

SALTO

EUROPEAN
SOLIDARITY CORPS

Showing Solidarity with ...



Insights in good quality projects funded by
the European Solidarity Corps Programme

Editorial info

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With many thanks to all the persons that answered to our questionnaires and interviews!

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Introduction

This report gives the findings of a survey of officers from National Agencies for Erasmus + and European Solidarity Corps (NA Officers), which was coordinated by the European Solidarity Corps Resource Centre.

The survey focused on projects funded through European Solidarity Corps, it asked NA officers to identify interesting and good quality examples of projects funded. This was done to help identify and share examples of funded projects amongst the NA network and identify early learning from the Solidarity Corps programme.

The report builds on the European Solidarity Corps Resource Centre's *4thought for Solidarity*¹ research which showed that there was not a shared concept of solidarity across the European Youth Sector², but a number of emerging ideas could be identified.

The role of the survey and this report was not to evaluate the nominated projects, the work of the NAs or the Solidarity Corps Programme. It was to identify what could further be learnt about the concept of solidarity from the funded projects.

- Part I gives key messages about the nature of projects nominated and how they related to the concepts of solidarity as defined in the *4thought for Solidarity* research. It compares the projects to findings in this research and asks further questions about what we mean by solidarity.
- Part II gives brief anonymised case studies of twenty-nine of the projects nominated. They are presented as examples of work that has been funded through the Solidarity Corps programme which can provoke discussion about what is meant by solidarity. The cases studies are not evaluations of the projects, or the work of the NAs.

The survey itself was conducted by Dan Moxon and Adina Marina Serban – People Dialogue and Change between February and April 2020, before the COVID-19 pandemic. The survey was also supplemented by interviews with NA officers and cross referenced with public information on the public Erasmus+/European Solidarity Corps project results database. Thirty-six project nominations were received from 24 NAs. Many were based on the application from the February 2020 grant round, so with the COVID-19 restrictions may not have gone ahead in their described form. SALTO European Solidarity Corps Resource Centre and the research team would like to thank all of the National Agency officers who gave their time to respond to this work.

1 Bačlija Knoch, S. and Nicodermi, S. (2020) *4Thought for Solidarity*, Salto European Solidarity Corps, Vienna.
2 references a European Youth Sector in this work refer to actors connected to the EU Youth programmes.



Part I:

Key Messages about Solidarity from European Solidarity Corps Projects



Findings

Which aspects of solidarity do the projects focus on?

The *4thought for Solidarity* research identifies four cornerstones of solidarity that are most closely linked to the definition and narrative of solidarity that currently exist across the EU Youth Sector.

Although the *4thought for Solidarity* was not published at the time of the survey, early findings were used within the survey and the concepts themselves would be generally known to the NA officers who responded.

The four cornerstones of solidarity

Human Rights *Acting to promote and protect other people's rights. Standing and acting in solidarity with people who are not able to claim their rights and using privileges less for oneself and more for someone else;*

Empathy *Understanding and feeling with others, recognising when someone is in need, sharing the sense of injustice and being motivated to act. Not empathising only with close ones and those with shared values and beliefs, but feeling empathy with every living being, including the environment as a whole;*

Active Citizenship *Action is the core element of solidarity. Being a responsible citizen, part of the society and ensuring greater good for everyone. The willingness to engage, to contribute to society and the eagerness to show solidarity towards people and places in need;*

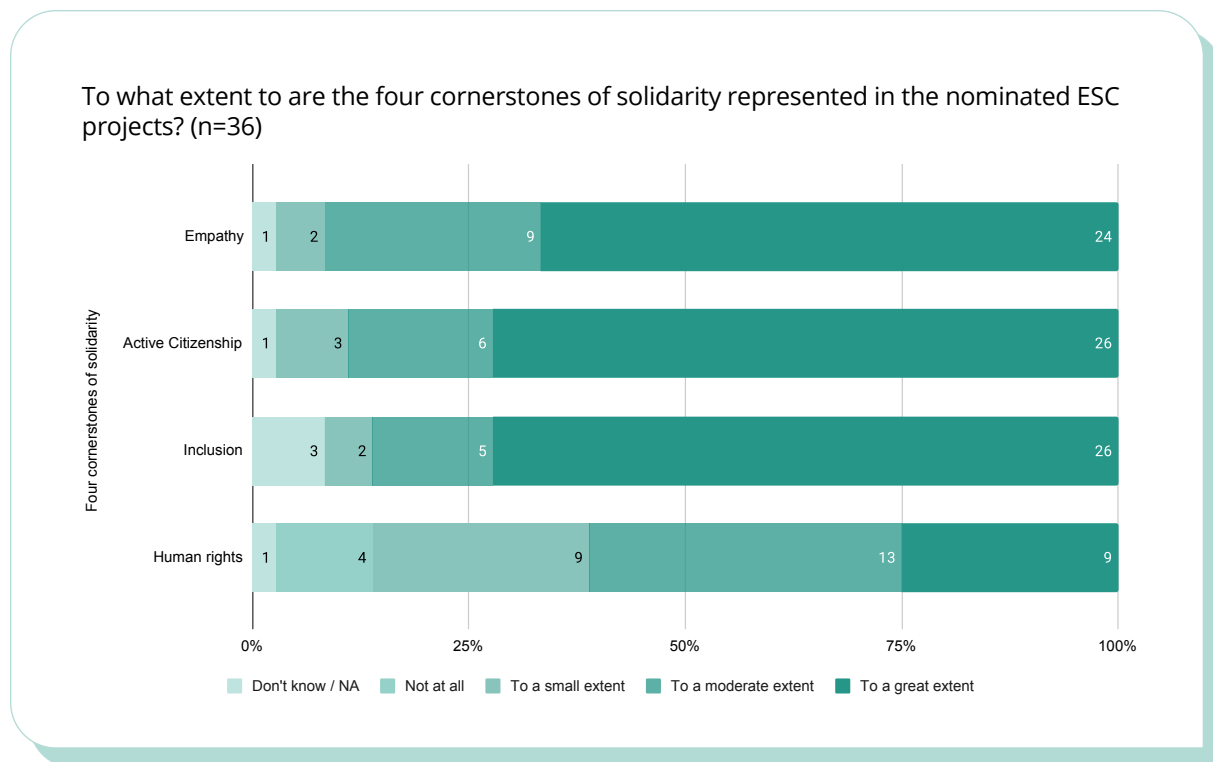
Inclusion *Reaching out and including all young people. Going beyond the usual circles and in-groups. Including even those young people who do not necessarily feel or agree with what solidarity implies because they are probably the ones that might be needing it the most.*

4thought for Solidarity p.139.



Through the survey NA officers were asked to assess how much the project they had nominated addressed or promoted the four cornerstones.

The results, shown in Graph 1, indicate that *Empathy*, *Active Citizenship*, and *Inclusion* were all generally present in equal levels across the nominated projects whilst *Human Rights* was much less emphasised.



The survey is not large enough to represent trends across the entire Solidarity Corps Programme, however the results could indicate one or both of the following things:

- In comparison to projects focused on the other cornerstones, NA officers were less likely to identify projects focused on human rights as ‘interesting’ or ‘high quality’ enough to nominate for discussion.
- In comparison to the projects focused on the other cornerstones, there were fewer grants made to projects focused on *Human Rights*. Either because fewer applications were made, or they were less likely to be successful.

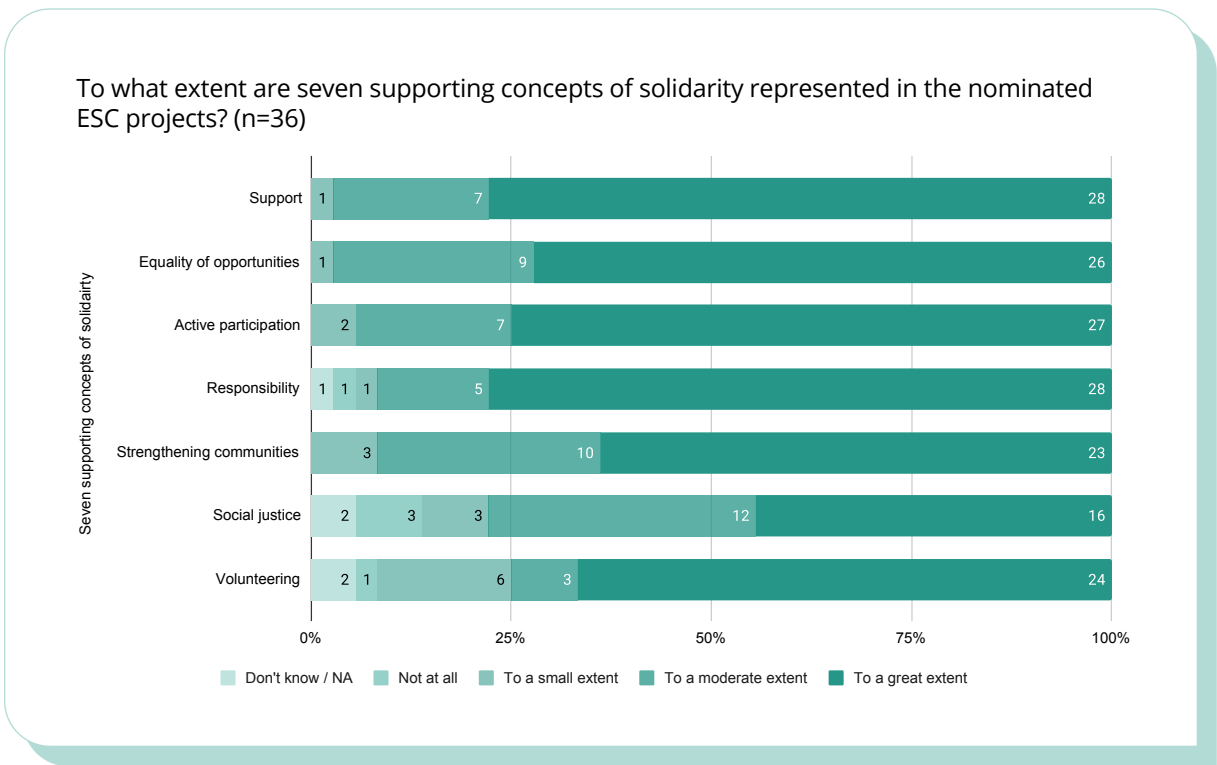
However, *Inclusion* and *Active Citizenship* are both linked to *Human Rights* as concepts. So, the survey may also reflect that Human Rights based terminology is less used by either National Agencies or project applicants, making projects less likely to be thought of as a ‘human rights’ project.



Alongside the four cornerstones *4thought for Solidarity* also identified seven supporting concepts for solidarity. These are:

- Support
- Equality of opportunities
- Active participation
- Responsibility
- Strengthening communities
- Social justice
- Volunteering

Like the cornerstones they are common terms used in the youth sector. However, Survey participants were again asked to rate how much the project they had nominated reflected or nominated these supporting concepts. The results, shown in Graph 2, indicate that the supporting ideas of *Social Justice* and *Volunteering* were much less represented than the other supporting concepts.



Although the survey is not large enough to accurately compare between different project types, the low scoring of *volunteering* can reasonably be explained by Jobs and Traineeships projects. By their nature, these projects create paid roles rather than volunteer roles for young people. This is reflected in survey responses. Only 11.5% (n=3) of job or traineeship projects were described as promoting or supporting volunteering 'To a great extent'. This is compared to 80.8% (n=21) of projects in other categories.

Like the cornerstone of *Human Rights* the low scoring of *Social Justice* is more likely to reflect that

- NA officers were less likely to nominate *Social Justice* focused projects, and/or
- fewer *Social Justice* focused projects were funded, and/or
- the language of *Social Justice* is less used generally.



What can the nominated projects tell us about solidarity?

Overall, the review of the nominated projects continues to emphasise the findings in *4thought for Solidarity* that the European Youth Sector does not yet have a common concept of solidarity. There were a wide number of different concepts and project models, even within the same project type. However, some observations can be made that might contribute to an idea of what solidarity is.

Showing solidarity with...

Reviewing each of the projects brings forth a key question — *Who is showing solidarity with who?*

This relates to the idea of community and how the Solidarity Corps might promote interaction between people from different community groups. Community can refer to a group of people with a common identity, a group of people from the same geographic area, or a mixture of the two.

A number of overlapping approaches to *showing solidarity with* can be seen.

1. **Solidarity within a single community group.** There were several projects where Solidarity Corps participants were showing solidarity with other young people from the same social backgrounds and building the capacity of a single community group. For example, one project enabled young Muslim women to develop a community programme primarily for other young Muslim women in their local area.
2. **Solidarity from Solidarity Corps participants towards another community.** Several projects, often cross border, enabled Solidarity Corps participants to show solidarity with another community that they were not part of, and would be unlikely to become part of at the end of the project. For example, one project enabled Solidarity Corps participants to support refugees and asylum seekers in a different country. Such projects were often framed as charity or altruism, where Solidarity Corps volunteers were helping those less fortunate, rather than collaborating on a joint project that both sides shaped. Although Solidarity Corps benefits could learn from this experience, there was not a sense that the community being helped was also encouraged to show solidarity to the community the Solidarity Corps volunteers were from.
3. **Solidarity between two communities.** There were several projects that enabled Solidarity Corps participants to show solidarity towards another community they were not part of, but also have solidarity shown towards them in return. Often cross border, these projects emphasised the role of 'local' community members as well as Solidarity Corps participants. They took account of the impact that this 'local' community would also have on the Solidarity Corps participants. Interaction between Solidarity Corps volunteers and the other community was framed as a two-way reciprocal process, where two communities came together to support each other and both communities benefited. Importantly both communities were active in shaping the project, and one was not described as less fortunate than the other.



4. **Solidarity between two social groups in the same geographic area.** This form of solidarity focused on things such as young people working with older people in their town or city or building friendships between people with disabilities and people without disabilities. These were often in country projects enabling the bridges built between the two social groups to be realistically sustained at the end of the project. There was a sense these projects were about two separate community groups working towards becoming one community in the long term.
5. **Showing solidarity with a cause.** There were several projects, usually environmentally focused, where Solidarity Corps participants showed solidarity with a cause rather than a community. They focused on Solidarity Corps participants encouraging others to support the cause, or Solidarity Corps participants doing things to support the cause. In the case of environmental work this included education around sustainability, learning about environmental issues or undertaking work to improve the physical environment. A small number of projects also had some emphasis on 'Europe' as a cause. There was an idea that through their actions young people were building a common Europe. But this was usually alongside another aspect of solidarity and not the main focus of the project.

The concepts above raise questions about the impact of the Solidarity Corps on people who are not Solidarity Corps participants. When Solidarity Corps participants do something with other community members, to what extent is the impact on those community members important for how the project is assessed or evaluated? This involves thinking about how sustainable the change is.

The European Solidarity Corps is understood as a non-formal education programme. However, young people can learn by attempting to run a community project, even if it is not particularly successful at having an impact on the community they seek to help. If Solidarity Corps projects are assessed or evaluated by young people's learning this may not need substantial consideration of how successful the projects are at affecting change for the community.

However, if the Solidarity Corps is understood to be about community building, and enabling young people to improve communities, it becomes important to ask if the actions young people are talking through Solidarity Corps are likely to successfully make this improvement. This means the impact on the community should also be more extensively considered when assessing or evaluating projects, as well as Solidarity Corps participants learning.



Jobs and traineeships as infrastructure

One area that did not strongly fit either the four cornerstones model of solidarity, or the idea of showing solidarity with others was Jobs and Traineeships. The description of these projects sometimes focused on how the project would benefit the individual job holder, the employing organisation, or the value that the organisation provided to the community as a whole. These are all valuable things; however it was sometimes harder to see the end impact on young people and relate it to the four cornerstones. In some cases, where a clear programme of activities to be delivered by the post holder to young people was outlined, it was easier to make links to the cornerstones of solidarity. In some cases, the young people were employed in settings working with children. Whilst there is an overlap between child and youth, this makes the impact on young people other than the employed person harder to identify. There was sometimes a sense from the cases that building a civil society organisation by resourcing a post was a strong enough outcome, and no further links to solidarity were needed.

What are the differences between solidarity projects and social inclusion or youth participation projects?

4thought for Solidarity makes it clear there are a number of cornerstones and supporting concepts within solidarity. However, the case studies draw attention to what it means to promote solidarity in practice, and how projects that promote solidarity are different to other youth work projects.

The Solidarity Corps and Erasmus+: Youth programmes also have a focus on projects which promote youth participation and/or social inclusion. Both of these concepts are related to solidarity but is there a difference between projects which promote solidarity, and projects which promote youth participation and/or social inclusion?

SALTO - PI's upcoming strategy on youth participation makes it clear that youth participation and solidarity are linked. The strategy identifies that participation can be thought of as 'voice' where young people engage with decision makers to make change, or as 'action' where young people do some sort of community initiative to create change themselves.

Reviewing the projects in this study shows that solidarity is about action. Nearly all of the projects involved young people volunteering their time to help, build, create or develop something for the community. There are no examples where young people focused on using 'voice', for example to lobby politicians or decision makers.

The *4thought for Solidarity* research identifies inclusion as one of the cornerstones of solidarity. However, the link distinction between 'inclusion projects' and 'solidarity projects' is less clear in the case studies, and it may not even be helpful to think of projects in this way. A wide number of projects focussed on young people with fewer opportunities, and inclusion as a concept was featured in many projects. However, in some cases the difference between a project to promote inclusion and a project to promote solidarity was not obvious. This was particularly for projects that only focused on *solidarity within a single community group* where the group could be identified as young people with fewer opportunities. Whilst these projects were no doubt valuable, it was not clear if they fit in remit of solidarity or inclusion. It may be that making a distinction is also not useful.



There are also some ethical issues to consider. In projects where young people are *showing solidarity towards another community*, it can be asked how much does the local/other community have a say in those projects? This might be particularly important when Solidarity Corps participants are providing support for people with fewer opportunities. Without the community's active input there is a risk that the Solidarity Corps is used to *do things to*, rather than *with* other groups. This may be disempowering for the community and go against the principles of social inclusion. Further discussion on how solidarity relates to the principles of social inclusion and the way social inclusion is supported through European Youth programmes may be needed.

Conclusion

Overall, the four cornerstones model of solidarity outlined in *4thought for Solidarity* works well as a tool for understanding solidarity projects in practice. *Empathy, Inclusion* and *Active Citizenship* seem to be more easily recognisable as cornerstones than *Human Rights*. The seven supporting concepts are also useful, although *Social Justice* seems to be slightly less widely recognised than the other concepts. *Volunteering* is less identifiable in the Jobs and Traineeships project type. Overall, Jobs and Traineeships have a less obvious connection to the four cornerstones unless the work of the employee has a clear solidarity dimension.

Overall a very wide range of different project types are supported through the European Solidarity Corps. On the one hand this may be strength, but it also supports the claims in *4thought for Solidarity* that there is a lack of agreement on what solidarity is. To help this discussion it might also be useful to ask — *Who are Solidarity Corps participants showing solidarity with?* This considers solidarity as a process rather than a competency or set of values.

From analysing the case studies, the relationship and difference between projects to promote youth participation and projects promote solidarity is clear. Solidarity projects focus on young people taking action to make social change. But they do not generally encourage young people to become involved in political advocacy with decision makers.

Alongside this, whilst there is clearly a link between social inclusion and solidarity, it may be beneficial to consider this relationship in more detail within the NA network. Some case studies were arguably more focused on social inclusion than solidarity. This was particularly when projects supported one specific group of young people with fewer opportunities and did not encourage them to show solidarity to a different group. In addition, some projects which encourage young people to help others may potentially risk young people doing things *to*, rather than *with* the people they are trying to support.



Part II:

Examples of projects funded under European Solidarity Corps

Solidarity Projects

Projects submitted by organisations

Example 1

Poland 

DESCRIPTION

The project aims to create a volunteer movement that offers opportunities for individual one-on-one friendships, and development of social skills for young people with intellectual or developmental disabilities. It connects young people without disabilities to young people with learning disabilities. Through the activities, the project aims to educate the wider community about the importance of social acceptance and integration. The activities also include a process of training 'buddies' to work with people with disabilities. Both groups in the long term are also encouraged to develop projects and initiatives together. It is hoped this stimulates the development of a community that is more open to the needs of different groups, no matters what their abilities are.

Focus on young people with fewer opportunities: Young people with learning disabilities.

QUALITY DIMENSION

The strengths of the current project are linked to stimulating the cooperation in the community between groups of volunteers and young people with learning disabilities. It is also identified that by bringing young people with learning disabilities directly into other social networks it helps the community as a whole be more aware of people with learning disabilities.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

Out of the four cornerstones, different dimensions are addressed for the two groups. It promotes the inclusion and human rights of people with disabilities, and active citizenship and empathy amongst those without disabilities. This is an altruism based model of solidarity where one group helps another who are perceived to be excluded. It can be contrasted to project seven, where those who are excluded are leading the process.



Example 2

Belgium* 

DESCRIPTION

The aim of the project was to work with the scout leaders of the local group in order to raise their own awareness and the community's awareness on having a responsible attitude towards the existing natural resources. It promotes participation in climate change activities, on environment and nature protection matters, sustainability issues and healthy lifestyle. The participants started their learning journey with a 12 days „zero waste“ living exercise. They then share the learning outcomes with the other members of the community – their close circles, the groups they are leading, the members of the community they live in. All the learning activities and experiences are documented in a brochure and at the end of the project. The group is committed to an environmentally friendly Europe and are willing to promote the responsible attitude towards other individuals and groups.

Focus on young people with fewer opportunities: No.

QUALITY DIMENSION

The project is a practice of how a youth group could involve different actors in the community on a topic – environmental protection and the importance of using the natural resources in a responsible way. Through the camp activities, other young people were educated on the topic, while their safety nets – educators, parents, friends, other young people, etc. were given access to the information provided.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

This is similar to project five. Out of the four cornerstones, active citizenship is mainly visible in this project, and the seven supporting concepts of responsibility, active participation, strengthening communities and volunteering are extensively used. Interestingly, whilst the topic of climate justice can be understood from a human rights and inclusion angle, it does not seem to be developed in the project. There are many perspectives in environmental activism that recognise climate change affects the rights of the poorest and most marginalised first, and so is a rights based issue. However, from the information received this angle does not seem to be elaborated in the project.

*) Community of Belgian projects not specified to preserve anonymity



Example 3

Belgium* 

DESCRIPTION

Young people, with a passion for hip-hop, travel through the region with a mobile recording studio. Their main objective is to empower socially vulnerable young people by offering hip-hop as a powerful tool for freedom of speech. After visiting three neighbourhoods and recording the songs of young people with fewer opportunities who are interested in hip-hop, the songs made by the participants will be gathered and released on an online album. This connects young people of several cities in order to create one voice. All activities are organised and carried out by a steering group consisting of five young volunteers, making the project a unique learning experience. The learning experience is open to young people who face social obstacles, economic obstacles, educational difficulties, or cultural differences. They involved young people dealing with financial issues, living in poverty, confronted with discrimination, young people having problems at school. Using some elements of streetwork, they managed to approach young people from the suburbs and to work with them there, where it was in their comfort zone.

Focus on young people with fewer opportunities: Young people facing social and economic barriers.

QUALITY DIMENSION

The strengths are linked to helping young people facing different obstacles in putting their energy and their willingness to become active members of the community by using an instrument that they are passionate about – hip-hop music. The instrument chosen is seen by the NA as a tool for inclusion offering the voice to those young people who are normally left outside the participation framework.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

The speaks most strongly to the active citizenship cornerstone, as it is organised and led by a group of young people seeking to develop a voice for their community. It shows us that community can be considered as a cultural or artistic group rather than specifically a geographic or social group.

*) Community of Belgian projects not specified to preserve anonymity



Example 4

Croatia



DESCRIPTION

This project enables seven young leaders to deliver environmental, educational and awareness raising programmes across several primary and secondary schools. It focuses on the young participants teaching 250 pupils, along with their teachers and parents, how every small change in our habits affects the environment in the near future. Alongside this, it includes a level of dialogue with energy companies. The project aims to advance the trajectory of a circular, sustainable economy by uniting diverse professions to address the problem from a broader, more comprehensive perspective. The group had already implemented successful activities on the same topic in another geographic area.

Focus on young people with fewer opportunities: No.

QUALITY DIMENSION

The project is a practice of how a youth group could involve different actors in the community on a topic – environmental protection. It can be seen as young people doing something to affect change across the wider community, and not just in youth - focusing on young children, high school students, parents etc. A significant result from the project was that it curriculum was recommended for wider use by various institutions.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

This is similar to project two. Out of the four cornerstones, active citizenship is mainly visible in this project, and the seven supporting concepts of responsibility, active participation and volunteering are extensively used. Like project two, whilst the topic of climate justice can be understood from a human rights and inclusion angle this does not seem to be developed as a perspective within this project.



Example 5

Luxembourg 

DESCRIPTION

The project is developed by a group of young people from migrant backgrounds. It is aimed at helping the young newcomers to get acquainted with the culture rules and procedures in the new hosting community. A group of young people, who for the majority have a migrant background themselves, will create a “starters pack for young newcomers”. The guide includes information on public institutions, getting around the country, visiting cultural events and other aspects of residing in the new hosting country (e.g. volunteering/job opportunities, associations, events). The guide is being translated to several languages. Through the project, a series of workshops are also delivered to the young newcomers (refugees and migrants) and participants will be actively encouraged to join the project.

Focus on young people with fewer opportunities: Young people from migrant and refugee backgrounds.

QUALITY DIMENSION

The strength of the current project is that it speaks to a well-identified social need within the country; as almost 50% of Luxembourg’s population are from migrant backgrounds.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

There are obvious links to all four of the solidarity cornerstones. The project enables young people (those running the project) to take an active role (active citizenship) to promote the human rights and inclusion of others (the new migrants) into the host society. This is arguably based on the position of fostering empathy towards the new entrants.



Example 6

Estonia



DESCRIPTION

The main aim of the project was to make the voice of a Russian speaking youth group living in a small multicultural city be heard by producing a youth magazine. Through the magazine, they hope to convey their vision and views on various social problems to peers and older generations in the community. Topics such as ecology, sustainable development, migration, tolerance, careers, etc. are covered. An online platform was also developed. Both the platform and the magazine included content in three languages (Estonian, Russian, English) to be accessible to different communities. This was produced not by translation of articles but by writing original articles in all three languages.

Focus on young people with fewer opportunities: Russian speaking young people.

QUALITY DIMENSION

The project is a practice that should be shared in order to reflect the way youth could speak to the community and of the community allowing the youth voice to be heard. More than this, as young people and the other generations used the youth instruments created – the magazine and the online platform – the project also opened the links for the intergenerational dialogue.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

The project addresses the inclusion and human rights cornerstones most clearly. Focusing on the rights of young people to use their own language, and a method of recognising the inclusion of that linguistic community. In this sense, rather than seeing inclusion as a process of integration to the host community, it respects the and promotes the rights of different linguistic communities to co-exist.



Example 7

Finland 

DESCRIPTION

The project aims to give young people with mental health conditions, an opportunity to develop and improve themselves and their surroundings in a safe environment, and to increase visibility of mental health conditions in the community. It is based around young people with mental health conditions volunteering to run a pop-up culture café based on a series of different themes (e.g. Japanese Culture). The group also hopes that their culture café project will encourage other culture houses and organisations to try out self-organised café activities led by young people. The learning experience would also support young people in their employment. Also, through these actions, young people would be able to get involved with cross-cultural co-operation and to learn about the specificities of other cultures. The project wants to show that a common café can still work regardless of the social and mental health challenges.

Focus on young people with fewer opportunities: Young people with mental health conditions.

QUALITY DIMENSION

The organisation was seen to use a set of innovative approaches to work with young people with mental conditions. These are said to be very attractive for young people and to facilitate interaction with the members of the local communities. This enables provision of support to young people as well as awareness raising.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

The café builds up bridges with the local community and offers the time and space for young people with mental health conditions to interact with the community members. It therefore speaks to an inclusion dimension. However, an important part of this is that young people are active leaders in the project; it is something they are organising and doing to include themselves, rather than something others are doing to them to include them.



Example 8

Bulgaria



DESCRIPTION

180 young people were part of the one-day social enterprise style workshops. These focused on providing the support to enable them to transfer their dream idea into a clear business plan that would help them as well the communities' development. The workshops and project, which was successfully delivered, was led by an NGO which could be described as a network of young leaders. The activities proposed aim to contribute to societal change and offer young people the opportunity to improve skills and competencies for personal, educational, social, civic, cultural and professional development, as well as facilitating, event management, communication and other related activities.

Focus on young people with fewer opportunities: Yes – young people dealing with barriers into accessing the labour market.

QUALITY DIMENSION

The strengths of the project are mainly visible through having a group of young people and young professionals willing to help their peers develop their skills and competencies. This helps their peers in their future employment, as well as to mentor and coach them into transferring their entrepreneurship dream to a clear business plan. The monitoring of what individuals did as a result of the training also seems to show it was a high impact project.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

Out of the four cornerstones, active citizenship and empathy are in place, by having young people helping other young people fulfil their dreams and realise their ideas for the improvement of the community. The project raises some interesting questions about the boundaries between entrepreneurship and employment focused activities and solidarity. In the project 90 people set up activities in the civic space, (such as youth groups or NGOs) whereas 18 set up 'business' activities. Here it can be asked, to what extent does supporting young people's economic activity contribute to solidarity? On the one hand, economic activity is of benefit to a community, but it is a different sort of benefit to activity in the civic space.



Example 9

Belgium* 

DESCRIPTION

This project enabled a group of young people to organise street actions and deep reflections, on environmental issues targeted at the local community. This included work in a community garden which distributed food to 10 households as well as yoga, meditation, hiking, forest and sound baths to connect with nature, and encouraged mindfulness.

Focus on young people with fewer opportunities: No.

QUALITY DIMENSION

The NA emphasised the connection and link with the local community as part of the quality dimension of this project. It was said the project brought to life new connections with relevant sustainable oriented organisations and stakeholders within the municipality which jointly developed a further project on sustainability to which many of the local community contributed.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

This project is an example of young people encouraging other members of the community to show solidarity over a cause which the young people feel passionate about. It speaks most strongly to the cornerstone of active citizenship.

*) Community of Belgian projects not specified to preserve anonymity



Solidarity Projects

Projects submitted by informal groups of young people

Example 10

Belgium* 

DESCRIPTION

This project provides support for young people through psychosocial approaches and socio-cultural activities. The group strives for companionship (,friendship') and acts as a confidential advisor to those who attend their activities. Their workshops are open to anyone, but they tend to be filled mostly by young Muslim women. The project is based around hosting GetTo's (get togethers) every month for around 10 people, who develop sufficient trust for participants to lead and organise activities for the group themselves.

Focus on young people with fewer opportunities: Religious minority groups.

QUALITY DIMENSION

The NA officer identified that the quality dimension related to the fact the group of young people set up the project to cater to young people who were not very well-represented in existing youth work. (Support to young Muslim women around wellbeing and mental health). The young women approach the project as a pilot phase to see whether they could make the project into something more permanent. They brought in a coach with the same background as theirs, who has a degree in psychology and can help them with some of the workshops but also with their general approach to wellbeing and mental health.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

This could be understood as showing solidarity within an existing community. The cornerstones of active citizenship and empathy are well represented, and potentially the concept of inclusion as well. Although it could be argued inclusion requires more interaction between multiple communities to be fully addressed.

*) Community of Belgian projects not specified to preserve anonymity



Example 11

Latvia



DESCRIPTION

This project enables young people to volunteer in collaboration with people from an older person's nursing home and develops a collaboration between the nursing home and the youth centre. It involves 15 – 30 young people, 25 seniors, 5 volunteers from the community. Through the activities, volunteering is to be promoted to young people, while the long-term goal is to have more responsiveness among young people in youth centres, local events, environmental clean-up, charity, etc. The project develops intergenerational dialogue mechanisms, having rural youth working directly with the seniors from the community. The project would also contribute to creating a united and inclusive community, where everyone who wants to get involved is given the opportunity for growth, self-improvement, and support.

Focus on young people with fewer opportunities: Yes – young people from rural areas.

QUALITY DIMENSION

This project is innovative as it enables young people to meet with elderly in their community, not many projects submitted to this NA put emphasis on intergenerational dialogue and solidarity. Young people work together with the seniors, implementing actions with a wide range of local actors and the actions would aim to impact the development of the local community.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

Out of the four cornerstones, active citizenship is well framed while empathy could come within the activities in terms of encouraging young people to empathise with the elderly. Young people supporting older generations raises interesting questions. Whilst intergenerational work is valuable, this project benefits an equal number of young people and old people. If the number of young people were less than the numbers of older people would it still be appropriate to think of it as a youth project? Similarly, is enabling young people to promote the inclusion of others what is meant by 'inclusion' as a cornerstone of solidarity.



Example 12

Austria



DESCRIPTION

The project aims to raise knowledge and awareness on topics such as sustainable living, nature conservation and making the environment accessible. Through the project, a group of young people organise different workshops and will draft an e-booklet on matters related to having a sustainable life. These workshops and resources are then delivered to other young people and community members. The e-booklet contains activities that young people can do at home trying to make their life more sustainable.

Focus on young people with fewer opportunities: No.

QUALITY DIMENSION

The NA officer highlighted the strength of this project as the youth led dimension, whereby a group addresses an issue that is important to them and delivers tangible outputs.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

Out of the four cornerstones, active citizenship is mainly tackled. It can be distinguished from more traditional participation projects where young people lobby decision makers for change. In this project the group are directly creating change in their community by developing a direct community activism style initiative themselves that tackles an issue of concern for them.



Individual Volunteering

Cross border

Example 13

Finland 

DESCRIPTION

Through this project, young people are given the opportunity to join the team of the applicant organisation and join their campaigns for sustainable renewable electricity. The volunteers will be encouraged to use their skills to promote renewable energy, and to develop new skills, mainly in the field of communication and in the fields of renewable energy and sustainability. The actions are aimed to promote a higher level of awareness regarding the possible impacts of renewable energy generation can have on local ecosystems and biodiversity. The volunteers will be involved with campaigning and communication activities, working with different stakeholders, and trying to form partnerships and achieving mutual understanding about recent developments in the renewables sector. Volunteers help spread positive stories about renewable energy users and translate these positive stories into many languages.

Focus on young people with fewer opportunities: No.

QUALITY DIMENSION

The organising NGO has a well-recognised brand, and the topic has resonance with young people in both the hosting and sending community. Thus, it provides a good basis for transnational cooperation on a European campaign.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

Similar to some other environmental projects in this study (e.g. projects two and four), the main connection to solidarity seems to be emphasis on active citizenship and enabling young people to take action as part of the environmental movement. It thus also links to the supporting concepts of volunteering and active participation. By contrast to projects two and four, it places greater emphasis on social justice and less on personal responsibility by identifying that 'individual actions alone are not enough' to solve climate change.

Example 14

Croatia 

DESCRIPTION

The objective of this project is to create higher quality of the integration for students with communication difficulties into the community. The activities put in place aim to support young people with communication difficulties to take part in learning opportunities. They include a series of practical workshops and activities for psychosocial support, extracurricular help, and to help them become more aware about zero waste cooking and living. The participants would also get support to develop their digital skills.

Focus on young people with fewer opportunities: Young people with disabilities.

QUALITY DIMENSION

The strengths are linked to trying to offer opportunities to a group of young people that is, at times, stigmatised by the community members. All the activities put in place would both help the participant volunteers as well as the beneficiaries of the applicant organisation in knowing each other better and in building inclusive workshops and activities for young people with disabilities.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

Inclusion and empathy seem to be the cornerstones most focused on. The descriptions of the project supplied through the survey clearly focus on supporting a marginalised group to be included in society however active citizenship and human rights were less emphasised than other cornerstones. One of the volunteers was a young person with communication difficulties, and the importance of ensuring young people with disabilities to be active in defining, shaping, or deciding the type of support they receive can be emphasised. This highlights the importance of ensuring projects do things 'with', rather than 'to' people with disabilities.



Example 15

Cyprus



DESCRIPTION

The organisation behind the project is hosting two volunteers from another country. The organisation provides assistance and support to children of families affected by chronic illness. To support this work the volunteers support children/adolescents by offering educational help, art and drama sessions. Alongside this they support the organisation to run events, and with social media. The project has a peer education dimension as well as the two hosted volunteers are themselves young people with fewer opportunities, not having participated in any international activity before. They get the support of a mentor, the online linguistic support and supervisors service.

Focus on young people with fewer opportunities: Young people with chronic illness.

QUALITY DIMENSION

Particularly interesting is the focus on young people with chronic illness. A group not commonly receiving support. In addition, the volunteers involved with the project are themselves young people with fewer opportunities so they would better understand their working group - their inclusion is something the host organisation was keen to support.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

Out of the four cornerstones inclusion and empathy are at the core of the project while some of the activities would include elements of human rights. There is a sense that the project enables some sort of connection between marginalised groups in different realities, and through that, some sort of mutual solidarity between marginalised communities between countries.



Example 16

Ireland 

DESCRIPTION

The project aims to offer a well-defined learning experience to four volunteers in an agricultural setting. Two of the volunteers are young people with fewer opportunities including an in-country volunteer from an asylum seeking/ refugee background. The intended learning outcome of the volunteers is to develop ,green' skills and enable them to develop planning and strategic skills in designing and delivering non formal activities for addressing climate change and sustainability issues on behalf of the organisation. The project also aims to address the issues related to climate change and sustainability issues whilst at the same time developing the volunteers' competence in the context of future employability and ,holistic and healthy' community development.

Focus on young people with fewer opportunities: Young people dealing with social and economic obstacles, educational difficulties, and cultural differences.

QUALITY DIMENSION

The young people volunteering in the community become part of the community and learn that all aspects of the community are intertwined - they are resident at the organisation's premises alongside others. The inhabitants all have roles and responsibilities and the volunteers are encouraged to take on their responsibilities. The community as a whole is involved in educating others outside of the community. This creates positive relationships and intercultural understanding.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

The NA officer suggesting this project identified the applicant had a clear vision of their own in relation to solidarity that was linked to international and local volunteers 'standing in solidarity' with each other. Out of the four cornerstones, active citizenship is at the core of the project with the young volunteers taking a clear role in delivering educational activities for others. From the seven supporting solidarity concepts: responsibility, volunteering and strengthening communities are the ideas supporting the project and the learning activities proposed. The idea of coming from one community to another, in order to be part of that community and contribute to it seems to be of particular importance.



Example 17

Cyprus



DESCRIPTION

This enables young people to volunteer with the NGO. The NGO supports the promotion of children rights (social/cultural discrimination, gender-based violence, sexual abuse, bullying, missing children, hate speech, migrant women, children in care) and the rights of vulnerable children (social inclusion abuse, children on the move, unaccompanied minors, social/cultural inclusion and exclusion, family tracing and reunification, migration and asylum seekers). The young volunteers work with groups of children and young people who live in the NGO's shelters. Volunteers' work is related to issues such as child-friendly and juvenile justice; eradication of sexual abuse of children, child abduction, gender-based violence; awareness-raising and non-formal education on equality, child welfare and protection. The volunteers benefit from a safe and participatory learning environment, having the opportunity to better understand and promote solidarity and promote acceptance among people by advancing social cohesion and positive social change both at the local level and European level.

Focus on young people with fewer opportunities: The project focuses on young people supporting under 18s in vulnerable situations relating to migration, such as being in asylum seeking situations, being unaccompanied or separated from families during migration, or refugees.

QUALITY DIMENSION

Emphasis is placed on the idea of volunteers accepting the diversity both of other volunteers and the refugees they work with, and the role of social cohesion and diversity. The activities promote acceptance and unite youth from different countries to welcome refugees to Europe, and to foster the understanding of issues of cultural diversity and social inclusion. In this way, the project addresses objectives like intercultural learning and social exclusion, within a framework of active citizenship and volunteering among young people.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

The project strongly addresses all four cornerstones of solidarity, enabling volunteers to protect others human rights, support the inclusion of refugees and asylum seekers, and show empathy and active citizenship. What is particularly interesting is the way the project seems to strongly address the learning and development of young volunteers as part of this. Rather than presenting their activism as an altruistic act to help others in need, this project recognises that there is a learning experience and journey for the volunteers. The mutual experience of the volunteers and the young refugees seems to be a key part of the notion of solidarity within this project.



Individual Volunteering

In country

Example 18

Belgium* 

DESCRIPTION

This project involves the applicant organisation placing young asylum seekers in volunteering activities within other locally based grassroots associations.

It is one of a series of projects under the Solidarity Corps that the applicant organisation offers to young people from this background. The NA works with the applicant organisation with a long-term strategic approach to enable this. The activities are developed in partnership with locally based grassroots associations in order to have a clear impact on the local community where the activities take place. The activities enable the young asylum seekers to gain self-confidence in their capacities, facilitate integration into their hosting community, and it helps the young people and the local population to bond by breaking stereotypes and un-rational fears.

Focus on young people with fewer opportunities: Young refugees and asylum seekers.

QUALITY DIMENSION

The project contains a well-defined set of measures put in place to offer tailored individual support to all participants and the scope, objectives and activities have been developed based on the needs' analysis report. Moreover, the organisation ran a part of the needs' assessment activities consulting young people directly and finding out what their fears, needs, interests and preferences are. The great amount of work invested into documenting the project through the needs' assessment process had been highly appreciated.



WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

Out of the four cornerstones, inclusion, human rights and empathy are at the core of the proposed project and of the developed learning activities. This project links to solidarity through different aspects all focused on building solidarity both ways between the young asylum seekers and the host community. Firstly, the target group is mainly composed of young refugees and asylum seekers whose inclusion would be facilitated by being part of the activities. Secondly, the target group meets the local community through the activities and a set of local events; through these activities young participants would get to learn more about the hosting community and would also proceed to a cultural exchange. Moreover, they have been involved in helping the local community members organising camps, in helping the teams involved with restoring some of the buildings in the community, etc. Thirdly, helping the young beneficiaries better understand the culture of the new hosting community and helping the local community to learn things about their cultures and this exchange would help breaking the stereotypes and build bridges.



Example 19

Hungary 

DESCRIPTION

The project is a short-term cross border project enabling young people to volunteer in a bird hospital. The projects consist of three flows, each thirty days long, including twelve volunteers with fewer opportunities. This aim of the project is to raise the awareness young people have of their inner and community values by doing voluntary work in the bird hospital alongside local community volunteers. There is a strong focus on the learning and development of the volunteers and promoting cultural acceptance between the local community and volunteers.

Focus on young people with fewer opportunities: Young people in NEET situations or facing economic and social obstacles.

QUALITY DIMENSION

The project is said to provide a set of learning opportunities for young people in NEET situations and enables them to develop new life perspectives and career skills by volunteering in a different community.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

Out of the four cornerstones, inclusion and active citizenship are at the core of the project, which requires young people to volunteer towards a cause. The project also enables empathy as volunteers will get to work together and to work as well with the community's members. Like some of the other environmental focused projects, it raises the question of if we refer to solidarity with the environment or solidarity with the community.



Example 20

Sweden 

DESCRIPTION

Through the project, an Eco-farm, focused on sustainable living and farming, will host 12 volunteers to live and work on the farm. Volunteers come from a variety of countries and this is a cross border project most are young people with fewer opportunities. The volunteers will be part of the daily work at the farm concentrating on ecological and sustainable ways to handle forest fires, floods, and drought as well as food conservation. One group of volunteers will be sowing the crops of the year and the other group of volunteers will be harvesting it at the end of the summer. The volunteers also take part in workshops organised by the host organisation on topics such as cultural understating, how to communicate in a non-violent way, theatre workshops as a way of learning about expressions of emotions etc. The project intends that, as the volunteers are all living together on the farm, they will be experiencing what it is like to live and work in a community.

Focus on young people with fewer opportunities: Young people with refugee status and other young people facing social and economic obstacles.

QUALITY DIMENSION

All the participating volunteers are volunteers with fewer opportunities and come from different countries. The volunteers get to experience solidarity first-hand by working together as a team in a community, where it is important that everybody takes part. On a larger scale, they also understand what it means to farm in an ecological and sustainable way, and thereby understand the impact their way of consuming has on society.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

The cornerstone of active citizenship is the most strongly connected cornerstone to the project, though some of the educational workshops address other issues. Volunteering, one of the underpinning solidarity concepts is clearly a major focus. Like some of the other environmental projects, this project raises some questions about who the volunteers are showing solidarity to, and the extent to which this is necessary in a solidarity project. The young volunteers are actively contributing to a better environment and planet, which arguably benefits our society and global community. This is different to a project where volunteers help a specific group of people with which they have contact, from either another community (e.g. project seventeen), or their own community (e.g. project five). The project emphasises volunteers living and working together where becoming a community seems to form a core part of this project's notion of solidarity, but this community is made up primarily of the volunteers themselves - who will be from across Europe - rather than the local community.



Example 21

Finland 

DESCRIPTION

This is a cross border project developed by an organisation. During the project, young volunteers organise workshops on friendship in schools, unemployed facilities, and the elderly service centre. The project aims to prevent loneliness by providing people who take part in the workshops with the opportunity to develop their friendship and interaction skills. Young volunteers design and conduct functional workshops on friendship and interaction skills. Volunteers, together with the people they meet, reflect on what a good friend is, how to maintain friendships, and how to make friendships.

Focus on young people with fewer opportunities: A variety of groups are included.

QUALITY DIMENSION

The quality dimensions were identified to be the impact that the project has on the local community, and the range of people that the project involves.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?


This project addresses the cornerstones of empathy and active citizenship, as well as the general theme of community building. It allows us to ask what forms of impact should be valued most in allocation of Solidarity Corps funding. This project emphasised the difference that young people make to the community as the most important factor. This is different to projects that emphasise the things that Solidarity Corps participants learn and develop through volunteering - although both were said to play a role.



Jobs and traineeships

Cross border jobs

Example 22

Poland 

DESCRIPTION

This project enables a person who undertook their EVS with the host organisation to take on a job coordinating Solidarity Corps programmes for the organisation. The host organisation has particularly focused on offering the role to someone from another country who has poor employment opportunities in their own country. The post holder's role is to focus on working with local partners to set up Solidarity Corps programmes in the city.

Focus on young people with fewer opportunities: Young people facing social obstacles.

QUALITY DIMENSION

One of the interesting strengths of this project is that it shows a clear pathway from a former project participant to develop a member into a member of staff. As the post holder will be developing Solidarity Corps programmes, this project shows the potential for the Solidarity Corps to be used to support civil society and youth sector infrastructure.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

The concept of building the infrastructure of a civil society organisation can be connected to the underpinning solidarity concepts of strengthening communities and support. However, the specific action of a job means that this work is no longer based on a volunteering dimension, and some would argue that it is not 'active participation or citizenship' if it is not voluntary. Like other Jobs and Traineeships, the connection to the four cornerstones of solidarity is less direct than other project types. In this project the role of the job is to develop further Solidarity Corps projects, which in turn would lead to solidarity outcomes, so the connection comes at a later stage.



Example 23

Germany 

DESCRIPTION

This project offers employment roles to five participants in the field of social work. The roles are spread across the project applicant's professional network, and so are based in a number of organisations. By enabling cross border recruitment, this helps fill a skills shortage in the network. It is also said to encourage cross cultural awareness when the employed participants work with the German beneficiaries of the various organisations in the network. For example, Solidarity Corps participants will be working with children with disabilities who may not have contact with people with other nationalities. From the application, one could perceive that it is intended to offer participants to stay after the Solidarity Corps or, at least, that they are introduced into social work education curricula of Germany and become involved in this further somehow.

Focus on young people with fewer opportunities: Not specifically targeted.

QUALITY DIMENSION

The project is identified by the NA as an excellent networking opportunity for the partner and participant organisations and will also offer the participants the opportunity to learn together with the target group involved with the activities. More than this, the applicant also presents the learning opportunities within a wider perspective – the community members will also be involved with the intercultural dialogue framework and will get to learn about new cultures and better understand them.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

Like other projects in the Job and Traineeships category, this project is slightly more removed from the four cornerstones. It focuses on building the systems of social welfare, which may then lead to solidarity dimensions for the clients of that welfare service. A general sense of solidarity with the European project is perceivable here; the project enables actors from other countries to support German Social Work and cultivates international collaboration.



Jobs and traineeships

In country jobs

Example 24

Latvia 

DESCRIPTION

This project enables Solidarity Corps participants, including young people in a NEET situation, to take on roles in a host organisation to support children in orphanages or in crisis situations, children from disadvantaged families, representatives of national minorities. The host organisation regularly carries out support measures aimed at children at risk of social exclusion. Participants work on a regular basis with the host to implement its projects. They take responsibility for, organisation and management of the summer camp, inclusive events and Christmas activities as well as a cultural project with partial participation of children from risk groups of social exclusion. This includes preparation, publicity, and administration of project.

Focus on young people with fewer opportunities: Young people in NEET situations

QUALITY DIMENSION

The NA officer identified that the quality aspect of this project was it enabled one group of young people with fewer opportunities to help another group of people with fewer opportunities.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

This is an example of one group showing solidarity to another within the same geographic area. It speaks to the cornerstones of Human rights, inclusion, empathy.



Example 25

Portugal 

DESCRIPTION

This project provides young people with employment opportunities combined with training focused on skills development activities – especially related to entrepreneurship and creativity. The jobs are based in an organisation that addresses the social inclusion of young people, particularly those excluded from the labour market. The organisation itself has a strong focus on providing access to European opportunities and fostering European identity and values to young people in its local area.

Focus on young people with fewer opportunities: Young people who are in a NEET situation or facing economic and social obstacles.

QUALITY DIMENSION

The project is structured as a learning opportunity both to the participants who will be hosted but also to young people in the community, especially to young NEETs. The project also identifies that the learning activities would also bring NEETs closer to the European opportunities and European values through a strong educational focus on this.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

The major focus of this project is on social inclusion, and the project considers both the economic and social inclusion of those involved. It also has a strong European dimension, and clearly presents “Europe” and “European opportunities” as something which enables this social inclusion. By comparison to other projects it highlights the question - how is promoting European solidarity connected to or different from promoting solidarity with a local community? Is European solidarity something different to solitary with a local community?



Example 26

Latvia



DESCRIPTION

The aim of the project is to promote the employment and integration of young people with disabilities into the labour market. It is planned to create two workplaces for young people with disabilities in a community café and also to provide them with career mentors who have experience working with people with disabilities. The participants also receive support from an NGO focused on young people with disabilities. The cafe itself is based on a social enterprise model where all people within its employment are people with disabilities. It contributes to enabling people with disabilities to be an active presence in society, as well as to access employment.

Focus on young people with fewer opportunities: Young people with disabilities.

QUALITY DIMENSION

The quality dimension of this project was the combination of employment opportunities and support for participants.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

This project supports the inclusion of young people with disabilities as well as addressing their right to work. It can be seen as a project through which one community (people with disabilities) are building a sense of internal community solidarity through a social enterprise model.



Example 27

Estonia 

DESCRIPTION

The project gives opportunity to four young people to participate in national traineeships in youth centres and to five young people to be part of traineeships in youth work organisations in other countries. The project contains both Job and Traineeship activities, both in country and cross-border. Young people taking part in work and traineeship projects are involved in implementing activities in the hosting organisation involving local youth. One of the aims of the project is to help NEET youngsters to find job or traineeship opportunities. The applicant is planning to develop a new service for its members: regional mobile youth workers who will help out many youth centres in their region.

Focus on young people with fewer opportunities: Young people who are in a NEET situation or facing economic and social obstacles.

QUALITY DIMENSION

The project is presented both to offer the learning opportunity – especially working in the youth centers to the international participants - but also to develop new training and educational activities for NEETs in the community.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

The applicant and the reporting NA officer relate solidarity as one of the core purposes of youth work. They maintain that the roles contribute to greater solidarity of Estonian society, regions, and communities. This raises the question do all forms of youth work contribute to solidarity, or are there some that contribute more than others? Like many of the other Jobs and Traineeships roles, in this instance Solidarity Corps is being used to support the infrastructure of the youth sector (or in other examples youth civic society). In this regard, the immediate connection to four cornerstones of solidarity is not obvious, but it is assumed that the development of the youth sector and the organisation contributes to this at a later point.



Example 28

Hungary 

DESCRIPTION

This employs a past EVS volunteer within an organisation supporting children from marginalised backgrounds. The job role is to plan art activities using non-formal learning methods, drama, and theatre in education. They are involved in assisting children to try out conflict management tools, practice critical thinking, and observe one matter from as many viewpoints as possible. The participant will be attending and facilitating various trainings for the internal well-being of the organisation, the volunteers and also for facilitating the target group. The organisation mentors and supervises the employee's activities, with a special approach on learning.

Focus on young people with fewer opportunities: No.

QUALITY DIMENSION

It is understood that the volunteer continued to volunteer on an ongoing basis since the end of their EVS placement and has become a permanent part of the organisation. They have been writing projects, coordinating Solidarity Corp volunteers, and leading theatre and drama workshops for children in school. So from the employee's perspective, through the Solidarity Corps, the organisation gave a career opportunity for their previous volunteer in drama and theatre. From the aspect of the local community, the organisation was able to provide continuity with the presence of the same person for more than two years now.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

The work of the hosting organisation demonstrates concern for empathy and inclusion. The job role helps sustain the capacity of the host organisation to deliver this.



Jobs and traineeships

Cross border traineeships

Example 29

Netherlands 

DESCRIPTION

The applicant organisation uses outdoor education as a tool to promote cooperation and personal growth of young people. Through the project, it intends to offer newcomer youth workers a chance to develop their skills in experiential learning and outdoor methodologies. It both supports the young people attending the outdoor activities, the local volunteers involved and the trainees themselves to grow in a positive learning environment. The trainees, through the project, receive extensive training in their first week in the country. During this training, they will get a well-structured training on outdoor methodologies, together with the local volunteers. Following this, they help deliver campaign activities to young people who are participating with the applicant organisation.

Focus on young people with fewer opportunities: No.

QUALITY DIMENSION

The strengths of the project are visible in offering a well-structured set of learning activities for the youth workers who will be hosted in the organisation. They enable the growth of the youth sector and the individuals by helping train youth workers in outdoor education methods.

WHAT CAN BE LEARNT ABOUT SOLIDARITY FROM THIS PROJECT?

Like the other Jobs and Traineeships, the connection between building the youth sector / training youth workers and the solidarity cornerstones is a little less direct. It is possibly assumed that building the sector automatically contributes to solidarity, perhaps on the assumption that solidarity is part of the core work of the host organisation. However, in this project, the Solidarity Corps participants are delivering specific programmes to young people that are well described. This makes the direct impact on young people a little easier to see compared to other examples of Jobs and Traineeships in this study where the trainee is contributing to the work of the organisation more generally.

SALTO European Solidarity Corps

SALTO ESC supports National Agencies and organisations in the youth field and beyond with the implementation of the European Solidarity Corps programme. The mission is to explore the potential of solidarity as a core value in European societies and to promote the use of the European Solidarity Corps as a tool for understanding and living solidarity. SALTO ESC coordinates networking activities, training, seminars and events that will support the quality implementation of the programme and maximise its impact. By doing this, SALTO ESC contributes to building a European Solidarity Corps community of organisations.

SALTO ESC is hosted by OeAD. The OeAD is the national agency for the implementation of Erasmus+ and the European Solidarity Corps in Austria. SALTO ESC is part of a European network of SALTO Resource Centres with the mission to improve the quality and impact of the EU youth programmes as well as to support and develop European youth work.

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