEEL YOUR PART project and to work on the social spaces and the project idea. After the choice and interest of some of the young people, the tasks were distributed namely choosing where to paint, how to get funding, partnerships and hiring a professional artist to guide them through a workshop and mentoring in the days of painting mural. Also, try to get paint sponsorship and order scaffolding for safety reasons.

The choice of the place to make the mural was troubled, because the young people lived in different lots and everyone wanted to do in their building. Thus, the advisor, together with the opinion of the City Council and EDP, chose to make the mural in one of the electricity towers that is in the social neighbourhoods, next to the school where children and young people study. This group met biweekly with the youth worker to check on the situation.

**Sponsorships & Partnerships 3 weeks (15-07-2019 até 05-08-2019)**

The youth group selected for this activity sought out local businesses, local associations and the local authority to provide funds to help buy paint and arrange scaffolding. The municipality collaborated in arranging the paints, besides hiring the artist and a construction company made the scaffolding available.
Urban Art workshop (1 day) – 17.09.2019

The workshop lasted for 6 hours, was held at the Association for the “Meeting of Roots” and was attended by young people living in the Dr. Abílio neighborhood and young people invited by the artist, who are attending the arts course, to help young people at risk of social exclusion make the mural.

Mural (3 days) – 06.09.2019 and 08.09.2019

- 1st day - Scaffolding assembly and white background painting
- 2nd and 3rd day - mural painting “Multiculturality”

The young people have only come together in the last two days to create art and make the mural, always with the guidance and availability of the artist.

3.4.4 Project results

This project was very successful, in that the young people left the mural very happy and fulfilled, and a good work was done, with head, trunk and limbs. It was not easy to meet with the young people, even though they were implicit in the association, but the truth is that these young people felt useful in improving the place where they live, besides the good receptivity of the inhabitants.

About 20 young people participated in this project, of which 12 were young people living in the neighborhood and at risk of social exclusion, due to their previously discriminated family background.

The process of elaborating the mural always had the orientation of the artist, but only the orientation, since it was the young people who made the mural. They also had the help of 8 young people who attended the arts course and made themselves available free of charge to give guidance and tips on artistic techniques.

It was an exhausting work, which fortunately time helped in its realisation.
3.4.5 Feedback from participants and stakeholders

The Municipality has shown interest in rethinking a possibility of integrating this project, but at school level, with public art workshops, but in this case, aimed at young people of school age.

I leave the testimonies of some residents and young people:

"It was a very good job for me because we were part of a cool scene for the good of our community" - Hugo Filipe.

"It was a spectacle. I want to make more murals of these" - Mariana Rocha

"It's good to know that our young people are interested in these things, our neighbourhood is more beautiful" - Antonio Miguel Silva.

3.4.6 Contact

Youth Worker: Hugo Pinto - Lujopinto_17@hotmail.com.
3.5 **Animation Cinema in Lousada**

3.5.1 **Implementing partner**
This project was implemented under the supervision of the City of Lousada, Portugal.

3.5.2 **Project idea and aims**
This idea arises from the possibility of including young people from the Curricular Alternatives Pathway class, from one of the county’s schools located in a more rural area, where young people find it more difficult to integrate, by several antecedents.

After analysing the social spaces through the needle method and the Focus Group, these young people who live in a peripheral area, where they have no way of moving to the centre of the village, came to the conclusion of intervening where they live not in physical terms (such as the improvement of the road network, streets and the school), but in a situation in which they themselves can intervene, such as in terms of culture and art.

The idea comes from young people to make a short film on a specific theme, such as social solidarity and education, two themes that say it makes perfect sense when it comes to social exclusion, in order to mobilize mindsets for change.

The youth worker by meeting a local filmmaker came up with the idea of doing something through the cinema where young people would work on animation techniques, from selecting the story, defining the technique for the movie, the division of tasks among young people, backdrops, environment, props, music and sound and finally, the main idea of the project, the viewing of the film for the wider community.

The main message that these young people wanted to convey was that, contrary to what society thinks, they too (socially excluded) can mobilize mindsets and develop creative and innovative work and thus participate and have an active voice in the community.
3.5.3 Project activities and milestones

**Target group identification and involvement**

In this project, the target group is a group of young people who study in this school, who, in the normal way, have not been able to succeed in their academic path and who have had a series of repetitions (at least 3), due to factors such as dysfunctional families, Roma, with cognitive and intellectual problems.

This group started with two sessions that took place at Lousada Este Elementary School, with a class of PCA (Alternative Curricular Pathways). This is a specific offer of a complementary nature to existing ones in view of social inclusion and compliance with compulsory education. The class consists of 16 students, aged between 15 and 17 years. The young people were in the session unreceptive, because they did not know what it was and, besides, they were not very participative.

After developing the first session, by the time they reached the second session, they already had some well-founded ideas, such as having a charity event to raise food for the families most in need, but the conclusion was that they did not. They could do this screening.

The idea of creating a festival for young people arose, but as it requires a lot of money involved, with the hiring of DJ, security, electricity and the like, it has not advanced.

Moreover, with the help of the teacher, who also did the training program in Portugal, the idea of working art through the image comes up. They were immediately engaged in participating.

Of course, this project could only be possible with the guidance of a professional filmmaker and with the help of teachers of Portuguese, History, Music and Visual Education. By itself, this involvement was already going to be large and risky given the tight duration defined for Be Part Feel Your Part’s local participation projects.

The Municipality of Lousada, with the help of Carla Magalhães, was immediately appealed to, and could provide services to the filmmakers in question, as they were interested in guiding these young people, but through a monetary payment (Travel and material). The other partners volunteered to mentor these young people (which is also what they want in these projects).

After aligning his services, the filmmaker made known to these youngsters the Museum ”Art in Motion”, of which he is director, in order to make young people aware of the world of Animation Cinema.
Theme framework (2-3 weeks)

The first stage took place in the students' own classes, with the professors and volunteers, in order to research on the subject, the writing of the base story for the film and the visual studies (study of characters, scenarios, environments and props).

Animation workshops with filmmaker Abi Feijó (20 hours)

It was decided to distribute the hours in a more concentrated way and were developed: selection of the film's history; definition of the technique, division of labor by the youth group, story board: visual studies - characters, props and scenarios; base principle of the moving image. These sessions took place in the morning, without a fixed schedule, because the availability of young people and the filmmaker was adjusted.

Animation and Footage (3 days)

All the stages developed were adapted and worked for the film. A school location was selected for filming and assembling the equipment. Here too the young people had a strong implication.

Movie show (1 day)

It was agreed not only to present the film in the auditorium of the school in question, but also to extend to the whole local community, in the sense that a screening of the film in question was scheduled on June 24.

3.5.4 Project results

The results could not have been better, in the sense that what was intended in the first place was the involvement of young people at risk of social exclusion and were very committed from the first phase to the film screen. They felt so involved in the project that they brought family, friends, acquaintances to see the movie.

Working with these young people was no doubt enriching. It is true that without the help of the Municipality, the execution of this project would be very difficult. But with the involvement of all, with the dedicated working hours of these young people, did a good job and the final result and that they felt part of society. And there is nothing more rewarding.
3.5.5 Feedback from participants and stakeholders
A work graciously praised by the local and intermunicipal political bodies, as a key project to be developed in an intermunicipal candidacy.

3.5.6 Contact
Youth Worker: Eduardo Ribeiro
Email: carla.magalhaes@cm-lousada.pt.
3.6 Il Terzo Nascosto - The Hidden Third

3.6.1 Implementing partner

This project was implemented under the supervision of ARES, Italy.

3.6.2 Project description

Is it possible to realize a “social, urban and cultural renaissance” starting from youngsters and preventing their social, cultural and political exclusion?

Yes, and this is the main aim of “Il Terzo Nascosto” (in English: “The Hidden Third”), an “urban regeneration laboratory”: a place, not just a physical space, where young people can meet, learn, share ideas and make projects. All together!

On the 18/06/2019, “Il Terzo Nascosto” was publically presented (at the coworking space “Inflazione Caotica” managed by ARES), from 5 pm to 8 pm, to an audience of youngsters, adults, social entrepreneurs and local public institutions members. During the meeting, the three founders explained the nature, the mission and the vision of “Il Terzo Nascosto”, talking about the importance of:

- preventing social, cultural and political exclusion of young people, starting for them to promote and realize projects for redesigning the city;
- a new perspective from which perceive the city “through youngsters’ eyes”, discussing the importance of analysing social spaces to understand how youngsters can actively take part in local cultural, political and social processes.

Therefore, the three founders presented a calendar of summer activities to be carried out together with the young people living in Campobasso, using some methods of analysing social spaces learned thanks to the results of the project "BE PART – FEEL YOUR PART": “Walk and Talk”, “Needle Method”, “Photovoice”, “Videovoice”.

---

**Erasmus+**

**INTELLECTUAL OUTPUT 3**

---
3.7 InspirAzione - InspirAtion

3.7.1 Implementing partner

This project was implemented under the supervision of ARES, Italy.

3.7.2 Project description

The project InspirAzione (InspirAtion) was a “walk and talk” in the city centre, chosing inspiration for the re-design Campobasso through creative writing. The activity, designed and managed by “Il Terzo Nascosto”, involved some kids (between 8 and 13 years old, belonging to the so-called “Centennials”, or “digital native”) in a walk through the “old town” of Campobasso (which is part of the city centre) along with the three founders of the urban laboratory and, at least, with one of their parents (for safety reasons).

The core of the activity was to involve some kids between 8 and 13 years old (belonging to the so-called “Centennials”, or “digital native”, generation) in a walk through the old town of Campobasso (which is part of the city centre) chasing “inspiration” taking a look around to the historic places, along with the three founders of “Il Terzo Nascosto” and with, at least, one of their parents (for safety reasons).

Kids were led in a guided tour sharing time all together, living moments of fun (because they’re still kids), moments of reflections about the possibility to get inspired by the places and spaces that we live each day of our life (because, often, we forget that city is the place we live in, not only a set of buildings, roads, etc.) and moments of creativity (creative writing, to be precise), writing their impressions and feelings about spaces they were walking through, trying to re-thinking them and re-designing them.

During each moment of creative writing, kids were guided and interviewed as required by “Walk and Talk” method; to stimulate their mind, participation and commitment, there were also some reading moments of famous contemporary writers who wrote about the idea of "inspiration" and about the places they lived in.

The “slow” walk took 4 hours, from 3:30 pm to 7:30 pm, on the 26/06/2019.
3.8  Think for remapping the city

3.8.1  Implementing partner

This project was implemented under the supervision of ARES, Italy.

3.8.2  Project description

“Map for rethinking the city/Think for remapping the city” was another activity promoted by “Il Terzo Nascosto”, the first urban regeneration lab in Campobasso, using the theoretical core offered by “BE PART – FEEL YOUR PART” intellectual outputs.

Indeed, after the public presentation occurred on the 18/06/2019 (during which some social spaces analysis methods were theoretically discussed by the three founders together with the audience, as described in the “Pilot 1” description paper) a practical experimentation was strictly necessary!

So, on the 24/07/2019, the three founders of “Il Terzo Nascosto”, together with a group of youngsters from the “Z Generation” (born between 1997 and 2003), walked for about 3 hours (from 4:30 pm to 7:30 pm) through Campobasso, mapping the city centre using smartphones and tablet, to achieve a “Digital map 1.0” (a pilot one, that must be considered as the first version to implement, in the near future, thanks to the next mapping activities) using and mixing “NeedleMethod” and “Photovoice” to index social spaces and giving them a vote following three criteria: physical accessibility, comfort (including “sense of safety”) and geographical position.

To explain the importance of this activity to youngsters, we ask them to change their points of views about the city, following this theoretical core:

Before redesigning spaces, rethinking them as “meaningful” - as in the words of Georg Simmel: built by social interactions of those who frequent them and trigger social and socializing practices like learning processes - a change in the way we look to a city is deeply needed. Urban context must no longer be considered only as the set of structures and infrastructures (roads, squares, buildings, etc.), or, paraphrasing Marc Augé, a set of “non-
lieux”, spaces of anonymity and transition, frequented by individuals who perceive themselves as an anonymous, fragmented, ephemeral multitude without a own identity. To give birth to what using Wendy Griswold’s words can be defined as a “territorial and relational community”, namely well-located in a geographical space and made up by people sharing meanings, it is necessary to conceive the city as a set of places (instead of spaces!): socio-cultural entities in which people meet, sharing times, physical spaces, activities, experiences, etc., exchanging narratives of “different I”, which help them to build their own identity in relation to otherness. The city, in short, must be defined – together and again with Marc Augé – as the set of “anthropological places” inhabited by a community, rich in cultural biodiversity (a biodiverCity!), which evolves, continually wiring and rewriting its history, the signifiers (structures, infrastructures) and meanings (immaterial cultures, consisting of symbols).

The main lesson of “BPFYP” is that social spaces are intergenerational and crucial for the encounter between young people and adults. To understand the interactional dynamics, in order to stimulate the active participation of young people in local cultural, social and political life, it is necessary to use methods of analysis of social spaces (like “The Needle Method”, “Photovoice” or “Videovoice”); these methods, if directly experienced by youngsters, can be an amazing tool for understanding how they look at the city and how they perceive its places. As a result, it is possible to obtain a useful output: a mapping of the places according to their preferences in relation to heterogeneous indicators (such as: geographic location, physical accessibility, feeling of comfort and safety, etc.), by which it will be possible to understand why young people prefer one place rather than another. The “pilot map” (a digital version of Campobasso city centre mapped by youngsters) is already under construction.
3.9  **The art of being part**

3.9.1  **Implementing partner**

This project was implemented under the supervision of the City of Lousada, Portugal.

3.9.2  **Project idea and aims**

Art is an alternative way to respond in a humane and democratic way to the challenges of contemporary society. This project focuses on the experiential knowledge and the indispensable participation of the target audience. The youth who designed and implemented the project are in vulnerable social situations with self-esteem issues.

This project started from their own idea, after the icebreaker and brainstorming sessions, to come to the conclusion with real situations that happened in their social environments, especially social and personal problems, such as issues of racism, xenophobia, bullying, etc. It is the elaboration and creation of a play made in its entirety by the young people.

The work was guided by the young worker, who is also a director and professional actor who, together with his Theater Company, volunteered to work the play and staging with and for young people. This project had partnerships with the Astro Fingido Theater Company, Lousada City Council, Lousada Parish Councils and Lousada Public Schools.

3.9.3  **Project activities and milestones**

**Target group identification and involvement**

The Art Of Being Part, like the other local participation projects developed, started from a session that went through the various schools of the county and local social solidarity associations, where the probability of meeting young people at risk of social exclusion is high.

Under the data protection policy, we are not allowed to identify each of the young people, but are a group of colleagues who attend an alternative training course. This course is equivalent to the 12th grade, to students who already have successive repetitions, either for indiscipline, academic failure, or for reasons of social exclusion (low socioeconomic levels and large and dysfunctional families). These young people are between 14 and 19 years old. Recruitment of the target audience was facilitated through one of the youth workers, who
made the training program, Vera Cunha, who works at the Portuguese Commission of Children and Youth of Lousada. After this selection, a session was held to involve young people in the project idea, taking into account what is intended at Be Part Feel Your Part. Some ideas came up, but the one that was most evident was art, where everyone showed interest in intervening through art.

The youth participated in all stages of the project, namely in the elaboration of the play, staging, figurines, scheduling, fundraising and partnerships, the place of the play, the invitation to the school community and the presentation of the play.

**Selection of Youth (2 days) - 03.07.2019 to 05.07.2019 and Distribution of tasks (staging, costumes, light, sound, play) 1 day (09.07.2019)**

This process came from the collaboration of psychologists and local associations who informed us who were the young people at risk of exclusion. Next, we saw which young people would be interested in the BE PART FEEL YOUR PART project outreach sessions. However, taking into account the design ideas, two CEF classes were selected, where the 1st made the play and the 2nd were the characters to present the play.

**Write the part (2 weeks) - 15.07.2019 to 02.08.2019**

This activity was firstly developed with the ideas of young people, where it was concluded that the main message would be to sensitize local young people and the wider community about changing mindsets about discrimination, which has a huge impact on life of these young people. After the theme was decided, the young people in collaboration with Hugo chose the characters. Then the lines and finally they wrote the play.

**Costumes/Staging (2 to 3 weeks) - 01.09.2019 to 16.09.2019**

After the elaborate play, permission was sought from a county school that has an auditorium to do the rehearsals. Since participants were all part of a class, it was easier to adjust schedules. So the boys rehearsed on Wednesdays and Fridays, from 15:30 to 17:30 and Saturday morning.

**Presentation of the play (1 day) - 05.10.2019**

The play took place on October 5, in the municipal auditorium. The play took place at 18:30 and lasted one hour.

Present were local authorities, local policy makers (councillors of Lousada City Council), Lousada social solidarity associations, a representative of the Youth and Sports Institute, schools in the municipality, teachers, parents and friends of students. In the end one of the
policy makers took the floor to thank the young people for their commitment, proposing that the play be performed again in the coming youth days in April 2020. He stated that it is a play that must be seen by all, because from there comes a message about the vision of young people.

### 3.9.4 Project results

Firstly, it was labour intensive, as it was not always easy to reconcile the time when young people were available, or because volunteer theatre professionals were not always able to live up to young people's expectations. This project was an asset, as it was intended to change the minds of young people and the community in general to the problems of social exclusion. It was interesting work because it was work done by them, from the choice of characters, the elaboration of the play, the choice of the theme and even the costumes.

The process was slow because making theatre was a big challenge as it takes talent and dexterity to perform. And these kinds of young people are usually more embarrassed and not so comfortable with performing in public. In fact, initially we had more young people in the initiative, who participated behind the scenes, but chose not to participate in the play, but the challenge was met. The tricky part of the service was finding partnerships to ensure the transportation of these young people living in completely different areas and to secure lunch. These gaps have been overcome because the Municipality has secured the expenses.

This piece took place in the municipal auditorium, with a capacity of 235 seats. There were about 60 family members, social workers, psychologists and friends. At the end, the city councilwoman invited the young people to present the play at the next Youth Days, which will take place in April next year.
3.9.5 Feedback from participants and stakeholders

This work, which was initially seen as temporary, was carried forward, where the county's schools will be able to have theatre workshops exclusively for young people at risk of social exclusion. An investment of Lousada Municipality.

3.9.6 Contact

Youth Worker: vera.cunha8@gmail.com.
3.10 Bankerl on tour – Bench on tour

3.10.1 Implementing partner

This project was implemented under the supervision of Jugend am Werk Steiermark, Austria.

3.10.2 Project idea and aims

The project idea revolves around a bench, which is dedicated towards youngsters. The bench will move around dedicated “youth places” in the city of Voitsberg for some time.

3.10.3 Project activities and milestones

We had to figure out a project idea and the dedicated places among youngsters. Both of it would not have been possible without the participation of youngsters. So, we bought the bench and advertised it through our Facebook account.

Furthermore, we moved the bench around the youth places in the city of Voitsberg.
3.10.4 Project results

We bought a bench which will move around dedicated youth places and offer youngsters the possibility to express themselves. We adjusted pencils and markers on the bench so youngsters can express themselves e.g. their feelings. As soon as we will have a name for the bench we create a dedicated social media account for it so we can promote the possibility through social media. When the bench is finished we will have it on our Streetwork-Party and will afterwards continue the bench-tour. The bench is here to promote youth in the area of Voitsberg.

3.10.5 Feedback from participants and stakeholders

As you can see in the pictures, youngsters were happy to get involved in the project, without them the bench would not be as it is. We also had a meeting with the mayor which resulted in a happy exchange with the mayor about the project.

3.10.6 Conclusion and recommendations

We are happy the bench project worked out quite well. We hope that giving it a name and keep touring with it will be a success for a longer period of time.

3.10.7 Contact

Birgit Pfeifer: +43 664 8000 6 3855 - birgit.pfeifer@jaw.or.at.
3.11 Hochbeet – Raised herbs bed

3.11.1 Implementing partner
This project was implemented under the supervision of Jugend am Werk Steiermark, Austria.

3.11.2 Project idea and aims
Project idea and aim was to realise a common project which can be sustainably supervised. We had a voting which resulted in a neighbourhood gardening project.

3.11.3 Project activities and milestones
The first step and milestone was to find a project idea. We engaged with youngsters and discussed possible topics which resulted in voting the project idea. Important as well was that youngsters wanted to find a common project with the neighbours. The second step was finding an appropriate space in our social space. Therefore, we went with youngsters around the neighbourhood. We found a perfect spot in the neighbourhood which was already a community garden. Step three was planning our participation. We found help by our neighbours which had already experience in gardening and built a raised bed. In the bed we planted vegetables and herbs. From now on the youngsters will check on the bed every two weeks.

3.11.4 Project results
The project excelled our expectations. Networking with our neighbours worked well and youngsters were really motivated. Participation started already at step 1 and was absolutely needed for our project. We involved them in every step of realising the project. Generally, one of your aims was to get a sustainable
project. Now youngsters will check on the raised herbs bed every two weeks and can use their earnings for snacks at the youth centre.

3.11.5 Feedback from participants and stakeholders

We are happy that local politicians as well as neighbours have a positive view towards the project. Moreover, it was nice to see that the youngsters had fun planning and implementing the project. We also liked that youngsters get to use tools and get in contact with neighbours.

3.11.6 Conclusion and recommendations

The youngsters at the youth centre were really motivated and we really liked that everyone came together (neighbours and youngsters). We also liked that the project was well received by local politicians.

3.11.7 Contact

Reinhard Lackner: +43 6648000 6 2907 - reinhard.lackner@jaw.or.at.
3.12 Klimaworkshop – Climate workshop

3.12.1 Implementing partner

This project was implemented under the supervision of Jugend am Werk Steiermark, Austria.

3.12.2 Project idea and aims

Project idea and aim was to realise a project which focused on social space orientation, political participation as well as to find a project which adequately promoted youngsters interests.

3.12.3 Project activities and milestones

The first milestone was to find out via needle method in which areas of the district of Graz-Straßgang the youngsters frequent. We figured that the most frequented space in this district was actually the youth centre.

The second milestone was finding a project idea. So, we discussed at which part of the district of Graz-Straßgang the project should take place, which immediately resulted in the youth centre. Then we designed a questionnaire for the youngsters and evaluated the results. The most called topic was cleanliness. After having discussions with youngsters about the broader image of cleanliness (which is climate change) and their own takes on the topic (experiences with school strikes – Fridays for future) we agreed on the project topic.

The third milestone was to realise a project. Therefore, we planned a workshop surrounding the topics cleanliness and climate change. We then contacted the close-by school and discussed the ambitions of the youngsters at the youth centre. Luckily for us the school as well has a project week which focuses around the pretty much same topic. We agreed on having the workshop together.

Afterwards we researched where we could get an expert of the topic and found out about a climate alliance group which is called “Klimabündnis Steiermark”. A few phone calls later we...
agreed on a date and will now hold two workshops at the youth centre on the 27th of November.

3.12.4 Project results
Since we haven’t had any specific aims the project worked out well. We are happy that we will have a workshop with an expert about a topic which already is pretty represented among youngsters. Generally, we were not able to find and realize a project without the youngsters of the youth centre. However, since the youngsters are not always the same which visit the youth centre, we often had to adapt towards their new inputs. The one part where I think participation lacked was the organisation of the workshop and the networking part, however, we tried to involve them as much as possible, but they lacked motivation towards the organisational part.

3.12.5 Feedback from participants and stakeholders
It was hard to find a common topic, although the cleanliness topic was very present at the time. Another point was that due to time restrictions, everything took very long. From what I gather, the youngsters are motivated to have the workshop, especially because they can visit the youth centre during their classes at school. However, I am still a little bit nervous how the workshop will turn out in the regular opening hours of the youth centre. From a stakeholder’s point, the school is glad that we organise the event at the youth centre. I hope everything will turn out as well as the youngsters would like it to be.
3.12.6 Conclusion and recommendations

I feel like the project worked out quite well and I liked that youngsters were motivated to participate especially at the needle method and the questioner. Everything afterwards was hard to follow for them, because it took so much time and effort. In the end we had to organise a lot by ourselves.

3.12.7 Contact

Georg Weil: +43 6648000 6 4288 - georg.weil@jaw.or.at.
3.13  Workshops with young people who have autism

3.13.1 Implementing partner
This project was implemented under the supervision of Volunteering Matters, UK.

3.13.2 Project idea and aims
The project aimed at participation projects in schools with young people who have autism and/or learning disabilities. The aim was to have multiple workshops to increase confidence and skills, knowledge of volunteering and to create their own participation project.

3.13.3 Project activities and milestones
Recruitment of 11 young people from a SEND department in an inner-city school. The initial milestone was to make young people aware of volunteering and youth social action / participation projects, the difference and guiding them to create their own. Created videos that evidence their discussions and showcased important themes for young people currently.

3.13.4 Project results
The project is sustainable in that it has given young people an ability to discuss issues that are important to them and take this further with their peers. 11 Young people took part in these workshops over a period of time. They created two short films, one on bullying and one on mental health, two very prominent themes that young people in London want to discuss and create a project around. They shared these films with their peers in an assembly. 100% of them were more aware of volunteering opportunities within their community. 100% increased their confidence and they all improved their skills such as teamwork, communication and listening.

3.13.5 Feedback from participants and stakeholders
Participants felt more engaged and able to share their voice and believed their opinions had value. The participants became more confident and were proud of the films they created. Originally, they didn’t want the films to be shared but over time and with the result of the end product the participants were confident and happy enough to share to many different
audiences. Stakeholders enjoyed the films and agreed that the themes very important and they needed to discuss these themes in wider contexts.

3.13.6 Conclusion and recommendations
All youth participation projects should be youth-led and facilitated only. Safe space should be created for young people to allow them to be able to express their ideas without judgement and bias. Inclusion is important in participation projects; we need to seek out those young people who will not necessarily seek out opportunities due to not being the dominant part of society. This includes BAME young people, young people with disabilities, girls and women, different classes, and the LGBTQ community.

3.13.7 Contact
Amber Plumbly: amber.plumbly@volunteeringmatters.org.uk.
3.14  Tanz AG – Dance company

3.14.1 Implementing partner
This project was implemented under the supervision of Jugendförderverein Parchim-Lübz, Germany.

3.14.2 Project idea and aims
The idea to open a Tanz AG within the framework of the vocational preparation training measure (BVB) was born in relation to the Be Part project. BVB cares for young people with learning disabilities who very often come from difficult family circumstances. Few pursue a regular hobby or feel obliged to other persons or institutions/organisations. To regard Tanz AG as a local participation project opened up the opportunity not only to see dance as a sporting and musical challenge, but also to reconsider its access to social participation through art and culture. The aim is to develop a team feeling, to stimulate processes of self-impact, to exercise and above all to have fun with music and dance. A performance in July 2020, i.e. at the end of BVB, would be desirable.

3.14.3 Project activities and milestones
In Tanz AG, both choreographic, musical and technical basic knowledge of modern jazz is taught. Cross Over elements from ballet, jazz, hip hop and show dance are integrated and are to be incorporated into different choreographies. In the course of the BVB year, about three choreographies are to be created, depending on the amount of learning. The music, individual steps and choreographies are initially given, but are to be replaced in the course of the project by music wishes and their own dance elements of the young people. The form of participation by young people thus changes from the consumer to the creator of their own creativity.
Since 06.11.2019, four lessons have been held so far. Of the seven registered participants, between three and five participants were always present. First, extensive heating is
necessary to train the strength and elasticity of the muscles and tendons and thus minimize the risk of injury. Subsequently, various step sequences are technically discussed and implemented with music. A choreography has already begun and will continue and finish in the coming hours. For the second choreography, a joint choreography is planned.

### 3.14.4 Project results

Tanz AG takes place within the framework of BVB, so that the approach of local proximity was already given. In addition, BVB’s responsible social pedagogue is also a stakeholder of the project – the dance trainer. The project was announced orally at the beginning and received positively by the participants. Finally, there were seven out of twelve possible applications, all of which were present at the introductory event, with one exception. First of all, it is positive that the registered participants also show up for the lessons and unsubscribe in the event of no-shows.

The component and the learning of new step sequences is the biggest challenge for young people. They have to be demonstrated slowly and very precisely and trained several times without music and then at half the tempo with music. They must be motivated again and in particular praised so that they do not lose concentration and perseverance. The young people succeed in this and contribute to a positive team feeling. In some places, they have already incorporated their own ideas into the choreographies and changed them accordingly. This is a first step towards participation and positive development. The project will end on 22.07.2020 with a performance if the young people so wish. Sustainability is not foreseen, as the participants leave BVB on 31.07.2020 and, at best, go into training.

### 3.14.5 Feedback from participants and stakeholders

The feedback from the participants is consistently positive. They report that they like the choreographies and the music. In addition, the next day they always proudly tell about their sore muscles.

### 3.14.6 Conclusion and recommendations

The time of the training should be discussed again in the future, as it may be scheduled too late. It can be noted that the young people often come into the dance class very tired and thus lack concentration and stamina. As a result, there is an over-reliance on learning new dance combinations. At the same time, choreography must be facilitated and adapted to the
level of performance of young people. In the end, this may result in less than three
coreographies. The focus of this project should always be the fun factor, only then can the
above goals succeed.

3.14.7 Contact
Jugendförderverein Parchim / Lübz e.V., Romy Peschel
Schiffbauerdamm 18, 23966 Wismar, 03841-783 36 63.
3.15 Empowering young people

3.15.1 Implementing partner
This project was implemented under the supervision of Volunteering Matters, UK.

3.15.2 Project idea and aims
The project aims at empowering young people with additional support needs to create a participation project that allows their voice to be heard around issues that affect them. As well as allowing them to gain a qualification that can be added to their experience to enhance their chance towards other opportunities in life.

3.15.3 Project activities and milestones
The project had many activities to build trust with the young people such as ice-breakers like the human knot (that encourage teamwork), watching and seeing youth social action ideas from other youth projects at Volunteering Matters, taking part in training which gave them a Level 3 in ‘Skills for Youth Volunteering’.

3.15.4 Project results
17 young people were accredited with training module which had a massive impact on their employability, skills and confidence. The project is sustainable in that it has given young people an ability to discuss issues that are important to them and take this further with their peers. They also can share this through their films they created which are around, knife crime and mental health and well-being, two very prominent themes that young people in London want to discuss and create a project around.

3.15.5 Feedback from participants and stakeholders
The training went really well, and the outcome was something youth-led and youth-decided. The peers they shared it with saw it is inspirational.

3.15.6 Conclusion and recommendations
All youth participation projects should be youth-led and facilitated only. Safe space should be created for young people to allow them to be able to express their ideas without judgement
and bias. Inclusion is important in participation projects; we need to seek out those young people who will not necessarily seek out opportunities due to not being the dominant part of society. This includes BAME young people, young people with disabilities, girls and women, different classes, and the LGBTQ community.

3.15.7 Contact
Amber Plumbly: amber.plumbly@volunteeringmatters.org.uk.
3.16 Local Elections – Raise Your Voice!

3.16.1 Implementing partner
This project was implemented under the supervision of Jugendförderverein Parchim-Lübz, Germany.

3.16.2 Project idea and aims
In the production school in Schwerin and in Greven we wanted to introduce how elections work on local level and what kind of impact results from the elections. This project was done in preparation of the second project “Being the mayor”. We invited the democracy bus for a game on local elections. We wanted to go through the whole process of elections in a very practical way, since our pupils have difficulties with learning and need methods that are suitable for different kinds of learning disabilities and behavioural problems.

3.16.3 Project activities and milestones
In the Production School the mobile team from the Center for Political Education stopped for two workshops. The young pupils went through the process of a local election in a simulation game setting. They formed parties, discussed their election programs, selected a slogan and voted for their local representatives.
Voting and collecting the results.

3.16.4 Project results

The project was successful in various ways. The pupils were encouraged to express their own aims for their local environment. By this the proximity approach was realized. They learned how elections work on local level. Building a party and arguing about a program showed the correlations between personal goals, the community and the thoughts of other individuals.

3.16.5 Feedback from participants and stakeholders

The feedback collected at the end of the day was very good. The pupils liked the active involvement through the game. The staff from the production school was positively surprised how many pupils improved during the day and got really committed in teamwork.
3.16.6 Conclusion and recommendations
Going through the whole process related to local elections was very powerful for our pupils. They could see how things go together and what it takes to make an impact. In the process there came up arguments among them because some were not as involved as others. Taking more time for the whole process would be positive for the development of the whole group and foster the understanding of political work and participation.

3.16.7 Contact
Author: Nadine Böttcher-Fabinski, nboettcher@jfv-pch.de, 0160 / 94 80 82 13.
Continuation of the project:
Christian Falkenberg, cfalkenberg@ps-westmecklenburg.de, 0385/77784470.
3.17 Being the mayor

3.17.1 Implementing partner
This project was implemented under the supervision of Jugendförderverein Parchim-Lübz, Germany.

3.17.2 Project idea and aims
In the municipal elections 2019 in the city of Lübz (3km distance to the Production School in Greven), Ms. Astrid Becker was elected as the new mayor. Before that, Ms. Becker had been present for many years as a career counsellor for the young people of the Westmecklenburg Production School (PS WM) at the Greven site. She is therefore familiar with our target group.

As part of the BE PART participation project, participants should be given the opportunity to deal with the office of mayor. Since some participants come from Lübz and the surrounding area, the city is familiar to them. As part of the project, he also had the opportunity to imagine what it would be like to be mayor.

The aim is to deal with one's own effectiveness and that of the mayor's office. Imagination and reality should also be brought together and, if necessary, adapted. Another goal is for young people to verbalize thoughts and ideas and to articulate themselves to ministers.

3.17.3 Project activities and milestones
At a meeting with the group spokespersons, the BE PART participation project and also the planned implementation were presented by the social pedagogue. The tasks of the group spokespersons were to then present the project in their workshops and to choose one or two participants who participate. Five participants agreed to participate in the project.

Together with the social educator, they met and sought answers to the following questions:

- What makes a mayor? How do I imagine a mayor?
- What are the responsibilities of a mayor? What does your day look like?
- If I were mayor...

Then came the meeting with the mayor Mrs. Becker, in the town hall of Lübz. In an interview, she confirmed or corrected the young people's responses. After the interview, the
young people discussed their impressions among themselves. In the foyer of the PS WM there is a designed diagram for the project.

3.17.4 Project results
The project has achieved its objectives. The local proximity was realized by the visit of Mrs. Becker in the town hall of Lübz. The participants set out to get answers. They thought about it beforehand. They have articulated themselves, listened and asked. They were able to align their previous ideas with reality.

According to their own statement, the participants were surprised at how much work and how little decision-making power Ms. Becker has. (Ms. Becker needs the approval of the city council to implement her ideas.)

The mayor encouraged the young people to participate in the political and social life of Lübz and also to submit their own ideas to her or the city council. An invitation to the meeting of the city representatives was also given.

Since the conversation with Mrs Becker was very positively received by the participants, a continuation would be desirable. Through the diagram, all participants of the PS World Championship can get an overview.

The teacher of social studies, Christian Falkenberg, will take up this positive experience in his lessons and create further specialization units or project units together with the participants. This can be a visit to the meeting of the city representatives, a game of planning or similar. The aim of the teacher of social studies is that the participants see themselves as part of political and social life.

3.17.5 Feedback from participants and stakeholders
It was interesting to get to know the political views and ideas of the young people. The great and very unreflective xenophobia of some participants was frightening for the social educator. It was all the more pleasing that Mrs Becker also took these questions and reacted intelligently, kindly and on an equal footing.

The group strength of five participants was very pleasant.

The internal conversations, as well as the conversation of the mayor, were open, instructive- and insightful.

Next time, the social educator would hold a first meeting on the topic of "local elections".
3.17.6 Conclusion and recommendations
It was good and appropriate to carry out the project at this level and thus to act independently of the party and locally. The young people were offered opportunities to contribute ideas and questions that corresponded to their world, their biography and their competences.
It is right and valuable that the project should be taken up and continued in the teaching of social studies, so that it does not remain a "straw fire", but can have a lasting effect.

3.17.7 Contact
Author: Christine Holzmann, holzmann@ps-westmecklenburg.de, 038731/36930.
Continuation of the project:
Christian Falkenberg, cfalkenberg@ps-westmecklenburg.de, 0385/77784470.

3.18 YourVoice – a drop-in place
3.18.1 Implementing partner
This project was implemented under the supervision of FO-Aarhus, Denmark.

3.18.2 Project idea and aims
The aim is to invite youngsters from Hasle/Bispehaven/Tilst/Brabrand – boys and girls alike - to be together in a meeting place about anything but bad relations – a safe haven so to speak. They will have access to workshops, physical activities, music rehearsal, and what have you. Target groups are the girls and boys who are reluctant to leave their home in fear of gangs, drug trafficking, violence. Our club Rummeligheden is attended by mothers whose kids are in the target group. These mothers and their female friends in the living area will encourage their own kids to join YourVoice.
Our target group is youngster between 13 and 20 years of age.
The aim of YourVoice is to make the youngsters leave the safe haven of their home to combat isolation and to contribute to socialisation and societal understanding, to make them confident that they will be heard high and low. Some of the youngsters speak out loud others are rarely heard and the goal is to convince them all to voice their wishes and expectations towards society and to themselves.
3.18.3 Project activities and milestones
YourVoice offers a number of spare time facilities like a bike fitting shop, a wellness activity, a theatre workshop, a music workshop, a reading and writing group, a gaming workshop (board games and virtual games), and a debating workshop. The users will have access to ball games like basketball and tabletop tennis and may attend guided runs and walks. The workshop activities are adaptable to accommodate user demands.
There will be a kick-off event with popular musicians to inspire the youngsters to become users of YourVoice and take part in the running of the place. Many times, youngsters in these living areas have wished for such a safe haven and in the long run they should be able to manage the place more or less on their own with the support and good advice they request. We expect YourVoice to become a permanent project in a year’s time.
The start and growth will be video documented by TV SMIL a video project for youngsters with mental and physical challenges.

3.18.4 Feedback from participants and stakeholders
Organisational stakeholders are Gellerup Boligforening, FO-Aarhus, TV SMIL who all support the project. The youngsters whom we have approached by now are very enthusiastic about the project getting on track and they look forward to taking part in it and build a space of their own. The mothers and fathers love to see their happy kids attend a place where they feel confident, get heard and are ready to try out new activities. The parents are prepared to put in an appearance in the daily activities to keep out troublemakers.

3.18.5 Conclusion and recommendations
YourVoice got a blooming start and we expect it to grow strong and resounding far and wide. Hopefully the documentary from Glad TV will draw attention to the concept around the country to give voice to more youngsters at risk. Our advice to others who feel like doing something similar is Get Going!

3.18.6 Contact
Ms. Mona Basselballe from Club Rummeligheden coordinates and monitors YourVoice along the way.
She is acquainted with a social worker employed with Brabrand Boligforening (housing association) who wants to back-up by providing locality. Also, she is acquainted with a young
musician playing in a band called Go-Go Berlin who loves to run the music workshop. Another important contact is Frank Torko from SMIL TV.
BE PART
FEEL YOUR PART

www.bepartfeelyourpart.eu