



Pedagogical strategies for working with marginalised groups: results of a weReurope survey of partners and experts

Finbar Lillis Credit Works

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Summary

The following set of 13 abstracts are the results of a survey of weReurope partners to find out:

- How each partner conceptualised 'marginalised' groups in their work
- Who defined marginalisation and how
- Whether this work was direct or indirect
- Whether funding was linked to this work
- What they did
- How the benefits were measured
- How evidence of this work was collected and whether they could point to publications or case studies to illustrate their work.

Defining (who defines?) marginalised groups in European society? Only a few partners ventured into this territory. This exposition was useful for providing a societal (and probably a governmental) view however:

One has to take into account that the concept of marginalised groups implies that there is a centre of the society and the marginalised groups have the strong will to move into the direction of the centre and to integrate themselves.

We suggest defining marginalised groups in our work context as a group of persons which are excluded from state driven and societal services (education and labour market measures) or are not able to take part in every day life compared to the majority of the society. The reason for marginalisation can be

seen mainly in socio-economic factors, such as unemployment, educational disadvantages, poverty, migration, etc. and the affiliation of persons with such attributes to a group. We assume that their marginal status is not chosen voluntarily.

Definitions were often crude and in themselves marginalised the target group:

The marginalised groups are identified by our government and the EU: we usually work with Roma people and with asylum seekers and refugees. For example: Roma people live in “nomad camps”, even though they have always been in Italy! So they are marginalised because they have no civil (or human..) rights (a house, a job, enough education).

In our DIRECT work with marginalised groups, through “Gusto”, these groups are for one part defined by the government, which also provides us with subsidies for this. The marginalised group concerned here are foreigners. [sic]. Next to this, the direct work of Gusto also aims at any unemployed person (young, old), disabled person or mothers who are single or divorced.

Most partners work was of indirect benefit to marginalised groups. Funding was not linked directly to indirect work or to direct work; though this model of prioritised and targeted funding appeared to be gaining ground in direct work.

Indirectly funding is linked to reach marginalised groups as Swedish National Heritage Board is under the auspices of the Ministry of Culture and works for political issues like diversity and accessibility (towards a sustainable society).

ICD featured and informed the practice of respondents,

Yes, sure! we promote several intercultural events and our training course are always opened to people, in order to put them together from different parts of the city and from different (mutually hostile) gangs/cultural/ethnic groups

ICD dialogue is stimulated in various ways. Individually, between the coach and the wannabe-entrepreneur. In groups, through workshops where the wannabe-entrepreneurs can exchange their knowledge and experiences. And thirdly, between the candidate and society, where the candidate has to fulfil certain tasks and in this gets into contact with people from other cultures.

Yes – we include events where we bring young people together from different parts of the city, from different (mutually hostile) gangs/cultural/ethnic groups – they develop and share their music interests and skills, listen to each other and sometimes play together

but ICD was not on the radar of funding bodies – except where ICD and learning were the main focus of partner activity.

Sure. As part of University we teach students the subjects of interculturality, intercultural dialogue etc. and of course the issues of marginalized groups. Students we teach take their competence and their sensibility for ICD into the “real world” and work as promoters of ICD. Moreover some of them are surely going to work with marginalised groups.

Case study examples from practice: ICD work with marginalised groups

IBW

“**Career Guidance Computer BIC** (<http://www.bic.at>) developed first 10 years ago, since April 2008 multilingual versions (apart from German now also English, Croat, Serbian and Turkish) of the interest profile and career choice (tips on career choice and the job application process). Used by as many as about 220.000 users per year, now increasingly accessible also to young people with a migration background. In this sense, the multilingual “interest profile” and “career choice” versions must be seen as working tools aiming to facilitate access to the career choice process for young people with a migration background. “

“**Kanaal 127**: The section in our organisation that deals directly with marginalised groups is called “Gusto”.

Kanaal 127 promotes sustainable entrepreneurship and seeks in various ways to engage the disadvantaged groups on the labour market. Therefore, we set up new (subsidized) companies which provide work for the disadvantaged groups; we prospect companies and promote subsidies for the employment of the disadvantaged groups; we guide people who are jobless in setting up their own company, thus becoming independent entrepreneurs, which is in fact what “Gusto” does.

For example Gusto: a female person of African origin seeks to set up a business as a local hairdresser. To achieve this, she’s guided step by step.

For example “insert” company through Kanaal127, own project: a boat is renovated which will function as a boat and breakfast and which will provide x jobs to people from the disadvantaged groups.”

For example “insert” company through Kanaal 127, existing company from the regular economy: a nearby worldwide player in logistics will recruit over a period of 4 years 40 persons from the disadvantaged groups to perform (easy) tasks that can be done by these people.

See www.creditworks.org.uk/publications for these two reports. They summarise what we do well and have wider significance beyond the UK.

[Credit Works, Adult learning, skills and progression to level 2; a study of market failure. LSC February 2006](#)

[Credit Works, Characterising First Steps Learning LSC May 2006](#)

Each partner in the project was asked to complete this matrix.

- A representative from each partner organisation completed the matrix (a summary of high level information) about their organisation's work with marginalised groups.
- **The survey is in 3 sections. Questions 1-2** are about the organisation and the respondent's practice.
- **Questions 3-6** are about the organisation's DIRECT work with marginalised groups. These questions also ask the respondent to provide some background information about how (for example) the marginalised groups they work with are defined, and whether their work with marginalised groups is linked to funding for their organisation and if so, how.
- **Question 7** is about each organisation's INDIRECT work with marginalised groups.
- **Question 8** asks the respondent to think about potential case study material for the survey. Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?
- Experts invited to contribute to the 5 [weReurope](#) conferences were asked to complete this matrix, using information set out in the abstract required from each expert as part of their contract with the [weReurope](#) project. Rina Kütt (EE), Mina Hautio (FI), Neringa Miniotiene (LT), Ingrida Mikisko (LV), and Lisbeth Haastrup (DK) did so. Other material from experts (abstracts) is available on the web: <http://www.wereurope.eu/marg-groups.html> and we have taken these into consideration in the Summary. There were in total 27 abstracts contributed from experts invited to or partners in the five [weReurope](#) conferences.

Working Definition

Intercultural dialogue is a process that comprises an open and respectful exchange between individuals, groups and organisations with different cultural backgrounds or world views. Among its aims are: to develop a deeper understanding of different perspectives and practices; to increase participation (or the freedom to make choices); to ensure equality; and to enhance creative processes.

There is no single and universally accepted meaning of "Intercultural Dialogue". Indeed when the [European Commission](#) launched EYID by asking 27,000 EU citizens what they thought the phrase meant, by far the most common response (36%) was total puzzlement.[\[1\]](#) However, a forum organised by the [Council of Europe](#) in November 2006 suggested the following:

- "an open and respectful exchange of views between individuals and groups belonging to different cultures that leads to a deeper understanding of the other's world perception".[\[2\]](#)

Other definitions or usages have been closer to concepts such as inter-religious dialogue [\[3\]](#) and often to active citizenship learning.[\[4\]](#) In a number of countries the phrase refers to dialogue between indigenous people and immigrant peoples,[\[5\]](#) and it can also be used as a metaphor for forms of contact between countries which are not based on military power.[\[6\]](#)

The text adopted by the European Union on EYID [\[7\]](#) does not use any specific definition, but it underlines the role of intercultural dialogue in:

- respect for cultural diversity in the complex societies of today
- the role of dialogue and greater mutual understanding in developing equal opportunities for all
- supporting the EU's commitment to solidarity and social justice
- enabling the EU to forge partnerships with other countries and make its voice better heard in the world.

WeReurope survey of partner¹ direct and indirect work with marginalised groups.	
1. Your Organisation <i>Note: if you are completing the matrix in relation to a department or section of your organisation only, please say so here and state the name of your organisation and your department or section</i>	Associazione Arci – L'Apis (project body) www.arci.it
2. Your name	Ilaria Graziano
2.1 State your job title and a BRIEF description of your role.	Staff person within research and monitoring and evaluation sector.
Questions 3-6: DIRECT WORK WITH MARGINALISED GROUPS <i>Please complete questions 3-6 if your organisation conducts DIRECT work with marginalised groups.</i> <i>For example, your organisation works with young unemployed people in Rome using dance and drama to encourage them to engage positively in learning.</i> OR <i>You work in Stockholm using cultural heritage to bring migrant and indigenous workers together to learn</i>	
3. Who identifies the 'marginalised groups' in your matrix (Question 6) below? <i>For example:</i> <i>Your organisation?</i> <i>Your government (local/regional/ national)?</i> <i>The EU?</i>	The marginalised groups are identified by our government, public authorities (at local level) and the EU. ARCI's centres and county/regional/national headquarters deliver a wide number of social inclusion activities/services, some of which only to its associated members, others (quite often partly funded by some public authorities, sometimes by foundations) open to all citizens and carried out in partnership with other key actors like the Italian National Association of City Authorities (ANCI), the Italian Third Sector Forum, Solidar International network, European Civic Forum, MIGREurop, the Biannual of Mediterranean Young Artists. The result is that "marginalised groups" are identified in different ways, from the "institutional

<p><i>The communities themselves?</i></p> <p>Please explain briefly:</p>	<p>one” to the one derived from our work in the field of social exclusion. Consequently, our prior target groups are: migrants, Roma people, asylum seekers/refugees, drop-out youngsters, young artists, drug-addicted, mentally ill people, offenders and ex offenders, aged people. At the moment, Arci has about 5.500 local centres and 127 county committees.</p>
<p>4. Do you have any issues with how these groups are defined?</p> <p>If so, describe briefly what this means for how you conduct work.</p> <p><i>For example, You are expected to work with:</i></p> <p><i>older people aged 70+</i></p> <p><i>Or</i></p> <p><i>ONLY young unemployed people aged between 18-25)</i></p> <p><i>OR</i></p> <p><i>ONLY Roma people who have low levels of literacy in your country’s main language</i></p>	<p>Migrants asking for assistance to reclaim their rights Migrants in search of opportunities to improve their training, social and cultural inclusion, conditions of life Roma people living in “nomad camps” in social- economical reinsertion through social cooperatives creation Asylum seekers and refugees asking for assistance Drop-out under-age youngsters who have left the school Young artist at risk of unemployment Mentally ill people exiting from Criminal Psychiatric Hospitals Drug-addicted people in social reinsertion programs Youngsters/aged people at risk of social and civic exclusion Women</p>
<p>5. Is funding for your work linked to reaching some or all of these marginalised groups?</p>	<p>Yes, because continuity in our work depends on funding at European, National and Local level, and our success is necessary linked to our capacity in reaching people.</p>
<p>5.1 If yes, please give examples of how.</p>	<p>For example, since the year 2001 onwards Arci has been working around social/civic/cultural inclusion programs thanks to the law 383/2000 funding (devoted to promote social associations).</p>

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
<p>Migrants are often unemployed people, men and women, youngsters and children</p>	<p>Empowerment/help to reclaim their primary rights (social housing, job-search and guidance, education, LLL and vocational training and to promote their human, civil and citizenship rights. Participations in campaigns of social awareness against racism, intolerance, discrimination. Local animation and development of migrant communities. Promotion of migrant associationism, working side by side with migrants who want to be involved in our network of centres/committees and actively cooperate with them.</p>	<p>Active involvement of migrants in constructing, participating and sharing processes related to their inclusion/integration</p>	<p>High participation of migrants to cultural and social initiatives organized by our association/network</p>	<p>Of course! Working side by side with migrants we put in contact different cultures. Intercultural dialogue and cohesion among different cultures are key actions of our associations. These aims are also included in our Legal Statute, which refers to culture and arts as preferential means to promote social cohesion and democratic participation. With its activities, ARCI aims to reduce isolation and loneliness, helping all marginalised groups to promote their participation to social and cultural life in our</p>	<p>Success of intercultural pedagogy applied in the schooling system, with specific reference to primary, middle and high school. Success of campaign on active citizenship, promotion and knowledge of Italian Constitution Systematic application of model settled within "Baia del re" Teachers' training on intercultural dialogue issues, thanks to working side by side with our operators</p>

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
				Country. All the activities devoted to migrant people apply intercultural pedagogy and local mediation Curriculum assessment peculiar model tested and certified within "Baia del Re" - Integra project	
Roma people are often unemployed people and/or work in the black market youngsters and children with low levels of education and difficulties to access and get integrating in the schooling system	Activities in "nomad camps" where people live. Accompanying and mediation within the schools Accompanying to sanitary health services	More and more participation and integration of Roma communities	Increase of employed people and children attending school. Increasing sanitary prevention Creation of social cooperatives compose of Roma women interested motivated to change.	Arci organizes cultural events with Roma Communities and sometimes inside their camps: in our opinion this is the best way to make Roma culture known to Italian people	Great success of such initiatives ("Intermundia" in Rome): increasing participation of Italian people Training of sanitary staff and teachers
Asylum seekers and refugees are mostly young people	Arci has put into action a free phone number devoted to give information, legal assistance and	ARCI operators speaking different languages / use of a network of interpreters / use of	Free phone number is increasingly used by from the final beneficiaries	Giving essential information to understand Italian social system and local agencies	Increasing empowerment and independence of the target groups

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
	support in reclaiming their rights.	intercultural pedagogy / the informal approach			
Drop-out under-age youngsters	"The second chance school" - multiannual educational program: school integration - inside permanent territorial centres - to attend and complete middle school in one-two years	Increasing recover and reintegration in the social context	The 90% of the participants pass the final exam	It is based itself on intercultural dialogue, because we work a lot with Italian and foreign youngsters in the same classes.	These youngsters manage to live together peacefully for the whole period.
Young artists at risk of unemployment (music, video-art, theatre, painting, sculpture)	LLL programs/initiatives/s eminars; ARCI's local centres acting like incubators with free access to high cost equipment Acting in artistic network ("Artistinrete", "Passpartout", "Biannual of Mediterranean Young Artists")	Free access Creative pedagogy based on practical experiences	Increasing of artists' network/communities High promotion and visibility of artists' work	Promotion of international events/initiatives, to put in contact artists of different cultures. Arts become means to learn, to know each other.	Animation of local contexts

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?

<p>7. Do you undertake any activities which may have an INDIRECT benefit to marginalised groups? <i>For example:</i> <i>You train teachers or youth workers who work with marginalised groups</i> OR <i>You coordinate a research network of people, some of whom work with marginalised groups</i> OR <i>You conduct DIRECT work with some unemployed young people who live with lone parents who are also regarded as marginalised.</i></p>	<p>We promote their motivation and active participation in the integration processes, so they are often involved by "other people". We promote training activities and seminars for third sectors managers, operators and volunteers: the contents vary from cultural issues (music, drama activities, literature, video, languages) to social ones (more focussed courses to train specific profiles: social operators, intercultural operators, local development agents, etc.). We support networks of associations/institutions working with them We make research activities/field researches dealing with intercultural issues and problems linked to marginalized conditions of life. We elaborate operational plans in the matters of social inclusion, civil rights promotion, local sustainable development, democratic governance</p>
<p>7.1 If so, do you collect evidence of this INDIRECT work? <i>This could be quantitative or qualitative evidence.</i> <i>For example,</i> <i>We trained 20 teachers that work with marginalised target groups in 2009-10</i> OR <i>We set up a research network that involved representative researchers from organisations from marginalised target groups</i></p>	<p>We can say we are able to make some people more aware of the real problems! For example, we train teachers to use new methods at school, according to young foreigner needs, factors that affect second language learning in adults, exchange of good practices and useful material.</p>

If you do have evidence, please describe this briefly.	
8. Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?	See above: examples are indicated in activities' descriptions

weReurope survey of partner *direct* and *indirect* work with marginalised groups

<p>1. Your Organisation</p> <p><i>Note: if you are completing the matrix in relation to a department or section of your organisation only, please say so here and state the name of your organisation and your department or section</i></p>	<p>ibw – Institut für Bildungsforschung der Wirtschaft</p> <p>Institute for Research on Qualifications and Training of the Austrian Economy</p>
<p>2. Your name</p>	<p>Dr. Monika Thum-Kraft</p>
<p>2.1 State your job title and a BRIEF description of your role.</p>	<p>HR management and staffing, project acquisition, project management and implementation (particularly international projects), responsible for public relations</p>

Questions 3-6: DIRECT WORK WITH MARGINALISED GROUPS

Please complete questions 3-6 if your organisation conducts DIRECT work with marginalised groups.

For example, your organisation works with young unemployed people in Rome using dance and drama to encourage them to engage positively in learning.

OR

You work in Stockholm using cultural heritage to bring migrant and indigenous workers together to learn

<p>3. Who identifies the 'marginalised groups' in your matrix (Question 6) below?</p> <p><i>For example:</i></p> <p><i>Your organisation?</i></p> <p><i>Your government (local/regional/ national)?</i></p> <p><i>The EU?</i></p> <p><i>The communities themselves?</i></p> <p>Please explain briefly:</p>	
<p>4. Do you have any issues with how these groups are defined?</p> <p>If so, describe briefly what this means for how you conduct work.</p> <p><i>For example, You are expected to work with: older people aged 70+</i></p>	

<p><i>Or</i></p> <p><i>ONLY young unemployed people aged between 18-25)</i></p> <p><i>OR</i></p> <p><i>ONLY Roma people who have low levels of literacy in your country's main language</i></p>	
<p>5. Is funding for your work linked to reaching some or all of these marginalised groups?</p>	
<p>5.1 If yes, please give examples of how.</p>	

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
<p><i>For example, unemployed young people aged under 25 years</i></p>	<p><i>For example, developing music skills in community workshops and studios</i></p>	<p><i>For example, Developing music skills helps young people to believe they have the capacity to learn (both music and other skills and knowledge)</i></p>	<p><i>For example, In evaluation 70% of young people said they would go on to undertake formal learning in other subjects</i></p>	<p><i>For example, Yes – we include events where we bring young people together from different parts of the city, from different (mutually hostile) gangs/cultural/ethnic groups – they develop and share their music interests and skills, listen to each other and sometimes play together</i></p>	<p><i>For example, We hold music events for young people from these different groups to promote ICD. From evaluation of young people’s responses, these have worked successfully so far, building mutual respect and some collaborative activity as a result. We have no hard evidence yet that this reduces tension across the whole community but we are looking at ways of finding that out.</i></p>

<p>7. Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?</p> <p><i>For example:</i></p> <p><i>You train teachers or youth workers who work with marginalised groups</i></p> <p><i>OR</i></p> <p><i>You coordinate a research network of people, some of whom work with marginalised groups</i></p> <p><i>OR</i></p> <p><i>You conduct DIRECT work with some unemployed young people who live with lone parents who are also regarded as marginalised.</i></p>	<p>In our research department we do a lot of research national and international - in the field of education and labour market. Here we also have studies concerning marginalised groups as low qualified, older people, unemployed, migrants.</p> <p>In our department of development we work out tools for guidance and counselling, papers for trainers in companies and schools considering marginalised groups as mentioned above.</p>
<p>7.1 If so, do you collect evidence of this INDIRECT work?</p> <p><i>This could be quantitative</i></p>	<p>Research – Studies (Selection):</p> <p>Integration of Formally Low-qualified Workers into the Labour Market. Selected Results of an ibw-öibf Study, commissioned by the <i>Arbeitsmarktservice Österreich</i> (Public Employment Service)</p> <p>See Dornmayr, Helmut/Lachmayr, Norbert/Rothmüller, Barbara (2008): Integration of Formal Low-skilled Workers into the Labour Market, Vienna. The complete final report for this study is available for download from the AMS</p>

<p>or qualitative evidence.</p> <p>For example,</p> <p>We trained 20 teachers that work with marginalised target groups in 2009-10</p> <p>OR</p> <p>We set up a research network that involved representative researchers from organisations from marginalised target groups</p> <p>If you do have evidence, please describe this briefly.</p>	<p>research network</p> <p>http://www.ams-Forschungsnetzwerk.at/deutsch/publikationen/BibShow.asp?id=3996&sid=915182174&look=2&jahr=2008</p> <p>http://www.ibw.at/de/infomaterial?page=shop.product_details&flypage=flypage.tpl&product_id=284&category_id=7</p> <p>Educational Counselling and Career Guidance: Huge Deficits among Youth with a Migration Background (2008), Helmut Dornmayr Selected Findings of an ibw-öibf Study Commissioned by Public Employment Service Austria (AMS) ibw-research brief Nr. 42 http://www.ibw.at/media/ibw/rb_42_dornmayr_e.pdf</p> <p>Entrepreneurship of People with a Migrant Background: Founding Process & Apprenticeship Training (2007) Kurt Schmid Founding Process & Apprenticeship Training ibw-research brief Nr. 29 http://www.ibw.at/components/com_virtuemart/shop_image/product/rb_29_schmid_e.pdf</p>
<p>8. Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?</p>	<p>Practical Example (department of development):</p> <p>Career Guidance Computer BIC (http://www.bic.at) developed first 10 years ago, since April 2008 multilingual versions (apart from German now also English, Croat, Serbian and Turkish) of the interest profile and career choice (tips on career choice and the job application process). Used by as many as about 220.000 users per year, now increasingly accessible also to young people with a migration background. In this sense, the multilingual "interest profile" and "career choice" versions must be seen as working tools aiming to facilitate access to the career choice process for young people with a migration background. The multilingual BIC aims to meet also the following expectations in particular:</p> <ul style="list-style-type: none"> - To provide useful support in career guidance measures to counselling institutions that also or especially focus on working with immigrants and to schools.

- | | |
|--|---|
| | <ul style="list-style-type: none">- To increasingly raise awareness of the varied and interesting opportunities in the world of work and education among immigrants and to motivate them to reflect on them more intensively. |
|--|---|

Some more examples in Austria:

Vorschulkindergarten Jahr – Pre-school Kinder garden year

Sprachangebote in Schulen (Muttersprache) – mother language courses offered in schools

Lehrlingsausbildung für MigrantInnen – apprenticeship training for migrants

Bilinguale Schulen – Bilingual schools (Neustiftgasse, Vienna)

weReurope survey of partner *direct* and *indirect* work with marginalised groups

1. Your Organisation

*Note: if you are completing the matrix in relation to a department or section of your organisation only, please say so here and state the name of your organisation **and** your department or section*

Kanaal 127 cvba. The section in our organisation that deals directly with marginalised groups is called "Gusto".

Kanaal 127 promotes sustainable entrepreneurship and seeks in various ways to engage the disadvantaged groups on the labour market. Therefore, we set up new (subsidized) companies which provide work for the disadvantaged groups; we prospect companies and promote subsidies for the employment of the disadvantaged groups; we guide people who are jobless in setting up their own company, thus becoming independent entrepreneurs, which is in fact what "Gusto" does.

2. Your name

Nicolas Claus.

2.1 State your job title and a BRIEF description of your role.

Advisor. I prospect companies and promote the "insert subsidy" which enable companies to recruit people from the disadvantaged groups. I seek to set up service centers in the region, which provide a clustering of services to the surrounding companies and inhabitants, and which provide work to the disadvantaged groups.

Questions 3-6: DIRECT WORK WITH MARGINALISED GROUPS

Please complete questions 3-6 if your organisation conducts DIRECT work with marginalised groups.

For example, your organisation works with young unemployed people in Rome using dance and drama to encourage them to engage positively in learning.

OR

You work in Stockholm using cultural heritage to bring migrant and indigenous workers together to learn

3. Who identifies the 'marginalised groups' in your matrix (Question 6) below?

For example:

Your organisation?

Your government (local/regional/ national)?

The EU?

The communities themselves?

Please explain briefly:

In our DIRECT work with marginalised groups, through "Gusto", these groups are for one part defined by the government, which also provides us with subsidies for this. The marginalised group concerned here are foreigners. Next to this, the direct work of Gusto also aims at any unemployed person (young, old), disabled person or mothers who are single or divorced.

4. Do you have any issues with how these groups are defined?

If so, describe briefly what this means for

Since Gusto was able to expand the groups they work with to their likings and thus to the groups our general organisation (Kanaal127) focuses on, we don't have any problems with how these groups are defined.

<p>how you conduct work.</p> <p><i>For example, You are expected to work with:</i></p> <p><i>older people aged 70+</i></p> <p><i>Or</i></p> <p><i>ONLY young unemployed people aged between 18-25)</i></p> <p><i>OR</i></p> <p><i>ONLY Roma people who have low levels of literacy in your country's main language</i></p>	
<p>5. Is funding for your work linked to reaching some or all of these marginalised groups?</p>	<p>Specifically for working with foreigners, Gusto receives subsidies.</p>
<p>5.1 If yes, please give examples of how.</p>	

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
<p>Unemployed people (older people, young people just from school, ...)</p> <p>Disabled people</p> <p>People living off welfare</p> <p>Foreigners with or without a job</p> <p>People who are single or divorced</p>	<p>We guide each of these groups in setting up their own business (writing a businessplan, marketing plan, financial plan, seeking the appropriate funds, ...) and we provide room for experimenting in the real-life market, where they can keep for a certain period of time their unemployment fee whilst they are conducting their business activities.</p>	<p>Correctly defining the market and it's needs but also the financial funds necessary to set up their own business.</p>	<p>After a period of time, these persons are able to develop succesful their business activities.</p>	<p>ICD dialogue is stimulated in various ways. Individually, between the coach and the wannabe-entrepreneur. In groups, through workshops where the wannabe-entrepreneuers can exchange their knowledge and experiences. And thirdly, betwee the candidate and society, where the candidate has to fulfill certain tasks and in this gets into contact with people from other cultures.</p>	<p>The formula Gusto works with is really a success story. The greatest evidence for this is the growing amount of people applying and the succes these people have once they start up their own business.</p>

<p>7. Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?</p> <p><i>For example:</i></p> <p><i>You train teachers or youth workers who work with marginalised groups</i></p> <p><i>OR</i></p> <p><i>You coordinate a research network of people, some of whom work with marginalised groups</i></p> <p><i>OR</i></p> <p><i>You conduct DIRECT work with some unemployed young people who live with lone parents who are also regarded as marginalised.</i></p>	<p>Kanaal 127 as an organisation engages in a lot of activities which promote indirectly the employment of marginalised groups. We set up new (insert)companies/projects with various partners which provide jobs for the disadvantaged groups and promote the recruitment of the disadvantaged groups within the regular economy by promoting the available subsidies, mainly the "insert subsidy".</p> <p>Gusto also does research to better know the needs of the groups they work it but also to be able to formulate an advice to the government.</p>
<p>7.1 If so, do you collect evidence of this INDIRECT work?</p> <p><i>This could be quantitative or qualitative evidence.</i></p> <p><i>For example,</i></p> <p><i>We trained 20 teachers that work with marginalised target groups in 2009-10</i></p> <p><i>OR</i></p> <p><i>We set up a research network that involved</i></p>	<p>When a company decides to recruit a number of people from the disadvantaged groups, it's recognised by the authorities as an "insert company". The amount of companies which profit from these subsidies and the amount of people employed by these subsidies thus can be measured.</p>

<p><i>representative researchers from organisations from marginalised target groups</i></p> <p>If you do have evidence, please describe this briefly.</p>	
<p>8. Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?</p>	<p>For example Gusto: a female person of african origing seeks to set up a business as a local hairdresser. To achieve this, she's guided step by step.</p> <p>For example "insert" company through Kanaal127, own project: a boat is renovated which will function as a boat and breakfast and which will provide x jobs to people from the disadvantaged groups.</p> <p>For example "insert" company through Kanaal 127, existing company from the regular economy: a nearby worldwide player in logistics will recruit over a periode of 4 years 40 persons from the disadvantaged groups to perform (easy) tasks that can be done by these people.</p>

weReurope survey of partner *direct* and *indirect* work with marginalised groups

<p>1. Your Organisation</p> <p><i>Note: if you are completing the matrix in relation to a department or section of your organisation only, please say so here and state the name of your organisation and your department or section</i></p>	<p>Riksantikvarieämbetet, Swedish National Heritage board</p> <p>Our organisation is the National Organisation for Cultural Heritage in Sweden. The Swedish National Heritage Board is the agency of the Swedish government that is responsible for heritage and historic environment issues. Our mission is to play a proactive, coordinating role in heritage promotion efforts and to ensure that the historic environment is preserved in the most effective possible manner.</p>
<p>2. Your name</p>	
<p>2.1 State your job title and a BRIEF description of your role.</p>	<p>Lena Johansson, properties and Public Visitors Sites</p> <p>Maria Sträng, Department of Sustainable Management</p> <p>Anna Klint Habbe, Project manager of Properties and Public Visitors Sites</p>

Questions 3-6: DIRECT WORK WITH MARGINALISED GROUPS

Please complete questions 3-6 if your organisation conducts DIRECT work with marginalised groups.

For example, your organisation works with young unemployed people in Rome using dance and drama to encourage them to engage positively in learning.

OR

You work in Stockholm using cultural heritage to bring migrant and indigenous workers together to learn

<p>3. Who identifies the 'marginalised groups' in your matrix (Question 6) below?</p> <p><i>For example:</i> Your organisation? Your government (local/regional/ national)? The EU? The communities themselves?</p> <p>Please explain briefly:</p>	
<p>4. Do you have any issues with how these groups are defined?</p> <p>If so, describe briefly what this means for how you conduct work.</p> <p><i>For example, You are expected to work with:</i> older people aged 70+ OR ONLY young unemployed people aged between 18-25) OR ONLY Roma people who have low levels of literacy in your country's main language</p>	

5. Is funding for your work linked to reaching some or all of these marginalised groups?	
5.1 If yes, please give examples of how.	-

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
<p><i>For example, unemployed young people aged under 25 years</i></p>	<p><i>For example, developing music skills in community workshops and studios</i></p>	<p><i>For example, Developing music skills helps young people to believe they have the capacity to learn (both music and other skills and knowledge)</i></p>	<p><i>For example, In evaluation 70% of young people said they would go on to undertake formal learning in other subjects</i></p>	<p><i>For example, Yes – we include events where we bring young people together from different parts of the city, from different (mutually hostile) gangs/cultural/ethnic groups – they develop and share their music interests and skills, listen to each other and sometimes play together</i></p>	<p><i>For example, We hold music events for young people from these different groups to promote ICD. From evaluation of young people’s responses, these have worked successfully so far, building mutual respect and some collaborative activity as a result. We have no hard evidence yet that this reduces tension across the whole community but we are looking at ways of finding that out.</i></p>

<p>7. Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?</p> <p><i>For example:</i></p> <p><i>You train teachers or youth workers who work with marginalised groups</i></p> <p><i>OR</i></p> <p><i>You coordinate a research network of people, some of whom work with marginalised groups</i></p> <p><i>OR</i></p> <p><i>You conduct DIRECT work with some unemployed young people who live with lone parents who are also regarded as marginalised.</i></p>	<p>Indirectly funding is linked to reach marginalised groups as Swedish National Heritage Board is under the auspices of the Ministry of Culture and works for political issues like diversity and accessibility (towards a sustainable society).</p> <p>We relate our work on UNESCO's universal declaration on cultural diversity is the starting point <i>Our vision is a heritage that is accessible, useful and vital for people everywhere.</i> Rather than defining "marginalized groups" we put efforts on working with including people through "open communities". The risk of defining "marginalized groups" is to exclude rather than include.</p> <p>Therefore we also work towards a cultural diversity, which is representative and included, by supporting a diversity of interpretations of the history so they can be add to our common cultural heritage. E.g. by different research projects.</p> <p>Government and the Ministry of Culture identified important groups, as for example Children and young people. Here specific efforts are made to increase the participation of ALL children and ALL young people in cultural life and their access to the cultural heritage.</p>
<p>7.1 If so, do you collect evidence of this INDIRECT work?</p> <p><i>This could be quantitative or qualitative evidence.</i></p> <p><i>For example,</i></p> <p><i>We trained 20 teachers that work with marginalised target groups in 2009-10</i></p> <p><i>OR</i></p> <p><i>We set up a research network that involved representative researchers from organisations from marginalised target groups</i></p> <p>If you do have evidence, please describe</p>	

this briefly.	
8. Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?	

weReurope survey of partner *direct* and *indirect* work with marginalised groups

<p>1. Your Organisation <i>Note: if you are completing the matrix in relation to a department or section of your organisation only, please say so here and state the name of your organisation and your department or section</i></p>	<p>University of Jena – Department of Intercultural Business Communication</p>
<p>2. Your name</p>	<p>Luisa Conti & Susann Juch</p>
<p>2.1 State your job title and a BRIEF description of your role.</p>	<p>scientific officers</p>
<p>Questions 3-6: DIRECT WORK WITH MARGINALISED GROUPS</p> <p><i>Please complete questions 3-6 if your organisation conducts DIRECT work with marginalised groups.</i></p> <p><i>For example, your organisation works with young unemployed people in Rome using dance and drama to encourage them to engage positively in learning.</i></p> <p>OR</p> <p><i>You work in Stockholm using cultural heritage to bring migrant and indigenous workers together to learn</i></p>	
<p>3. Who identifies the 'marginalised groups' in your matrix (Question 6) below?</p> <p><i>For example:</i></p> <p><i>Your organisation?</i></p> <p><i>Your government (local/regional/ national)?</i></p>	

<p><i>The EU?</i></p> <p><i>The communities themselves?</i></p> <p>Please explain briefly:</p>	
<p>4. Do you have any issues with how these groups are defined?</p> <p>If so, describe briefly what this means for how you conduct work.</p> <p><i>For example, You are expected to work with:</i></p> <p><i>older people aged 70+</i></p> <p><i>Or</i></p> <p><i>ONLY young unemployed people aged between 18-25)</i></p> <p><i>OR</i></p> <p><i>ONLY Roma people who have low levels of literacy in your country's main language</i></p>	
<p>5. Is funding for your work linked to reaching some or all of these marginalised groups?</p>	
<p>5.1 If yes, please give examples of how.</p>	

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
<i>None. We work with students, which usually have a privileged position</i>				<i>What we teach and the fact that our students are coming from different scientific and cultural backgrounds let us believe that yes, we promote intercultural dialogue</i>	<i>"Success" is a complex concept, for us impossible to measure.</i>

<p>7. Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?</p> <p><i>For example:</i> <i>You train teachers or youth workers who work with marginalised groups</i> OR <i>You coordinate a research network of people, some of whom work with marginalised groups</i> OR <i>You conduct DIRECT work with some unemployed young people who live with lone parents who are also regarded as marginalised.</i></p>	<p>Sure. As part of University we teach students the subjects of interculturality, intercultural dialogue etc. and of course the issues of marginalized groups. Students we teach take their competence and their sensibility for ICD into the "real world" and work as promoters of ICD. Moreover some of them are surely going to work with marginalised groups.</p> <p>We also have seminars and workshops for people who work with marginalized groups.</p>
<p>7.1 If so, do you collect evidence of this INDIRECT work?</p> <p><i>This could be quantitative or qualitative</i></p>	<p>No, we don't.</p>

<p>evidence.</p> <p><i>For example, We trained 20 teachers that work with marginalised target groups in 2009-10</i></p> <p><i>OR</i></p> <p><i>We set up a research network that involved representative researchers from organisations from marginalised target groups</i></p> <p>If you do have evidence, please describe this briefly.</p>	
<p>8. Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?</p>	

weReurope survey of partner *direct* and *indirect* work with marginalised groups

<p>1. Your Organisation</p> <p><i>Note: if you are completing the matrix in relation to a department or section of your organisation only, please say so here and state the name of your organisation and your department or section</i></p>	<p>Credit Works</p>
<p>2. Your name</p>	<p>Finbar Lillis</p>
<p>2.1 State your job title and a BRIEF description of your role.</p>	<p>Director of Credit Works - Finbar works directly and practically on every Credit Works assignment to see how research evidence, theories and technical specifications can be used to bring about real benefits. Credit Works was established in 2004 to work with and seeks to influence the reform of learning and skills in the UK and beyond.</p>

Questions 3-6: DIRECT WORK WITH MARGINALISED GROUPS

Please complete questions 3-6 if your organisation conducts DIRECT work with marginalised groups.

For example, your organisation works with young unemployed people in Rome using dance and drama to encourage them to engage positively in learning.

OR

You work in Stockholm using cultural heritage to bring migrant and indigenous workers together to learn

3. Who identifies the 'marginalised groups' in your matrix (Question 6) below?

For example:

Your organisation?

Your government (local/regional/ national)?

The EU?

The communities themselves?

Please explain briefly:

Our organisation

Our clients; usually government agencies

4. Do you have any issues with how these groups are defined?

If so, describe briefly what this means for how you conduct work.

Only when the boundaries between these groups is false – e.g. older workers are in a different group from prisoners for skills development – and this skews the research as well as how people are viewed.

<p><i>For example, You are expected to work with:</i></p> <p><i>older people aged 70+</i></p> <p><i>Or</i></p> <p><i>ONLY young unemployed people aged between 18-25)</i></p> <p><i>OR</i></p> <p><i>ONLY Roma people who have low levels of literacy in your country's main language</i></p>	
<p>5. Is funding for your work linked to reaching some or all of these marginalised groups?</p>	<p>No</p>
<p>5.1 If yes, please give examples of how.</p>	

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
Research groups: Older workers Prisoners Young NEETs Older NEETs People without qualifications below level 2	Research which looks at how their skills and knowledge can be developed and how the system can be improved to reach them and support their learning	Government takes notice we have influenced policy in these areas	Research reports – but more importantly changes in policy	Not really – there is dissatisfaction with multiculturalism but no moves to intercultural dialogue or learning yet.	None – only in our day to day practice where it is having an impact.

<p>7. Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?</p> <p><i>For example:</i></p> <p><i>You train teachers or youth workers who work with marginalised groups</i></p> <p>OR</p> <p><i>You coordinate a research network of people, some of whom work with marginalised groups</i></p> <p>OR</p> <p><i>You conduct DIRECT work with some unemployed young people who live with lone parents who are also regarded as marginalised.</i></p>	<p>Our research does have indirect benefits where it has changed how govt funds and operates LL for adults</p>
<p>7.1 If so, do you collect evidence of this INDIRECT work?</p> <p><i>This could be quantitative or qualitative evidence.</i></p> <p><i>For example,</i></p> <p><i>We trained 20 teachers that work with marginalised target groups in 2009-10</i></p> <p>OR</p> <p><i>We set up a research network that involved</i></p>	<p>Yes see www.creditworks/publications</p>

<p><i>representative researchers from organisations from marginalised target groups</i></p> <p>If you do have evidence, please describe this briefly.</p>	
<p>8. Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?</p>	<p>See www.creditworks.org.uk/publications for these two reports. They summarise what we do well and have wider significance beyond the UK.</p> <p>Credit Works, Adult learning, skills and progression to level 2; a study of market failure. LSC February 2006</p> <p>Credit Works, Characterising First Steps Learning LSC May 2006</p>

weReurope survey of partner *direct* and *indirect* work with marginalised groups

1. Your Organisation

*Note: if you are completing the matrix in relation to a department or section of your organisation only, please say so here and state the name of your organisation **and** your department or section*

The **Centre for Social Innovation (ZSI)** is a self-determined, politically independent scientific institution, asserting thematic leadership in Europe to advance social innovation and to foster an overt and solidly united society.

The ZSI applies socio-scientific research, education, advisory and networking services to reduce the gap between social needs and potentials of the knowledge based information society. By connecting its scientific basis with practical applications the ZSI provides an interface across scientific disciplines and sectors (trans-disciplinarity). Work in transdisciplinary projects is geared towards policies concerning research, technological and social development, innovation processes, and four particular socio-economic objectives, namely to:

- Support a socially, ecologically and economically sustainable development of the Information Society
- Facilitate social, cultural and economic integration in Europe
- Participate in the implementation and utilisation of the European Research Area (ERA)
- Develop infrastructures, effectiveness and internationalisation of the social sciences

Social innovation denotes new ways to meet social challenges. It comprises improvements compared to non-existent or previous solutions. Social innovations occur either due to new (at least: changed) rules, or because of a modified composition of participants (and their roles respectively). Sectors concerned include public administration, political bodies, legislation, private enterprises, social partners, and civil society.

Services provided and the multi-functionality of the ZSI, indicated by key-words:

- Research _ basic and applied research; research policies; research infrastructures; benchmarking of research organisations; research funding; advancement of science in society
- Education _ academic and vocational teaching and training; supporting technology enhanced learning; promotion of learning in cross-cultural, self-directed, and social networking modes

- Policy Advice _ evaluation of projects, programmes, policies and institutions, monitoring socio-technical systems, advisory services regarding innovation, technology, e-Society, and other social issues
- Network co-ordination _ formation and maintenance of communication and information flows bridging diverse knowledge bases; governance and improvement of co-operative processes, particularly in the labour market

ZSI is a not-for-profit research institute, established 1990 as a private association under Austrian law. Work is organised and financed project by project, resulting from participation in competitive Calls for Proposals and Calls for Tender published by public authorities on national, European and international levels. Since the beginning, the ZSI is a strong and well received partner in steadily expanding international networks. Scientific expertise of the 40+ employees encompass labour market, governance and partnerships, migration research, technology enhanced learning and other IT applications, European Research and Technology Development (RTD), knowledge economics, technology assessment and impact analysis.

The Austrian Science and Research Liaison Office Sofia has been established in 1994 to intensify scientific contacts between Austria and Bulgaria as well as to initiate scientific co-operation. The ASO Sofia is operated on behalf of the Austrian Federal Ministry of Science and Research (BMWF). Since March 2004 the Austrian Science and Research Liaison Office (ASO) Sofia is being coordinated by the [Center for Social Innovation \(ZSI\)](#) . Operational partner in Bulgaria is the **General Department of Archives to the Council of Ministries**. They provide the ASO Sofia with an office and a qualified co-worker, Ms. Zlatka Pandeva.

The ASO-Sofia focus on annual thematical priorities which correspond to the key areas of the BMWF, the transformation needs in S&T of the partner countries and to the strategic goals set by the Austrian Council for the field of humanities, social and cultural sciences and arts. It supports Austrian and Bulgarian scientists by counselling Austrian and Bulgarian researchers who wants to start scientific co-operation within the thematic priorities; by financial, administrative and/or consultative contribution to the organisation of workshops, conferences, seminars; by support for preparatory and start- up initiatives for joint research projects; by financial support to and participation in editorial work on publications in line with the thematic priorities and networking with regional and European initiatives and programmes. The ASO-Sofia also supports to bring Bosnia-Herzegovina, Montenegro, Albania, Serbia and the EU-

	<p>candidate countries Croatia and FYR Macedonia closer to the European Research Area. The ASO-Sofia launches Annual call for proposals for projects in research cooperation between Austria and South Eastern Europe. The calls for proposals launched jointly by the ASO Ljubljana and the ASO Sofia aim to increase the international competitiveness of Austrian academic R&D institutions (both university and non-university) in the field of problem-oriented, interdisciplinary research by stimulating research partnerships with the West Balkan region. The calls respond to the strategic goals set by the Austrian Council for the field of humanities, social and cultural sciences and arts. They are oriented towards applicability, interdisciplinary, network building, inter-institutional co-operation (i.e. strengthen co-operation between universities and non-university institutions) and designed to foster a dialogue between science and society, however, with quite limited means. Thematically it corresponds to some of the key research areas of non-university institutions as identified by the Austrian Ministry for Science and Research (s.p. 46, National Research and Innovation Plan), especially democracy research/European integration, migration/minorities, gender research, peace and conflict research and knowledge society.</p>
<p>2. Your name</p>	<p>Dirk Maier (ZSI) , Felix Gajdusek (ZSI ASO-Sofia),</p>
<p>2.1 State your job title and a BRIEF description of your role.</p>	<p>Dirk Maier, Project co-ordinator, Researcher; Felix Gajdusek, Head of ASO-Sofia;</p>
<p>Questions 3-6: DIRECT WORK WITH MARGINALISED GROUPS</p> <p><i>Please complete questions 3-6 if your organisation conducts DIRECT work with marginalised groups.</i></p> <p><i>For example, your organisation works with young unemployed people in Rome using dance and drama to encourage them to engage positively in learning.</i></p> <p>OR</p>	

You work in Stockholm using cultural heritage to bring migrant and indigenous workers together to learn

3. Who identifies the 'marginalised groups' in your matrix (Question 6) below?

For example:

Your organisation?

Your government (local/regional/ national)?

The EU?

The communities themselves?

Please explain briefly:

4. Do you have any issues with how these groups are defined?

If so, describe briefly what this means for

<p>how you conduct work.</p> <p><i>For example, You are expected to work with:</i></p> <p><i>older people aged 70+</i></p> <p><i>Or</i></p> <p><i>ONLY young unemployed people aged between 18-25)</i></p> <p><i>OR</i></p> <p><i>ONLY Roma people who have low levels of literacy in your country's main language</i></p>	
<p>5. Is funding for your work linked to reaching some or all of these marginalised groups?</p>	
<p>5.1 If yes, please give examples of how.</p>	

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
<p><i>For example, unemployed young people aged under 25 years</i></p>	<p><i>For example, developing music skills in community workshops and studios</i></p>	<p><i>For example, Developing music skills helps young people to believe they have the capacity to learn (both music and other skills and knowledge)</i></p>	<p><i>For example, In evaluation 70% of young people said they would go on to undertake formal learning in other subjects</i></p>	<p><i>For example, Yes – we include events where we bring young people together from different parts of the city, from different (mutually hostile) gangs/cultural/ethnic groups – they develop and share their music interests and skills, listen to each other and sometimes play together</i></p>	<p><i>For example, We hold music events for young people from these different groups to promote ICD. From evaluation of young people’s responses, these have worked successfully so far, building mutual respect and some collaborative activity as a result. We have no hard evidence yet that this reduces tension across the whole community but we are looking at ways of finding that out.</i></p>

7. Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?

For example:

You train teachers or youth workers who work with marginalised groups

OR

You coordinate a research network of people, some of whom work with marginalised groups

OR

*You conduct DIRECT work with some unemployed young people who live with lone parents who are **also** regarded as marginalised.*

In the following marginalised groups are defined as a category now loosely and then stronger organised persons with a lower level of acceptance of their generally binding social and cultural values and norms and their lack of realisation and participation in the social life of the core of society. This definition has two opposing strands. First: it means a group of persons shares different values and norms than the core of the society and they do not want to be part of the "mainstream culture" e.g. some parts of the youth movement, the hippie movement or to some extent "sinti and roma" (gipsy). Second: it means a group of persons which are structurally excluded by norms and values of the core society and are therefore marginalised. In both cases the openness and liberality of the core society respectively the state is crucial for building and the acceptance of marginalised groups. One has to take into account that the concept of marginalised groups implies that there is a centre of the society and the marginalised groups have the strong will to move into the direction of the centre and to integrate themselves.

We suggest defining marginalised groups in our work context as a groups of persons which are excluded from state driven and societal services (education and labour market measures) or are not able to take part in every day life compared to the majority of the society. The reason for marginalisation can be seen mainly in socio-economic factors, such as unemployment, educationally disadvantages, poverty, migration, etc. and the affiliation of persons with such attributes to a group. We assume that their marginal status is not chosen voluntarily.

The Centre for Social Innovation (ZSI) in explicit its department for "work and equal opportunities" supports the integration of marginalised groups into the society respectively tries to overcome existing obstacles for a greater participation of marginalised groups at every day life on different levels.

First, the ZSI implements on behalf of the Federal Ministry for Labour, Social Affairs and Consumer protection two priorities of the Operational Programme Employment Austria, ESF. In priority 5 Territorial Employment Pacts (TEPs, www.pakte.at/en), regional networks (province) combining all relevant labour market actors are supported in order to improve the employment situation of the region by linking different policies. Part of the TEPs work is to integrate marginalised groups into the labour market by combining resources from different partners for the integration of the target group. ZSI is contributing to this objective by counselling and guiding the TEPs, networking activities, joint projects and initiatives as well as mutual learning and experience exchange. In the other priority of the programme funding is directly addressed

to marginalised groups such as social benefits recipients, long term unemployed, migrants, etc. In this priority ZSI is working as co-ordination unit and support structure for the implementing TEPs and the different projects. In the first call of the priority 3b more than 40 projects are funded. The target groups are youth, migrants, social benefit recipients, persons without any support, asylum seekers etc. The overall amount of money spent within the projects was in 2008 was more than € 24 Mio.

Second, the ZSI conducts research on different marginalised groups such as social benefit recipients, migrants, elderly etc. By this means ZSI also contributes to an improvement of the working and living conditions of these target groups in Austria and in other countries as it strongly influences politics and practice.

Third, ZSI accomplish practice projects such as EQUAL which aims at the integration of marginalised in the labour market and at a sustainable improvement of the framework conditions for the integration of marginalised groups into the labour market, or, it tries to improve the conditions for marginalised groups within the framework of the life long learning programme.

Fourth, by all these means ZSI gives policy advice for the better integration of marginalised groups into the society.

The ASO-Sofia deals also indirect with marginalised groups. It supports research in general and about marginalised groups in Bulgaria and its neighbouring countries. This could comprise research on labour market issues, education issues, societal aspects and on different target groups. In so far, the ASO-Sofia also contributes indirectly to an improvement of the living conditions of marginalised groups. For example, in 2004 the ASO Sofia organised the international conference "Ethnic Minorities in Science and Higher Education. A human resource development challenge to present and future EU member states". The conference aimed at raising awareness of the challenges that science and higher education policy makers are facing as regards the better utilisation of the human resources of ethnic minorities in the fields of science and research. The conference provided a forum for detailed discussion of concrete measures developed to promote inclusion of members of ethnic minorities in the fields of science/research and higher education and also mechanisms to prevent inter-ethnic tensions and conflicts. The conference organisers aim to contribute to science policy development on two levels: Contribution to development of inclusive science and higher education policies in SEE countries (especially ex-Yugoslav countries) through facilitating exchange of know-how in

	<p>the region as well as from EU member states to the region; One year later, in the follow up conference, short presentation of initiatives and projects which aims at fostering the integration and equality of ethnic minorities in education and in science and research. During the presentations Initiatives with European and local impact were presented; e.g. the project „ETHNIC“ (RAISING PUBLIC AWARENESS OF SCIENCE & TECHNOLOGY AMONG ETHNIC MINORITIES).</p> <p>One objective of the ASO Initiative is also to bring South East European (SEE) research closer to the European Research Area and link them. In our definition this could be also seen as the work with marginalised groups in a European perspective as the objective is to bring the border research closer to the core research centres. But SEE research would refuse to tolerate this view and would definitely not characterise themselves as marginalised group in the research landscape.</p>
<p>7.1 If so, do you collect evidence of this INDIRECT work?</p> <p><i>This could be quantitative or qualitative evidence.</i></p> <p><i>For example,</i></p> <p><i>We trained 20 teachers that work with marginalised target groups in 2009-10</i></p> <p><i>OR</i></p> <p><i>We set up a research network that involved</i></p>	<p>The work of the Centre for Social Innovation within the framework of the ESF is positively evaluated (http://www.pakte.at/themen/eval.html).</p> <p>In the EQUAL project TEP EQUAL elderly the ZSI could achieve that in two provinces TEPs designed measures for the integration of elderly in the labour market and the TEPs built up a stronger commitment for the labour market integration of the target group.</p> <p>Despite the fact, that projects of the first call of priority 3b have not been finished yet. It is quite obvious that the horizontal co-operation within the TEPs in order to serve the target groups has been improved as well as the vertical communication between TEPs and project implementers. Both aspects could help to improve services for marginalised groups.</p>

<p><i>representative researchers from organisations from marginalised target groups</i></p> <p>If you do have evidence, please describe this briefly.</p>	
<p>8. Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?</p>	

weReurope survey of partner *direct* and *indirect* work with marginalised groups.

1. Your Organisation

*Note: if you are completing the matrix in relation to a department or section of your organisation only, please say so here and state the name of your organisation **and** your department or section*

Scientific Research Centre of the Slovenian Academy of Sciences and Arts, Centre for Interdisciplinary Research (SRC SASA)

2. Your name

Martin Pogacar

2.1 State your job title and a BRIEF description of your role.

Assistant

Questions 3-6: DIRECT WORK WITH MARGINALISED GROUPS

Please complete questions 3-6 if your organisation conducts DIRECT work with marginalised groups.

For example, your organisation works with young unemployed people in Rome using dance and drama to encourage them to engage positively in learning.

OR

You work in Stockholm using cultural heritage to bring migrant and indigenous workers together to learn

<p>3. Who identifies the 'marginalised groups' in your matrix (Question 6) below?</p> <p><i>For example:</i></p> <p><i>Your organisation?</i></p> <p><i>Your government (local/regional/ national)?</i></p> <p><i>The EU?</i></p> <p><i>The communities themselves?</i></p> <p>Please explain briefly:</p>	
<p>4. Do you have any issues with how these groups are defined?</p> <p>If so, describe briefly what this means for how you conduct work.</p> <p><i>For example, You are expected to work with:</i></p>	

<p><i>older people aged 70+</i></p> <p><i>Or</i></p> <p><i>ONLY young unemployed people aged between 18-25)</i></p> <p><i>OR</i></p> <p><i>ONLY Roma people who have low levels of literacy in your country's main language</i></p>	
<p>5. Is funding for your work linked to reaching some or all of these marginalised groups?</p>	
<p>5.1 If yes, please give examples of how.</p>	

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
<p><i>For example, unemployed young people aged under 25 years</i></p>	<p><i>For example, developing music skills in community workshops and studios</i></p>	<p><i>For example, Developing music skills helps young people to believe they have the capacity to learn (both music and other skills and knowledge)</i></p>	<p><i>For example, In evaluation 70% of young people said they would go on to undertake formal learning in other subjects</i></p>	<p><i>For example, Yes – we include events where we bring young people together from different parts of the city, from different (mutually hostile) gangs/cultural/ethnic groups – they develop and share their music interests and skills, listen to each other and sometimes play together</i></p>	<p><i>For example, We hold music events for young people from these different groups to promote ICD. From evaluation of young people’s responses, these have worked successfully so far, building mutual respect and some collaborative activity as a result. We have no hard evidence yet that this reduces tension across the whole community but we are looking at ways of finding that out.</i></p>

<p>7. Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?</p> <p><i>For example:</i></p> <p><i>You train teachers or youth workers who work with marginalised groups</i></p> <p><i>OR</i></p> <p><i>You coordinate a research network of people, some of whom work with marginalised groups</i></p> <p><i>OR</i></p> <p><i>You conduct DIRECT work with some unemployed young people who live with lone parents who are also regarded as marginalised.</i></p>	<p>yes</p>
<p>7.1 If so, do you collect evidence of this INDIRECT work?</p> <p><i>This could be quantitative or qualitative evidence.</i></p> <p><i>For example,</i></p> <p><i>We trained 20 teachers that work with marginalised target groups in 2009-10</i></p> <p><i>OR</i></p> <p><i>We set up a research network that involved</i></p>	<p>Organisation of events (Meeting of researchers, experts for Roma questions and the representatives of the Roma community, November 2004) research papers, publications (mainly by individual researchers working at the SRC SASA's Institute for migration studies.</p>

<p><i>representative researchers from organisations from marginalised target groups</i></p> <p>If you do have evidence, please describe this briefly.</p>	
<p>8. Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?</p>	<p>Meeting of researchers, experts for Roma questions and the representatives of the Roma community</p>

weReurope survey of partner *direct* and *indirect* work with marginalised groups.

<p>1. Your Organisation</p> <p><i>Note: if you are completing the matrix in relation to a department or section of your organisation only, please say so here and state the name of your organisation and your department or section</i></p>	<p>Centre for Development of Public Administration, NGO</p>
<p>2. Your name</p>	<p>RIINA KÜTT</p>
<p>2.1 State your job title and a BRIEF description of your role.</p>	<p>Member</p>
<p>Questions 3-6: DIRECT WORK WITH MARGINALISED GROUPS</p> <p><i>Please complete questions 3-6 if your organisation conducts DIRECT work with marginalised groups.</i></p> <p><i>The Centre has been involved in working with minority groups/Russian-speaking population to build dialogue between Estonian and non-Estonian communities, which has also involved an element of culture.</i></p> <p><i>The Centre is currently providing training to unemployed people to improve their jobseeking skill and assist their reintegration in the labour market.</i></p>	
<p>3. Who identifies the 'marginalised groups' in your matrix (Question 6)</p>	

<p>below?</p> <p>Please explain briefly:</p>	<p><i>The Statistical Office of Estonia defines risk groups relative to the labour market: 55 years of age and older; 16-24 years; nonproficient Estonian speakers; young long-term unemployed; long-term unemployed; disabled, released from prison.</i></p> <p><i>The marginalised groups, in sociological research in Estonia, include people in the minority groups like ethnic minorities, people with different sexual orientations, disabled persons, also prostitutes, persons released from prison, ie people less visible in society and fewer opportunities.</i></p>
<p>4. Do you have any issues with how these groups are defined?</p> <p>If so, describe briefly what this means for how you conduct work.</p>	<p><i>We accept the groups as such.</i></p>
<p>5. Is funding for your work linked to reaching some or all of these marginalised groups?</p>	<p><i>Yes, to a certain extent.</i></p>
<p>5.1 If yes, please give examples of how.</p>	<p><i>We apply funding from the Unemployment Fund (ESF money) to provide training for the unemployed.</i></p>

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
Ethnic minorities	<i>Workshops for the minority groups, joint workshops and events with the representatives of the core nation.</i>	<i>Dialogue between people from different ethnic backgrounds based on identification and promotion of common interests and values.</i>	<i>Increased communication, increased understanding, breaking of stereotypes and myths about different nationalities.</i>	<i>Yes, we have brought together people from different ethnic and cultural backgrounds to build bridges of understanding, develop respect for difference and diversity.</i>	<i>For example, we have provided a common space for people from different ethnic backgrounds to practice culture together.</i>
		<i>Involvement of civil society to support integration processes.</i>	<i>Increased networking and participation in social events.</i>		
Unemployed	<i>Training for jobseeking skills, reorientation and reintegration in the labour market</i>	<i>Improvement of coping skills and reorientation to constructive solutions</i>	<i>New careers, discovery of potential and talent.</i>	<i>Intercultural dialogue is promoted by participation of people from diverse professional and cultural backgrounds.</i>	

<p>7. Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?</p>	<p><i>The trainers/consultants delivering training/consultations develop a broader understanding of the realities, problems and challenges faced by marginalised groups which helps improve the quality of training/consultations</i></p> <p><i>Trainers/consultants working as teams engage in exchange of experience/espertise to design better ways to provide training/support to marginalised groups</i></p> <p><i>Joint seminars involving representatives of ethnic minority NGOs, NGOs representing the core nation, and mixed NGOs increase mutual understanding and help break stereotypes and myths about different ethnic groups.</i></p> <p><i>Provision of learning opportunities and discussion fora support involvement, social inclusion and help avoid further marginalisation.</i></p>
<p>7.1 If so, do you collect evidence of this INDIRECT work?</p> <p>If you do have evidence, please describe this briefly.</p>	<p><i>We supported involvement of NGOs in promoting integration processes in Estonia, in particular in the capital city Tallinn where ethnic Estonians represents about 50% of the population. The initiative was taken under the City of Tallinn’s Civic Peace Programme based on the premise that more active participation of minorities in social life is needed. (Integration Strategy 2008-2013).</i></p>
<p>8. Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?</p>	<p><i>Over the recent years, the Centre has been running projects for people from different social and cultural backgrounds, among them representatives of different ethnic groups living in Estonia. Doing so, the Centre has been instrumental in facilitating intercultural dialogue and mutual understanding between different ethnic groups living in Estonia. Especially in Tallinn, a multicultural city where more than 120 nations are represented. Our focus has been on building mutual trust via joint learning and practicing culture, and involving the grassroots level in enhancing integration processes.</i></p> <p><i>With the economic downturn in Estonia, we have increasingly started working with unemployed people, both old and young, to boost their job-seeking skills, support their re-entry into the labour market so as to mitigate the consequences of the crisis for them, to provide new orientation and guide them to constructive solutions.</i></p>

WeReurope survey of partner *direct* and *indirect* work with marginalised groups.

1. Your Organisation

*Note: if you are completing the matrix in relation to a department or section of your organisation only, please say so here and state the name of your organisation **and** your department or section*

The Danish School of Education, Aarhus University, Denmark

Department of

2. Your name

Lisbeth Haastrup

2.1 State your job title and a BRIEF description of your role.

Associated professor. Material culture studies and didactics. Research and teaching in material culture and cultural heritage in educational programs and museums.

Questions 3-6: DIRECT WORK WITH MARGINALISED GROUPS

Please complete questions 3-6 if your organisation conducts DIRECT work with marginalised groups.

For example, your organisation works with young unemployed people in Rome using dance and drama to encourage them to engage positively in learning.

OR

You work in Stockholm using cultural heritage to bring migrant and indigenous workers together to learn

3. Who identifies the 'marginalised groups' in your matrix (Question 6) below?

For example:

Your organisation?

Your government (local/regional/ national)?

The EU?

The communities themselves?

Please explain briefly:

4. Do you have any issues with how these groups are defined?

If so, describe briefly what this means for how you conduct work.

<p>For example, You are expected to work with:</p> <p>older people aged 70+</p> <p>Or</p> <p>ONLY young unemployed people aged between 18-25)</p> <p>OR</p> <p>ONLY Roma people who have low levels of literacy in your country's main language</p>	
<p>5. Is funding for your work linked to reaching some or all of these marginalised groups?</p>	
<p>5.1 If yes, please give examples of how.</p>	

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
<p><i>For example, unemployed young people aged under 25 years</i></p>	<p><i>For example, developing music skills in community workshops and studios</i></p>	<p><i>For example, Developing music skills helps young people to believe they have the capacity to learn (both music and other skills and knowledge)</i></p>	<p><i>For example, In evaluation 70% of young people said they would go on to undertake formal learning in other subjects</i></p>	<p><i>For example, Yes – we include events where we bring young people together from different parts of the city, from different (mutually hostile) gangs/cultural/ethnic groups – they develop and share their music interests and skills, listen to each other and sometimes play together</i></p>	<p><i>For example, We hold music events for young people from these different groups to promote ICD. From evaluation of young people’s responses, these have worked successfully so far, building mutual respect and some collaborative activity as a result. We have no hard evidence yet that this reduces tension across the whole community but we are looking at ways of finding that out.</i></p>

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<p>7. Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?</p> <p><i>For example:</i></p> <p><i>You train teachers or youth workers who work with marginalised groups</i></p> <p><i>OR</i></p> <p><i>You coordinate a research network of people, some of whom work with marginalised groups</i></p> <p><i>OR</i></p> <p><i>You conduct DIRECT work with some unemployed young people who live with lone parents who are also regarded as marginalised.</i></p>	<p>Citizenship and cultural heritage in a globalized society</p> <p>The tension between cultural unity and cultural complexity and how it is interpreted and practised in educational programmes for both teachers in formal education and for learners in formal education, but also in everyday informal learning.</p> <p>My institution work on several projects concerning language and citizenship. My research is about materiel culture, place and bodily experiences, in working processes and everyday activities. Everyone has such experiences and I develop pedagogical and didactic methods for integrating also the marginalized groups culture and experiences in the practice of as well the school, the home and in other institutions for lifelong learning as f. ex. museums.</p> <p>I teach master students on DPU how to use the practical subjects in school – craft/material design, home economics and visual art in such learning processes.</p>
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<p>7.1 If so, do you collect evidence of this INDIRECT work?</p> <p><i>This could be quantitative or qualitative evidence.</i></p> <p><i>For example,</i></p> <p><i>We trained 20 teachers that work with marginalised target groups in 2009-10</i></p> <p><i>OR</i></p> <p><i>We set up a research network that involved representative researchers from organisations from marginalised target groups</i></p> <p>If you do have evidence, please describe this briefly.</p>	<p>Projects are designed to follow the processes of change in educational programs at different levels in the educational system, and in the pedagogy of the museums.</p>
<p>8. Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?</p>	<p>Participative pedagogical methods has the possibility to make visible both cultural, social and educational differences and to bring marginalized and more powerfull groups of participants in dialog.</p>

weReurope survey of partner *direct* and *indirect* work with marginalised groups

<p>1. Your Organisation</p> <p><i>Note: if you are completing the matrix in relation to a department or section of your organisation only, please say so here and state the name of your organisation and your department or section</i></p>	<p>Aboa Vetus & Ars Nova Museum</p>
<p>2. Your name</p>	<p>Minna Hautio</p>
<p>2.1 State your job title and a BRIEF description of your role.</p>	<p>Education officer (Person in charge of planning and executing activities targeted to audiences)</p>

Questions 3-6: DIRECT WORK WITH MARGINALISED GROUPS

Please complete questions 3-6 if your organisation conducts DIRECT work with marginalised groups.

For example, your organisation works with young unemployed people in Rome using dance and drama to encourage them to engage positively in learning.

OR

You work in Stockholm using cultural heritage to bring migrant and indigenous workers together to learn

<p>3. Who identifies the 'marginalised groups' in your matrix (Question 6) below?</p> <p><i>For example:</i></p> <p><i>Your organisation?</i></p> <p><i>Your government (local/regional/ national)?</i></p> <p><i>The EU?</i></p> <p><i>The communities themselves?</i></p> <p>Please explain briefly:</p>	<p>Our museum is actively making contacts to the groups in question and seeks funding for both national and international projects. On the basis of this we already have a relatively large contact network with actors in the same field and target groups. Our networks encompass groups of handicapped, special needs people and immigrants.</p>
<p>4. Do you have any issues with how these groups are defined?</p> <p>If so, describe briefly what this means for how you conduct work.</p> <p><i>For example, You are expected to work with:</i></p>	<p>We have tried to proceed with a step-by-step programme, focusing on each group at the time, since we have a relatively small staff and cannot spread our activities too wide at any given time. We believe that in-depth pilot projects with a current target group give us substantially more knowledge than working in a large scale would. The information and experiences gained through this work can then be used to spread the activities to the wider audience. Since most of these pilot projects have been conducted with outside funding and they have a certain time span, the problem always is, how to keep up with the work and how to maintain contacts after that. There is a lot of demand for continuation of the projects both from our side and from that of the target group.</p>

<p><i>older people aged 70+</i></p> <p><i>Or</i></p> <p><i>ONLY young unemployed people aged between 18-25)</i></p> <p><i>OR</i></p> <p><i>ONLY Roma people who have low levels of literacy in your country's main language</i></p>	<p>We have worked with:</p> <p>Handicapped (physically handicapped, deaf, visually impaired, blind)</p> <p>Special needs children (dysphasia, autism-related symptoms, ADHD, dyslexia, a.s.o.)</p> <p>Older people</p> <p>Immigrant women</p> <p>Immigrant children</p> <p>Immigrant youth</p>
<p>5. Is funding for your work linked to reaching some or all of these marginalised groups?</p>	<p>I have used outside funding (national and international) in order to be able to conduct most of the projects, but some of them have been carried out even without external funding.</p>
<p>5.1 If yes, please give examples of how.</p>	<p>Grundtvig Learning Partnership, Nordic Cultural Fund, Nordic Council of Ministers, Finnish National Board of Antiquities, Finnish Arts Council, EU</p>

<p>6. Describe (simply) the different marginalised groups your organisation works with:</p>	<p>State what DIRECT activities your organisation undertakes with each marginalised group</p>	<p>Explain what works successfully about this activity</p>	<p>Say what evidence there is of this success</p>	<p>Does this activity promote intercultural dialogue? If so how?</p>	<p>What evidence do you have of ICD success if any?</p>
<p>Handicapped</p>	<p>With all of these</p>	<p>Tactile activities in</p>	<p>All of the groups have</p>	<p>The best dialogue is</p>	<p>On one occasion one</p>

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
<p>(physically handicapped, deaf, visually impaired, blind)</p> <p>Special needs children (dysphasia, autism-related symptoms, ADHD, dyslexia, a.s.o.)</p> <p>Older people</p> <p>Immigrant women</p> <p>Immigrant children</p> <p>Immigrant youth</p>	<p>groups: Workshops and projects carried out in the museum.</p> <p>In case of schools: planning the projects carefully with the help of the teachers.</p> <p>In case of refugee shelters: planning carefully with psychologists and the staff at the centre.</p> <p>In case of the handicapped: consultancy and cooperation.</p>	<p>the museum surroundings.</p> <p>Presenting the outcomes in the museum exhibition hall</p> <p>Cooperation with schools.</p>	<p>wished for the cooperation to continue.</p> <p>At least in one school there has even been some competition between students as to who gets to participate in the next project. There are also some students who have chosen to join projects on their own initiative on a basis of their previous good experience.</p>	<p>done during the activities themselves, but the exhibitions and press conferences we hold at the opening of every exhibition are a part of a wider communication with the general audience and cultural sector, decision-makers, politicians and funders as a whole.</p> <p>I prefer mixed groups with people who come from different cultural and linguistic backgrounds, which brings the intercultural dialogue to the very personal level.</p>	<p>of the groups (women from former Soviet Union) planned a musical evening on their own initiative. The meaning of this was to promote their own exhibition and make Russian culture visible – and audible – in the museum surroundings. I have also gotten feedback from them later on that they feel much more welcome in the museum now and enjoy its atmosphere.</p> <p>We were chosen to be one of the institutes to get funding from the EU's Year of the Intercultural Dialogue 2008 (Part of the Finnish contribution to the Europe-wide project) in order to</p>

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
					<p>make a seminar around these themes.</p> <p>We have been awarded with the "Treshold prize" for the work we have done with the handicapped. The prize was given by the Association of Handicapped.</p>

<p>7. Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?</p> <p><i>For example:</i></p> <p><i>You train teachers or youth workers who work with marginalised groups</i></p> <p><i>OR</i></p> <p><i>You coordinate a research network of people, some of whom work with marginalised groups</i></p> <p><i>OR</i></p> <p><i>You conduct DIRECT work with some unemployed young people who live with lone parents who are also regarded as marginalised.</i></p>	<p>We work mainly with children and the children bring their families to the museum at least to see their own exhibition and I encourage them to go to the whole museum, where the children can guide the parents around and explain things in their own mother tongue. This makes the situation mostly very rewarding and successful for the child and the adult.</p> <p>The same works for the adult project participants, too: they bring their next of kin to the museum to share their own experience. This makes the situation a peer-learning one, which is both a social occasion and a learning experience.</p>
<p>7.1 If so, do you collect evidence of this INDIRECT work?</p> <p><i>This could be quantitative or qualitative evidence.</i></p> <p><i>For example,</i></p> <p><i>We trained 20 teachers that work with marginalised target groups in 2009-10</i></p> <p><i>OR</i></p> <p><i>We set up a research network that involved</i></p>	

<p><i>representative researchers from organisations from marginalised target groups</i></p> <p>If you do have evidence, please describe this briefly.</p>	
<p>8. Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?</p>	<p>The work done at the museum is in itself informal learning and therefore it is ideal for activities conducted outside curriculum. That is why it is so versatile and includes everybody who is willing to participate. The problem is, though, that it is difficult to find persons belonging to your target group, inform them and motivate them to come and join the activities. It is even harder when your target group is the typically non-museum-goers. Finding the key persons within the target group is difficult. I have had help from the already organised groups, but that does not help much if you are also looking for the non-organised people.</p> <p>Museum education is also rather easy to integrate with school work, at least with groups who also otherwise have special programmes. These groups include for example immigrant groups and children with special needs. Much of their learning is based on visiting places, seeing, touching, self-expressing and being creative. Creativity and use of basic associations are key factors to the kind of working at the museum. Schools are a very easy target point, the problem is, that the parents are not often coming to see the children's works at the museum. This builds the gap between the museum and the home and maybe even the child and the parent. The role of a student is different than the role of a son or a daughter. In those cases where I have managed to get the parents to come to the opening event to see the children's works have based on the fact that I have found the right spokesperson, who works fluently in both worlds: the school and the home. Those persons are the teachers of the individual child's mother tongue. They understand the cultural differences and can mediate, persuade and motivate both the child and his/her parents. As to what extent they succeed in that, is dependent on the individual person and what kind of status he/she has in the community in question.</p> <p>Having worked with handicapped I have learned that there are far more definitions of being handicapped than I have ever realised before. It has been a true eye-opener for me. A handicapped person is first and foremost a person, the handicap is secondary to that, even though the handicap can be a big part of the personality, too. All too often people are fixed to</p>

	<p>what they see first and which is obvious at the first glance, such as the wheelchair or the white cane and cannot look beyond that. The same goes for categorizing immigrants or any other persons with differing looks. We focus on the differences rather than the similarities, when, in fact, it should be the other way round.</p>
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weReurope survey of partner *direct* and *indirect* work with marginalised groups

<p>1. Your Organisation</p> <p><i>Note: if you are completing the matrix in relation to a department or section of your organisation only, please say so here and state the name of your organisation and your department or section</i></p>	<p>College of Social Science</p>
<p>2. Your name</p>	<p>Neringa Miniotiene</p>
<p>2.1 State your job title and a BRIEF description of your role.</p>	<p>Head of Strategic development department.</p> <p>The main responsibilities: establishment of strategic guidelines for development of College activities; initiation and implementation of new projects; analysis of achievements and preparation of reports; coordination of the activities of Career Centre, Project development Centre, Business and Science Centre.</p>
<p>Questions 3-6: DIRECT WORK WITH MARGINALISED GROUPS</p> <p><i>Please complete questions 3-6 if your organisation conducts DIRECT work with marginalised groups.</i></p> <p><i>For example, your organisation works with young unemployed people in Rome using dance and drama to encourage them to engage positively in learning. OR You work in Stockholm using cultural heritage to bring migrant and indigenous workers together to learn</i></p>	
<p>3. Who identifies the 'marginalised groups' in your matrix (Question 6) below?</p> <p><i>For example:</i></p> <p><i>Your organisation?</i></p>	<p>Our marginalised group is third country nationals. The marginalised group was identified by the EU.</p> <p>The project has been supported by the European Fund for the Integration of Third-country nationals. The general objective of the Fund is to support the efforts made by the Member States in enabling third-country nationals of different economic, social, cultural, religious, linguistic and ethnic backgrounds to fulfill the conditions of residence and to facilitate their integration into European societies.</p>

<p><i>Your government (local/regional/ national)?</i></p> <p><i>The EU?</i></p> <p><i>The communities themselves?</i></p> <p>Please explain briefly:</p>	
<p>4. Do you have any issues with how these groups are defined?</p> <p>If so, describe briefly what this means for how you conduct work.</p> <p><i>For example, You are expected to work with:</i></p> <p><i>older people aged 70+</i></p> <p><i>Or</i></p> <p><i>ONLY young unemployed people aged between 18-25)</i></p> <p><i>OR</i></p> <p><i>ONLY Roma people who have low levels of literacy in your country's main language</i></p>	<p>The College is not expecting to work exclusively with the one marginalised group. The work on the better integration of incoming third countries students was selected according to their needs. The better understanding and communication among national and incoming students helps to make more suitable environment for studies and the life during the studies.</p>
<p>5. Is funding for your work linked to reaching some or all of these marginalised groups?</p>	<p>Yes.</p>
<p>5.1 If yes, please give examples of how.</p>	<p>The College for the projects on the work with the third countries nationals received funding of EU.</p>

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
<i>Third countries nationals (students)</i>	<i>Developing intercultural communication skills during various forms of training (classroom sessions, camps, get-together) and using various methods and techniques</i>	<i>Development of intercultural communication skills helps to ensure suitable environment for successful studies</i>	<i>Almost 80 per cent of trainings participants coming back to other events</i>	<i>Yes – almost in all events are participating Lithuanian students too. They are working together in the groups, playing games, showing talents</i>	<p><i>The level of communication among Lithuanian and third countries students is increased; the participants of the events have created common community on "facebook" for exchange of information.</i></p> <p><i>The evaluation of responses is not ready yet. But we are expecting of good results showing mutual understanding and tolerance both Lithuanian and third countries students</i></p>

<p>7. Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?</p>	<p>At the same project we have planned to provide trainings for representatives of organisations that work with immigrant from third countries.</p>
<p>7.1 If so, do you collect evidence of this INDIRECT work?</p> <p>If you do have evidence, please describe this briefly.</p>	<p>We have trained more than 100 people who are working in international relations units/centres/departments of the educational institutions, migration offices, red cross organisations and police.</p>
<p>8. Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?</p>	<p>The project is not finished yet. However one example working with third countries nationals would be useful to share with others. We have organised a camp in "Apple island" for third countries and Lithuanian students. During five days young people were encouraging to discuss intercultural communication issues, to organise various actions to support tolerance and mutual understanding (such as "free hugs day" and others), to create intercultural teams for the games and competitions.</p>

weReurope survey of partner *direct* and *indirect* work with marginalised groups

1. Your Organisation

*Note: if you are completing the matrix in relation to a department or section of your organisation only, please say so here and state the name of your organisation **and** your department or section*

Latvian Adult Education Association (LAEA) is a non-governmental organization founded in 1993 with the aims-to promote the development of the effective Adult Education (AE) system in Latvia, to participate in Lifelong Learning (LLL) policy development, to promote the development of civic, democratic and open society.

At present LAEA unites 45 member organizations. It has established the network of AE providers and other stakeholders throughout Latvia. It is the member of Europe Adult Education Association (EAEA) and ESREA. It has considerable experience of work on local, national and transnational levels. Its key activities are advocacy work, elaboration of policy papers, consultations on AE policy, LLL policy development, implementation of national and transnational projects, organization of different events (discussions, conferences, Task force, etc). Its main activities are directed towards developing effective AE system to open up education and training to the people in urban areas and in remote rural locations.

2. Your name

Ingrida Mikisko

2.1 State your job title and a BRIEF description of your role.

Director of LAEA, main duties - planning, monitoring, administration, public relation, project managing etc. Chair of Latvian NGDO Platform (LAPAS), member of EAEA board.

Questions 3-6: DIRECT WORK WITH MARGINALISED GROUPS

Please complete questions 3-6 if your organisation conducts DIRECT work with marginalised groups.

For example, your organisation works with young unemployed people in Rome using dance and drama to encourage them to engage positively in learning.

OR

You work in Stockholm using cultural heritage to bring migrant and indigenous workers together to learn

3. Who identifies the 'marginalised groups' in your matrix (Question 6) below?

For example:

Your organisation?

Your government (local/regional/ national)?

The EU?

The communities themselves?

Please explain briefly:

4. Do you have any issues with how these groups are defined?

<p>If so, describe briefly what this means for how you conduct work.</p> <p><i>For example, You are expected to work with:</i></p> <p><i>older people aged 70+</i></p> <p><i>Or</i></p> <p><i>ONLY young unemployed people aged between 18-25)</i></p> <p><i>OR</i></p> <p><i>ONLY Roma people who have low levels of literacy in your country's main language</i></p>	
<p>5. Is funding for your work linked to reaching some or all of these marginalised groups?</p>	
<p>5.1 If yes, please give examples of how.</p>	

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?
<p><i>For example, unemployed young people aged under 25 years</i></p>	<p><i>For example, developing music skills in community workshops and studios</i></p>	<p><i>For example, Developing music skills helps young people to believe they have the capacity to learn (both music and other skills and knowledge)</i></p>	<p><i>For example, In evaluation 70% of young people said they would go on to undertake formal learning in other subjects</i></p>	<p><i>For example, Yes – we include events where we bring young people together from different parts of the city, from different (mutually hostile) gangs/cultural/ethnic groups – they develop and share their music interests and skills, listen to each other and sometimes play together</i></p>	<p><i>For example, We hold music events for young people from these different groups to promote ICD. From evaluation of young people’s responses, these have worked successfully so far, building mutual respect and some collaborative activity as a result. We have no hard evidence yet that this reduces tension across the whole community but we are looking at ways of finding that out.</i></p>

6. Describe (simply) the different marginalised groups your organisation works with:	State what DIRECT activities your organisation undertakes with each marginalised group	Explain what works successfully about this activity	Say what evidence there is of this success	Does this activity promote intercultural dialogue? If so how?	What evidence do you have of ICD success if any?

<p>7. Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?</p> <p><i>For example:</i></p> <p><i>You train teachers or youth workers who work with marginalised groups</i></p> <p><i>OR</i></p> <p><i>You coordinate a research network of people, some of whom work with marginalised groups</i></p> <p><i>OR</i></p> <p><i>You conduct DIRECT work with some unemployed young people who live with lone parents who are also regarded as marginalised.</i></p>	<p>LAEA participate in development national strategies for different areas. For example, State program Roma People in Latvia 2007-2009, National Development plan 2007-2013, Basic Guidelines of Lifelong Learning Policy for 2007-2013 and etc.</p> <p>LAEA every year manage or participate in more as ten international and national level projects and elaborate many methodical materials for education institutions, municipalities and tutors what help them better understand and resolve marginalised groups problems. In that projects LAEA involve it member organizations.</p> <p>Last years we participated in projects:</p> <ul style="list-style-type: none"> • Network for Intercultural Learning in Europe (NILE, GRUNDTVIG,) • Integration of pre-pension people in the labour market (2006-2007) • Social integration of parents from rural areas (2006-2007) • Come, seek, participate! (2006-2007) • Listen, Understand, Accept! (2007-2008) • Money&Matters (2008-2010, GRUNDTVIG) • Creativity and Entrepreneurship for Seeds Social Inclusion (2009-2011, GRUNDTVIG).
<p>7.1 If so, do you collect evidence of this INDIRECT work?</p> <p><i>This could be quantitative or qualitative evidence.</i></p> <p><i>For example,</i></p> <p><i>We trained 20 teachers that work with marginalised target groups in 2009-10</i></p>	<p>LAEA has all projects reports including lists of participants, feedbacks from participants, need analyses, methodological materials etc.</p> <ul style="list-style-type: none"> • Network for Intercultural Learning in Europe (NILE, GRUNDTVIG,). (Network, methodological Guide, CD, Good practice Examples); • Integration of pre-pension people in the labour market (2006-2007, trained 200 people, elaborated methodological material); • Social integration of parents from rural areas (2006-2007, trained 200 parents who alone bring up children in families or long time stay out of labour market); • Come, seek, participate! (2006-2007, trained 200 young people who stay out of school and labour market, elaborated methodological materials for municipalities' social

<p>OR</p> <p><i>We set up a research network that involved representative researchers from organisations from marginalised target groups</i></p> <p>If you do have evidence, please describe this briefly.</p>	<p>workers);</p> <ul style="list-style-type: none"> • Listen, Understand, Accept! (2007-2008, prepared 20 multipliers, trained 200 people who everyday work with marginalised groups (municipality staff, employees in social area, policemen and etc), elaborated program and methodological material); • Money&Matters (2008-2010, GRUNDTVIG, questionnaire, elaborated program, trained 20 people with low basic knowledge and skills); • Creativity and Entrepreneurship for Seeds Social Inclusion (2009-2011, GRUNDTVIG).
<p>8. Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?</p>	<p>LAEA has many examples, methods, brochures but mainly they are in Latvian and for dissemination in Europe net those need translation.</p>