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Work Package 5

Menu of Social Innovation Practices (D5.1)

&

Interim Workshop Report (D5.2)

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Introduction

After examining the causes and symptoms of social inequalities at the macro level, analysing the effects of deprived neighbourhoods in the (re)production of social inequalities among young people at the meso level, and gathering the perspectives of young people to overcome them at the micro level, a series of social innovations have been identified in ten cities across Europe (Athens, Barcelona, Birmingham, Brno, Hamburg, Krakow, Sofia, Venice, Malmö and Rötterdam). Following the objectives of Work Package 5 (WP5), a main task has been to detect emerging themes related to the innovative practices against inequalities uncovered in the fieldwork and draw up a Menu that collates and structures them along key variables. The present report gathers the two deliverables produced within this WP: the Menu of Innovative Practices (Deliverable 5.1) and the Interim Workshop Report (Deliverable 5.2).

The Menu of Innovative Practices is based on the gathering of 45 projects, initiatives and practices regarded as socially innovative to tackle, navigate and overcome social inequalities affecting young people in the ten mentioned cities. Such practices have been developed and fostered by institutions or municipalities (top-down level), as well as by associations, grass-root organisations and groups of young people (bottom-up level) with varying degrees of organisation and different structures of governance.

In order to enhance the bridge between academia and policy, an Interim Workshop was held, aimed at presenting a selection of social innovations and discussing them with stakeholders and young people previously involved with the project. This includes both interviewees from the fieldwork (as experts in WP3 or as youngsters in WP4) and policy-makers or further stakeholders interested in testing innovations from elsewhere. The Workshop was held in Krakow the 19th of September 2014 with the representation of academics, stakeholders, policy-makers and young people from the ten cities, organised in two sessions. The sessions undertook interactive methods to foster debate and proved successful with regard to the reactions and feedback from young people invited, and the gathering of preliminary expressions of interest from policy-makers to implement pilots. Both the Menu and the workshop, in turn, have served as the basis to inform the selection and implementation of Pilot Actions in the next phase of the project (WP6).

Brief theoretical background to social innovation

Whilst there is much discussion on the term of social innovation (SI) in what concerns the actual definition, the cause-effect relationships or the related policy implications, in the current debate it is regarded as an hybrid concept, flexible enough to adapt to a variety of situations affecting young people and able to operate in both academia and policy domains. Other research projects dealing with social innovation have used a diversity of definitions to cover multiple dimensions and delineate a changing reality in terms of both outcomes and processes¹. These definitions have been organised to answer basic questions like why, what, who and how social innovation is manifested. Some relevant examples include: what new responses can we find to long-standing or new social problems? What kind of means, approaches or strategies are being applied (e.g. use of new technologies and social media)? Who should benefit from social innovations and to what extent vulnerable groups are considered as both drivers and recipients of social innovation? Who is carrying out processes of social innovation and what kind of resources are being used? How the different actors cooperate between them to mobilise resources and what logics of governance do they establish? And what kind of alternative models of economic organisation are emerging (e.g. social entrepreneurship, creation of goods and services within cooperatives, mutual enterprises or other hybrid forms of organisation between formal and informal sectors)?

Within the Citispyce project, social innovation is particularly understood as addressing social inequalities drawing upon the aforementioned questions. In this sense, the practices included in the Menu are regarded to be innovative in as far as they: i) meet new social needs or better meet the already existing ones of specific vulnerable groups like young people; ii) find new ways of meeting social needs which are more effective, efficient and/or sustainable than the alternatives; iii) empower people, allowing them to participate and increase their capabilities; iv) promote the awareness of rights and active citizenship; v) turn social challenges to opportunities; and vi) increase social capital, social trust and enhance society's capacity to undertake actions at the local level. We may also consider as a criterion to identify social innovations, those practices which go beyond the local level and take into account the interdependencies between cities and countries and the consequences this has in the growing inequities within Europe (Stigendal 2013²).

¹ European Commission (2013) "Social innovation research in the European Union. Approaches, findings and future directions. Policy Review".

² Stigendal, Mikael (2013) "WP2: Baseline Report".

Analysis of socially innovative practices: the Menu

Methodological tools

In order to produce the Menu of Social Innovation Practices, several methodological tools have been designed. In the first place, a fiche template has been elaborated to structure the information along common indicators. These include:

- a short description of the practice,
- the innovative nature and the social inequalities addressed,
- the origins and structure of the practice,
- the territorial scope,
- the actors involved,
- the target groups,
- funding and resources,
- results and success factors, and
- transferability issues.

In addition, a table has been produced with a summary of the five practices for each city for a brief overview. Lastly, a matrix has been designed in order to obtain a big picture of all social innovations identified within the Citispyce project, structured along dimensions of social innovation (detailed in the section below) and policy areas. As is shown, some of the practices are placed in more than one box, as they relate to more than one dimension and/or area. This table is not to be taken as a fixed categorisation, but as a tool to present an overview of all the initiatives.

Towards a typology of social innovations

As reflected in the summary tables and in the fiches located at the end of the report, the innovative nature of the practices selected is manifold, reflecting the theoretical conceptions around social innovation. Some of them are focused on addressing the *causes* of social inequalities (e.g. local welfare programmes against youth unemployment, facilitating access to housing, support in education, health assistance, programmes of antidiscrimination against ethnic minorities). These initiatives arise in the context of a shrinking welfare state and are often led by NGOs or associations which offer services for disadvantaged groups who otherwise would not have access to them. In contrast, other practices are more tailored to address the *symptoms* of social inequalities which do not attempt to change the socio-economic structures, but have a more palliative character (e.g. after-school leisure

programmes, projects focused on sports or artistic genres, banks of food). Here we must take into account the complexity and shortcomings in some cases to distinguish between causes and symptoms of social inequalities. Going beyond an analysis framed in binary terms, the results of this investigation show that causes and symptoms are often intertwined and one reinforces the other, especially at the meso (neighbourhood) and micro (individuals) levels.

On the other hand, there are some practices in which innovation relates to the *means* they use, the *approaches* they adopt, or the *dimensions* they tackle related to the types of social inequalities. By *means* we understand, for instance, the use of virtual social media and technology (e.g. groups of WhatsApp, YouTube tutorials, Facebook groups) to devise innovative ways of studying, communicating, sharing resources and organising social networks together. Another innovative method is the use of creative arts or sports to provide skills and abilities which can then be applied to seeking a job, continuing education or becoming an entrepreneur. These are sometimes related to non-formal education with the involvement of social/street/youth workers who are in regular contact with youngsters. This is the case of, for instance, the school of theatre Forn de Teatre Pa'Tothom or the 'Educational Demos' project, both located in Barcelona.

The innovative *approaches* focus on new ways of dealing with problems and finding solutions, often linked to the use of innovative means. For instance, in Brno the NGO IQ Roma Service increases chances of labour market inclusion for the most disadvantaged (including the young Roma) through a complex intervention called 'triangle approach'. This combines the 'Ethnic-friendly employer' campaign, a media campaign about active Roma 'We do work', counselling and training activities. The approach adopted by the organisation Energy Control in Barcelona in relation to the prevention of drugs consumption among youth is also very innovative in the context of Spain and within Europe, despite not being so new (existing since 1997). This is focused on raising awareness of the risks associated to the drugs consumption on a peer-to-peer basis accepting the recreational use of drugs linked to leisure, instead of attempting to prevent consumption at all. Another example is the 'Challenge Sports' project in Rotterdam which uses sports to teach young people social skills, help them find their way (back) into education or employment and build social capital.

The *dimensions* that have been considered as socially innovative are mainly related to the effects that deprived neighbourhoods have on young people by (re)producing social

inequalities. These dimensions arise from the comparative findings of WP3 focused on analysing how young people is affected by neighbour-related factors like the social infrastructure, the social structure, or the most recent social history. Such findings were then considered and contrasted during the fieldwork of WP4 when talking to young people. In this sense, we looked at how young people experience social inequalities in deprived neighbourhoods, how they face them in their every-day lives and their engagement in socially innovative practices, both organised by them or by other bodies or institutions. The dimensions of social innovation are thus straight related to responses to social inequalities.

One of the key findings arising from fieldwork is revealed by the effects caused by physical elements or symbols that divide a deprived neighbourhood from the rest of the city in terms of reinforcement of the ‘ghettoisation’ of the area. Therefore, actions oriented to bridging urban and social distances between and within neighbourhoods could help in a greater mobility and networking with the resources offered in other parts of the city. Social distance could be mitigated by ethnic or kinship communities which offer a safe environment, or by organisations providing easy access to services within the deprived neighbourhood. It is the case, for example, of the Health and Social Community Centre of Fakulteta (Sofia), oriented to provide consultations, training, and health and social assistance to young families, children and young people of the Roma community who do not tend to use services outside the area.

On the other hand, the existence of neglected and abandoned spaces has also been reported as a phenomenon in many cities, intensifying an image and impression of decay. Here, the dimension of social innovation would be (re)claiming such spaces and giving them a (new) use undertaking activities where young people may feel identified with. Communing is an increasing trend to foster participation of residents in decision-making linked to urban regeneration schemes (e.g. urban gardening, skateparks).

Finally, another effect of the neighbourhood (re)producing social inequalities is represented by the social infrastructures available for young people. There are youth services which lack resources, are limited to short-term projects, and are bound to conflicting agendas of public order, employability, and also human rights and social inclusion (Güntner et al 2014)³. In this

³ Güntner, Simon, Anne-Marie Gehrke and Louis-Henri Seukwa (2014) “Local matters? Neighbourhoods and social infrastructure as spaces of reproducing, producing, mitigating or counteracting social inequalities in 10 European cities”.

sense, exclusionary forms of servicing could be addressed through innovation in service provision offering reliable and robust funding. This is also connected to an issue of trust, which in the interviews with young people prove to be fundamental for their social inclusion. Innovative projects thus relate to the promotion of trust and empowerment of young people so that they recognise and achieve their personal goals, and foster civic engagement for a more cohesive society. This is the case, for example, of ‘Own Strength Conferences’ in Rotterdam, oriented to promote self-confidence and empowerment of young people and help in achieving their goals in the future, as well as programmes of mentorships (e.g. Mentoring for refugees in Hamburg or the Brightful project in Malmö).

Two further dimensions explored during the fieldwork are represented by those social innovations aimed at fostering engagement and civil participation, or taking into account the gender perspective and kinship programmes. The Community Lab in Emilia-Romagna (Italy) is probably the initiative that better highlights the implementation of a deliberative process to assess and design the local welfare agenda bringing back society into a horizontal process of governance and active citizenship. The innovative character of this initiative also relies on the fact that social inequalities are rooted in environments where there is a lack of engagement in collective issues. Therefore, the promotion of participation among young people in deprived areas is regarded as a social innovation which enables the development of resilience strategies. The dimension of gender and kinship is highlighted by the practices of Dolce Lounge and Miss Little Creative (both in Birmingham) or the Health and Social Community Centre (in Sofia). The latter covers important needs such as enhancement of youth’s personal development and reduction of risky behaviours, training of youth leaders or empowerment of girls and women towards gender equality.

Summarising, this report sheds light on social innovations categorised into five key dimensions:

- bridging urban and social distances within and between neighbourhoods
- recognition, visibility and usability of neglected spaces (e.g. communing)
- promotion of trust and empowerment, linked to the fostering of young people skills and the provision of reliable and robust youth services
- encouragement of engagement and civil participation among young people

- inclusion of gender perspective and kinship programmes for young people in deprived neighbourhoods

On the other hand, the selected practices include both *bottom-up* initiatives resulting from individuals, groups of young people or organisations, and *top-down* projects responding to a more structured programme designed and implemented by institutions or the local government. In some cases, this is not so clearly distinguished as there might be different logics of governance behind, also influenced by the agencies funding the project/programme/initiative (e.g. co-financing between public and private funds). In this sense, a lot of criticisms about restructured relationships between the state, local government and communities is that they result in complex and contradictory logics of accountability and governance. Linked to the origin of the practices, some adopt a more *formal* organisation, often coinciding with the top-down measures, whereas others are more *informal* evolving to growing levels of institutionalisation.

Interim Workshop

The workshop was organised as a space of exchange between academic partners, policy-makers and young people from the participating countries, with the following objectives:

- To share the project findings and the selection of social innovation practices in ten cities across Europe
- To gather feedback from those on the ground: stakeholders and young people
- To reflect on these innovative practices in terms of transferability to other cities
- To identify together which innovative practices could be of interest for exporting and implementing as pilot actions in other cities.

In order to ensure their involvement and stimulate the debate, an interactive methodology was designed together with Beatfrecks (one of the practices selected in Birmingham)⁴. After a welcome and presentation of the objectives of the day, a dynamic ‘marketplace’ was settled where each city had a stall to present their practices. While there was a member of each city explaining the initiative at each stall, the rest of the participants circulated from stall to stall

⁴ See the description of the practice in page 64 and 65.

listening to the presentations with the opportunity to ask any questions, if interested. In order to encourage participation, many of the practices were presented by the same people involved in them and creative mechanisms were designed to ensure communication and transcend language barriers among participants. Considering time constraints, each city selected a couple of practices (making a total of 27 out of the 45) which had more potential to be transferred in terms of timing (within November 2014 and March 2015), resources and with no need of complex organisational structures. These were the following:

ATHENS:

- Municipal Remedial Teaching Centre
- Local Bazaar- Products Exchange Event
- Social Grocery

BARCELONA:

- Educational Demos
- Energy Control
- Forn de Teatre Pa' Tothom

BIRMINGHAM:

- Beatfreeks
- The Loft
- Midland Heart Housing Association: Back on Track

BRNO:

- Ethnic Friendly Employer brand
- Gendalos (The mirror)
- Complex approach to employment of Roma

HAMBURG:

- Mentoring for Refugees
- Cultural Bus (Welcome Tours for Refugees)
- Youth Jobcentre JBA

KRAKOW:

- Mistrzejowice (Youth District Council)
- Mój trener (My sports instructor)
- Free tuition for the pupils in the neighbourhood

MALMÖ:

- ESF funded preparatory project
- Brightful

ROTTERDAM:

- Buzinezzclub
- Challenge Sports

SOFIA:

- Health and Social Community Centre

Legalisation of Roma homes
New Chance for Success

VENICE:

Etam: Territorial and Community Animation Service
Community Lab



Stalls in Marketplace, Krakow City Hall, Poland

Participants expressed great interest in practices implemented elsewhere. Whilst some of the initiatives had been applied for years in various contexts, there are elements like the approach, the relation to the target group, the means they use, the way to organise it or the actors participating which makes them innovative. It is also interesting that without knowledge of each other, similar social innovations have been implemented in different cities in response to common realities. For example, it is the case of a group of theatre with vulnerable groups (young people in Barcelona and disabled people in Krakow) to deal with social difficulties and create pieces of theatre based on their own experiences. In terms of transferability, participants expressed that it is not only a matter of resources and timing available, but also of local culture adaptation. In Krakow, for instance, a young person was interested in the local bazaars implemented in Greece, but they could see it hard to apply due to the individualistic approach and the lack of a broad social capital among youngsters in their city.

The use of role models also raised much interest as a good practice with successful results. It was the case with the “Challenge Sports” programme with the involvement of top-sport athletes or the “Buzinezzclub”, both in Rotterdam, displaying cases of young entrepreneurs who had achieved to set-up a business. On the other hand, the action of “Beatfreaks” during the workshop was a good example of the high potential a group of active and creative young people has to cause enthusiasm and engagement. Their intervention was much valued and useful.

Following the marketplace, there was a session with young people with round discussions about the most striking points of the practices presented and the relation to their needs, problems, concerns or interests. Youngsters were also asked to select an initiative that they would like to see implemented in their city and comment on the main perceived shortcomings of it if it were to be applied (i.e. hindrances). More specifically by city, young people expressed the following comments in relation to their problems, needs and potential solutions:

- In Hamburg, RH⁵ felt that self-help groups were a good thing but too often they seemed to be for a small number of ‘insiders’. They were not open and lacked the tools to open up to ‘newcomers’. The voluntary classes held by older students to teach younger people who normally lack support from their parents (Remedial Teaching Centre of Athens) was also one of the favourite practices in Hamburg.
- RS from Brno said that young people need a space where they feel valued and acknowledged by others and also spaces for self-expression. Sometimes they are accused of illegal actions when they are using spaces in ways that others do not like (e.g. graffiti). RS liked a combination of the projects Beatfreeks and Forn de Teatre Pa Tothom in Barcelona to motivate young people, empower them, and give them confidence and self-respect. The challenge is that it would cost money and there is a lack of trust, but the offer of free benefits (e.g. a free meal) might persuade youngsters to give it a try.
- A participant from Rotterdam commented that his job was to make children independent and get them back into school. He liked the project which could help children to get involved from different countries through sport to prevent them getting into trouble with the police, etc. It offers varied opportunities and there is no age limit. On the other hand, LD from Rotterdam felt that a project like Beatfreeks for young creatives would help encourage and channel self-expression. There are arts/creative schools, but the problem is the lack of employment. As a creative person himself, now he feels more engaged and is stimulated to see whether a creative hotspot in Rotterdam where people come together can be realized. LD also liked the Educational Demos project from Barcelona, as it could help in building trust between young people and society and it would be a good way to deal with their daily concerns.

⁵ This relates to the initials of a participant. Please note that this is applied in the following bullet points too.

- AH from Birmingham felt that it was not how young people expressed themselves but how their self-expression was dealt with by those in authority. The problem is how to get policy-makers to understand. Birmingham also liked a combination of “Buzziness Club” from Rotterdam and the “Multisectoral learning through the testing of the Pentahelix Model” applying a consultative approach with young people of Malmö. They often do not know how to turn their good idea or their talent into a business and get lost in the process. This initiative gives them few avenues to connect and outline their needs to those in authority.
- For Malmö, a general comment was that Local Authorities are poor at connecting with young people. A solution might be if students were given power to investigate them.
- From Athens, young people experience extreme pressure at school and have no time for leisure activities and time to dedicate on personal relationships. On top of that, daily difficulties, the fear of unemployment and uncertainty make things more complicated. FG liked Beatfreaks as it empowers young people and encourages them to take responsibility. She believed it would be easy to make it happen – “I can see the space (*I need*) and I know how to make it happen”. “It’s a positive form of rebellion”.
- For Barcelona, JR felt that youngsters are often narrow-minded in relation to others from outside (newcomers, etc.) and they need opportunities to meet/learn more about other cultures, etc. (e.g. by facilitating low-cost trips). SM also liked the project My Sport instructor (Krakow) and saw it easy to implement because all cities could make use of their sports facilities and this would lead to a sense of community. The challenge may be to find volunteers to help and to spot talent.
- For Venice, participants felt that young people do not have enough chances to show who and what they are. Disadvantaged youngsters have no role model/leaders and they are disconnected from others. In this sense, it would be good to use role models and good practices on a peer-to-peer basis for people facing more problems.
- In Krakow there was a preference for the ‘Local Bazaar’. “You can create a community” because the problem in the city appears to be a lack of a sense of community. The challenge would be to get a response from people in an area – “they are so reserved”. In this regard, someone in Venice proposes that a sense of community could be created through the Social Street project implemented in Venice (first seen in Emilia Romagna) whereby Facebook is used to create an online community in the street which turns into an actual community. It’s low cost. It could

happen in all cities but the challenge is bureaucracy at the higher levels (e.g how to get and use physical spaces). The voluntary classes held by students to teach younger people was also one of the favourite practices in Krakow.



Session with young people

Parallel to the session with young people in the morning, time was allocated for stakeholders and policy-makers to initiate discussions about the practices that had been presented and the potential transferability in their own cities. These were then gathered in the session for stakeholders and policy-makers which took place after lunch. Stakeholders were mainly related to City Halls (e.g. Departments of Youth), NGOs, private initiatives, or public centres. The session was moderated by the two members of Beatfreaks to stimulate responses and expressions of interest from all participants. The discussions were mainly about the needs young people are facing in their cities and a list of potential solutions, drawing upon some of the practices presented, as displayed in the image below. Then, issues of transferability in other local environments were raised, in order to consider which practices could be piloted in response to their social needs and available resources.

Nonetheless, it is clear from the discussions that a pilot action can take several formats, as long as it ends up in a pilot-plan following a checklist with a range of indicators, which are: a) a transfer of one practice from one place to the other; b) putting into practice a project or initiative identified in the fieldwork not yet implemented; or c) adding or changing some of the elements of existing practices: a likely/feasible option of not transferring a complete initiative from one place to another, but adding an important part inspired by practices elsewhere to an already existing initiative. Having these formats in mind, several cities made expressions of interest:

- Venice expressed interest in importing the “Educational Demos” from Barcelona;
- Hamburg expressed interest in importing the Roma project from Sofia and “Challenge Sport” from Rotterdam;
- Birmingham expressed interest in importing the “Buzinezzclub” from Rotterdam and the “Local Bazaar” from Athens;
- Krakow expressed interest in importing “Challenge Sport” from Rotterdam;
- Athens expressed interest in importing “The Loft” from Birmingham and the “Theatre Forn Pa’Tothom” from Barcelona;
- Brno expressed interest in importing the “Educational Demos” from Barcelona, the Refugee project from Hamburg, and the “Buzinezzclub” and “Challenge Sport” from Rotterdam;
- Malmö, Barcelona and Rotterdam were not yet clear about their intentions on setting up pilots themselves. Policymakers from Rotterdam were interested to know what kind of initiatives were promoted as a solution, and they had sympathy for some initiatives, but none of these raised their spirit in a way that they wanted to get that to the Netherlands. Nonetheless, they were interested on networking on a higher level, and could take advantage of the contacts made with the policy-makers from the city of Malmö. On a policy level, they are now investigating possibilities for collaboration.

Parallel to the session with stakeholders, the hosting partner from Krakow prepared a trip to the ex-soviet neighbourhood of Nowa Hutta for the young people, where they also visited a youth organisation.

After the workshop a space for feedback and evaluation was allowed, and partners were invited to complete a form and send it back for inclusion in this report. This was structured along a series of questions, according to the observations and discussions partners had had with participants:

- To what extent did the practices presented reflect the experiences of young people in your city context related to social inequalities and social innovation?
- What practices do you consider raised more interest among young people and stakeholders and why?
- Is your city interested in implementing/transferring a socially innovative practice from those presented at the workshop? Why this one? What are the core aspects that make it innovative and what social needs does it address?
- Other observations

In general terms, the workshop has been assessed as successful in meeting its objectives, in allowing a space of exchange and debate, and in building bridges to connect academia, the policy arena and civil society. It has been an excellent opportunity to get to know practices that are being implemented in different countries, and participants believe that the practices presented are strongly related to the experiences and the needs that young people have in their city context. Despite the different country origins, it was evident from the workshop that young people face similar needs and problems. Key issues discussed involve the problem of self-expression among young people, the lack of spaces, places, provisions for young people at local and state context and finally the society and local authorities' response, which often is discouraging and punitive. The lack of provisions for young people results in either no opportunities for self-expression or unconstructive self-expression in non-legitimate ways. Social inequalities that young people experience in their lives have an enormous impact in their self-development and in their life prospects.

The workshop exposed how young people feel not respected, not participating, and rejected by society, as well as disconnected from those in authority. The message communicated to stakeholders was to involve young people in decision making processes (also facilitating bridges between local authorities and them), and be given responsibility in the organisation and delivery of initiatives that affect them directly (e.g. promotion of co-creation beyond participation). This would largely contribute to listening to their demands and to better

understanding their needs. Practices presented in the workshop involve efforts made at a smaller or greater scale to engage young people in society and to fulfil specific needs, based on the city context.

The initiatives aimed at addressing the key causes of inequalities like facilitating access to jobs and housing or improving employability (education, training) seem to reflect best their experiences from the ‘objective’ perspective. On the other hand, many of the practices are aimed to tackle the symptoms of inequalities, such as a lack of opportunities to meet or to perform valuable leisure activities. Whilst these may appear superficial because they do not address the root of the problems in a direct way, they are very much enjoyed by young people and often represent necessary steps for further actions which are more clearly targeted to the causes of inequalities. In this sense, practices linked to creative and media are much appreciated and sometimes they are possible to feed with empowerment and civic engagement, which also reflects the experiences and needs of young people too.

Concerning organisational issues, some participants expressed that whilst it was interesting to have a session for stakeholders to meet during the session of young people, a more structured session would have contributed to maximise discussions and exchanges. Also, once the session with stakeholders finished, some participants expressed that they would have enjoyed more time for discussion in a joint session with young people, policy-makers and the consortium to exchange final opinions.

The weeks after the workshop are being devoted to establish negotiations with the respective cities and see how feasible it would be to implement pilot actions. In this phase, it will be particularly important to identify and test the working ingredients and success factors playing a role in each of the initiatives. In general terms, from the description of the practices, some of the success factors that play a role in many social innovations have to do with issues of agency (tailoring and involvement of young people), the approach to enhance skills and abilities of youngsters, and the revitalisation of urban spaces in decay towards new uses. Once pilots are implemented, it is worth noting that the description of the practices from the Menu is also to be of use towards the analysis of case studies in WP7. The learning process and outcomes of this WP will be considered for inclusion in the Final Report (WP8) together with the previous findings and policy recommendations for better handling social inequalities across Europe.

Complete Menu of Innovative Practices

The next section includes a general overview of the 45 practices by policy areas and dimensions of social innovation, the ten summary tables by city and the description of practices with fiches, following the colour associated to each city, ordered alphabetically.

ATHENS:

- Municipal Remedial Teaching Centre
- Local Bazaar- Products Exchange Event
- Social Grocery
- TOPEKO
- Municipal Vegetable Garden

BARCELONA:

- Educational Demos
- Energy Control
- Forn de Teatre Pa' Tothom
- Kasal de Joves de Roquetes
- Masoveria Urbana

BIRMINGHAM:

- Beatfreaks
- The Loft
- Midland Heart Housing Association: Back on Track
- Dolce Lounge
- Little Miss Creative

BRNO:

- Ethnic Friendly Employer brand
- Gendalos (The mirror)
- Complex approach to employment of Roma
- Learning by working
- Through Community Work

HAMBURG:

- Mentoring for Refugees
- Cultural Bus
- Use of Social Media
- Youth Jobcentre
- AOL Project

KRAKOW:

- Mistrzejowice (Youth District Council)
- Mój trener (My sports instructor)
- Free tuition for the pupils in the neighbourhood
- Rzaka (Therapeutic class); Mistrzejowice (Integration class)
- Volleyball Academy of Krakow

MALMÖ:

Multisectoral learning
Brightful

ROTTERDAM:

Buzinezzclub
Challenge Sports
Own Strength Conferences

SOFIA:

Health and Social Community Centre
Legalization of Roma Homes
New Chance for Success
Health Mediators
Chitalishte (Community Centres)

VENICE:

Community Lab
Etam: Territorial and Community Animation Service
CommuniCare
Venice Cricket Club
Marghera libera e pensante (Committee of citizens in Marghera)

General Overview of Social Innovation Practices in 10 cities

AREAS SI DIMEN- SIONS	Economy and employment	Education, training and new technologies	Welfare		Sports, creative arts and leisure
			Social services and health	Housing	
Bridging social and urban distances	1. Local Bazaar (Athens) 2. Complex approach to employment of Roma (Brno) 3. Ethnic Friendly Employer (Brno) 4. Back on Track (B'ham) 5. Youth Employment Agency (H'burg) 6. TOPEKO (Athens) 7. Learning by working (Brno) 8. Youth Jobcentre (Hamburg)	1. Peer education (Krakow) 2. Cultural-Bus (H'burg) 3. Remedial Teaching Center (Athens) 4. Gendalos (Brno) 5. Mentoring for Refugees (H'burg) 6. AOL Project (Hamburg) 7. Therapeutic class (Krakow) 8. Chitalishte (Sofia)	1. Etam (Vce) 2. Health and Social Community centre (Sofia) 3. Social Grocery (Athens) 4. Health Mediators (Sofia)	1. Masoveria urbana (Bcn) 2. AOL Project (Hamburg)	1. My sports instructor (Krakow) 2. Challenge Sports (R'dam)
Recognition and visibility		1. Peer education (Krakow)	1. ComuniCare (Vce) 2. Energy control (Bcn) 3. Health Mediators (Sofia)	1. Legislation of Roma homes (Sofia)	1. Forn Pa Tothom (Bcn) 2. The Loft (B'ham) 3. Educational Demos - TEB (Bcn) 4. Chitalishte (Sofia)
Empowerment and trust	1. Buzinezz Club (R'dam) 2. Ethnic Friendly Employer (Brno) 3. Mentoring for Refugees (H'burg) 4. Brightful (Malmö)	1. Educational Demos (Bcn) 2. Youth Counter (R'dam) 3. New Chance for Success (Sofia) 4. Back on Track (B'ham) 5. Use of social media (H'burg) 6. Brightful (Malmö) 7. Own Strength Conferences (R'dam)	1. Community Lab (Vce) 2. Youth District Council (Krakow)	1. Marghera libera e pensante (Venice)	1. Forn Pa Tothom (Bcn) 2. Cultural-Bus (H'burg) 3. ComuniCare (Venice)

Engagement and civil participation	<ol style="list-style-type: none"> 1. Municipal Vegetable Garden (Athens) 2. Through Community Work (Brno) 	<ol style="list-style-type: none"> 1. Gendalos (Brno) 2. BeatFreaks (B'ham) 3. Multisectoral learning (Malmö) 	<ol style="list-style-type: none"> 1. Etam (Vce) 2. Community Lab (Vce) 3. Youth District Council (Krakow) 4. Own Strength Conferences (R'dam) 	1. Masoveria urbana (Bcn)	<ol style="list-style-type: none"> 1. Kasal de Joves de Roquetes (Bcn) 2. Volleyball Academy (Krakow) 3. Cricket Club (Venice) 4. Marghera libera e pensante (Venice)
Gender and kinship	1. Dolce Lounge (B'ham)		1. Health and Social Community centre (Sofia)		<ol style="list-style-type: none"> 1. Dolce Lounge (B'ham) 2. Little Miss Creative (B'ham)

Summary Tables by city

City	Name of practice	Short description	Level	Dimensions of social innovation	Potential transferability (timing and financing)
Athens	Municipal Remedial Teaching Centre	It is a municipal service in Elefsina that aims at providing remedial teaching to local children in the primary and secondary education level. This service offers substantial support to students whose families face financial difficulties and therefore, cannot afford private remedial teaching centres.	Top down	Bridging Social and Urban Distances	It took 1 year to organise because of extreme difficulties encountered with other stakeholders. The service started purely on a voluntary basis and it continues like that with success.
	Social Grocery	Municipal service in Elefsina aiming to provide food and basic commodities to citizens with low income (e.g. unemployed, registered immigrants and people with disabilities etc.)	Top down	Bridging Social and Urban Distances	It took 2-3 months to organise the service and it is now operating since 2012. The budget for this year was 150.000 EUR which was allocated based on the needs of the municipality and the number of beneficiaries.
	Local Bazaar-Product Exchange Event	This event is a municipal initiative that promoted the exchange of goods among citizens of Elefsina. It takes place twice a month (Sundays). The participants can exchange or donate their things without involving any money in the transaction. There are no limitations as far as the categories of products that can be exchanged (e.g. paintings, clothes, toys, mobile phones, etc.).	Top down and bottom up (municipal initiative managed by a network of volunteers)	Engagement and Civil Participation	Supported by volunteers - no budget

	<p>TOPEKO (Local actions for vulnerable groups)</p>	<p>TOPEKO programs 'Local actions for vulnerable groups' is a state initiative that aims to address local needs focusing on social integration. Therefore, it aims to mobilize local government in order to ensure the creation of jobs and professional training for vulnerable groups of people (e.g. long-term unemployed, immigrants, etc.). Re-integration in the labour market is achieved by providing three options/orientations to beneficiaries: a) Business development – self-employed status, b) Employment- employee status or c) Social Cooperative Enterprise (SCE) – establishment of a Social Cooperative Enterprise. TOPEKO program in the area of Elefsina is focused on waste management and reuse/resale of products.</p>	<p>Top down</p>	<p>Bridging Social and Urban Distances</p>	<p>Project duration 2012-2014. The budget is 390.000 for the whole consortium with 80 beneficiaries</p>
	<p>Municipal Vegetable Garden</p>	<p>The Municipal Vegetable Garden is a private initiative in the area of Elefsina originating from a non- governmental organization, called EPEKA. This initiative aims at the social reintegration of people facing financial difficulties through their active engagement with the vegetable garden. Furthermore, young unemployed people (up to 30 years old) were employed to organise and support and this service (1 social worker, 1 agriculturist and 1 janitor).</p>	<p>Bottom up</p>	<p>Bridging Social and Urban Distances</p>	<p>Operating since 2012</p>

City	Name of practice	Short description	Level	Dimensions of social innovation	Potential transferability (timing and financing)
Barcelona	Educational Demos in the youth organisation TEB	TEB is an organisation that works in issues of social innovation, new technologies and young people. The project called 'Educational Demos' is focused on the elaboration of rap and hip hop compositions related to the defense of human rights. Youngsters are involved from the beginning by choosing the topic to the end composing the rhymes and lyrics, recording and producing videos, and performing in concerts.	Bottom-up	Bridging social and urban distances; Empowerment and trust; promotion of social participation, defense of human rights, training, and engagement with new technologies in topics related to social inequalities from the experiences of young people from deprived areas.	Requirements for transferring: a recording studio for producing the lyrics, video cameras to film the productions, a technician in charge of the technical work of recording, editing and production and a youth worker in charge of bringing together the youngsters. In terms of budget, it varies a lot depending on the quality of the audio and video production (e.g. use of mobile phones, low-cost microphones and cameras, or rehearsal studio of more quality), plus the hiring of one or two people depending on the skills of the person and scope of the project.
	Energy Control	Pioneer project aimed at providing information on drugs consumption to reduce the related risks. It is implemented in the party scene on a peer-to-peer basis going away from the prohibitionist approach.	Bottom-up	Risk-reduction approach to drugs consumption, peer-to-peer basis, actions implemented directly in the party scene.	Requirements for transferring: creation of information leaflets, drug-checking services (can vary from low-cost to more expensive analytical tools), young volunteers to offer advice in the spaces related to the party scene among young people, political support and a facilitating legal framework.
	Forn de Teatre Pa'Tothom	Organisation that works with the Theatre of the Oppressed and young people at risk of social exclusion with a political commitment linked to the defense of human rights and fight against social exclusion.	Bottom-up	Empowerment and trust; Recognition and visibility of social inequalities and concerns affecting young people.	Requirements for transferring: experienced practitioner in the field of the theatre of the oppressed and a group of young people willing to learn this artistic discipline. In terms of timing it could be implemented within few months and with a low budget.

	Kasal de Joves de Roquetes (Youth Centre)	Public youth centre which is managed under the 'citizens' management' model with various initiatives addressed at young people. It is a space of socialisation, development of skills and abilities and engagement in collective issues affecting the neighbourhood.	Bottom-up	Contribution to the "normalisation" of activities conducted by young people, sometimes on the edge of legality; alternative ways of leisure not related to consumption; promotion of a sense of identity favouring mutual trust; citizens' management	Requirements for transferring: the existence of a group of young people willing to manage a centre targeted to young people, a public facility devoted to this, coordination between the youth association and the city hall, and initial funding. In terms of timing, it would probably need at least one year to launch it.
	Masoveria urbana	Alternative of housing based on private agreements between the landlord and the tenants to renew and maintain a house originally in bad conditions and be exempted of renting for the period of time tenants live in.	Bottom-up	Bridging social and urban distances; Recognition and visibility	Requirements for transferring: availability of empty houses and landlords willing to establish an agreement with a group of tenants. In terms of budget and funding (how much to invest in material and renewing the house, and how long it could take), it depends on the housing conditions, the availability of human resources and the specific project of tenants (how they would like to renew it).

City	Name of practice	Short description	Level	Dimensions of social innovation	Potential transferability (timing and financing)
Birmingham	Beatfreeks	Social enterprise providing leadership training and work experience to young creatives through putting them at the forefront of planning and delivery of a range of events which require interactive/creative facilitation. Young creatives are paid on a freelance basis from fees earned by the company for its different training and facilitation services. Company started by a young social entrepreneur a year ago. It is potentially self-sustaining with grant aid only required for development of new work strands. Minimal public investment.	Bottom-up	<ul style="list-style-type: none"> -Bridging social and urban distances. -Empowerment and trust. -Engagement and civil participation -Improving employability and earning potential of young people -Building individual social and human capital 	What is needed: Creative arts practitioners/theatre company already working with young people. Links to young people interested in improving their chances of working in the arts/creative industries. Training from Beatfreeks re: recruitment of young creatives and leadership development methods, marketing and evaluation. Office and rehearsal area (not necessarily fixed space). Commissions from private/public sector to generate income to cover costs.
	The Loft Project	The aim is to help provide Creatives who train in Birmingham & the W Midlands with the opportunity to establish themselves as creative practitioners in the city-region. Makes use of a city centre space in an empty retail unit offered for 6 months. It provides pop-up exhibition space for young artists and also rents out desk space for those who want some kind of base from which to work and want to benefit from being part of an informal collective.	Bottom-up	<ul style="list-style-type: none"> -Recognition & visibility -Bridging social and urban distances -Creating a platform where young people from different backgrounds benefit from mutual support. -Individual social capital 	What is needed: low cost/no cost space in central location or in local area for short term use. Funding or provision of space from public sector or NGO. Identification of young people with creative talent and potential to develop. A champion or organiser or manager of the space to select artists, market the space and the work of the collective.
	Back on Track	Major NGO – Housing Association supporting those who need help to live independently, including young people, has created a different approach to making disadvantaged young people more employable. It provides work opportunities or apprenticeships with minimal conditions attached – ‘show enthusiasm and stick to the rules’. The aim is to make them ‘work ready’ It involves mentoring and peer mentoring as well as training for qualifications.	Top-down	<ul style="list-style-type: none"> -Empowerment & trust. -Building individual social capital -Improving employability and earning capacity of young people 	What is needed: NGO or public sector body prepared to adopt different approach to training and development of young people facing inequalities. Funding for training of trainers. Guidance from Project organisers on set up and implementation. Challenge will be to find work experience opportunities and gaining the trust of young people to engage.

	Little Miss Creative	A networking organisation founded by a young woman who, having experienced multiple disadvantages early in life, wanted to make a positive difference to the lives of other young women. The aim is to give a voice to young creative women, creating the next generation of free thinking female leaders that will inform and shape the future. It focuses on their personal and professional development using transformational learning. She draws on her personal experiences to act as a coach/mentor. The company is independent of public funding. It has built up a series of networking events held in a 'safe space' where young women feel at ease with sharing and exchanging feelings and ideas. She also runs a a marketing company, Creative High, providing graphic design, event management services nationally.	Bottom-up Individual initiative	Recognition and visibility. Building individual social capital Empowerment and trust Encouraging engagement and participation in civil society Gender and kinship	This is very dependant upon one individual's specific drive, commitment and personal experience. She could be a role model for other women facing seemingly intransigent disadvantages through a sharing of her ideas with such women in other parts of Europe. To facilitate the setting up of a self-help network for women would require a 'safe space' and a trusted intermediary. Costs would be for sending Little Miss Creative to talk to NGOs or individuals that support women facing multiple disadvantages.
	Dolce Lounge	Coffee and dessert lounge in the city centre which offers a range of non-conventional trendy beverages like bubble tea, mocktails etc. Launched by 2 women from inner city BME community. Aims to emulate an Italian coffee house and provide a space for young BME women to network.	Bottom-up	Gender & kinship Empowerment and trust Bridging social and urban distance	Needs: low cost space and start up financing. Could be used to create 'safe space' for young BME women to meet and network in local areas. Could be organised as a collective or taken up by individual social entrepreneur.

City	Name of practice	Short description	Level	Dimensions of social innovation	Potential transferability (timing and financing)
Brno	Ethnic Friendly Employer Brand	Development and spreading of the concept of Ethnic Friendly Employer among employers through the activities of certificating bodies (NHOs). Campaign aimed at employers to support the concept of equal approach (key tool are websites: www.ethnic-friendly.eu), campaign among the public against negative stereotypes of Roma.	Top-down (and bottom up) Mobilising the actors	-Bridging social inequalities - Empowerment and trust	Possible in case of trustful NGO at the scene, established partnerships with employers, personnel capacity and some financial resources
	Gendalos	Financial support, pedagogical assistance including additional (home) teaching and language courses (professionals and volunteers are involved in this). Fund established to provide financial support.	Top-down (and bottom up) Mobilising the actors	-Bridging social inequalities: lack of human capital, unequal access to education	Budget and personal resources needed to run the Centre of Education, to provide coaching
	Complex approach to employment of Roma (NGO IQ Roma services)	'Triangle' of the mutually reinforcing projects/activities Project Ethnic Friendly Employer Brand Activities of the Centre for Counselling and Employment of NGO IQ Roma service Media campaign directed at Roma community	Top-down (and bottom up) Mobilising the actors	-Bridging social inequalities: combating discrimination -Empowerment and trust -Improving human capital, -Facilitating access to labour market	Possible in case of trustful NGO at the scene, established partnerships with employers, personnel capacity and some financial resources Special budget needed for the Centre for Counselling and Employment

	Learning by working	Counselling and diagnostic activities Job Club, Package of training activities for improving orientation in the labour market, job-search and job-retention, Active labour market policy measures applied Co-operation with the employers, media campaign Complexity of the approach, focus on most disadvantaged and individual/personal treatment represent the innovative aspects	Top-down	Bridging social inequalities: gaps in human and social capital addressed, improved access to employers	Budget is needed as well as experiences with the activities NGO should be a key implementing actor (trust of the other actors as well as of a target group are needed)
	Through Community Work	Complex work with families: establishment of the community centre, expansion of individual and family counselling Expansion of the services of Assistance of criminality prevention: innovative forms of case work like individual plans, including work rehabilitation Preventative programmes for children and youth Continuous co-operation and transfer of good practice with Slovak partner	Top-down (and bottom up) Mobilising the actors	Bridging social inequalities, empowerment and trust, discrimination Symptoms like discouragement, lack of self-efficacy and social relations gaps in social capital	Special budget needed for running the project, Experienced NGO, trustful Personnel capacities needed Political support by municipality needed (co-operation with various departments)

City	Name of practice	Short description	Level	Dimensions of social innovation	Potential transferability (timing and financing)
Ham-burg	Mentoring for refugees	Young Refugees in the transition phase between school and employment get a close counselling by students of social work from the Uni of applied Science Hamburg in cooperation with Professors and a partner NGO. The students (mentor) act as the refugees' companion for different life situations like tutorials, applying for a training place, dealing with official documents, organizing leisure activities and social networking. They even stay connected when the mentee found a training place.	Top down	-Employability -Bridging social distances -Empowerment, recognition	<ul style="list-style-type: none"> • NGO/stakeholder working with young refugees • NGO/stakeholder offering counseling and supervision for social workers • University with classes in migration/integration work • Group of students and refugees.
	Cultural bus	The idea of this project is to get young refugees out of their daily "environment" and show them "how the city works". In this resource oriented approach, the language of origin serves as a support as classes about environment, politics, culture etc are held in their languages. The program will include city trips and site visits	Bottom up	-Bridging social distances -Empowerment	<ul style="list-style-type: none"> • Funding: CITISPYCE and district administration and cooperation partners (companies etc) • Contact an NGO/stakeholder working with target group and has employees able to speak languages of origin of the target groups. • Find cooperation partners from public and private places or companies for support • Hire bus/bikes etc for city trips
	Social media	Young people from disadvantaging backgrounds are often excluded from information and tutoring. Social media can act as a tool which is easy and cheap to access: <ul style="list-style-type: none"> • WhatsApp groups • YouTube Tutorials • Facebook groups and else 	Bottom up	-Bridging social distances -Engagement -Empowerment	<ul style="list-style-type: none"> • Individual strategy by young people will not need official counseling. • Nevertheless, teachers and official places can initiate the connection of their students to social media and messengers. Teachers might open whatsapp or FB groups to get grips of their students and to show them new possibilities online e.g. YouTube tutorials.

	Youth Jobcentre JBA	Serves as a one-stop-shop for all young people between school and employment and coordinates career guidance, apprenticeships, job placements, and social counselling.	Top down	employability	City wide scale, thus the transfer of this program is a big step as it involves many actors/jurisdictional areas and needs support by many political and financial entities in the field of transition from school to labourmarket. Costs: around €21Mio
	AOL Program	Cooperation between ProQuartier (a foundation of Hamburg's biggest housing cooperative) several companies, a vocational school and a provider of youth work. Basically, ProQuartier gives young people with difficulties finding a training place a contact to companies. If these companies take on the young person as a trainee, it ensures them that the provider of youth work will back up if the trainee has any difficulties (emotional, educational etc.) during its time of vocational education and training	Top down	Employability, empowerment	To transfer this program you need: a) companies that offer training places, b) a vocational school c) a provider of youth work (2.000€/p.a. per young person) d) an organisation (in Hamburg a foundation of a housing cooperative) which connects the school, companies and youth work and ensures a comprehensive counselling for the young people.

City	Name of practice	Short description	Level	Dimensions of social innovation	Potential transferability (timing and financing)
Krakow	Mistrzejowice (Youth District Council)	This project is aimed at third graders in lower secondary schools and the first and second classes of higher secondary schools from the area of the fifteenth district of Mistrzejowice in Krakow. The main objective of the project is to develop qualities and values of self-governance among the youth, thereby shaping pro-civic behaviours, encourage positive attitudes towards the modern civil society, and responsibility for own needs	Rather top-down	Engagement and civil participation	The counsellor should be remunerated (several hours a month). It is essential to have the cooperation of at least one school and possibly the local district council. The syllabus needs to be prepared. As for timing all in all probably up to two months is needed to make it running.
	Mój trener (My sports instructor)	Multipurpose school playing fields for team games and tennis courts – program addressed to large district communities as an alternative form of leisure for teenagers in the available school sports facilities and multipurpose playing fields. Within the framework of the program, highly-qualified coaches teach sports and recreation.	Top-down	Recognition and visibility	Program can be transferred to all multifunctional courts in of cities which have them. Especially to cities/ districts where chil-dren and teenagers from social communities are en-dangered by social exclusion.
	Free tuition for the pupils in the neighbourhood	The social innovation practice described is a kind of private tuition for the children from the primary schools (aged 7-13) in the neighbourhood provided by students of Salesians school.	Rather bottom-up	Bridging urban and social distances	Easy transferable. Requires information addressed to beneficiaries at the beginning of the semester and free classrooms in the afternoons.

	Therapeutic class Rząka	<p>The main objective of this activity is to enable the completion of education at the secondary school level for students with educational problems (such as hyperactivity). In a therapeutic class it is necessary to adapt the methods and forms of lessons to individual development needs and educational opportunities of students.</p>	<p>Top-down</p>	<p>Bridging social and urban distances</p>	<p>Easy transferable mechanism to cope with other types of educational exclusions (other levels of education other problems). Threat: these children do not attend classes with people who do not have such educational problems, and therefore have limited contact with their peers; may also be considered as stigmatized</p>
	Volleyball Academy of Krakow	<p>It is a program whose purpose is to popularize volleyball in Krakow among as many recipients as possible, and in particular among children and teenagers. Volleyball class is a perfect work tool which can cover a wide range of addressees and include proper social behaviors. The program encompasses physical fitness development, stimulation of social and psychological development, well-mannered supporting, fair play principles, respect for others and care for sports equipment. The program is implemented in cooperation with Polish Volleyball Federation;</p>	<p>top-down</p>	<p>Engagement and civil participation</p>	<p>Easily transferable. There are free hall for volleyball training in the afternoons and some weekends needed and volleyball coach.</p>

City	Name of practice	Short description	Level	Dimensions of social innovation	Potential transferability (timing and financing)
Malmö	ESF funded preparatory project	<p>The aim is to create better conditions for multisectoral collaboration in order to prevent exclusion and to promote a socially sustainable society by:</p> <ul style="list-style-type: none"> -Testing the Penta Helix model as a basis for multisectoral collaboration to meet challenges both at a structural and individual level. -Creating multisectoral learning through a shared knowledge journey. -Creating a model for Civil Society (3.0) to enable it to act as an equal partner and become a co-creator of a sustainable society. 			<p>The initiative can be regarded as transferable as its two innovative twists – the multisectoral collaboration and the involvement of young people in the planning process – ought to be possible to replicate everywhere else in Europe. In contrast, the larger project which this preparatory project is supposed to lead to may not that easily be replicated across Europe, because it will have to take into consideration the causes of inequality operating in Malmö and Sweden, i.e. the specific national and local circumstances.</p>
	Brightful	<p>Brightful is an NGO-run project in Malmö, Sweden. The main aim of the project is to, by providing a number of different activities, help and motivate young women and men in believing in themselves and their ability to set (and reach) their own individual goals.</p> <p>Brightful strives to create a forum where young women and men are provided tools and support which will enable them to identify and set different goals for the future. Brightful offers different kinds of activities and the young women and men participating in the programme are also provided mentors, who coach the participants through the programme.</p>			<p>In order to transfer the project to another context a certain budget is needed (to pay for activities and a space where the activities can take place). Most important, however, is the engagement and involvement of different actors within the local community, being able to function as mentors to the young women and men taking part of the project.</p>

City	Name of practice	Short description	Level	Dimensions of social innovation	Potential transferability (timing and financing)
Rotterdam	Buzinezzclub	Stimulating and guiding unemployed young people from disadvantaged backgrounds to develop their own ambitions and competences into a business, job or education.	Top-down, social enterprise initiative	Using talents and ambitions in an entrepreneurial way, i.e. stimulate rather than discipline; empowerment and trust.	Required for transfer: <ul style="list-style-type: none"> - Setting up project - Budget - Staff - Agreements with benefit agency about referral of clients - Method training
	Challenge Sports	Using sports to teach young people social skills and help them find their way (back) into education or employment. These services are offered through a private company. Top-sport athletes/martial arts/football players are motivators and teachers.	Top-down, social enterprise initiative	The approach is innovative mostly in the way participants are taught social skills, using sports and well-known sports(wo)men. It builds social capital and mainstream social values through sports. Bridging social distances.	Required for transfer: <ul style="list-style-type: none"> - setting up a project - budget - staff, especially top sports(wo)men - agreements with benefit agency - method training
	Own Strength Conferences	An organised way to involve peoples social network in finding solutions for problems. The aim is for people to take responsibility and solve problems with the support of their social network. The approach is used a.o. for indebted people with multiple problems, for young people in youth care. An adapted version is used for improving social cohesion in neighbourhoods.	Bottom-up	Increasing personal capacity through strengthening ones social network (bridging). Bridging social distances, empowerment and trust.	Required for transfer: <ul style="list-style-type: none"> - Enthusiastic, competent individuals - method training

City	Name of practice	Short description	Level	Dimensions of social innovation	Potential transferability (timing and financing)
Sofia	Health and Social Community Centre	A NGO run facility providing consultations, life-skills training, health and social assistance to young families, young parents, children and young people at risk, and unemployed young people.	Bottom-up	-Bridging social and urban distances. -Empowerment and trust.	What is needed: long-term funding; appropriate facility; well-qualified staff to implement the programmes and provide services; support and cooperation of local authorities.
	Legalization of Roma Homes	Legal support, consultations, and advocacy to initiate legalisation procedures for illegally constructed dwellings in Roma settlements and neighbourhoods.	Bottom-up	-Recognition and visibility	What is needed: relevant legislation that makes it possible to apply for and obtain the necessary legal documents; political support and cooperation with the local and national authorities, personnel with legal background.
	New Chance for Success	Qualification courses for young people older than 16 who are illiterate or have poor reading and writing skills.	Top-down	-Empowerment and trust.	What is needed: political support and state funding; involvement of schools and teachers; participation of the Ministry of Education.

	Health Mediators	Providing information, assistance and support to people with limited or no access to the state health care system; prevention programmes; health education; social work.	Bottom-up and top-down	Bridging social and urban distances. Empowerment and trust.	What is needed: political support and state funding; trained personnel; cooperation with hospitals and other medical facilities.
	Chitalishte (Community Centres)	Local community centres provide educational, cultural and leisure possibilities to the young people.	Bottom-up and top-down.	Recognition and visibility	What is needed: funding, a suitable building and qualified personnel.

City	Name of practice	Short description	Level	Dimensions of social innovation	Potential transferability (timing and financing)
Venice	Community Lab	Method launched in 2012 in order to enhance and regenerate the policy process of the local welfare agenda, which was originally supposed to be participative (inspired to the idea of horizontal governance and active citizenship), but that actually was not as such. The main objective is to bring back society in the deliberative process, offering to all the participants (public/private actors, including citizens which have never been part of a deliberative process) a facilitating environment, where the concrete social cases and local issues are in the forefront. The method has been proposed by the region Emilia-Romagna as a test with the aim of eventually becoming the rule in the next years. In the past two years 18 territories have been trying the method.	Top-down	-Empowerment and trust; -Engagement and civil participation	Timing: about 6 months Financing: for the transfer in one city approximately 5.000 euro
	Etam	Etam is a Social Inclusion Service of the Municipality of Venice (based in Marghera). It has two spheres of intervention: 1. Tackling deprivation and problems like prostitution and drug traffic using as much as possible street educators, i.e. going where the problem is, without waiting for the problem to come to its office; 2. Its effort is addressed to enhance social cohesion, i.e. supporting citizens in their requests to local administration, but also leading them from a complaining activity to actual proposals.	Top-down	-Empowerment and trust; -Engagement and civil participation	Timing: about 6 months Financing: for the transfer in one city approximately 5.000 euro
	Venice Cricket club	Born in 2006: it is a sport association which promotes cricket (the favourite Bangladeshi sport) in Marghera. The Venice cricket club uses sport as a tool for social inclusion for young people – especially with immigrant origins, but not limited to them – for incorporating them into a broader network of relationships within the neighborhood, for providing them with an educational reference and support (when the family support is weak), for soliciting their individual and collective agency, for enabling them to make experiences and getting involved with activities and practices not just connected with sport.	Bottom-up	Bridging social and urban distances	Timing: more than 6 months Financing: about 5.000 euro

	CommuniCare	<p>Born in 2012 thanks to the commitment of some young people (more or less 10), mainly students in University of Venice. Before 2011 those young people were individually committed in voluntary activities mainly inside community for migrant unaccompanied minors.</p> <p>Currently the activities of CommuniCare cover 2 dimensions: 1) animation in the deprived Ca' Emiliani through laboratories, organization of dinners for the residents: therefore they aim to be an active presence and a reference point in particular for kids living there and for their families.</p> <p>2) giving support to ex migrant unaccompanied minors when they become 18 and are forced to leave the communities.</p>	Bottom-up	Bridging social and urban distances	<p>Timing: about 6 months</p> <p>Financing: not more than 1.000 euro</p>
	Marghera libera e pensante (Commette of citizens in Marghera)	<p>Born in 2012, it is an informal citizens' committee which aims to the recovery of abandoned buildings and spaces and to the redevelopment of urban spaces in Marghera. It also aims to empower people giving them a voice about the perceived problems of the neighborhood. On the one hand the committee acts as an advocacy coalition signaling the problematic issues and how they can be effectively addressed; on the other hand the people of the committee are personally involved in doing something even in a practical way (i.e. they organised a day of cleaning in a park and in an abandoned building).</p>	Bottom-up	Engagement and civil participation	<p>Timing: at least 6 months</p> <p>Funding: 1-2.000 euros</p>

ATHENS: Descriptions of practices

Municipal Remedial Teaching Centre	City: Elefsina
1. Short description with main objectives and activities	
<p>It is a municipal service that aims to provide remedial teaching to local children in the primary and secondary education level (primary school, gymnasium and lyceum). In more specific terms, it provides remedial teaching in order to support children with school courses. Additionally, the Municipality invited University students, teachers and professors to support this effort by teaching to local children. The participation of teachers is voluntary.</p> <p>The courses were conducted by ten teachers during after-school hours. The majority of teachers are University students. Some of the lessons included in the curriculum are: Physics, Mathematics, Writing, etc. Students were grouped in classes comprised of 4-5 people, but private lessons were also conducted depending on the circumstances.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>The Municipal Remedial Teaching Centre offers substantial support to students whose families face financial difficulties and therefore, cannot afford private remedial teaching centres. The innovative aspect refers to the fact that this service did not exist in the past and bridges social and urban distances that derive by the public educational system.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>Level: Social Origin: Top-down Structure: Although this is a municipal service and in this aspect it is a formal service, it is based on volunteers. Thus, the sustainability of this service is not guaranteed.</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p> <p>Municipality</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p> <p>The courses start in September and end in June (when school exams finish). The service started in September 2014 after one year of preparation.</p> <p>Cooperation between actors: The cooperation between the actors was not effective, since local school teachers and headmasters of schools resisted the implementation of this service due to personal interests. This resulted in lack of volunteers-teachers and the unavailability of school premises located at the Municipality of Elefsina in order to conduct the courses, despite the fact that the buildings are under the Municipal authority!</p> <p>Barriers: The main barriers involve the resistance of the local schools and the lack of sufficient</p>	

municipal human resources to coordinate and support the whole process.

Changes with regard to initial planning: Initially, the services of the Municipal remedial teaching centre were planned to be offered only to children whose families are beneficiaries of the Municipal Grocery. However, due to increased interest on children's side, they decided to expand the criteria and include more beneficiaries.

6. Targeting and access

Target groups, limitations of access to the action

Target group: School Students in the area of Elefsina.

The first year of the Municipal Remedial Teaching Centre, over 100 children were benefited.

7. Funding and resources

Funding: There is no particular cost for running this service.

The courses are conducted in public school services and therefore, no renting of premises is required.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

There are no objective indicators due to lack of measurable data and available statistics. However, based on the overall assessment of the first year of implementation, the children were very interested and satisfied with the services. The final number of beneficiaries exceeded initial expectations.

9. Potential transferability

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
The service does not require any budget as long as there are available premises to host the classes. The voluntary participation of teachers is a fundamental factor for the implementation of the service. Thus, cooperation with the local school community is necessary. Finally, staff responsible for the coordination and support of the service is required.
- Who needs to be engaged to make the transfer happen? (e.g. political support)
The voluntary participation of local teachers or students is required in order to implement this action and keep the budget at low levels.
- Are the key individuals involved in the project able to advice and support the transfer?
The key individuals can be involved providing consulting services and guidelines.

Local Bazaar- Products Exchange Event	City: Elefsina
1. Short description with main objectives and activities	
<p>This event was a municipal initiative that promoted the exchange of goods among the citizens of Elefsina. It takes place twice a month (Sundays). Participants can exchange or donate their things without involving any money in the transaction. There are no limitations as far as the categories of products available for exchange (e.g. paintings, clothes, toys, mobile phones, etc.).</p> <p>People of all ages participate in these events.</p> <p>In order to promote the event, the organizers maintain a Facebook page.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>The Local Bazaar aims to enhance solidarity among the citizens of Elefsina and to support those who face increased financial difficulties.</p> <p>The project is quite innovative for the area of Elefsina since it uses a new approach to deal with the effects of the economic crisis and it aims to create a solidarity network among the citizens of Elefsina, which was less developed in the past. This social network will have a positive impact on tackling more efficiently the daily hardships many people face in the area. The Local Bazaar aims to engage the citizens of Elefsina in civil participation activities.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>The Local Bazaar is a municipal, top-down initiative of informal structure.</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p> <p>Municipality of Elefsina</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p> <p>The activity is based on the active participation of the local informal network of volunteers developed in the area of Elefsina. Volunteers are responsible for the collection of goods, organization of the premises, advertisement of the event, etc.</p> <p>The main barriers of implementation concern the relatively low response of Elefsina's citizens. Thus, in order to enhance participation, the local bazaar is combined with other cultural events, such as music concerts, theatre shows, etc.</p>	
6. Targeting and access	
<p>Target groups, limitations of access to the action</p> <p>The target group of this service includes the citizens of Elefsina in total. There are no limitations with regards to access.</p>	
7. Funding and resources	

The action does not require any particular budget. The equipment used (e.g. benches to place products) and the premises where the events are organized belong to the Municipality of Elefsina.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

There is no formal data regarding the results of the activity. Despite the fact that it is considered as an innovative initiative of the Municipality, the low response of residents implies the need for restructuring and relaunching of these events.

9. Potential transferability

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

In order for this service to be replicated with low budget, available premises and voluntary participation of local citizens for the organization of the event is required.

The key individuals can be involved providing consulting services and guidelines.

Social Grocery	City: Elefsina
1. Short description with main objectives and activities	
<p>The Social Grocery aims to provide food and basic commodities to citizens with low income (e.g. unemployed, registered immigrants and people with disabilities etc.). The Social Grocery offers products from basic food categories (such as rice, pasta, oil, milk, etc.) to beneficiaries once a month. The quantity of the products each beneficiary receives is not predetermined. It depends on the availability of products and on the needs of each beneficiary.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p>	
<p>The Social Grocery addresses the needs of people who face increased financial difficulties. The longstanding economic crisis has inhibited many people from being able to satisfy their basic needs. Thus, municipal authorities responded to these pressing needs by establishing the ‘Social Grocery’, which is a service that aims to bridge social and urban distances. It is important to mention that ‘Social Grocery’ is not an innovation in Greece since many municipalities have established equivalent services in other areas. However, it is an innovative approach in the area of Elefsina.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p>	
<p>The ‘Social Grocery’ is a top-down, municipal initiative that follows a formal structure.</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p>	
<p>Municipality of Elefsina</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>	
<p>The ‘Social Grocery’ is an established social structure, created in 2012 in the area of Elefsina. The service operates during the whole year.</p>	
<p>One of the main barriers of the ‘Social Grocery’ is the increased bureaucracy that impedes a) the proper replenishment of the Social Grocery with the necessary products based on the demand and b) many beneficiaries from having access to the service (thirteen supporting documents/certificates are required from applicants in order to be eligible, which need to be submitted every year!). The bureaucratic procedures are a result of both national and municipal policies.</p>	
<p>Furthermore, the lack of available municipal human resources impedes the whole process.</p>	
<p>There were some changes regarding the initial planning of this service. To be more specific, initially the Social Grocery service offered also free meals to the beneficiaries. However, due to lack of suitable premises that hosted the service, free meals were allocated to the local church.</p>	
6. Targeting and access	
<p>Target groups, limitations of access to the action</p>	

The target group involves people in the area of Elefsina who face increased financial difficulties and specifically, citizens with low income (e.g. unemployed), people with disabilities and registered immigrants. People who are property owners but have low income as well as undocumented immigrants are excluded from this service.

7. Funding and resources

Especially related to

The service is financially supported by municipal funds and private donations. The service is hosted in municipal premises (though they are deemed to be unsuitable for this purpose).

The initial budget, when the service was launched, was 75.000€. This year, the budget amounted to 150.000€ and it is estimated to reach 300.000€ next year.

As far as human resources are concerned, two municipal employees are responsible for the organization of the service. A social worker, evaluating supporting documents and applicants' eligibility and an administrative employee, who is responsible for the collection of products, packaging and distribution processes. Furthermore, the participation of volunteers in the implementation of the service is of vital importance for its sustainability. Finally, there is a local committee comprised of members of the municipal authorities, who evaluate the beneficiaries' applications.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

The increased number of beneficiaries is an indicator of the increasing importance of this service in the area of Elefsina. Initially (in 2012), the service provided support to 633 people. At the end of 2013, the number of beneficiaries was raised to 1000 people.

9. Potential transferability

In order for this service to be replicated the following factors are required:

- a) available premises, which will meet the fundamental criteria for hosting this kind of services,
- b) budget in order to support the activities,
- c) allocation of human resources for the organization and implementation of this service
- d) two/three months of preparation

The key individuals can be involved providing consulting services and guidelines.

TOPEKO	City: Elefsina
1. Short description with main objectives and activities	
<p>TOPEKO programs or else ‘Local actions for vulnerable groups’ is a state initiative that aims to address local needs focusing on social integration in specific geographical areas in Greece including Elefsina. Therefore, it aims to mobilize local government in order to ensure the creation of jobs and professional training for vulnerable groups of people in the said areas.</p> <p>Eligible to participate are people belonging to socially vulnerable groups such as long-term unemployed, people with disabilities, former drug users, primary caregivers of single parent families, etc. Participants are provided with psychosocial and vocational counseling/ guidance, and vocational training. Additionally, their progress towards re-integration in the labour market is supervised by the institutions implementing this program. Re-integration in the labour market is achieved by providing three options/orientations to beneficiaries: a) Business development – self-employed status, b) Employment- employee status or c) Social Cooperative Enterprise (SCE) – establishment of a Social Cooperative Enterprise.</p> <p>TOPEKO program in the area of Elefsina is focused on waste management and reuse/resale of products. This field of intervention was chosen based on a needs analysis of the local market.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>TOPEKO program aims at increasing the employment opportunities of vulnerable social groups which are greatly affected by the high unemployment rates and therefore, face the risk of social exclusion.</p> <p>The innovation of this project lies in the coordinated and organized effort of many institutions, both private and public, in order to provide beneficiaries with a comprehensive supportive framework of services (psychosocial counseling, vocational training, supervision, etc.) thus enhancing their skills and finding alternatives to unemployment (e.g. through collaboration with other beneficiaries in order to establish a Social Cooperative Enterprise). Overall, this program aims to bridge social and urban distances in the area of Elefsina supporting social integration and employment/entrepreneurship.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>TOPEKO program is a state initiative. Therefore, it follows a top-down approach and formal structure.</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p> <p>Area/City level: Elefsina - Municipality</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>	

The actors involved are a consortium of consulting companies and non-governmental organizations as well as the Municipality of Elefsina.

Duration of activity: 24 months (Start: 02/2012- End: 12/2014)

Cooperation between actors is good, but there are some difficulties in terms of coordination given the number of institutions/companies involved in the consortium.

There are some barriers regarding the implementation of this project, which are related to the national context. More specifically, some delays and difficulties are encountered as far as the establishment of Social Cooperative Enterprises is concerned. This is mainly due to the fact that the public authorities are not familiar with the new legislative framework that specifies the establishment of SCEs.

Number of beneficiaries: 80 people (of all ages)

There were some changes in the development of the action from initial planning. These changes refer to the orientation of the beneficiaries towards the establishment of SCEs instead of self-employed businesses. This reflects the beneficiaries' preferences in more collective forms of entrepreneurship.

6. Targeting and access

Target groups, limitations of access to the action

The target group includes people belonging to the following vulnerable social groups: a) Long-term unemployed over 45 years old with low professional qualifications, b) People with Disabilities, c) Women victims of domestic violence, d) Women /Men victims of trafficking, e) Primary caregivers of single parent families, f) Immigrants, Refugees, Asylum seekers, g) People with religious and cultural differences (ethnic minorities) living at risk of poverty or below poverty levels, h) Released prisoners, i) Former drug users, j) People who are HIV positive, k) Homeless people, l) People living at risk of poverty or below poverty level, m) Persons subject to discrimination based on sexual orientation and / or gender identity.

In order for someone to be eligible for the TOPEKO program he/she must be unemployed and registered at the "official unemployment registry" of the Employment Agency – OAED. Furthermore, he/she must belong to one of the afore-mentioned vulnerable social groups.

The beneficiaries had to submit a number of documents (e.g. unemployment card, a residence certificate, a birth certificate, etc.) in order to justify their eligibility. The selection process included the evaluation of the applications, and personal interviews.

7. Funding and resources

The program is funded by the National Strategic Reference Framework 2007-2013 and the European Social Fund as part of the Operational Programme 'Human Resources Development 2007-2013'.

The resources required in order to implement this program include

- Available premises for the training sessions (these spaces were granted by the consortium members, no renting of premises was required)
- Computers for the sessions and projectors (eligible costs based on project specifics)
- Human resources

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

TOPEKO program is not terminated yet and therefore, it is hard to provide the final number of beneficiaries that have successfully entered the labor market. However, up to now approximately 40 people have initiated their reintegration in the labor market.

The program effects are concentrated on social integration, training and job placement.

The success factors include:

- a) The determining of discrete and clear roles between project partners
- b) The constant monitoring of project activities in order to meet the initially set goals and deadlines
- c) The active involvement of beneficiaries in order to avoid drop out of the project

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?

The project budget amounts to 390,000€. Partnerships are also a contributory factor to the implementation of equivalent projects, since the existence of many and diverse activities (training, psychological support, business consulting) require a variety of skills and experts to support the implementation.

- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)

TOPEKO program needs political support since its aim is to mobilize local government in order to ensure the creation of jobs and professional training for vulnerable groups of people.

Furthermore, many actors with various field of expertise need to be involved, such as business consultants, professionals that can conduct personal and group sessions in order to resolve various issues such as social, financial or family issues.

- Are the key individuals involved in the project able to advice and support the transfer?

Yes, the key individuals are capable to advice and support the transfer.

Municipal Vegetable Garden	City: Elefsina
1. Short description with main objectives and activities	
<p>The Municipal Vegetable Garden is a private initiative in the area of Elefsina originating from a non-governmental organization, called EPEKA. This initiative aims to the social reintegration of people facing financial difficulties through their active engagement with the vegetable garden. Furthermore, young unemployed people (up to 30 years old) were employed to support and organize this service (1 social worker, 1 agriculturist and 1 janitor).</p> <p>The initiative aimed to provide 100 beneficiaries with the opportunity to cultivate their own vegetables in order to support themselves and their families. This initiative was implemented with the collaboration of the Municipality of Elefsina.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>The Municipal Grocery aims to mitigate the increased financial inequalities that have arisen in recent years. Specifically, it creates some job positions in the local community in order to reintegrate young unemployed people in the labour market and it caters for the beneficiaries' basic needs providing them with the chance to cultivate their own food.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>It is a social, private initiative, which follows a formal structure.</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p> <p>Municipality of Elefsina</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p> <p>The program was launched in 2012 and it is still operating. There is lack of information regarding the barriers and the potential changes in the development of the action.</p>	
6. Targeting and access	
<p>Target groups, limitations of access to the action</p> <p>This program targets two main groups: young unemployed people working in the municipal vegetable garden (up to 30 years old) and people facing increased financial difficulties.</p> <p>All beneficiaries had to submit a number of documents in order to participate in the selection process.</p>	
7. Funding and resources	

The project is co-financed by the European Union and the NSRF.

The Municipality of Elefsina has allocated municipal land for the purposes of this program. Furthermore, the Municipality has provided beneficiaries with necessary tools and water supply.

The human resources engaged in the organization of the project are: 1 social worker, 1 janitor and 1 agriculturist.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

There is no available data regarding the results and the success factors of this service.

9. Potential transferability

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

In order for this service to be replicated the following are required:

- a) available premises, which will meet the fundamental criteria for hosting this kind of services,
- b) budget in order to support the activities,
- c) allocation of human resources for the organization and implementation of this service

There is no information regarding the availability of key individuals for the support of this transfer.

BARCELONA: Descriptions of practices

Educational Demos	City: Barcelona
<p>1. Short description with main objectives and activities</p> <p>TEB is a youth association that works with new technologies and projects of social participation aimed at social transformation. The specific objectives of the association are: to create a meeting point that collects different kinds of young people; to organise leisure and educational activities; to develop tools to facilitate access to the labour market and training courses making a special emphasis to the new technologies; to become a laboratory of citizen innovation, where participants can test the different uses of technology and find answers to their needs and motivations; to undertake educational work of social awareness and solidarity by engaging participants in the improvement of the neighbourhood from a positive and critical approach; to promote and practice sport activities; and to develop projects of cooperation.</p> <p>TEB has a specific project with young people called 'Educational Demos' which is focused on the elaboration of rap and hip hop compositions related to the defence of human rights from the beginning by choosing the topic to the end composing the rhymes and lyrics, recording and producing videos, and performing in concerts. Whilst this organisation has much experience in the field of hip hop productions, this specific project started in November 2013 and until now they have produced four demos around different topics: gender inequalities, police abuse, detention centres for undocumented migrants, and the economic crisis making a special emphasis on homeless people. More information about the project with videos of the productions can be found at: http://jovesteb.org/blog/category/maquetes/</p>	
<p>2. What social needs does it address and what makes it innovative?</p> <p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>This project is innovative as it promotes social participation, the defence of human rights, training, and engagement with new technologies in topics related to social inequalities from the experiences of young people from deprived areas such as Raval. Since they started, they have already sung in different occasions and scenarios (e.g. high schools, theatres, spaces linked to social movements) and are proving to be quite successful.</p>	
<p>3. Level, origin and structure</p> <p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>This project is part of this NGO which arose as an initiative of social workers and individuals linked to the field of education and pedagogy who wanted to offer a space for young people aged more than 14 years old, as most of the other organisations dealt with younger kids. In the last decade, it has increasingly received support and funding from the public administration and today it is a reference point among youth organisations of the neighbourhood. However, it still maintains a bottom-up and horizontal structure where all decisions are taken in group. Now they are in a turning point and are having several internal discussions in terms of internal management and the most plausible option is that they create a cooperative.</p>	
<p>4. Territorial scope</p> <p>Neighborhood, city, national, European level</p>	

Although the majority of youngsters are from the neighbourhood of Raval where the organisation is based, it has a city scope.

5. Actors involved and implementation

Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.

The main actors are the young people who are currently constituted in the group of 'La Llama' and two individuals of the organisation who coordinate the project.

6. Targeting and access

Target groups, limitations of access to the action

This project is open to all young people aged more than 12 years old. When they are 22 or 23 and want to maintain a relation to the project, they normally change their role in giving support to the younger ones with their own experience.

7. Funding and resources

This organisation (TEB) receives funding from the local and regional governments and it spreads the budget among the different projects. Since they already have a radio studio from before, this project has no specific costs for the technical material. In terms of human resources, there is a technician who has experience and expertise in hip hop and a youth worker who is in charge of the educational programme.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

The evidence that this project is being successful is proved by the interest that many organisations, schools, institutions and the media have displayed in it. It recently received an award called "Premi Carulla" to help in making it more visible and disseminate their productions. Last April 2013, a group of hip hop from Berlin called Gangway Beatz came to visit the youngsters from 'La Llama'. They did a joint performance out of which there has been a video production and they are currently planning to collaborate in a joint project with another group of hip hop from New York following previous meetings. Social workers involved with the project are aware of the risks associated to a rapid success for youngsters and try to make emphasis on the need for being loyal to the work it involves and relating the lyrics to human rights and minimise the influence in the media and in the arts scene. Other implicit effects of this project include the sense of group identity, engagement in the neighbourhood, empowerment and self-esteem, which for youngsters who normally do not have a good school performance among other difficulties is remarkable.

9. Potential transferability

To transfer this project there is the need for:

- a recording studio for producing the lyrics in audio
- video cameras to film the productions
- a technician in charge of the technical work of recording, editing and production
- a youth worker in charge of bringing together the youngsters and providing them support in choosing the topics to sing, elaborating the rhymes and lyrics, etc.

In terms of funding, it varies a lot depending on the quality of the audio and video production (e.g. use of mobile phones, low-cost microphones and cameras, rehearsal studio of more quality), plus the hiring of one or two people depending on the skills of the person and scope of the project.

It does not need political support and there is availability from someone of the organisation TEB to explain the project abroad (maybe Spanish-English translator is needed).

Energy Control	City: Barcelona
1. Short description with main objectives and activities	
<p>Energy Control (EC) is a project aimed at providing information on drugs consumption to reduce the related risks. It is implemented in the party scene on a peer-to-peer basis, i.e. those who offer advice are also consumers. The project was founded in Barcelona in 1997 as a pioneer initiative in Spain in the field of risks reduction associated with the recreational use of drugs. Since then it has achieved institutional recognition from many stakeholders: it has a consultative role in the definition of public strategies on drugs consumption at the national and regional levels, from the night scene itself (party promoters) and from drug consumers.</p> <p>EC provides personalised advice and a drugs checking service to drug users in the party contexts but also outside the context of leisure. EC also attends demands on information, training and advice from health or education professionals and families. In doing this, EC aims at raising awareness of the risks associated with drug use and increasing knowledge on the current patterns of drugs consumption.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>EC action is based on the recognition and acceptance of a recreational use of drugs linked to leisure among mainly young people. Thus, adequate information on the inherent risks entailed by drugs consumption is essential to promote a responsible use among potential consumers. This basic assumption is innovative in itself, since it deals with an emerging phenomenon which is quite different from that of the 80s, when the use of drugs like heroin was mainly associated to social exclusion and marginality.</p> <p>But the most innovative dimension of EC action is a peer-to-peer approach to risk-reduction strategies. EC is mainly composed of young volunteers who have been properly trained to provide information about drugs and risk reduction services in party contexts (quick drug testing and alcohol level tests). This allows EC to interfere in the illegal market of drugs and warn against the presence of adulterated substances that may entail risks of health.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>EC was set up by the Well-being and Development Association (ABD), an NGO with a wide experience in the assistance to drug users since the mid-80s, when heroin had devastating effects on young people, especially in Barcelona. The launch of EC is aimed at addressing the changes in consumption patterns and in the social profile of users from the 90s.</p> <p>EC is mainly formed by young part-time volunteers who receive the necessary training to offer advice on a peer-to-peer basis.</p>	
4. Territorial scope	
Neighbourhood, city, national, European level	

<p>The action scope of EC is the country of Spain and it has regional offices in Catalonia, Madrid, the Balearic Islands and Andalucía. Currently, EC is providing assistance for the implementation of similar risk-reduction projects in Latin America (Colombia and Mexico).</p>
<p>5. Actors involved and implementation Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>
<p>Originally, the adoption of a risk-reduction approach in tackling problems of drugs use clashed (and still does) not only with dominant prohibitionist practices but also with that of other NGOs dealing with the 'drug problem'. In recent years, things have changed to the extent that the EC project has recently been awarded with a major national prize (Queen Sofia) for the prevention in the educational and communication field and their long trajectory in prevention tasks among youth.</p> <p>From an original 'outsider' stance, EC has achieved public recognition of a consultative role in public strategies regarding drugs consumption at different levels (European, national, regional, local).</p>
<p>6. Targeting and access Target groups, limitations of access to the action</p>
<p>The target group of EC actions is people aged over 18 and (potentially) drug-users. Access to this target group is guaranteed through personalised attention services in party contexts and places where young people can go and test their drugs, ask for information and clarify doubts.</p> <p>EC has also widened collaboration with other relevant stakeholders such as night life professionals and other groups outside the party contexts to whom the risk reduction perspective is also useful. To this end, EC provides specific training sessions to a wide range of professionals from different areas such as health, education, youth justice and other community agents, including parents.</p>
<p>7. Funding and resources</p>
<p>EC activities are financed by different public administrations: the European Agency for Health and Consumers (EAHC), the Ministry of Employment and Social Security and the Ministry of Health and Social Services at the national level, as well as by the local and regional governments.</p>
<p>8. Results, effects and success factors Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.</p>
<p>EC publishes an annual report on the activities carried out by the association during the year, but there are no indicators on their impact. Yet, the fact of having received an award and having implemented this project in other countries displays the interest that this project has awakened on the basis of successful results.</p>
<p>9. Potential transferability</p>
<p>EC staff is mainly formed by youth members working on a voluntary basis (activists) and a small number of employees who are responsible for coordination tasks. According to the Spanish law, volunteers are rewarded with allowances when developing EC activities. In order to replicate this action elsewhere, specific training on drug testing and risk reduction strategies should be provided to new staff undertaking these activities. The drug-checking service of EC includes different types of analysis: the colorimetric tests, the thin layer chromatography and the gas chromatography associated with mass spectrometry.</p>

The budget and technical and human resources required vary depending on the type of activity to be implemented. Drug testing and advice service in leisure areas such as festivals do not require much investment because the colorimetric tests are economic, although the results are not very comprehensive.

EC was born as a bottom-up initiative, that is, most of the original members were young people well aware of the risks of the party-scene in Barcelona. One of the most important success factors of the action to take into account for the transferability is that action promoters are close to potential users of the service in terms of age and with experience in drugs consumption. This is highlighted as one of the main factors ensuring access to target groups. On the other hand, communication and awareness raising strategies should be adapted to local patterns of consumption in order to match the needs of target groups.

Public (political) support is required but at the same time, it is important to allow independence for deciding the content and the approach to their campaigns. It should also be noted that some national legislations do not allow drug-checking (in Spain there is a legal gap in this regard which has allowed public institutions to tolerate and even support this kind of policy intervention).

EC has experience in supporting and giving advice in other contexts (Europe and Latin America). However, the organisation could currently only provide remote assistance and eventually travelling to the other city due to other commitments.

Forn de Teatre Pa' Tothom	City: Barcelona
1. Short description with main objectives and activities	
<p>This is a pioneer association in implementing the methodology of the Theatre of the Oppressed as a technique of social intervention. It develops different projects for the advancement of human rights and is aimed at the eradication of discriminatory practices from a clear cut political commitment. It also acts as a theatre academy addressed, among others, at young people in deprived neighbourhoods of the city, such as Raval. It includes projects of social intervention such as workshops in public schools of disadvantaged areas, Theatre Forum and workshops with vulnerable groups such as prisoners, drug addicts and disabled people, using theatre as a tool for improving social capabilities and self-esteem.</p> <p>Regarding the training activities, Pa'Tothom provides 2-year-courses in Drama and Theatre of Social Intervention as well as workshops, intensive courses and apprenticeships. The school has recently started to offer training courses of theatre for school instructors.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>In the context of their educational activities, Pa' tothom addresses the concerns of young people and how to collectively deal with them through theatre (e.g. family and gender relationships, racism, housing and police abuse). The innovative character of these actions is that they tackle processes of social exclusion and inequalities affecting specifically young people. These take part both in the conception and development of the piece of theatre inspired by their own experiences. This way, participants get a broader perspective which allows the adoption of a critical stance to social issues.</p> <p>+ empowerment, recognition and visibility, engagement in issues happening in the neighbourhood.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>Pa'tothom was born from the efforts of people from the field of theatre and committed to the neighbourhood of Raval. The structure of the association is quite simple and informal since it basically consists of two people in charge of managing the association and conducting the workshops and training courses. However, they also count with a couple of apprenticeships who provide support in the group of young people.</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p> <p>The scope of the activities of this organisation reaches the whole city of Barcelona and the outskirts.</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>	

Since it was founded in year 2000 the main change in the development of the action from original planning has been an increased use of external funding (public and private). The association is also part of networks of associations which are committed to social demands (e.g. provision of health assistance to undocumented migrants).

6. Targeting and access

Target groups, limitations of access to the action

The activities of the association are targeted to vulnerable groups who may experience different kinds of exclusionary practices. The association pays special attention to young people at risk of social exclusion and awards them with grants so that they can undertake training activities for free. Access to these target groups is achieved through agreements with youth centres and schools, and especially through informal word of mouth. This is the main way of advertising the activities of the association and attracting new members.

7. Funding and resources

Pa' Tothom counts with public sources of funding stemming from social programs of the local government and private sources like the fees of interpretation courses. They have also received European funds for certain projects and have used crowd funding campaigns to finance the widening of activities abroad.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Firstly, the association provides accessible cultural activities to young people who otherwise would not have access to. Furthermore, participating in this kind of activities promotes the collective reflection on social issues. It also allows young people to improve their social capabilities and dealing with specific problems arising in the transition to adulthood.

9. Potential transferability

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

The most important factor for a successful transferability would be the presence of an experienced practitioner in the field of the theatre of the oppressed and a group of young people willing to learn this artistic discipline. This methodology can be applied to very heterogeneous groups of young people, as it allows addressing a wide range of problems (e.g. disabilities, addictions, violence, ethnic rivalries) through collective reflection and mutual support. The expected duration of all the activities involving the conception and the definition of the piece of theatre is around one year.

Kasal de Joves de Roquetes	City: Barcelona
1. Short description with main objectives and activities	
<p>Kasal de Joves de Roquetes is a youth centre which belongs to the municipality, but is managed by a youth association which offers a wide programme of activities (e.g. concerts, exhibitions, workshops, training courses) and spaces of support to youth initiatives, such as music bands. The aim is to foster a space of socialisation, the development of skills and abilities and the engagement in collective issues affecting the neighbourhood.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p>	
<ul style="list-style-type: none"> - Contributes to the “normalisation” of activities conducted by young people, sometimes on the edge of legality or affecting the coexistence with other neighbours - e.g. gangs, graffiti, skateboarding - by channelling their interests into something socially valuable (e.g. conciliation of youth gangs formerly in conflict through the production of music: “United by the flow” - and the self-organisation of skaters for the preservation of neglected public infrastructures: “Hell curving”). - Offers alternative ways of leisure not related to consumption but involving the self-responsibilisation of youth, which can be especially useful for those who are unemployed or feel unmotivated - It also provides training courses, which can facilitate access to employment in a context of high levels of unemployment (cause of inequality) - The engagement in the neighbourhood promotes a sense of identity favouring mutual trust 	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p>	
<p>This youth centre was established in the late 1980s as a bottom-up initiative of young people who claimed a space of and for young people in an area much neglected where the City Hall hardly invested in social policies. After making much pressure, the municipality provided a facility and since 1993 it is managed under the formula of citizens’ management. This has resulted in a progressive institutionalisation; however, it still maintains an informal character. The emergence of the centre was possible thanks to the wide and rich social network of associations which have been working together to achieve social infrastructure in the neighbourhood.</p>	
4. Territorial scope	
<p>Neighbourhood, city, national, European level</p>	
<p>The youth centre is much focused on the neighbourhood (Roquetes), but at the same time connected to other youth centres of the district of Nou Barris and the city.</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>	
<p>Self-management of public socio-cultural facilities by young people is a genuine bottom-up social innovation initiative rooted in the social movement of the neighbourhood since the early eighties. However, it is only recently that it has become more institutionalised and enforced by platform of associations responsible for the management of different public facilities.</p> <p>The main difficulties in the evolution of the association since its constitution are related to the “generational renewal” of the original group of members. This is partly solved through the</p>	

professionalization of the staff directly responsible for the day-to-day management of the structure. On the other hand, although this formula is now recognised by city authorities, in some cases its implementation is being challenged by current attempts of the city council to launch open calls which would allow private companies to take over the management of these infrastructures.

6. Targeting and access

Target groups, limitations of access to the action

It is targeted to young people. Since the outset of the economic crisis it is acknowledged that more and more “older young people” are visiting the youth centre, as a result of the high levels of inactivity. There are no accounts of limitations of access. However, there are some who feel closer to such centres because of the atmosphere, personal motivations, music trends, hobbies.

7. Funding and resources

The property of the youth centre is of the city council, it provides the financing of the management of the infrastructure through subsidies or by signing of a financing agreement.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

There is no formal indicator of the impact of the activities carried out by the “Casal”. The bulk of its activity is in the field of youth culture (skating and especially music), although there is also a range of formative activities for young people. The main outcome should be assessed in terms of community building, contributing to the integration of young people in the neighbourhood, channelling their demands but also identifying emerging ones, as well as conflict mediation.

9. Potential transferability

- What is needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

Youth centres are not innovative per se and exist in many other European cities. What is innovative in the context of Barcelona is the formula of public youth centres managed by youth associations connected to the demands of the neighbourhood and willing to be responsible for that centre, organising youth activities. In this sense, to transfer such an initiative, a prerequisite would be the existence of a group of young people willing to manage a centre targeted to young people and a public facility devoted to this. Coordination would be needed between the youth association and the city hall.

Budget: Initial funding is needed from the municipality to adapt the space into a youth centre and provide the youth association with some resources to launch activities. In parallel, the youth centre should find ways of self-management to cover other expenses. If a youth centre managed by the public administration already exists, management could be transferred to a youth organisation, setting up a contract with terms and conditions.

Timing: This depends on the departure point of the city in terms of availability of facilities and the existence of a youth organization. To get it started once the terms and conditions are agreed more than six month would probably be needed, for which it may be out of scope for Citispyce pilots.

There is availability of young people involved in the project who could advice and support the transfer.

Masoveria urbana	City: Barcelona
1. Short description with main objectives and activities	
<p>This is an alternative form of housing which is inspired by the traditional form of tenant farmer used in rural areas, where the tenant is responsible for taking care of the country house and the lands owned by someone else whilst he/she lives in the house. This is a very specific figure in Catalonia, where this kind of tenant farmer is called “<i>masover</i>” and does not exist in the rest of Spain (therefore, no translation into Spanish available and it is also difficult to translate it into English). This figure is now applied in the context of the city using the same idea: to renovate and maintain an old house which is owned by someone else and in the meantime you can live in the house without paying rent. It is understood that the payment is done with working hours devoted to the renewal of the house. This is formalised under an agreement between the landlord and the tenant, specifying the terms and conditions (e.g. years of contract, who pays the material, promotion of mediation as a method of negotiation). This is also understood as a ‘transfer of use’ of empty buildings which are neglected or underused.</p> <p>We present the case of the first house doing ‘masoveria urbana’ in Barcelona, ‘La Mula’. They are currently still in the process of renewing the house (they started in 2012), as it was in very bad conditions. In the future, they would like to implement some projects apart from the internal project of community life between them:</p> <ul style="list-style-type: none"> - create a point of information and advice in issues of ‘masoveria urbana’ - set up a space to be used as a kind of small youth hostel, where people can stay and pay in exchange of hours devoted to the renewal of the house - promote a good relationship with the neighbours and organise events of socialisation 	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>Although this is a very incipient initiative, there is growing interest in using this form of housing, as it provides an alternative to the two main options of housing in the city and the country: property or rental. This hybrid form of housing is innovative because it offers an option of housing in-between and is also an alternative to social housing for those who cannot access it or are not willing to. The innovative character is also related to the fact that it tackles a main concern among young people in the city which is access to housing. It also fits well in the context of Barcelona, with many empty houses and no strong regulations which penalise landlords. It is also innovative because it has hardly been applied in urban contexts and being the first case in Barcelona.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>This initiative has arisen as a bottom-up measure by a group of friends who decided to look for housing alternatives. It is still a non-institutional initiative, but it has been formalised under a rental contract of ‘masoveria urbana’.</p>	
4. Territorial scope	
<p>Neighbourhood, city, national, European level</p> <p>This case is located in the district of Horta-Guinardó, but it could be applied to any other area within the city.</p>	

5. Actors involved and implementation

Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.

Apart from the group of young people who decided to start this project, they received the support from a Catalan cooperative (*Cooperativa Integral Catalana*) in contacting the landlord and mediating the process to sign a contract and establish the terms and conditions. This cooperative also provided contacts of architects and engineers that helped them in renewing the house with their technical knowledge. The coordination with this cooperative has been very important due to the lack of institutional support in this kind of housing and the lack of tradition in the city (barrier for implementation). In this case, the contract is for five years and can be extended yearly if both parts are willing to on an unlimited basis.

6. Targeting and access

Target groups, limitations of access to the action

This modality of housing is open to everyone and up to the group of people willing to implement it. Yet, it is true that since it is not a widespread practice, it may not be an accessible alternative for those young people more at risk of social exclusion. Due to the non-institutionalisation of this practice, it requires being connected to associations that might provide support in case of difficulties when mediating with the landlord.

7. Funding and resources

In terms of funding, the group of youngsters decided to organise a crowd funding campaign to gather money (about 5,000€) to get construction material and renovate the house. They have also used the 'Bank of Time' of Barcelona to get volunteers and people interested in offering their skills and time. Otherwise, the main resources have been in terms of workforce by the group.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

It proves to be an effective alternative of housing for those who don't have many resources to pay rent. Despite difficulties in contacting the landlord (as it was an old and lonely woman with no relatives and social services did not want to facilitate her contact details), the cooperative CIC has helped them in achieving this. It has also been successful in terms of attracting the attention of other people willing to apply this model as well as the support from neighbours who at the beginning were more reluctant and interpreted it as squatting. Thanks to the mediation, they have slowly built trust and neighbours have helped them getting the minimum conditions to live in the house with material, food, etc.

9. Potential transferability

This form of housing could be easily transferred in terms of budget, as it does not need much funding other than what is needed to renovate the house and this may depend on the conditions of each house. In this sense, the requirements are the availability of empty houses and landlords willing to establish an agreement with a group of people. This practice might already exist in other European cities, as there is more tradition of hybrid forms of housing. However, where this does not exist yet, it could be an innovative form of housing. Since it is an agreement between the tenants and the landlord, the administration does not play a big role. Yet, political support in terms of easing mediation (e.g. facilitating details of the landlord) and promotion (e.g. point of information, provision of models of 'masoveria urbana' contracts) would help in spreading this practice among a wider target group.

BIRMINGHAM: Descriptions of practices

Beatfreeks	City: Birmingham
1. Short description with main objectives and activities	
Social enterprise developing young people and spaces through arts, media, training, enterprise and leadership opportunities.	
2. What social needs does it address and what makes it innovative?	
Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project	
Encourage young people to address social issues through performing arts in order to benefit the broader community and bring about social change. Offers paid 'training on the job' opportunities to young creatives to enable them to develop as freelance artists but at the same time facilitates engagement of young people in social and political dialogue with their peers	
3. Level, origin and structure	
Individual/social, Bottom-up/top-down, Formal/informal structure	
Bottom up. Collective of young creatives; group formed by a charismatic individual.	
4. Territorial scope	
Neighborhood, city, national, European level	
City and potential for national and international level	
5. Actors involved and implementation	
Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.	
Anisa (founder) Various young creatives from around the city engaged as volunteers, performers, apprentices, members of steering committee etc. Founded in January 2013 and incorporated as non-profit organization in June 2013, continued to flourish and gain more funding over last year.	
6. Targeting and access	
Target groups, limitations of access to the action	
Young people in formal and informal educational and community environments in Birmingham and beyond. Funders & policy makers.	
7. Funding and resources	

Social enterprise- combination of grants and earned income from fees for work undertaken. Draws on the pool of young people in the city who are using their creative talents as a means of achieving some form of financial independence and reducing reliance on social welfare system. Is becoming a sustainable business model.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Promoting the performing arts sector

Nurturing young people's creative capacities

Brokering engagement between creatives and public bodies

Inspiring young people to perform, train, lead, address social issues and enact social change in their communities and beyond.

Offers a voice to young people through the participative workshops the company leads

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

The model is capable of transfer because of the way in which it is set up. It does not depend on ongoing public funding. It needs small start up grant and then earns income to pay team of young creatives by securing contracts from business, education and public sector. Pool of talented creative young people, a leader with drive and networking skills.

The key individuals are available and keen to offer advice and support for transfer.

The Loft	City: Birmingham
1. Short description with main objectives and activities	
<p>Pop-up arts space in the city centre hosting artists and their exhibits. Also offers desk space for hire by creative who do not wish to work from home or coffee shops.</p> 	
2. What social needs does it address and what makes it innovative? Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project	
<p>Independent of public funding; brings together an eclectic mix of people who all contribute to the project's development; employs social media to publicise and connect with disparate interests including the local authority.</p>	
3. Level, origin and structure Individual/social, Bottom-up/top-down, Formal/informal structure	
<p>Bottom up; collective although initiated by a charismatic individual</p>	
4. Territorial scope Neighborhood, city, national, European level	
<p>City</p>	
5. Actors involved and implementation Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.	
<p>Yinka (originator) Various young creative from around the city Attempting to broker relationship with the local council on behalf of a wider collective of creative.</p>	
6. Targeting and access Target groups, limitations of access to the action	

Young creatives
Funders & policy makers

7. Funding and resources

Self-generated
Initial start-up funding from Deutsche Bank and UK Government start up loans initiative.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Promoting the creative arts sector
Nurturing young people's creative capacities
Brokering engagement between creatives and public bodies

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

This is currently being explored in meetings with Birmingham City Council. Further information will follow.

1. Short description with main objectives and activities

Midland Heart is a major Housing Association in the UK based in Birmingham with a large number of housing projects and support initiatives for their clients. Its aim is to support those who need help to live independently, from the elderly to vulnerable young people. It has created a different individually targeted approach to making disadvantaged young people more employable. It provides work opportunities/apprenticeships which have minimal conditions attached – ‘show enthusiasm and stick to the rules’. The aim is to make them ‘work ready’ It involves mentoring and peer mentoring as well as training for qualifications.

From the experience of dealing with the needs of many disadvantaged young people’s housing needs, Midland Heart acknowledges that it has to provide much more than accommodation if these young people are to move on from this environment. Lack of basic educational qualifications and low levels of practical and social and emotional skills mean that they have fewer chances of escaping the benefit trap and achieving self-sufficiency in their lives. The organisation is not confident that the current top down, government-led initiatives to support young people into work are effective at reaching those who face multiple disadvantages and has developed its own flexible work experience programme which can be tailored to individual needs and circumstances: Back on Track. It is all about supporting young people in their career ambition and doing it in a way that works for them.

Back on Track is not a work experience programme. It is about getting into an apprenticeship that will kick start a younger person’s career, getting the skills they need, and help them get a qualification and experience. Midland Heart asks for one thing in return which is enthusiasm and a promise to stick to the rules. Midland Heart promise to stick with its apprentices and help them by providing real work and giving them and their family the support they need to succeed.

All apprentices work towards their NVQ in a skill that will help them in the job that they want. In addition, they learn interpersonal skills which are seen as equally important e.g. time-keeping, respect for others, complying with instructions etc.

2. What social needs does it address and what makes it innovative?

Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project

It is innovative because it seeks to address one aspect of inequalities which if removed or countered might improve others. Helping a young person become ‘work ready’ gives them a better chance of obtaining a job or a training place which in turn empowers them and makes them feel that they may be able to fit into the norms of civil society. It helps bridge the social distances which such young people often experience. It builds their human and social capital and improves their potential earning capacity.

The project is founded upon mutual trust and respect. The only conditions are that the individual must be enthusiastic and stick to the rules! That is empowering in itself.

<p>3. Level, origin and structure Individual/social, Bottom-up/top-down, Formal/informal structure</p>
<p>This initiative is top-down, instigated by senior managers in the organisation. Different elements of support are provided within a formal structure but the relationships between the young person and his mentors is usually informal and 'light touch'.</p>
<p>4. Territorial scope Neighbourhood, city, national, European level</p>
<p>Apprentices are in placements across the whole business – this means in neighbourhoods across the city.</p>
<p>5. Actors involved and implementation Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>
<p>Senior management down to individual employees across the business are the key actors engaged with apprentices. The barriers to implementation may be cost but the scheme seems to be embedded in the organization which believes that the investment is worthwhile for benefits in the longer term. Drivers for implementation include frustration with perceived limitations of current public sector support programmes for young people, a desire to treat the housing problem of a young client through an holistic approach to his/her needs and to tackle what is seen as a key symptom/cause of their inequality – their inability to compete in the current labour market.</p>
<p>6. Targeting and access Target groups, limitations of access to the action</p>
<p>Disadvantaged young people in Birmingham and beyond.</p>
<p>7. Funding and resources Especially related to</p>
<p>The project is funded by Midland Heart. There are no specific details of the costs but the NGO estimates that the Back on Track apprenticeship scheme could save the UK government £1.8million across areas of crime, health and welfare payments over a two year period. That means for every £1 invested there is a £5.60 benefit to society.</p>
<p>8. Results, effects and success factors Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.</p>
<p>· From Midland Heart: Our interim evaluation already shows that Back on Track is working. An overwhelmingly high proportion have embraced the opportunity and shown a drive to do well. We have seen aspirations grow and heard powerful accounts of the difference it has made to them, their families, their friends and their communities.</p>

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

What is needed:

An NGO or public sector body prepared to adopt different approach to training and development of young people facing inequalities.

Funding for training of trainers.

Guidance from Project organisers on set up and implementation.

Challenge will be to find work experience opportunities and gaining the trust of young people to engage.

It would take time to set up and there would be limited opportunity for evaluation of its impact except for qualitative assessment of apprentices' progress in their vocational and social learning.

It is potentially fundable under ESF but intervention cost per beneficiary may be high.

Dolce Lounge	City: Birmingham
1. Short description with main objectives and activities	
<p>Coffee and dessert lounge in the city centre which offers a range of non-conventional trendy beverages like bubble tea, mocktails etc. Aims to emulate an Italian coffee house and provide a space for young BME women.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>Independent of public funding. Innovative as it's first of its kind in city centre and not inner city. Provides a safe space particularly for young women and young entrepreneurs to meet and network (specifically BME).</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>Individual Bottom-up</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p> <p>City</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p> <p>Kamila and Mariam - Aston University Business graduates, seek to provide safe space in city centre for networking as well as for young female entrepreneurs to grow their brands – they provide them space and in return get free social media marketing.</p>	
6. Targeting and access	
<p>Target groups, limitations of access to the action</p> <p>Young people, in particular BME women, young entrepreneurs.</p>	
7. Funding and resources	
<p>Self-generated (family and friends).</p>	

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Providing space for young people to explore and grow entrepreneurial ideas and also network outside of the inner city.

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

Funding would be the main limitation as would availability of the space.

But concept could be transferred to neighbourhood level if policy-makers were keen to create/support attractive 'safe spaces' to enable women to come together and network.

Little Miss Creative	City: Birmingham
1. Short description with main objectives and activities	
<p>http://www.wearelmc.com/</p> <p>Selina Brown Runs a Women’s networking and empowerment initiative that straddles different areas of the city, ethnicities, sexual orientation, class, age etc.</p>	
2. What social needs does it address and what makes it innovative? Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project	
<p>Independent of public funding, although intends to appeal to range of funders including public, private and philanthropy.</p> <p>Enables women to connect with various different issues, other peoples and ideas to help tackle social issues affecting them.</p>	
3. Level, origin and structure Individual/social, Bottom-up/top-down, Formal/informal structure	
Bottom up; collective although initiated by a charismatic individual	
4. Territorial scope Neighborhood, city, national, European level	
City	
5. Actors involved and implementation Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.	
<p>Selina Brown (originator)</p> <p>Various young women from around the city and beyond. There is a chapter in New York planned.</p>	
6. Targeting and access Target groups, limitations of access to the action	
<p>Women</p> <p>Children (through schools)</p>	
7. Funding and resources	

Self-generated

Funding from agencies who engage them to deliver services.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Promoting women

Nurturing young people's creative capacities

Brokering engagement between different groups; with public bodies and across the city.

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

This is currently being explored in meetings with Birmingham City Council. Further information will follow.

BRNO: Descriptions of practices

Ethnic Friendly Employer brand	City: Brno
1. Short description with main objectives and activities	
<p>The objectives of this project are: i) the removal of external barriers to active involve members of ethnic minorities, especially Roma men or women, into society, through the dissemination of the principles of non-discriminatory behaviour on the labour market and in the public sphere, ii) promotion of a positive image of Roma workers, and especially iii) dissemination of equal-friendly culture among employers. More generally, the aim is to promote the principles of equal treatment and a non-discriminatory environment.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Development and spreading of the concept of Ethnic Friendly Employer among employers through the activities of certificating bodies (NHOs). A manual was prepared for this purpose (methodology for awarding and distribution). • Development and spreading the concept of Ethnic Friendly institution in the public and non-profit sectors. • Campaign aimed at employers to support the concept of equal approach (key tool are websites: www.ethnic-friendly.eu). The campaign invites employers to apply for EFE brand. • Public relations campaign for the reduction of negative perceptions among Roma citizens (broadcasting, TV spots like 'Roma people work and want to work', printed media). • Media coverage of examples of good practice in the employment of Roma men and women (broadcasting, TV spots, printed media). 	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>Counteract one of the key causes of inequality: discrimination, promoting mutual trust an social relations. Dimensions: bridging social inequalities, empowerment and trust.</p>	
3. Level, origin and structure	
Individual/social, Bottom-up/top-down, Formal/informal structure	
Top-down mixed with bottom-up, social with individual level, formal with informal structure	
4. Territorial scope	
Neighborhood, city, national, European level	
City level since 2005, and promoted to national level since 2011	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p> <p>Since 2005: IQ Roma service (NGO), since 2011 also Romea, a.s., Charita Olomouc – these partners were needed to spread the project to the national level</p> <p>Employers competing for EFE brand and certified employers</p> <p>Cooperation with the employers is crucial</p>	

Patronage of the Ministry of Labour and Social Affairs, Ministry of Industry and Trade
Cooperation with municipalities and employers' associations

Barriers: Lack of trust between employers and certificating NGOs, lack of trust to the employers among Roma people and discouragement

Drivers: Mutual trust among partners (employers and NGO), trustful and experienced NGOs
Support and preparation of the potential employees through Centre for counseling (IQ Roma service) and employment as a pre-condition to convince the employers.

6. Targeting and access

Target groups, limitations of access to the action

Employers: private and public sector, NGOs. Limitations: prejudices and lack of trust

7. Funding and resources

Especially related to

The project is supported through PROGRESS (EU). No special budget needed (but personnel resources to manage the project are necessary), media campaign is useful, this may be possibly realized through co-operation with public media interested, without special costs.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

The proposed project has created a set of tools for reducing discrimination in the labour market. Developed tools are applicable across the European area, not only because xenophobia and discrimination against Roma people is a Europe-wide issue.

Package products (concept Ethnic Friendly employer, implementation methodology, websites, printed materials, information, flash drive) may assist in the creation of similar activities in other contexts. Everything is available on www.ethnic-friendly.eu.

Ethnic Friendly Concept institution has the potential to serve as a methodological guide for managers of public institutions in setting standards and improving the culture of their institutions. Background to the concept is available at <http://www.ethnic-friendly.eu/node/46>.

The package of products: media campaign for its positive responses can serve as a model for meaningful spending of money on presentation on reducing discrimination.

Since the project is running 60 employers have got EFE brand which increases their positive image in the eyes of the public, state and municipal authorities, employees, and their business partners. The principle of equal access to employment is promoted at the same time.

9. Potential transferability

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

Partnership with employers to start the project is needed, visibility - media campaign useful
Limitations: time for building partnership is needed.

Engagement of trustful NGOs as certificating authorities is the key pre-condition

Key individuals are able to advice the transfer but in a limited extent (due to work overload)

Gendalos (The mirror)	City: Brno
1. Short description with main objectives and activities	
<p>Objectives: The aim of the project is to support Roma pupils to study at secondary schools by providing them guidance and assistance by pedagogical specialists from the Centre for education and also direct financial help in covering expenditure on enrolment fees and school material like books, notebooks, and also by organising and supporting exchange stages and inclusive free-time activities. Directed at youth aged 10-26.</p> <p>Activities: Financial support, pedagogical assistance including additional (home) teaching and language courses (65 professionals and 22 volunteers are involved in this).</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>Causes of social inequalities: lack of human capital, unequal access to education, lack of financial resources for education, lack of family support in education.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>Social (mixing with the individual) Top-down (mixing with bottom-up) Formal structure (mixing with informal)</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p> <p>City</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p> <p>The programme was established in 2011 within the funding programme for higher education of Roma but soon it merged with the activities supporting education of the NGO involving:</p> <ul style="list-style-type: none"> - school counseling, career counseling, connection (education-work) counseling - teaching and additional and home teaching, supervision, coaching - leisure time activities, social involvement activities <p>(the other connected package of the regular activities is labeled as 'Gate to education')</p> <p>Actors: IQ Roma service (key actor) Foundation Terezy Maxové Foundation Vodafone, Foundation GE Money Newton Media</p>	

Individual donors (support in access provided by web pages)
6. Targeting and access Target groups, limitations of access to the action
Motivated Roma pupils, the number is limited due to the available resources.
7. Funding and resources Especially related to
Budget is needed for the programme of pedagogical support and fund for economic support Personal resources are important, as well as an experienced and trustful NGO.
8. Results, effects and success factors Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.
Yearly about 15-20 Roma students get financial and pedagogical support. A similar number is not successful due to a lack of resources and waiting for the support. Many other Roma students get pedagogical support from Centre for education: more than 210 get individual learning, more than 100 counselling about further education, more than 300 group career counselling, 20-30 clients enter secondary schools per year.
9. Potential transferability (towards WP6) <ul style="list-style-type: none"> • What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)? • Potential limitations of transferability: time and budget • Who needs to be engaged to make the transfer happen? (e.g. political support) • Are the key individuals involved in the project able to advice and support the transfer?
Budget is needed to run the Centre for Education Trustful NGO is the key actor capable of implementation Advice for transfer is available but in a limited extent (due to the work overload).

Complex approach to employment of Roma	City: Brno
1. Short description with main objectives and activities	
<p>Objectives:</p> <ol style="list-style-type: none"> 1. to support the principles of equal treatment, to intensify non-discriminatory environment, to increase awareness of the significance of equal treatment with use of positive examples (addressing inequalities - discrimination) 2. to increase labour market chances of the most disadvantaged, to mediate existing jobs to those who lack competence or possibilities to find them, to increase capabilities of job-search among the target group, to improve media pictures of the target group and chances to be well-accepted by employers, to create a functional system of cooperation among the institutions dealing with Roma employment 3. to make Roma more self-confident and more interested in co-operation and in gaining regular jobs (in particular those excluded from the labour market) <p>Activities: ‘Triangle’ of the mutually reinforcing projects/activities: -Project Ethnic Friendly Employer Brand -Activities of the Centre for Counselling and Employment of NGO IQ Roma service (counselling and diagnostic activities, defining the competences of the clients, training activities aiming to improve clients’ orientation in the labour market, job-search and job-retention competences, co-operation with employment-office (ALMPs), co-operation with the employers -Media campaign directed at the Roma community (especially at those excluded from the labour market)</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>Counteract the complex causes of inequality: discrimination, lack of mutual trust and social relations gaps in human and social capital, lack of empowerment</p> <p>Dimensions: bridging social inequalities, empowerment and trust Innovative aspects: Complexity of the approach to inequalities Focus on most disadvantaged Individual/personal treatment (case-work)</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>Social level (mixing with the individual level); Top-down (mixing with the bottom-up process); Formal structure (mixing with the informal structures)</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p>	

City of Brno, South-Moravian Region (other cities like Břeclav, Vyškov) and national level (Ethnic Friendly Employer)

5. Actors involved and implementation

Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.

NGO IQ Roma service, cooperation – employers, employment office

Link to other projects (Ethnic friendly employer – cooperation with other NGOs at the national level)

Barriers – effectiveness of the co-operation with the other actors and their involvement, e.g. employers at the first place.

Drivers – existing social potential of the local community and the NGO involved, networks of co-operation already established

6. Targeting and access

Target groups, limitations of access to the action

Target group: Long-term unemployed Roma, employers both in private and public sectors

Access is voluntary

Limitations: in-take of co-operative employers is a difficult exercise. Discouragement and lack of self-efficacy among the target group

7. Funding and resources

Special Budget needed for the Centre, it is financed from Ministry of Labour and Social Affairs and municipality (about 40,000 EUR per year)

Ethnic Friendly Employer Brand project needs specific budget (ESF funding), nevertheless, implementation possible if human resources are available for this.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

There are about 250 clients cooperating with the Centre during a year who have been provided with assistance in job-search like counseling, assisted mediation, training activities etc.

About 50 clients of the Centre are placed during a year, the similar number completes the training courses, the gain of about 7-10 new ethnic friendly employers per year is evidenced.

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

Budget needed for running the Centre as well as experiences with most the activities described in point 1. NGO should be a key implementation actor, trustful for all the partners, mainly for the employers as well as for the target group of socially excluded. Advice and support of the transfer by key persons is possible but in a limited extend (due to their work burden which is considerable).

Learning by working	City: Brno
1. Short description with main objectives and activities	
<p>Objectives: to increase labour market chances of the most disadvantaged, to mediate existing jobs to those who lack competence or possibilities to find them, to increase capabilities of job-search among the target group, to improve media picture of the target group and chances to be accepted by employers, to create functional system of cooperation among the institutions relevant for Roma employment.</p> <p>Activities: Counselling and diagnostic activities aiming at job mediation and defining the competences of the clients, determination of the individual goals Since September 2013 Job Club opened as long-term form of job-search support (consisting from information activities and model training activities) Package of training activities for improving orientation in the labour market, job-search and job-retention, with emphasis on the group aged 16-24 Active labour market policy measures applied for support of long-term sustainability and co-operation Co-operation with the employers, including media campaign: the aim is to provide on-the job training by employers System of assessment of the activities and long-term impacts monitoring</p> <p>The project is a part of the complex work with Roma families.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>Gaps in human and social capital addressed – key causes of social inequalities Bridging social distances, improved access to employers</p> <p>Complexity of the approach, focus on most disadvantaged and individual/personal treatment represent the innovative aspects.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>Social Top-down Formal structure</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p> <p>City, South-Moravian Region</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>	

Started as a ESF project since 07 2012 (two year project)
Key actor: IQ Roma service, cooperation – employers, employment office
Link to other projects of IQ Roma service (like Ethnic friendly employer)

Drivers – formerly established social networks/potential of the community, significant role of NGO, ESF funding
Barriers – difficulties to develop an effective co-operation network, difficulties to guarantee sustainability of the project

6. Targeting and access

Target groups, limitations of access to the action

Long-term unemployed Roma, access voluntary
Limitations: in-take capacity

7. Funding and resources

Especially related to

Special Budget, financed from ESF
About 5 million CZK (200 thousand EUR) for a period of two years

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Project is in the process of assessment (it will be terminated in June 2014)
More than 500 participants (most of the long-term unemployed Roma, the rest inactive Roma, only several in jobs), one third of them are 15-24 old

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

Budget is needed as well as experiences with the activities described in point 1
NGO should be a key implementation actor (experiences necessary in the activities, trust of the other actors as well as of a target group)

Advice and support of transfer by key persons possible but in a limited extent (work overload)

Through Community Work	City: Brno
1. Short description with main objectives and activities	
<p>Objectives Implementation of the new methods of community work and work with families within the excluded neighbourhoods, with help of well-experienced partners from Slovakia. The partial objectives include: establishment of the community centre, support of labour market entry of the target group, expansion of the program preventing criminality, expansion of leisure time activities.</p> <p>Key activities Complex work with families: establishment of the community centre, expansion of individual and family counselling, self-development activities, leisure and social activities Expansion of the services of Assistance of criminality prevention: innovative forms of case work like individual plans, including work rehabilitation aimed to help to regain work habits and skills, special focus on ex-offenders, preventative programmes for children and youth Improvement of job-search skills, job search advice and counselling, support through infrastructure available at Drom During the project continuous co-operation and transfer of good practice with Slovak partner</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>The project counteracts the complex of causes of inequality: The project addresses the complex pattern of social exclusion – mutually reinforcing mechanisms (lack of employment, housing, education, human and social capital, trust, poverty, intergenerational transfer of exclusion, social pathology), all this implies symptoms like -discouragement -discrimination, lack of self-efficacy and social relations -gaps in social capital of empowerment -criminal experience of the participants</p> <p>Dimensions: bridging social inequalities, empowerment and trust</p> <p>Complexity of the approach to inequalities, focus on most disadvantaged (ex-offenders), case-work and work with family and community represent the innovative aspects</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>Social (and mobilising the individual level) Top-down (and mobilising the bottom-up) Formal structure (and mobilising the informal structures)</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p> <p>City, international partnership</p>	

5. Actors involved and implementation

Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.

DROM - pro-Roma agency supported by city council is the key actor, financing comes from ESF
DROM is the implementation agency

Slovak partner facilitates transfer of good practice

Cooperation with municipality bodies like schools, police, other, and employment office

Barriers

Lack of interest and involvement by the target group, discouragement of socially excluded people

Lack of possibilities to offer real work opportunities in the labour market or in ALMP schemes

Drivers

Motivated personnel in the project, support from the partners, possibilities to expand the already existing activities of DROM and to exhaust the existing know-how

Support and transfer of experiences from the Slovak partner

6. Targeting and access

Target groups, limitations of access to the action

Target group: socially excluded families and youth in the excluded neighborhoods in Brno, with special focus on ex-offenders

Limitations: discouragement combined with insufficient capacity for in-take into the project, low level of involvement of other actors like employers, employment office, the city council, and other

7. Funding and resources

About 200.000 EUR for the project within a period of 2 years (ESF, international cooperation scheme)

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

The reports by DROM indicate about 160 of clients who participate in the activities of the Community centre, a great part of them repeatedly.

In the case of more than 60 clients this is the long-term co-operation, this means typically more than 20 contacts with the Centre.

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

Special budget needed for running the project (see above)

Partnership with the partner and transfer of good practice would be useful

Political support by municipality needed (co-operation with various departments)

Advice and support of transfer by key persons possible but in a limited extend (work burden considerable)

HAMBURG: Descriptions of practices

Mentoring for Refugees	City: Hamburg Status: already running
1. Short description with main objectives and activities	
<p>Young Refugees in the transition phase between school and employment get a close counselling by students of social work from the Uni of applied Science Hamburg in cooperation with Professors and a partner NGO. The students (mentors) act as the refugees companion for different life situations like tutorials, applying for a training place, dealing with official documents, organising leisure activities and social networking. They even stay connected when the mentee found a training place.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p>	
<p>Young refugees in Germany are subject to multiple discriminations. They often face hardship concerning finding a training place and to finish the training successfully. The Project aims to support young people via stabilising all necessary life areas for a successful educational and labour market integration. Hence it addresses the need for support of young refugees in the following areas: civil rights, health, finances, housing, every day living, emotional/mental support, search for a training place/education/employment and keeping the place etc.</p> <p>It is innovative because it combines different actions and areas of support which are usually scattered over various stakeholders.</p> <p>It is innovative because students get involved as mentors during their education at university and get a close supervision by an NGO and their professors. Both groups benefit: students and young refugees.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p>	
<p>Top down, formal.</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p>	
<p>Cooperation between the NGO and the University at city level.</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>	

About eight students (of social work) are selected to participate in the program. They are brought together with 8 refugees in a one-to-one partnership. The cooperation between the students and the refugee lasts at least until the refugee found a training place and finished his/her education.

To ensure the quality of the partnership between the refugee and the student, the students are coached and counseled by an NGO and their University teacher involved in the project. For this, reports, seminars and supervision are held regularly.

Current program in Hamburg is running since 2008 with ESF funding approved till 2015. It is free of charge for refugees; mentors/students get an expense allowance for their counseling.

6. Targeting and access

Target groups, limitations of access to the action

Young refugees. Reach out to them via NGOs.

7. Funding and resources

ESF, BMAS (federal ministry of labour and social affairs,) Senate of Hamburg
Costs: 146,000 € /year.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

The aim of the project is:

- to ensure the success of education amongst young refugees via an innovative care and comprehensive counselling method.
- To empower the young refugees
- To bridge social and urban distances
- To help them be recognised, become visible and speak for their own
- Applied science in the field of social work with young refugees for students who act as mentors in the project.

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

Partners:

- NGO/stakeholder working in the field of social work with young refugees
- University with seminaries in the area of migration/integration
- Group of students and young refugees.

Budget: around 146,000 € /year.

Person for transfer of program: Maren Gag Passage, gGmbH; Ilka Tietjen, Basis&woge

Cultural Bus	City: Hamburg Status: Project idea
1. Short description with main objectives and activities	
<p>The idea of this project is to get young refugees out of their daily “environment” and show them “how the city works”. In this resource-oriented approach, the language of origin serves as a support, since classes about environment, politics, culture, etc. are held in their language of origin. The program includes city trips and site visits.</p> <p>Target group: The target group are adults, as children are more likely to get in contact with language and society via school or open youth work than people over 18 years old.</p>	
2. What social needs does it address and what makes it innovative? Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project	
<p>Young refugees (and their families) in Hamburg with a permanent residency permit are often excluded from society and only move inside a very restricted environment. This is caused by several circumstances. At first place, their German language skills are often non-existing and only improve very slow, as they have only few contacts to the world outside their shelter. This prevents them from involvement in social activities and of course is a big hurdle at the education- and employment market and their access to the German system. This certainly prolongs and hardens the process of settling down as the people are easy to lose confidence on the way.</p> <ul style="list-style-type: none"> • Bridging social and urban distances: Target group remains isolated from society even after long time in Germany. This causes exclusion. • Recognition and visibility: • Empowerment and trust: Without occupation, income and language skills, the target group easily loses confidence for integrating into society. By showing them how society works it will be easier to find access in different ways, reduce frustration and increase trust in their own capabilities. 	
3. Level, origin and structure Individual/social, Bottom-up/top-down, Formal/informal structure	
Bottom up - idea stems from young refugees.	
4. Territorial scope Neighborhood, city, national, European level	
Can be implemented in a neighbourhood/stakeholder first and then scaled up as a citywide model.	
5. Actors involved and implementation Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.	

- Funding: CITISPYCE and district administration and cooperation partners (companies, etc.)
- Contact an NGO/stakeholder that works with target group and has employees able to speak languages of origin of the target groups.
- Find different cooperation partners from public and private places/companies who support
- Hire a bus/ buy train tickets/ hire bikes and offer a program like:
 - “Policy and democracy”: Side visits of the town-hall and different institutions of political administration levels. People not familiar to democratic systems and freedom of speech/press will get the opportunity to get to know the (German) system.
 - “Culture/history”: Side-Visits at cultural sites, e.g. Museums, art galleries, theatres, churches, harbour, city tour and harbour cruise.
 - “Nature and environment protection”: After Hamburg received the *European Green Capital Award in 2011* a tour could highlight environmental protection and sustainability (waste separation, solar and wind energy, garden exhibition, beaches/rivers/lakes, Pflanzen & Blumen)
 - “Science”: another focus could be set on a “door to science” and visit Universities, innovative industry sectors (Airbus, HVV) and for example the Planetarium or Desy.
 - “Economy”: side visits of chamber of commerce and chamber of crafts.
- After the group has participated in the program they can get a **“certificate”** .
- Experiences can be shared on a “graduation” event. The program can be repeated regularly.

6. Targeting and access

Target groups, limitations of access to the action

Young refugees (and their families) in Hamburg with a permanent residency permit

7. Funding and resources

Especially related to

Funding: CITISPYCE and district administration and cooperation partners (companies, etc).

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Employability, empowerment, bridging social and urban distances.

The new knowledge about the system that they now live in will help the immigrants to better understand the requirements the society puts on them. Apart that they will get in contact with their neighbourhood and the wider city, they will get involved in social activities which connects them to culture and society more easily. After this it is easier for new-arrivals to feel as part of society and feel empowered about their own abilities to actively take part and shape their life in Germany. By the process of showing them their environment, they are empowered and **infantilization/stigmatization can be avoided** (discourse of a “parallel-society”). Also they get a break from the frustrating and stressful experiences in the unknown environment. In the end, German **language skills can be improved** much quicker.

- Certificate of participation
- “graduation” event/party

9. Potential transferability

This practice will be piloted within the project.

1. Short description with main objectives and activities

- **WhatsApp Groups:**
 - Some teachers create “class groups” where they share information or help.
 - Some students create these groups on their own.
 - They share help and e.g. YouTube tutorials.
 - Some people have friends-groups or groups for a certain purpose (football’s team)
- **Youtube Tutorials**
 - New form of social and educational assistance
 - It is used by formal and official places to put up tutorials and info-videos (authorities etc.)
 - It is also used by educational institutions to put up tutorials (teachers or universities that put on math classes).
 - It is also much used by individuals that put on tutorials for leisure time activities/fun (mainly male) or beauty and cosmetic (mainly female). These attract a massive amount of young people (strong influence), sometimes having millions of clicks and earning money with these videos.
- **Facebook:**
 - Mainly used for communication between classmates, friends and family members.
 - Sometimes it is also used for “writing for friendship” and to learn a foreign language.
 - Some teachers create “class groups” where they share information or help.
 - Some students create these groups on their own.
- **Online income:**
 - A new form of earning money as a young person is producing YouTube videos or tutorials.
 - YouTube or your advertising partner who places ads before the videos will pay you per click. YouTube Stars (fun videos/tutorials/gamer) can make a living with this. And even with a couple of thousand clicks it pays off several hundred €/month
 - Several young people in Hamburg were trying to make an income with this method.

2. What social needs does it address and what makes it innovative?

Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project

- Young people with disadvantaged backgrounds often have lower formal educational levels in their families or parents with difficulties in German language. This leads to disadvantages for them in school/education.
- Often, they do not get extra help/tutoring, etc., either because parents cannot afford it or because they have own things to worry.
- Also, today many young people no longer visit the “classic” places of open youth work like youth clubs, etc. They have new demands, their meeting spots became more fluent and often their social life relocated to social media platforms or instant messaging. This of course causes problems for the open youth work because it gets harder to reach out the target group.
- The use of social media is innovative:
 - because it can reach out the target group easier than a static program
 - It is easily accessible for nearly everyone, (Smartphones and wifi are cheap nowadays) and it does not depend on educational backgrounds of parents.
 - Also it builds a connection between young people due to its “social” character.
 - It is innovative because it is easy accessible for both male and female young people.

- It is innovative because everyone can speak freely, regardless of gender or religious/political orientation. For many young people with a migrant background this is a crucial point having been sometimes persecuted in their countries of origin. It is easier for young people to share thoughts and ideas with a broad group.

3. Level, origin and structure

Individual/social, Bottom-up/top-down, Formal/informal structure

Bottom-up use of public/open source structures.

4. Territorial scope

Neighborhood, city, national, European level

Individual level; School level; Online community level → new scope! The use of social media creates a new level of territorial scope. It is no longer limited to physical space, because users can connect to anyone and access information about anything from anywhere.

5. Actors involved and implementation

Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.

- Activity can start in school and accompany young people until they are grown up.
- It is a tool of self-organization. That means that no official cooperation between actors is necessary. Instead individuals have to organise themselves by e.g. creating a chat room, a homepage, a FB page and else.
- On the other side there have to be individuals/or organisations that put up information or tutorials on the internet.
- For professional homework help or tutoring that could be organised by public institutions (e.g. the Youth Jobcenter, a vocational training school, a network of local companies, universities).

6. Targeting and access

Target groups, limitations of access to the action

Everyone with access to internet via computer or Smartphone

7. Funding and resources

For self-organization no funding needed (individual wifi costs); For official YouTube channels and high-end video production: budget needed

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Results and effects: Access to knowledge; Access to tutorials and tutoring; Successful education; Learning of language via chatting and autocorrect; Connecting with class mates and teachers; Connecting with friends and family; Social and educational inclusion.

9. Potential transferability

Individual strategy by young people will not need official counseling. Nevertheless, teachers and official places can initiate the connection of their students to social media. Teachers might open Whatsapp or FB groups to get grips of their students and to show them new possibilities online e.g. YouTube tutorials.

Jugendberufsagentur (Youth Jobcentre)	City: Hamburg Status: already running
1. Short description with main objectives and activities	
<p>In 2012 the City of Hamburg started to establish the so called Youth Jobcenters in all 7 districts. They serve as a one-stop-shop for all young people in the transition of school into employment and coordinate career guidance, apprenticeships, job placements, and counselling. The Youth Jobcenter consists of teams of 1)the employment agency, 2)the U25 team of the Jobcenter⁶, 3) the district administrations for social services and 4) the supervisory agency for school and vocational education (BSB/HIBB) and collaborates with local schools. They now can be found under one roof and work hand in hand on each “case”. Until the age of 18, young people shall now be followed around by the team until appropriate actions or measures has been found for their transition into education or labour market. This innovation aims at reducing the number of unsuccessful training scheme careers and to shorten the paths to independence of young people.</p>	
2. What social needs does it address and what makes it innovative? Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project	
<ul style="list-style-type: none"> • This innovation should reduce the number of unsuccessful training scheme careers and instead lead to shorter paths to secure independence via vocational training or university graduation. • This approach is innovative because the center federates the services of four different agencies and thus works as a one-stop-shop for young people. It also optimize by so doing the existing resources and structures. • It is also client oriented in the sense that every young person is followed up until a future perspective has been found for him: “nobody should get lost” 	
3. Level, origin and structure Individual/social, Bottom-up/top-down, Formal/informal structure	
<p>This structure has been developed top-down and is formally set up by the City of Hamburg in cooperation with:</p> <ul style="list-style-type: none"> • the employment agency, • the U25 team of the Jobcenter, • the district administrations and the authority for social affairs, family, integration and • the supervisory agency for school and vocational education (BSB/HIBB). 	
4. Territorial scope Neighborhood, city, national, European level	
City wide. Each City district has one youth jobcentre.	

⁶ The employment agency helps people in their first year of unemployment. The Jobcenter helps the long-term unemployed and young people that haven't yet been working for a period of 12 month.

5. Actors involved and implementation

Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.

- Training and employment counselling starts in class 8 at the 59 neighbourhood schools, where every pupil gets one personal contact to the BOSO team (new built teams with members from the employment agency and staff from the respective school).
- If he/she needs further counselling concerning education, graduation, training places etc. there will be further appointments with the respective counsellors in the youth jobcentre.
- Every young person who has not found a place for education, VET or employment will be followed up by counsellors until this is accomplished (via phone call, sms, mail or personal contact)

Actors involved:

- City of Hamburg
 - the employment agency,
 - the U25 team of the Jobcenter,
 - the district administrations and the authority for social affairs, family, integration and
 - the supervisory agency for school and vocational education (BSB/HIBB)
 - secondary schools
- example for the centre in district Hamburg-Mitte: 70 people of different agencies involved)

4. Territorial scope

Neighborhood, city, national, European level

City wide. Each City district has one youth job centre.

7. Funding and resources

Especially related to

Funded by

- employment agency (101 persons: 7.4 Mio €/p.a)
- Jobcenter (174 pesons): 12.8 Mio€/p.a.)
- District administrations and the authority for social affairs, family, integration (15 persons for 5 years/4,2Mio €).

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

- Education,
- job placement,
- social counseling/dealing with difficult situations/addictions/poverty/health/housing/childcare

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

This innovation could be implemented on a district or on a city wide scale. Its implementation requires the building of a development partnership between existing communal services working for youth systemic integration. The involvement of communal politicians as well as stakeholders in the field of VET, transition from school to labour market is crucial for its transferability.

AOL Project	City: Hamburg Status: already running
1. Short description with main objectives and activities	
<p>AOL (Ausbildungsoffensive Langenhorn) is a cooperation between ProQuartier (a foundation of Hamburg's biggest housing cooperative) several companies, a vocational school and a provider of youth work. Basically, ProQuartier gives young people with difficulties finding a training place a contact to companies. If these companies recruit the young person as a trainee, it ensures them that the provider of youth work will back up if the trainee has any difficulties (emotional, cognitive, social, educational etc.) during its time of vocational education and training. This project was only established on a small scale and so far 30 people successfully found a VET between 2008 and 2012. It sees itself as an important connection between the first step of finding a training place (youth Jobcenter) and then managing to keep it.</p>	
2. What social needs does it address and what makes it innovative? Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project	
<ul style="list-style-type: none"> • Addresses the need of constant social counselling through whole training phase to ensure the employability of young people with difficult backgrounds • It is innovative because it coordinates different offers of several stakeholders for the interest of young people: a) companies that offer training places, b) a vocational school c) a provider of youth work and d) foundation by a housing company in the area (which holds all important contacts to companies and other stakeholders) and by that ensures a comprehensive counselling for the young people. 	
3. Level, origin and structure Individual/social, Bottom-up/top-down, Formal/informal structure	
Top-down, formal	
4. Territorial scope Neighborhood, city, national, European level	
It is neighbourhood related cooperation because the housing cooperative works closely together with one provider of social work where the young people are already connected to, even if the vocational school and the companies are in different areas of the city.	
5. Actors involved and implementation Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.	
<ul style="list-style-type: none"> • The Project aims to get local companies and vocational schools in contact with young people. • The foundation and the social worker stay connected to the young person until he/she finishes his/her vocational training. • If a young person has problems during this phase (finances, housing, health, family etc.) the social 	

workers provide support and also work hand in hand with the employer and the training school.

- The crucial factor is to ensure the financing of the social workers for the period of the case-work.

6. Targeting and access

Target groups, limitations of access to the action

- Young people (with migration background) below 27 years who dropped out of school/training or are unemployed.
- The foundation has a pool of companies and connects them to the young person via a stakeholder of youth work.
- The young person selected for this program has to be multiply deprived and in need for close counselling.

7. Funding and resources

Especially related to

- 2012+2013=60.000 funding by neighbourhood development program
- According to the head of the foundation, 1-2 hours counseling (by open youth workers) per person per week would be necessary and that would make an equivalent of 2.000€ p.a.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

- Young people with difficult life situations can keep up their training because of close and comprehensive counseling.
- Employees have a direct partner to talk to.

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

To transfer this program you need:

e) companies that offer training places,

f) vocational school

g) provider of youth work and

h) an organisation (in Hamburg a foundation of a housing cooperative) which connects the school, companies and youth work and ensures a comprehensive counselling for the young people.

It is crucial that the financialisation of the youth work is secured at least over the time span of vocational training for each individual. In Hamburg's case it would cost 2000€/p.a. per Person.

KRAKOW: Descriptions of practices

Mistrzejowice (Youth District Council)	City: Krakow
1. Short description with main objectives and activities	
<p>This project is aimed at third graders in lower secondary schools and the first and second classes of higher secondary schools from the area of the fifteenth district of Mistrzejowice in Krakow. The main objective of the project is to develop qualities and values of self-governance among the youth, thereby shaping pro-civic behaviours, encourage positive attitudes towards the modern civil society, and responsibility for own needs.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p>	
<p>The innovativeness of the practice stems from the fact that it is still fairly untypical way of addressing the prevalent need of civic education among polish youth, who are not interested in the actions of their community and tend to be completely alienated from the political sphere. The particular way that this project is shaped is also interesting because it targets mostly less engaged youth by selecting them during civic education classes.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p>	
<p>It is a social practice, with rather top-down approach (District Council and schools organize it). It is somewhat formalized (it is the professional responsibility of one of the employees of the youth centre) but it does not have a formal basis of other kinds (e.g. a district council act constituting it or a statute).</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p>	
<p>Neighbourhood level - the area of Mistrzejowice District</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>	
<ul style="list-style-type: none"> - Schools - District Council - Krakow Municipal Council 	

- Police, Municipal Guard
- City Centre for Social Assistance

6. Targeting and access

Target groups, limitations of access to the action

School pupils (third graders - lower secondary school, first and second-graders - higher secondary school).

The way that the practice is shaped does not make it very interesting for older youth.

Not much scope for voluntary participants (beneficiaries)

7. Funding and resources

Especially related to

Classroom in local secondary school and a room in the district council for the purpose of the meeting. Financial resources include only the salary of the counsellor - around 600 Euro annually (one twentieth of average salary in Poland)

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Difficult to assess - no quantified results. Many participants stand for elections to district councils at a later stage.

9. Potential transferability

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)

Are the key individuals involved in the project able to advice and support the transfer?

The practice seems to be easily transferable once the resources are committed and the appropriate counsellor is found. A few weeks is needed to draw appropriate syllabus for the meetings.

Obviously it is suitable only for larger cities with infra-municipal governing bodies (but it is imaginable for it to be established near municipal authorities).

It needs to have some minimal political backing (in order to give it the name - Youth District Council - the actual district council needs to be at least noticed about the fact) and of course the cooperation of at least one school.

The counsellor engaged in the activities of the council in Krakow is interested in supporting the transfer (does not seem to speak English)

Mój trener (My sports instructor)	City: Krakow
1. Short description with main objectives and activities	
<p>Multipurpose school playing fields for team games and tennis courts – program “Mój trener” (“My sports instructor”) addressed to large district communities as an alternative form of leisure for teenagers in the available school sports facilities and multipurpose playing fields. Within the framework of the program, highly-qualified coaches teach sports and recreation.</p>	
2. What social needs does it address and what makes it innovative? Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project	
<p>The work of the coaches is based on a streetworking technique which helps them to reach a wide scope of recipients. Innovative of this program:</p> <ul style="list-style-type: none"> - highly-qualified coaches teach sports and recreation for free, - classes take place every day including summer holiday, - classes are directed at everyone 	
3. Level, origin and structure Individual/social, Bottom-up/top-down, Formal/informal structure	
<p>Implemented in agreement with Krakow district authorities and addressed to large district communities especially for teenagers from there.</p>	
4. Territorial scope Neighbourhood, city, national, European level	
<p>Area of the entire Cracow city.</p>	
5. Actors involved and implementation Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.	
<p>Sports Department of the City of Krakow has been implementing the municipal “My sports instructor”</p>	
6. Targeting and access Target groups, limitations of access to the action	
<p>It is an alternative form of leisure for teenagers in the available school sports facilities and multipurpose playing fields. These activities can give them a good opportunity to spend some time</p>	

together and to get to know each other.

7. Funding and resources

Funding by Municipal of Cracow and Districts of the City of Krakow.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

An active social integration of teenagers, promotion of healthy lifestyle including physical activities, the program promotes group integration and physical education by fair play games, participants of the program are under supervision of highly-qualified coaches,

9. Potential transferability

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

“My sports instructor” program can be transferred to all multifunctional courts in of cities which have them. Especially to cities/ districts where chil-dren and teenagers from social communities are en-dangered by social exclusion

Free tuition for pupils	City: Krakow
1. Short description with main objectives and activities	
<p>The social innovation practice described is a kind of private tuition for the children from the primary schools (aged 7-13) in the neighbourhood provided by students of Salesians school (lower and higher secondary level for the age group 13-18). The objectives are several: increasing education level of pupils, integrating the Salesian school with the social neighbourhood, making it the element of integration activities within a peer group in the Salesian school and teaching pupils social responsibility.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>It addresses the need of social cohesion within the neighbourhood. The opening up for the children from the neighbourhood can help to increase the education level - and the education is one of the best ways of removing social inequalities connected to social background of pupils. As school acts in this way by itself, one may observe still the phenomenon of intergenerational path dependence - children of worse educated parents tend to be worse educated. In this context the free tuition decreases inequalities.</p> <p>The second aspect of this activity is a need for removal of a natural barrier between Salesians school which is exempted from the requirement of having to accommodate all interested children from a particular area and the other schools in the neighbourhood which are obliged to have such. The tuition activity removes the barrier between pupils of Salesians and their neighbours.</p> <p>Its innovativeness stems from the institutionalisation of tuition, which is typical way of helping each other in schools and in addressing the tuition to the pupils outside the school.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>Social, bottom-up, however there is a kind of tutor taking care for the group of young teachers and an institutionalisation at the level of the school (many Salesian schools encourage their pupils to help their younger colleagues in learning).</p>	
4. Territorial scope	
<p>Neighbourhood, city, national, European level</p> <p>The neighbourhood.</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p> <p>The private tuition started as the school was took over by the Salesians - 12 years ago. There are no serious barriers.</p>	
6. Targeting and access	
<p>Target groups, limitations of access to the action</p>	

Target groups are all pupils of the schools in the neighbourhood. Possibly some boys can be embarrassed when making use of the tuition and being seen by their friends.

7. Funding and resources

pecially related to

There is a need for some degree of supervision and coordination from the side of a teacher and goodwill of the school.

The school provides the information to other schools and the teaching infrastructure: classrooms and teaching aids

Students teaching their younger colleagues take care of the rest of a process.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

It may increase education outcomes of pupils in the subjects taught (maths, physics, languages). The results are not measured, however there must be some positive effects as the demand for the lessons does not decrease.

In the opinion of the director of Salesian school one of the success factors is making the tuition part of broader process of building a community among students (common trips, formation process including prayer).

9. Potential transferability

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

Easily transferable. There are free classrooms in the afternoons needed , some supervision (one person is enough) and a goodwill.

Rząka (Therapeutic class); Mistrzejowice (Integration class)	City: Krakow
Short description with main objectives and activities	
<p>The main objective of this activity is to enable the completion of education at the secondary school level for students with educational problems (such as hyperactivity) and with physical disabilities. In a therapeutic class it is necessary to adapt the methods and forms of lessons to individual development needs and educational opportunities of students.</p>	
<p>2. What social needs does it address and what makes it innovative? Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p>	
<p>This is to enable the completion of education at lower secondary level by people who would have problems with the completion of the education in standard classroom e.g by providing:</p> <ul style="list-style-type: none"> - Smaller number of students (10, only boys in a therapeutical class; 20 in integration class) - Adjusting the pace of work, working methods and forms of teaching to individual needs and educational development of students and the recommendations of psychological and educational for all educational activities, - Correction of disturbed functions and irregularities, - Adaptation of tools and methods for assessing the potential of students - Additional psycho-pedagogical help <p>The practice integrates disabled people with society and changes social attitudes towards such people.</p>	
<p>3. Level, origin and structure Individual/social, Bottom-up/top-down, Formal/informal structure</p>	
<p>It is a social dimension and top-down approach (therapeutic and integration classes are formed on the basis of the Decree of the Minister of National Education); formal structure (one therapeutical class at school; 9 integration classes in a school in Mistrzejowice).</p>	
<p>4. Territorial scope Neighborhood, city, national, European level</p>	
<p>Multi-level scope: This practice is implemented in Rząka high school (neighborhood) and in Mistrzejowice secondary school, but generally it is a governmental initiative so it is implemented in many schools in Poland (national dimension), also in Kraków (city).</p>	
<p>5. Actors involved and implementation Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>	
<p>The same programme and manuals like in the standard classrooms in high school (max. 3 years of</p>	

<p>education).</p> <p>Actors:</p> <ul style="list-style-type: none"> - Ministry of National Education, the City of Kraków (financing) - Teachers with particular role of school's educator/pedagogue - Students (both disabled and healthy) - Psychological-Pedagogical Counseling - Medical doctors
<p>6. Targeting and access</p> <p>Target groups, limitations of access to the action</p>
<p>Therapeutical class: Everyone with educational problems who wants to finish high school before the age of 18. Smaller class than standard ones (only 10 students).</p> <p>Integration class: people with a formal opinion of a physical disability (up to 5 people per class)</p>
<p>7. Funding and resources</p> <p>Especially related to</p>
<p>Costs difficult to measure - as any other class in high school funds come from government general subsidy expended by the local government (in that case - the City of Kraków).</p> <p>It requires certain human and physical resources - trained teachers, school counselor, psychologist, doctor; adaptation of the building and the IT room to meet the needs of people with disabilities.</p>
<p>8. Results, effects and success factors</p> <p>Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.</p>
<p>Hard to measure, but subjective opinion of our respondents was that it brings positive results to both disabled and healthy students. It allows disabled students to integrate and to continue their education (such students often go to regular classes in high school), it breaks stereotypes and changes the attitude towards disabled people in whole community.</p>
<p>9. Potential transferability (towards WP6)</p> <ul style="list-style-type: none"> · What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)? · Potential limitations of transferability: time and budget · Who needs to be engaged to make the transfer happen? (e.g. political support) · Are the key individuals involved in the project able to advise and support the transfer?
<p>Easy transferable mechanism to cope with other types of educational exclusions (other levels of education other problems).</p> <p>Threat: In a therapeutical class, these children do not attend classes with people who do not have such educational problems, and therefore have limited contact with their peers; may also be considered as stigmatized.</p> <p>To conduct integration class successfully it often requires breaking with strong stereotypes in the community. Strong support from municipal institutions is also necessary (and also, unfortunately, lacking).</p>

Volleyball Academy of Krakow	City: Krakow
1. Short description with main objectives and activities	
It is a program whose purpose is to popularize volleyball in Krakow among as many recipients as possible, and in particular among children and teenagers. Volleyball class is a perfect work tool which can cover a wide range of addressees and include proper social behaviors. The program encompasses physical fitness development, stimulation of social and psychological development, well-mannered supporting, fair play principles, respect for others and care for sports equipment. The program is implemented in cooperation with Polish Volleyball Federation;	
2. What social needs does it address and what makes it innovative? Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project	
<p>Innovative of this program:</p> <ul style="list-style-type: none"> - highly-qualified coaches teach sports and recreation for free, - possibility of developing sporting talent, - learning teamwork, - management of free time after school and on weekends. 	
3. Level, origin and structure Individual/social, Bottom-up/top-down, Formal/informal structure	
Implemented in agreement with Krakow district authorities and Krakow's schools .Addressed to large district communities especially for teenagers from there.	
4. Territorial scope Neighborhood, city, national, European level	
Area of the entire Cracow city.	
5. Actors involved and implementation Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.	
The program was Initiated in 2013 by the Sports Department of the City of Krakow, Which remains its direct coordinator. The program runs without problems.	
6. Targeting and access Target groups, limitations of access to the action	
Target groups are all pupils of the schools in the neighborhood in which the program is carried out. A limitation is that not all schools wish to implement the program.	
7. Funding and resources Especially related to	
Funding by Municipal of Cracow	

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

An active social integration of teenagers, promotion of healthy lifestyle including physical activities. This program gives young people the opportunity to work with experienced and qualified instructors and volleyball coaches. and develop sporting talent in the direction of volleyball. Trainings are also an alternative for young people who don't know what to do after school.

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

Easily transferable. There are free hall for volleyball training in the afternoons and some weekends needed and volleyball coach.

MALMÖ: Descriptions of practices

Multisectoral learning	City: Malmö
1. Short description with main objectives and activities	
<p>This is the summary of a preparatory project, funded by the ESF, led by Save the Children and ongoing throughout 2014:</p> <p>“The society of today is facing challenges that cannot be resolved within the current welfare system. We need to find new solutions in order to make tomorrow’s society sustainable. One possible tool for this is multisectoral collaboration, but improved operative models are needed. The aim of this study is therefore to create better conditions for multisectoral collaboration in order to prevent exclusion and to promote a socially sustainable society by:</p> <ul style="list-style-type: none"> • Testing the Penta Helix model as a basis for multisectoral collaboration to meet challenges both at a structural and individual level. • Creating multisectoral learning through a shared knowledge journey. • Creating a model for Civil Society (3.0) to enable it to act as an equal partner and become a co-creator of a sustainable society. <p>The inspiration for this study comes from the Malmö Commission, the Regional Compact and the Regional Government’s work with Partnership Skåne, among others.”</p> <p>The preparatory project describes itself as a social innovation due to its multisectoral collaboration. It will become the pilot initiative in Citispyce by adding another innovative aspect, namely the involvement of young people. One of the goals is to write a proposal to the ESF for a larger project which, if approved, may commence around mid-2015.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>Regarding the seven criteria, the initiative addresses “Knowledge” because of its linkage to Citispyce, “Welfare” because of its multisectoral collaboration and its aim of creating a model for Civil Society, “Democracy” because it involves young people already at the planning stage and “Approach” because it will take advantage of young people’s positive potential on the basis of a potential-oriented approach. In these four senses, the initiative will contribute to counteracting the causes of inequality. It may also meet the “Contacts” criterion, but that depends on the Krakow conference. Moreover, it may meet the “Trust” criterion, but that depends on how we can involve the young people and that hasn’t been planned in detail yet. In contrast, the “Economy” criterion will probably not be met in this initiative but it will hopefully become important in the subsequent larger project.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p> <p>City, regional, European.</p>	

5. Actors involved and implementation

Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.

Duration: 1/1-14 – 31/12-14.

Cooperation – partners in the multisectoral collaboration:

- NGO-Save the Children
- NGO-People's University (Folkuniversitetet)
- NGO-Sustainable Development in Scania (Hållbar utveckling i Skåne)
- City of Malmö
- Malmö University
- The Network Social Economy in Scania (Nätverket social ekonomi i Skåne)
- Pricewaterhouse Coopers
- The Region of Scania
- The County Administrative Board of Skåne
- The Citispyce addition: Young people from different parts of Malmö.

6. Targeting and access

Target groups, limitations of access to the action

The involved groups are presented in section 5 and the causes of inequality targeted in section 2.

7. Funding and resources

Especially related to

The preparatory project is funded by the ESF and with each partner co-financing in kind through the work carried out in the project.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Indicators of success should refer to this project's ability to 1) create mutual knowledge of socioeconomic inequalities and their possible remedies, 2) involve young people from start (planning) to conclusion, 3) manifest a model of civil society involvement in a multisectoral welfare framework, and 4) manage to take advantage of young people's positive potential on the basis of a potential-oriented approach.

9. Potential transferability

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

The initiative can be regarded as transferable as its two innovative twists – the multisectoral collaboration and the involvement of young people in the planning process – ought to be possible to replicate everywhere else in Europe. In contrast, the larger project which this preparatory project is supposed to lead to may not that easily be replicated across Europe, because it will have to take into consideration the causes of inequality operating in Malmö and Sweden, i.e. the specific national and local circumstances.

Brightful	City: Malmö
1. Short description with main objectives and activities	
<p>Brightful is an NGO-run project in Malmö, Sweden. The main aim of the project is to, by providing a number of different activities, help and motivate young women and men in believing in themselves and their ability to set (and reach) their own individual goals.</p> <p>Brightful strives to create a forum where young women and men are provided tools and support which will enable them to identify and set different goals for the future. Brightful offers different kinds of activities, such as individual coaching and workshops on specific topics where the participants meet different organizations, schools and entrepreneurs from their local context. The participants are given the chance to discuss different issues such as equality, self-esteem, job and educational opportunities.</p> <p>The young women and men participating in the programme are also provided mentors, who coach the participants through the programme. The mentors are young adults who are either students, entrepreneurs or in other ways engaged in fulfilling their own goals. These mentors are also serving as role-models for the young women and men within the Brightful-project.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>The Brightful project addresses the need for a forum/arena where young women and men can feel empowered and where the positive potential of the young people (including the mentors involved) is taken into account and acknowledged.</p> <p>The Brightful project is innovative in the sense that the forum, activities (and thereby also the results/effects for the young people engaged in the programme) are created by other young adults, by putting forward (and taking advantage of) their positive (social) potential. The project is clearly linked to the criterions of social innovations put forward within Citispyce, especially the criterions regarding Trust (young people being involved, both as participants as well as mentors), Welfare (a number of different sectors/actors are involved in the project in different ways), Democracy (young people setting the agenda for the programme and therefore also the results) and Approach (uses the potential of young women and men).</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>The Brightful project addresses the individual level (the young people involved and their needs) as well as the social level (by engaging young role-models in the surrounding context). The project is characterised by a bottom-up structure, where the needs and goals of the young people involved in the programme is setting the agenda. Even though the structure is somewhat fixed throughout the year of the programme (and therefore can be perceived as rather formal), the project is also characterised by an informal and rather flexible structure where each individual and his/her needs and goals is point of departure.</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p>	

City, national, (potentially) European
<p>5. Actors involved and implementation</p> <p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p> <p>The Brightful programme runs for one year at a time, and cooperates with schools, cooperations, entrepreneurs, organizations and other actors within the city of Malmö.</p>
<p>6. Targeting and access</p> <p>Target groups, limitations of access to the action</p> <p>The target group (for the programme) is young women and men in secondary education.</p>
<p>7. Funding and resources</p> <p>Especially related to</p> <p>Brightful is an NGO, building its activities and existence upon donations and other resources coming in from different actors within the city.</p> <p>The founders of the project have received a number of prizes and also been nominated for the award of “Business rookie of the year” in Malmö.</p>
<p>8. Results, effects and success factors</p> <p>Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.</p> <p>The programme aims to encourage young people to set goals for the future, giving them an arena/forum where support and encouragement is provided. Overall, the results of the programme and its outcomes can be considered to be of a subjective nature, as the project aims at enhancing the self-esteem among young people, enabling them to believe in their future and their own abilities.</p>
<p>9. Potential transferability</p> <ul style="list-style-type: none"> • What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)? • Potential limitations of transferability: time and budget • Who needs to be engaged to make the transfer happen? (e.g. political support) • Are the key individuals involved in the project able to advice and support the transfer? <p>The Brightful project has a clear potential of transferability. The possibilities for transferring the project into another setting and context lie at the very core of the project – working with young people by involving local actors and local role-models in the surrounding context. The activities within the project are neither specific or fixed, nor context-dependent, which also enhances the possibilities of transferring the project outside the “borders” of Malmö.</p> <p>In order to transfer the project to another context a certain budget is needed (to pay for activities and a space where the activities can take place). Most important, however, is the engagement and involvement of different actors within the local community, being able to function as mentors to the young women and men taking part of the project.</p>

ROTTERDAM: Descriptions of practices

Buzinezzclub	City: Rotterdam
1. Short description with main objectives and activities	
<p>The Buzinezzclub is an initiative aimed at developing entrepreneurship among young people on social assistance by broadening their network and their skills. Young people receive a half-year of support, consisting of weekly group training and workshops by professionals and individual coaching in developing their ideas into a business plan. Personal problems like f.e. debts or other obstacles are tackled.</p> <p>Four days a week they are coached to find out what they want and how they can reach this. The participants, who are called 'members', develop their business-ideas and explore the market. After a month they need to know which direction to take first to reach their goal. Not all ideas can be executed yet. Sometimes this means they opt for a job (to earn money to invest), sometimes they go back to school, and a part of them is ready for entrepreneurship. The Buzinezzclub offers those in need of education or work support in getting there.</p> <p>After half a year the trajectory is finished. Regionaal Bureau Zelfstandigen, a regular support service for starting entrepreneurs (linked to the social service), can support young people who leave the Buzinezzclub. The Buzinezzclub links them to a voluntary professional buddy for two years.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>The Buzinezzclub addresses unemployment of young people with few chances on the labour market. It is innovative because:</p> <ul style="list-style-type: none"> - it starts with the wishes and motivation of young people instead of the possibilities on the labour market - it focuses on entrepreneurship rather than on education (getting a qualification) or access to the labour market - the organisation is not subsidized but a public-private initiative 	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>The Buzinezzclub is a top-down initiative founded by a social entrepreneur (see 5). It is a member of the Dutch Creative Residency Network and the European Creative Business Network. Two or three times a year the Buzinezzclub starts with a new group of thirty young people, who follow a structured trajectory of six months. The structure is formal. Access can only be obtained through the Youth Counter. Members need to sign a contract and when they do not attend their membership is terminated. The trajectory is directed on individual young people but they work on their individual plan in a group and follow group training. Participation is free of costs.</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p> <p>There is a Buzinezzclub in Rotterdam since 2009 and recently a second one was established in The Hague. The Buzinezzclub is accessible for those on social assistance in the (wider) city (area). Plans are to make the Buzinezzclub a nationwide facility.</p>	

5. Actors involved and implementation

Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.

The Buzinezzclub is an idea from a social entrepreneur who started a facility for young creative entrepreneurs in an old grain silo on the south bank of the Nieuwe Maas in 2008: The Creative Factory. In exchange for a rebuild silo the entrepreneur was going to rent the whole building. He then created a creative hub by offering young start-ups a cheap and flexible place to work, meeting places and some support. One of the success factors is the involvement of professionals for advice and training. At the moment more than 70 creative companies are established in The Creative Factory. In 2009 Rotterdam was the Youth Capital of Europe. In a discussion on unemployment of deprived young people the social entrepreneur argued that there is more economy in these young people than professionals expect. Shortly after the Buzinezzclub was established. The Buzinezzclub is directed towards young people with no or very few starting qualifications. The concept is similar to the concept behind the Creative Factory but participants of the Buzinezzclub receive far more support.

6. Targeting and access

Target groups, limitations of access to the action

Young unemployed people aged below 27 years of age who are registered at the Youth Counter and receive social assistance. An employee of the Youth Counter decides who is suitable for The Buzinezzclub and can apply. Participants have to be motivated to leave social assistance. At the moment young people who are not on social assistance are excluded, as there is no financing for the trajectories of these young people. The Buzinezzclub is in search of funding for this group at the moment, as they aim to support this group too.

7. Funding and resources

In 2013 the first Social Impact Bond in The Netherlands was signed: private investors (ABN AMRO Bank and Start Foundation) finance the trajectories of the Buzinezzclub in exchange for 12% interest after three years. The Buzinezzclub has a no-cure-no-pay deal with the municipality: they get paid when a young person leaves social assistance within a period of six months, and receive a bonus if this person stays out of social assistance for another 2,5 years. The private investigators run the financial risk, but when it appears to be successful they get their investment back with 12% interest.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Since 2009 400 young people were successfully coached. 49% found a job, 21% started an education and 15% started their own business. Young people who joined the Buzinezzclub were 6-7 months shorter on social assistance than other comparable young people on social assistance. (Jaarverslag Buzinezzclub 2013⁷).

9. Potential transferability

To replicate the initiative private investigators and political support (social services) are needed. But above all it needs a very engaged person who wants to be the social entrepreneur.

⁷ http://buzinezzclub.nl/web/wp-content/uploads/JAARVERSLAG_BUZINEZZCLUB_INTERNET_WT.pdf

Challenge Sports	City: Rotterdam
1. Short description with main objectives and activities	
<p>Using sports to teach young people social skills and help them find their way (back) into education or employment. These services are offered through a private company.</p> <p>Top-sport athletes/martial arts/football players are motivators and teachers. The aim is to get unemployed young people a job. Pathways last for three months, with five days a week of teaching (language, math, sports, applying for jobs).</p> <p>Perceived success factors are (1) the use of ‘authoritative’ role models to which young people look up, (2) the fact that sports contributes to better health, self-confidence and a day-night rhythm better adapted to the world of work, (3) tailoring the delivering organisation to the demands and needs of the municipality, (4) 20 years of experience in training and coaching young unemployed people.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>The project is targeted at young people with multiple problems, in most cases with a background of social deprivation and family problems, who in many cases are or have been in contact with social help and/or the police.</p> <p>The approach is innovative mostly in the way participants are taught social skills, using sports and well-known sports(wo)men. It builds social capital and mainstream social values through sports.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>“Challenge Sports re-integration” started 20 years ago as an initiative of an entrepreneur/private company. Very early on they started using top-sports(wo)men, which has become the most important distinguishing aspect of the approach.</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p> <p>The project works for the city of Rotterdam and targets individual young unemployed people. The approach can be widened to include other cities.</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p> <p>The preparatory phase of the individual pathways takes three months. There is a follow up of 6 months after outflow into education or employment. The project has been in operation for 20 years, and has adapted its way of working to the demands of the city.</p>	
6. Targeting and access	
<p>Target groups, limitations of access to the action</p>	

The target group consists of young people with multiple problems often also (previously) involved in criminal activities. Referral takes place through the Youth Counter (central municipal office for social assistance and obligatory education).

7. Funding and resources

Especially related to

A private company runs the project. Pathways (in the Netherlands) cost 1500 euro to start the process, an additional 1000 euro when a job or education is found, and a bonus of 1000 euro if the client stays out of the benefit system for more than 6 months.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Results show that 82% of the participants in 2010 did not return to claiming benefits. Positive results in the last decade average 55-60%. The approach is cost-effective in the Netherlands, as savings on benefit payments exceed the cost of the intervention. Results are claimed to be the highest in the Netherlands.

9. Potential transferability

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advise and support the transfer?

What is needed to replicate the project elsewhere, is:

- someone/organization willing and able to set up the project
- top-sports(wo)men who are willing and able to train and coach young people with deprived and problematic backgrounds
- co-operation with a benefit-agency for referral of clients and for tailoring the most (cost-) effective approach
- method

The key individuals in the project are able to advise and support the transfer, but conditions would have to be discussed.

Own Strength Conferences	City: Rotterdam
1. Short description with main objectives and activities	
<p>Own Strength Conferences are based on the Family Group Conference approach developed in New Zealand. The aim is for people to take responsibility and solve problems with the support of their social network. An Own Strength Conference leads to a plan with a broad support base. Own Strength Conferences are used in Rotterdam for among others indebted people with multiple problems, for young people in youth care. An adapted version of Own Strength Conferences is used for improving social cohesion in neighbourhoods: Neighbourhood Conferences. The principle can be applied to all kinds of situations.</p> <p>An independent coordinator organizes a conference. This is prepared by talking to everyone involved, in order to arrive at a shared agenda. The coordinator has no personal interest in the outcome of the conference and the content of the plan. (S)he informs everyone involved on the aim, procedure, possibilities and everyone's responsibilities, and ensures everyone can participate safely. The coordinator also helps with practical issues, such as invitations, location, food and drinks.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>Own Strength Conferences address inequalities at a meso-level of social support and social capital, to help solve individual problems and/or problems or tensions in groups, neighbourhoods or areas. The approach aims to strengthen ties between people as a resource to bridge.</p> <p>The approach is innovative, in that it aims to strengthen self-support in addition to, or as an alternative for professional support. This approach can be viewed as a 'bridging' approach: building people's social capital.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>Own Strength Conferences started in the Netherlands as an informal, bottom-up approach, inspired by the Family Group Conferences developed in New Zealand, especially in working with Maori people. The approach reflects the traditional Maori way of dealing with problems of individuals and families: a meeting with everyone involved, chaired by a community leader.</p> <p>In the last ten years Own Strength Conferences in the Netherlands have gained a formal structure. There is a central organization with districts, a formal training for conference co-ordinators, method descriptions and guides for organising different kinds of conferences. A request for a conference can be made through the central organisation and/or one of the district co-ordinators.</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p> <p>Own Strength Conferences operate at an individual, social network and neighborhood level. There is a facilitating national organization.</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>	

A request for a conference can be made through a district coordinator, who tries to find funding and to find an appropriate conference coordinator. In the district containing Rotterdam there are approximately 60 conference coordinators, mostly and preferably non-professionals (i.e. not trained in social work), as the role of the coordinator is not to offer any solutions, but merely to facilitate and structure the meeting.

Organizing an Own Strength Conference takes on average 8 weeks. The coordinator discusses with the people involved who else should be involved, contacts these people, and tries to arrive at a shared aim and agenda for a conference. Both the natural social network and the professional network of an individual are involved. If professionals involved work from, or set a legal framework for solutions, these are taken as a given context within which the conference has to come up with a plan. At the beginning of a conference these professionals are given the opportunity to formulate the limits within which a plan has to be made.

Own Strength Conferences can be perceived as competing with regular professional support or interventions, as it relies on people's own strength and responsibility to find solutions to a much larger extent than most professional support does.

6. Targeting and access

Target groups, limitations of access to the action

Own Strength Conferences started with children, young people and their families as the target group. Over time, in the Netherlands the approach and the method have been widened to cover also other situations: regeneration relations between victims and offenders; solve tensions in groups, neighborhoods or areas; and to address learning issues and functioning of pupils in primary or secondary education in case of possible dropout.

Everyone can apply for a conference, but not every request can be met, as finding funding is a prerequisite. District coordinators try to find funding with stakeholders in the solution of a problem, such as housing corporations or a municipality.

7. Funding and resources

Organizing an Own Strength Conference costs 3900 euro. The district containing Rotterdam has agreements with the municipality to organize 300 Own Strength Conferences for indebted people with multiple problems, 40 Regeneration Conferences for young people aimed at restoring relations between victims and offenders. The Own Strength organization aims to start organizing Neighborhood Conferences.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Own Strength Conferences are systematically monitored through ongoing scientific research. Results indicate that this approach in most cases is more effective than regular professional support.

9. Potential transferability

The approach in itself is not difficult to replicate. The method is well described, there is training and guidance available, and the way of working can be used for a variety of contexts. What is needed in the most minimal form, is someone willing and able to take the role of coordinator, and a basic training in the method. In the Netherlands the training comprises of two 6-day meetings with gaining practical experience in between. Trainers evaluate together with participants the extent to which they have the competences to work as a coordinator.

This can be a voluntary activity. However, in order to safeguard that standards are met, some professionalization (paying coordinators for their work) may be desirable.

SOFIA: Descriptions of practices

Health and Social Community Centre	City: Sofia
1. Short description with main objectives and activities	
<p>The Centre is run by the non-governmental Health and Social Development Foundation. The main activities include family support for improved childcare and development; prevention of school drop-out; employment support (information for available jobs, social skills development, professional orientation and qualification); health promotion and family planning; training of youth leaders; enhancement of youth's personal development and reduction of risky behaviour (including early drug use prevention); and gender equality – empowerment of women and girls.</p> <p>The main objective is to ensure successful integration in the educational system and labour market through early child development and life-skills for Roma youth, as well as their active participation in civil society through providing equal opportunities for social development and access to educational, social and health services.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p>	
<p>The Centre addresses a variety of social needs that arise as a consequence of discrimination and exclusion in the areas of employment, education, health care and gender. A large number of Fakulteta residents are trapped in a vicious circle of poverty and social exclusion because of a combination of factors causing inequality. To break this circle, the Centre relies on an integrated approach to social, health and pre-school education care and implements activities based on modern programmes and techniques. Most of these programmes are original ideas of the staff, or were developed in cooperation with international partners, but in both cases represent an innovative approach in development and integration of the Roma community in Bulgaria. A very important element of innovation is also the fact that the Centre functions within the neighbourhood, thereby providing an easy access, psychological comfort and high quality, which is an essential first bridging step to successful use of all services and opportunities in the mainstream system.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p>	
<p>The Centre was established in 2003 in cooperation with Bulgarian authorities and foreign donors as a bottom-up initiative. Its staff includes psychologists, social workers, teachers, health professionals, methodologists, family therapists, and outreach workers. It is managed by Health and Social Development Foundation, which is headed by a chairperson and a board of trustees.</p>	
4. Territorial scope	
<p>Neighbourhood, city, national, European level</p>	
<p>The Centre operates only on the level of neighbourhood (Fakulteta). The second larger Centre of the same type was opened recently in the Roma neighbourhood of the city of Kjustendil in South-West of Bulgaria. It is run by a local team of the Health and Social Development Foundation (funded by international donor).</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>	

Duration of activity: since 2003.

Cooperation between actors: a wide network of national and international partners. Cooperation ranges from funding to joint involvement in planning and realisation of projects.

Barriers and drivers for implementation: The main obstacles are the limited financial resources – irregular and insufficient funding, delays in payments.

6. Targeting and access

Target groups, limitations of access to the action

Target groups: young families, young parents (of children aged 0-6), children and young people at risk, unemployed young people, youth leaders, potential and active drug users.

Attracting the young people to participate in the activities of the Centre and use its services is facilitated by low access threshold, as practically no young person from the neighbourhood is turned away. The fact that the Centre is located in the neighbourhood also makes the access very easy.

Limitations of access come from relatively small financial and spatial resources, as the Centre has no physical means to accommodate all who want to use its services. Partially, this is rectified by its mobile units, although they too are unable to cover the needs of a very large neighbourhood.

7. Funding and resources

Funding: government, municipality, international donors and programmes

Resources: own building with several functional rooms, suitable for individual consultations and teamwork; a big hall for trainings and events; a kitchen; and a children's room for younger children.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

The most important achievement of the Centre is the fact that they have gained the trust of the community, which largely rejects, fears and distrusts any (official or non-governmental) institutional involvement. While in the first years after its establishment, the Centre had to struggle to attract its target users, now the main problem is insufficient capacity to accommodate all that want to use or participate in the activities. Other factors like poverty alleviation, education outcomes, jobs and life satisfaction are very difficult to evaluate, but the overall impression is that the Centre has a very positive influence on all who have or are using its services, and through them also on the wider community: the school drop-out decreased, marriage age increased from 14-16 to 18-20, percentage of young people involved in vocational training increased, reduction of risky behaviours was reported in article in the British Medical Journal.

9. Potential transferability

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

The experiences and know-how of the Centre should be easily transferred to and put into practice in other cities with large ethnic minority communities (especially Roma), who live in segregated and marginalised neighbourhoods and have little or no access to most social services. What is needed is sufficient long-term funding, appropriate facility and well-qualified staff to implement the programmes and provide services. Successful transferability also depends on support and cooperation of local authorities. The key individuals involved in the project have a long and rich history of cooperation with a variety of actors from other European countries and clearly have the ability to advice and support the transfer.

Legalization of Roma Homes	City: Sofia
1. Short description with main objectives and activities	
<p>The project is implemented by The Equal Opportunities Initiative Association. It provides support to Roma households to legalise their homes if they meet certain safety and legal criteria. The November 2012 amendment to the Bulgarian Spatial Act provided the legal grounds to initiate legalisation procedures for numerous illegally constructed dwellings in Roma settlements and neighbourhoods all across the country. The project activities include an information campaign with detailed instructions on the legalisation process, provision of in-depth legal consultations, and advocacy.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>Bulgarian local government (mayors and municipal councils) have been neglecting the problem of widespread illegal construction in segregated Roma neighbourhoods for long. In recent years, this issue has got beyond any control and the initial response of authorities were forced evictions and demolition of illegally constructed dwellings. This approach caused numerous other problems – homelessness, deepening of marginalisation and poverty, family violence, increased dropout of children from schools. Amendment of the legislation in November 2012 made it possible to initiate procedures for legalisation of illegally constructed homes, yet just the mere change of the legal environment is not enough for solving the problem, as a large share of residents of Fakulteta and other Roma neighbourhoods do not have the sufficient skill and education (many are in fact functionally illiterate) to initiate the legal proceedings on their own. Providing qualified legal assistance to such people and helping them to acquire necessary legal documents and permits for their property is therefore an innovative and important social service.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>This is a social, bottom-up initiative, implemented by Equal Opportunities Initiative Association (based in Fakulteta neighbourhood in Sofia) and financially supported by Trust for Social Achievement (Sofia).</p>	
4. Territorial scope	
<p>Neighbourhood, city, national, European level</p> <p>The project targets 22 municipalities in Bulgaria, with large communities of predominantly Roma residents. It is expected to reach more than 11,000 Roma around the country.</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p> <p>The implementing organisation cooperates with the local administration, local citizens' initiatives, NGOs and media. The organisation also has a network of associates, who live and work in the target municipalities. Project has started in 2013 and is ongoing.</p>	

<p>6. Targeting and access Target groups, limitations of access to the action</p>
<p>Citizens of Roma origin, living in territorially segregated neighbourhoods with large concentration of illegally constructed dwellings; municipal administration.</p>
<p>7. Funding and resources</p>
<p>Funding is provided by a grant from the Trust for Social Achievement, a non-profit organisation with a mission to break the poverty cycle by promoting opportunities that help Bulgaria's most disadvantaged citizens achieve educational and economic success. Trust for Social Achievement is in turn funded by the America for Bulgaria Foundation.</p> <p>The implementing organisation (Equal Opportunities Initiative Association) has its own building in Fakulteta neighbourhood and staff, which includes legal experts, lawyers, experts responsible for relations with the Roma community, a secretary and an accountant. The Association is helped by numerous volunteers – young Roma women and men.</p>
<p>8. Results, effects and success factors Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.</p>
<p>As the project is still ongoing, it is difficult to provide objective evaluation of the results. Potential results include better housing conditions, poverty alleviation and improved life satisfaction.</p>
<p>9. Potential transferability</p> <ul style="list-style-type: none"> • What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)? • Potential limitations of transferability: time and budget • Who needs to be engaged to make the transfer happen? (e.g. political support) • Are the key individuals involved in the project able to advice and support the transfer?
<p>Project could be implemented in other cities / neighbourhoods with similar concentration of dwellings constructed or expanded without needed documents and permits. With some modification, it could also be used to address the problem of squatting in large urban centres. The precondition for the project is existence of relevant legislation that makes it possible to apply for and obtain the necessary legal documents. The political support and cooperation with the local and national authorities is therefore essential.</p>

New Chance for Success	City: Sofia
1. Short description with main objectives and activities	
<p>The aim of the project is to educate young people older than 16 who are illiterate or have poor reading and writing skills. The participants in the programme are given a chance to complete their education and obtain diplomas, which would improve their possibilities on the labour market. Two types of training are provided: literacy course (20 weeks; based on primary school curriculum – grades I to IV) and key competencies course (12 weeks; based on curriculum for grades V,VI and VII).</p> <p>The main activities of the project include information campaigns, organisation of the education and training process, training of teachers for work with the young adults, certification of the results of the training.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>According to the data of National Statistical Institute, only 1% of Roma who live in Sofia have university education, 12.8% have finished secondary school, 40.5% have finished elementary education (8 grades) and 20.9% have only primary education (four grades). 23.6% of Roma in Sofia have completed less than four grades or have never gone to school.⁸ The exceptionally poor education unavoidably leads to huge unemployment and very limited selection of available jobs. In recent years, a school diploma has become a precondition even in sectors like cleaning and garbage collection, which previously used to provide employment to people who did not finish their education. An educational programme that is providing a chance to finish the elementary school and obtain the relevant certificates needed to enrol in a secondary school or find a job is therefore a social innovation, as it undoubtedly meets the existing social needs in a new and more efficient way.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>The project is a formal, top-down, social initiative. It was launched and is implemented by the Ministry of Education and Science in cooperation with schools across the country.</p>	
4. Territorial scope	
<p>Neighbourhood, city, national, European level</p> <p>National level – implemented in close to 100 schools all over Bulgaria.</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>	

⁸ National Statistical Institute (2012), *Преброяване на населението и жилищния фонд през 2011 година, Том 3, Книга 23: София (столица)* (Census of the Population and Housing 2011, Vol. 3, Book 23: Sofia – the Capital), Sofia: National Statistical Institute, p. 107, <http://sofia.bg/pictss/T3K23-Sofia-Stolica.pdf>

The first cycle of the project was realised in the summer of 2012. The third cycle in the summer of 2014 is implemented in 83 schools all over the country, including the “Dimitar Strashimirov” primary and secondary school in Hristo Botev neighbourhood, Sofia.

6. Targeting and access

Target groups, limitations of access to the action

The project targets young people over 16, who for various reasons dropped out of school and did not finish the elementary education. The target objective is to involve 10,500 people in the summer courses, with 8,000 successfully completing the education and receiving certificates by the end of the course. The conditions for participation are very unrestrictive and the programme is open for all those, who are at least 16 years old, are not enrolled in any other type of education or training, and who have not successfully completed the grade on which the course they are applying for is based (e.g. those who have completed the fifth grade can apply for a course in which they study the curriculum of subjects prescribed for the sixth grade).

The main limitation to access is spatial – people can take advantage of this opportunity only if the local school is involved in the programme and offers such courses.

7. Funding and resources

The project is financed by the EU operational program “Development of Human Resources.” The value of the project is estimated at 10 million BGN (5,128,200 EUR).

In addition to the financing, the main resources needed for the realisation of the project are the participating schools, which provide their buildings, school appliances, and staff.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

This is a recent initiative and it is still too early to evaluate its effectiveness. One obvious and tangible result is the opportunity provided to all those who have successfully completed a course to continue the education in the next class of formal education or in professional qualification training. It is much more difficult to assess whether the project has in fact helped the low-qualified young people to integrate on the labour market and find employment.

9. Potential transferability

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

The project could be implemented in other countries / cities with similar profoundly negative educational profile (communities where 40-50% of members have completed less than eight grades of education). Political support is obligatory, as is the involvement of schools, schools head teachers and teachers.

Health Mediators	City: Sofia
1. Short description with main objectives and activities	
<p>Health mediators act as a bridge between the Roma communities and the health and social services. The main objectives of the programme are overcoming of the existing discrimination attitudes in the health care towards the Roma; removing of the cultural barriers in the communication between the Roma communities and the medical staff; prevention programmes among the Roma; health education of the Roma and active social work in the community.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>Although similar projects have a long history in many other European countries, it is a very innovative approach for Bulgaria. After 1989, access of minorities (especially Roma) to the system of health services became an exceptionally harsh problem and an important symptom of inequality. Poor health culture, periodic outbreaks of infectious diseases related to substandard living conditions, problems with diagnostics and prevention of illnesses and fear and distrust of official medical facilities are all important components of the alarming state of the health profile of Bulgarian Roma. An attempt to resolve some of the health care related problems of disadvantaged communities through health mediation is therefore a new and innovative model for Bulgaria.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>The health mediator project started in 2001 by the team of “Ethnic Minorities Health Problems Foundation.” In 2002/2003, “Open Society” Foundation started to support similar projects of various Roma non-governmental organisations across Bulgaria. By 2004, the state also got involved (funding under the “PHARE 2001” Programme of the Ministry of Health). In 2005, the Government of the Republic of Bulgaria adopted Health Strategy for Disadvantaged Persons Belonging to Ethnic Minorities, which defined the role of the health mediator. Since then, over 200 persons have received training, although not all of them were later appointed as health mediators by the respective institutions. The selection of candidates and the training are implemented by various NGOs.</p>	
4. Territorial scope	
<p>Neighbourhood, city, national, European level</p> <p>National level. In 2014, there are 149 health mediators in Bulgaria – two of them work in Sofia.</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p> <p>The National Network of Health Mediators brings together health mediators, medical doctors and nurses, trainers of the health mediators, experts in integration policies, specialists in the field of public health care, government institutions, and citizens.</p> <p>Since the pilot project in 2001 and the formal endorsement of the project by the Ministry of Health, the programme has been continuously expanding – both in terms of people involved and in the variety of services provided. It has therefore demonstrated a large degree of sustainability and endurance.</p>	

A good indication of successful implementation of this practice is the continually growing number of health mediators and of municipalities in which they work. In 2007, 57 health mediators operated in 30 municipalities, at the beginning of 2012 there were 109 health mediators in 57 municipalities, while in 2014 149 health mediators cover 85 municipalities.

6. Targeting and access

Target groups, limitations of access to the action

Target groups: Citizens and communities in a disadvantaged position with limited or no access to health care services.

Although the network of health mediators is dispersed throughout the country, it does not have enough financial and human resources to reach all communities in need. For example, there are only two health mediators in the city of Sofia. Both work in the Fakulteta neighbourhood, which has a population of about 35,000 people.

7. Funding and resources

The National Network of Health Mediators is funded from various sources –different European Union and European Commission programmes, international donor organisations and Bulgarian government.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Health mediators have proven to be the best and often the only way to reach out to the people, who have been completely cut off from the state health care system. Health mediators work well both with the marginalised and socially excluded people in deprived urban neighbourhoods and with officials in medical, social and municipal institutions. They thus enhance the social trust and help to overcome the deep divide and mistrust.

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

This is a project that can be successful only if implemented over a long period of time. It strongly depends on gaining and maintaining trust of the target group and on active cooperation with the local government and the state health care system. What is therefore needed for implementation are political support and state funding; trained personnel; cooperation with hospitals and other medical facilities; involvement of social assistance bureaux. Bulgarian health mediators have gained valuable experience over the past 10 years and could easily advise and support the transfer.

Chitalishte (Community Centres)	City: Sofia
1. Short description with main objectives and activities	
<p>A community centre or <i>chitalishte</i> (meaning ‘a place where reading is taking place’) is a characteristic Bulgarian public institution. A broad network of such traditional local centres has existed since the times of the Ottoman Empire. Practically each city neighbourhood or small village has its <i>chitalishte</i>, which is funded by the municipality and the state (through the Ministry of Culture). Community centres fulfil numerous functions at the same time. They usually serve as a library, a theatre, an educational institution (foreign languages, computer literacy and other courses) and a place where citizens can come together and engage in dance, music and other leisure activities. Well-organized centres, which offer various courses and initiatives, are usually very attractive for the local young people.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>Community centres are of exceptional importance in small towns and villages, and in deprived and marginalised big city neighbourhoods. In addition to the local schools, they are the only places offering cultural, education and leisure activities to the young. Even in terms of physical space, community centres are often the only building (except the school) in the entire neighbourhood suitable for organisation of large events like celebrations and parties. They thus play a central role in the social life of the community. While it is hard to say that the institution of community centre or <i>chitalishte</i> is an innovation in itself, what they do can be considered innovative because: a) it provides the local community with a unique platform to participate in a wide range of activities and b) it addresses numerous social needs neglected by all other official institutions.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>Most community centres were established in the past as a joint initiative between the state, municipal government and the local community (a combination of bottom-up and top-down approach). Since 1989, the state has been consistently downsizing the funding for the community centres and many have closed down, while others have reduced their activities. In recent years, some have been brought back to life mostly due to the enthusiasm of a small group of local people, who devoted their own financial resources and energy into renovating the building stock and organising various activities.</p>	
4. Territorial scope	
<p>Neighbourhood, city, national, European level</p> <p>National – in 2014, there are 3587 community centres listed in the registry of the Ministry of Culture.</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>	

The community centres in Fakulteta and Hristo Botev have very small staff (two to five people). As they are permanently under funded, organisation and implementation of activities depend to a great extent on the personal qualities, resourcefulness and enthusiasm of the people working there. This means that duration and intensity of activities varies considerably and that sustainability is a significant problem.

6. Targeting and access

Target groups, limitations of access to the action

All young people and children from the local community are welcome to participate in the activities and there are practically no limitations of access.

7. Funding and resources

Funding is provided from the budget of the Ministry of Culture, municipality and occasionally from private donors (for different projects). The financial crisis over the past years has further reduced the already insufficient funding. As a consequence, many community centres, which are practically the only establishments providing a physical space for various activities addressing the young people in a disadvantageous position, are likely to close their doors for good.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Although *chitalishte* could represent an excellent case of productive cooperation between the state and the local community efforts, the actual situation is rather disappointing. The funding provided by the state (through the Ministry of Culture) is absolutely insufficient (to the extent that many community centres are not open during the winter months, as they cannot cover even the costs of heating). Despite that, *chitalishte* continues to play a pivotal role in the community life, adding above all to the increased life satisfaction and enhancing the social trust in deprived neighbourhoods.

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

Community centre or *chitalishte* is a rather specific Bulgarian institution (although to a certain degree, parallels could be made with folk schools in different European countries). However, in some modified form it could be transferred to other countries as well – especially to neighbourhoods where there are little or no institutions or services addressing the cultural, leisure or educational (outside the school education) needs of the young. Such centres could be established if funding (public or private) is secured, a suitable building is provided and qualified personnel is hired.

VENICE: Descriptions of practices

Community Lab	City: Venice
1. Short description with main objectives and activities	
<p><i>Community Lab</i> is an innovative method launched in 2012 in order to enhance and regenerate the policy process of the local welfare agenda, which was originally supposed to be participative (inspired by the idea of horizontal governance and active citizenship), but that actually was not as such. The planning activities have become more and more a sort of taken for granted liturgy where each actor in advance could easily guess the end and where a truly involvement of non public bodies was not fulfilled.</p> <p>The main objective of <i>Community Lab</i> is to bring society back in the deliberative process, offering to all the participants (public and private actors, included single citizens which have never been part of a deliberative process) a facilitating environment, where the concrete social cases and local issues are in the forefront. The declared goals of the method are the following: 1) to empower and activate citizens; 2) to go beyond the traditional social policy targets (such as disabled, drug dependent, immigrant, elder people, etc.) and address new and transversal dimensions of the social need; 3) to change the mentality of the social services so that they go towards citizens instead of waiting for them in their offices.</p> <p>The method has been proposed by the region Emilia-Romagna as a test with the aim of eventually become the rule in the next years. In the past two years 18 territories have been trying the method all around the region.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p><i>Community Lab</i> addresses all the social needs related to the local welfare and put a particular emphasis on the new social needs, linked e.g. to the weakening of social relations and the new forms of poverty involving in particular the middle class and also individuals who possess both professional qualifications and skills (e.g. unemployed or under employed architects and psychologists).</p> <p><i>Community Lab</i> is an innovative method because it fosters a new and more inclusive way of discussing the social agenda and because it argues that social interventions need to exit from social workers' or policy practitioners' offices and instead they have to be close to places where the people live and experience needs and troubles. It is also innovative because it aims to involve- as potential helpers in addressing social issues- actors which before have never been considered, such as hairdressers or tobacconist working in the neighbourhood (the so called "natural helpers").</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>The project has been thought and proposed by the regional office devoted to Social Innovation inside the Health and Social Agency.</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p>	

The social planning regards either neighborhood or city or inter-city level of Emilia Romagna region.
5. Actors involved and implementation Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.
The activity started in 2012 as a test and is still in place, with the objective of becoming the ordinary way for building the social agenda at the local level (<i>Piani di Zona</i>) in Emilia-Romagna. The method involved in a first stage policy practitioners responsible for the planning process and then the civil society actors.
6. Targeting and access Target groups, limitations of access to the action
Services users and citizens in general.
7. Funding and resources
Regional funding.
8. Results, effects and success factors Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.
At this stage the main effect is to enhance the social trust in the people involved in the planning activities. Another output was a significant widening as regards the actors involved in terms of people coming from different contexts and experiences who could have a say in interpreting and addressing the social need.
9. Potential transferability <ul style="list-style-type: none"> • What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)? • Potential limitations of transferability: time and budget • Who needs to be engaged to make the transfer happen? (e.g. political support) • Are the key individuals involved in the project able to advice and support the transfer?
In order to replicate the project elsewhere it is necessary to build a partnerships with the Region Emilia-Romagna (which is a fully public actor and therefore a political support is necessary) and to involve the key actors of the project (they are 3 in particular) in supporting the transfer. Those 3 people are surely able to support the transfer. The budget of the project is not too high: the region Emilia-Romagna devoted yearly a budget of 80,000€. Half of them include the salary for the key actors of the method who are not employed by the region (so that they have a contract as external members). Timing: a complete cycle of testing requires a preparatory work (1 month) and about 5 months of training.

Etam: Territorial and Community Animation Service	City: Venice (Marghera and Mestre)
1. Short description with main objectives and activities	
<p>Etam is a Community Animation Service belonging to the Social Inclusion Service of the Municipality of Venice. It is based in Marghera and its areas of intervention are South Marghera and Piave Street in Mestre (close to the train station), i.e. the most problematic areas of the city.</p> <p>Eight people work permanently in Etam: 6 educators (which are employed by the Municipality) and 2 linkworkers (which are employed by a cooperative funded by the Municipality)</p> <p>Etam was born in the end of the 1980s as a test for the method of community animation, i.e. the promotion of an active citizenship in areas with a high concentration of social housing and working class (Marghera). Since 1993 it is an ordinary service/department of the city.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p>	
<p>Etam has two spheres of intervention: on the one hand, it tackles deprivation and problems like prostitution and drug trafficking using street educators as much as possible, i.e. educators who move where social needs and persons are, without waiting that the problem comes to their office. On the other hand, the effort is addressed to enhance social cohesion, i.e. supporting citizens in their requests to local administration, but also leading them from a complaining attitude to actual proposals. In other words, Etam attempts to empower people, so that they can become agents for a better social cohesion. All this produces an increasing social capital and social trust which is already visible in many fields of the action. Associations in Marghera trust Etam and think it is truly a precious support for the planning and the implementation of their activities.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p>	
<p>The Service belongs to the Municipality of Venice and as such the origin is top-down. Nevertheless, its way of operating is structurally not top-down, but it tries to enhance and support bottom-up initiatives.</p>	
4. Territorial scope	
<p>Neighbourhood, city, national, European level</p>	
<p>Mainly neighbourhood or inter-neighbourhood level.</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>	
<p>Etam exists since the end of the 1980s when it was launched as a project linked in particular to</p>	

minors living in deprived familiar contexts (in cooperation with the local Court protecting minors). In the first 1990s it became a stable service of the City and it developed the current configuration of a service aimed at allowing people to participate and increasing their capabilities. The annual budget for events and initiative is very small (about 3,000 EUR) but part of their activities is also to counsel associations and committees on how to obtain funds e.g. from the Local Government.

6. Targeting and access

Target groups, limitations of access to the action

Services users, associations and citizens in general.

7. Funding and resources

Funding from Local authority (city of Venice), since it is part of the Municipality. Sometimes it receives funds from EU on specific projects (i.e. the FEI funds).

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Education outcomes can be traced either in the area of tackling urban deprivation in specific areas of the neighbourhood or in the improvement in social trust through the empowerment of people. Etam enhanced the awareness of rights and supported active citizenship, with particular regards to deprived areas where people tend to be discouraged and withdrawn into themselves and their individual needs.

9. Potential transferability

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

Etam is a public body which belongs to the City of Venice; therefore, in order to replicate the project is necessary a political support from the municipality. The budget should not be very high. The key individuals involved in the project are able to advice and support the transfer, which needs mainly to learn and implement their method.

CommuniCare	City: Venice (Marghera)
1. Short description with main objectives and activities	
<p>CommuniCare is an association born in 2012 thanks to the commitment of some young people (more or less 10), mainly students in University of Venice. They come from different areas in Italy and live in Venice because they study in Ca' Foscari. Those young people were individually committed in voluntary activities mainly inside communities for migrant unaccompanied minors. Subsequently they decided to collect their energies and register as an association, in order to be more recognizable before the municipality and the Social Services.</p> <p>Currently the activities of CommuniCare cover 2 dimensions: 1) animation in the deprived Ca' Emiliani through laboratories, organization of dinners for the residents: therefore they aim to be an active presence and a reference point in particular for kids living there and for their families.</p> <p>2) giving support to ex unaccompanied immigrant children when they become 18 and are forced to leave the communities.</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>It addresses the inequalities and uncertainty experienced in particular by young migrants without family support and aims to increase their potentialities and also to counteract the risks for them of being dragged in drug traffic and criminality organizations.</p> <p>CommuniCare also addresses the social need of kids in the deprived Cà Emiliani trying to gain their trust in order to build a significant relationship with them so that they can increase social trust.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>Bottom-up. Formal structure but still not well institutionalized.</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p> <p>The social planning regards neighborhood level.</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p> <p>CommuniCare is born in 2012. It cooperates with Etam and with the Municipality.</p>	

6. Targeting and access

Target groups, limitations of access to the action

Young migrants; kids and their families in the deprived area of Ca'Emiliani.

7. Funding and resources

No official funding: an agreement with the Municipality of Venice. According to this agreement, the association can use for free two apartments in the deprived Ca' Emiliani with the aim of hosting a social inclusion project devoted to young immigrants, in particular the ex non accompanied foreign minors when they become 18 and are forced to leave community for minors.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Education outcomes related to young immigrants but also to children and their families living in Ca' Emiliani. One objective result is the fact that some people living there started to recognize the guys of CommuniCare as a reference point and to look for them just to have a chat. In terms of results it can also be said that this project has been increasing social trust in a very deprived area, where people tend to be very much skeptical toward people they do not know and in particular toward formal institutions.

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

CommuniCare is still in its infancy. Young people who founded it are all students that cannot guarantee a permanent or even long term presence (given also the fact that many of them moved in Venice for the university but they do not know what they will be graduate).

Venice Cricket club	City: Venice (Marghera)
1. Short description with main objectives and activities	
<p>It is a sport association which promotes cricket (the favourite Bangladeshi sport) in Marghera. The club was born in 2006: initially it used some spaces offered by a local church and more recently the municipality has built a regular cricket field where kids (Bangladeshi and non Bangladeshi) can practice this sport.</p> <p>It would seem a “simple” sport association, but actually it uses sport activities as a tool for young people’s social inclusion, especially youngsters with immigrant origins, but not limited to them . The cricket club aims to incorporate young athletes into a broader network of relationships within the neighborhood, to provide them with an educational reference and support (when the family support is weak), to solicit their individual and collective agency, to enable them to make experiences and get involved with activities and practices not just connected with sport. The man that founded the Cricket club (an architect living in Marghera), in fact, encourages participants to the self-manage and self-organize the activities of the club without being dependent on his presence: as a matter of fact the young cricket players in the Marghera's club are the same that manage the budget of the team, organize matches and trips, etc..</p>	
2. What social needs does it address and what makes it innovative?	
<p>Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project</p> <p>The Venice cricket club tries to counteract the inequalities experienced in particular by young Bangladeshi relating to the opportunities of practising their favourite sport, but more generally the difficulty in integrating in the host society in Marghera (especially the youngster bangladeshi who arrived here when they were already 10-12 years old).</p> <p>The dimension of innovation is in making this sport an opportunity of social inclusion and also an opportunity of empower young people as regards the organization and leadership skills.</p>	
3. Level, origin and structure	
<p>Individual/social, Bottom-up/top-down, Formal/informal structure</p> <p>Bottom-up. Formal structure as sport association.</p>	
4. Territorial scope	
<p>Neighborhood, city, national, European level</p> <p>Neighborhood level.</p>	
5. Actors involved and implementation	
<p>Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.</p>	

The formal birth in 2006, but some years before the founder began to commit in order to find a place where the young Bangladeshi could play cricket. Subsequently they managed to organize an official club and to obtain a space where they can practice cricket.

6. Targeting and access

Target groups, limitations of access to the action

Target group are all the young people who are wishing to play cricket.

7. Funding and resources

Especially related to

Mainly private sponsors and the membership fees.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

Venice Cricket club shows results in terms of education outcomes and social inequalities alleviation. Very young people with an immigrant background -and often not yet fully integrated- can found a place where playing their favorite sport and, at the same time, a context of social relation with the presence of some adults who can advise and talk with them.

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

The project could be replicated if there are the conditions that led to the birth of Venice Cricket club. It obviously needs some time in order to evaluate the context, build a network and find potential users and agents. It is necessary also to find sponsors. Some political support can be needed especially in order to obtain the spaces where the sport can be practiced.

Marghera libera e pensante (Committee of citizens in Marghera)	City: Venice
1. Short description with main objectives and activities	
<p>Informal citizens' committee which aims to the recovery of abandoned buildings and spaces and to the redevelopment of urban spaces in Marghera. It also aims to empower people giving them a voice about the perceived problems of the neighborhood. The genesis of the committee has to be found in an issue regarding a street in Marghera, which was perceived as very dangerous because of the high speed of cars in a specific stretch of street (there have been fatal accidents in the recent past because of that). The committee made pressure on the Municipality in order that they engaged in solving this situation. On the one hand the committee acts as an “advocacy coalition”, signaling to the Municipality the problematic issues and how they can be effectively addressed; on the other hand the people of the committee are personally involved in doing something even in a practical way (i.e. they organized a day of cleaning in a park and in an abandoned building). They also organize events for regenerating the deprived area of the neighborhood and, at the same time, for increasing social trust in the people living there.</p>	
2. What social needs does it address and what makes it innovative? Relate to causes and symptoms of inequalities, and to dimensions or prospects of social innovation identified in the project	
<p>The committee addressed (and addresses) the need of citizens in Marghera of free and make usable some spaces which otherwise were not (in particular Emmer park) for the traffic drugs and vandalism. It also produced in the same participants (citizens) an increased sense of responsibility and a feeling that their action can actually change something in a positive way. Therefore it combats the lack of social trust and increase social capital.</p>	
3. Level, origin and structure Individual/social, Bottom-up/top-down, Formal/informal structure	
<p>Bottom up, informal structure.</p>	
4. Territorial scope Neighborhood, city, national, European level	
<p>Mainly neighborhood level.</p>	
5. Actors involved and implementation Duration of activity, cooperation between actors, barriers and drivers for implementation (political, operational, legal...), changes in the development of the action from initial planning.	
<p>The committee was born in 2012. It cooperates with Etam, which gave it some advises regarding how it could effectively act and how they can relate with Municipality’s offices in order to gain listening and gain support (even funding).</p>	

6. Targeting and access

Target groups, limitations of access to the action

All the citizens as service users.

7. Funding and resources

They have not specific funding. They received some funds from Etam and from the Municipality linked to specific projects, but they mainly use self-financing i.e. organizing events where they sell some products.

8. Results, effects and success factors

Objective indications (e.g. poverty alleviation, education outcomes, job placement), or subjective (e.g. life satisfaction, social trust...), when possible.

An important result is linked to the regeneration of a Park (Emmer Park) which was “occupied” by drug trafficking and more and more degraded. Therefore they reached results according to objective indication (give back to people a public space) and to subjective one (in terms of enhance life satisfaction of the people living in the area where the park is based).

More recently they started to implement an empowerment and participation strategy always linked to the public places in Marghera, especially the ones more deprived and recognized as dangerous because of the drug traffick. An example is “Ciclofficina”: in a public park of ill repute (again Emmer Park) a young mechanic with a Bangladeshi origin taught to guys 12-18 years old how to repair bikes: a lots of guys which were in the park have become interested to this “laboratory” (it will be repeated in June).

9. Potential transferability (towards WP6)

- What is it needed to replicate the project elsewhere (budget, partnerships, referral mechanisms)?
- Potential limitations of transferability: time and budget
- Who needs to be engaged to make the transfer happen? (e.g. political support)
- Are the key individuals involved in the project able to advice and support the transfer?

The committee is fully informal and the members want that it remain like this. We are not sure that the key individuals involved in the project are able to advice and support and eventual transfer, also because the informality of the experience (maybe it could be the main potential limitation of transferability).

ANNEX 1: List of workshop participants

Session with stakeholders

Name	Organisation	City
Richard Scalzo	Head of municipal department of youth	Rotterdam
Olger van Griensven	Policy maker	Rotterdam
Albert Claret	Consell de Joventut de Barcelona	Barcelona
Mr Glavas	City Council of Hamburg	Hamburg
Ayse Ates	City Council of Hamburg	Hamburg
Vaggelis Manolakas	Municipality of Elefsina-Social Services	Athens
Katarina Klamkova	Masaryk Uni	Brno
Robert Stria	Masaryk Uni	Brno
Zi Lin Luca	Etam - Community and Territory Animation Service	Venice
Elitsa Bunovska	Health and Social Community Centre.	Sofia
Janusz Zadworny	District Council in the district Biezanow-Prokocim	Krakow
Janusz Grabiasz	Krakow City Council Sports Dept	Krakow
Suwinder Bains	City Council of Birmingham	Birmingham
Darnish Amraz	City Council of Birmingham (youth worker)	Birmingham
Pia Hellberg	Malmö City	Malmö
Johanna Linden	Malmö City	Malmö
Alexandra Fritzson	Stakeholder	Malmö
Lina Gastafsson	Works with young people	Malmö
Mattias Larsson	Stakeholder	Malmö

Session with young people

Name	Organisation	City
Sajid Mahmood	Young person	Barcelona
Júlia Roca	Teatre Forn Pa'Tothom	Barcelona
Ruham Hawash	Syrian refugee, political activist involved in the 'Cultural bus'	Hamburg
Freskita Gkika	Young person living in Elefsina	Athens
Robin Stria	IQ Roma Servis	Brno
Anisa Haghdadi	Founder & Director of Beatfreeks	Birmingham
Amerah Saleh	Freelance Spoken word artist & Facilitator with Beatfreeks	Birmingham
Lionel Douglas	Young person (graphic designer & rap artist)	Rotterdam
Authmen Benjadi	Young person	Rotterdam
Irma Pinochio	Young person	Venice
Zi Lin Luca You	Etam - Community and Territory Animation Service	Venice
Kaja Chrenkoff	Social enterprise called Agencja Artystyczna GAP (GAP Arts Agency)	Krakow