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Introduction

This seminar, held in Rotterdam, was devoted to the issue of «**Social Cohesion and Urban Regeneration**» in the perspective of a comprehensive approach integrating the different problems European cities are facing. It is obvious, nevertheless, that the issue of social cohesion is particularly relevant in specific neighbourhoods, the so-called «deprived areas» in which the less integrated into the mainstreams of our society tend more and more to concentrate.

This seminar is the second one of the four «vertical» seminars («Economic Development», «Social Cohesion», «Culture» and «Housing and quality of life») that will take place during the first year of the programme.

The central theme «Social Cohesion»

treated in two parts «**Education**» and «**Training**», which were seen as essential. The decision to focus on these two issues, which are central to the theme of social cohesion, was due to the lack of time during a two days seminar, to tackle several issues but also to the desire to favour the mutual understanding of the way initiatives are implemented, rather than to try to reach any exhaustiveness in the review of urban regeneration policies.

It is widely recognised that the current education and training system is not sufficient to cater for the specific needs of certain groups in society. The main aim of education and training, at least in the view of urban regeneration, is to provide children and adults, and especially those living in deprived areas, with the tools and resources they need in order to integrate into society. It is a matter of favouring a more balanced development of cities aiming at curbing the processes of social exclusion and spatial segregation.

Improving education and training- particularly for children living in areas with the highest risks of exclusion - should allow them to participate in society at emotional, cognitive and pragmatic levels.

Education projects in deprived areas could provide the necessary education for children, so that they do not leave the school early without enough qualifications. They could also help to improve citizenship, to improve relationships between children, parents, teachers, etc., to promote multicultural education, to improve relationships between schools and public spaces...

Training projects in deprived areas are targeted at social, cultural and also economic inclusion. Thanks to different actions (motivational support, an assessment of needs, vocational guidance, psychological care, etc.), unemployed people are helped to find jobs, thus promoting their reintegration into society.

Discovering and comparing initiatives developed in different cities, trying to analyse the reasons for their successes or failures in the context of an integrated approach to urban regeneration are thus major challenges for the Working Party.

1. Social cohesion in urban regeneration

The plenary session was opened by Tom Harreman, the local mayor of Delfshaven who pointed out the interest of such an exchange of experiences for a neighbourhood such as Delfshaven, which is facing major social problems. He hoped that the participants would learn about what had been achieved in Delfshaven but that also they would assess what is still to be done.

Concluding with his wishes for a successful seminar, he gave the floor to Ron Dekker for a more in depth presentation of the challenges Rotterdam is facing in Education and Training.

1 Education and Training *Présentation by Ron Dekker*

Main points

- «Think Global - Act Local».

- The importance of a «made to measure» approach in Education and Training projects able to link actions to the different situations, was stressed.

In Rotterdam for example, the following points should be taken into account :

- *the high level of socio-economic disparities between boroughs ;*

- *in less favoured neighbourhoods;*

- *the high level of single families ;*

- *the low level of parents' education ;*

- *the high level of ethnic minorities;*

- *language problems ;*

«It is difficult to transfer strategies between areas directly, because each area needs for a targeted approach...».

Specific requirements are better recognised at the local level where different strategies could be implemented as an action-reaction process.

- Education and income are closely linked. Families that have low incomes have more often a low level of education. Those two aspects are mutually reinforced. Increases in one of them have high repercussions on the other one.

Related to this, he pointed out the tendency to (income) polarisation in cities, and its consequence, the increase in and the diversification of problems spatially concentrated in certain neighbourhoods.

Rotterdam is a rich city, however some neighbourhoods are facing important socio-economic and physical problems. Improving education and training could be a first step to integration for people from less favoured neighbourhoods because

«...when you participate to society, you start to integrate...».

Neighbourhood regeneration must take into account a whole perspective of problems, objectives, mechanisms, dimensions... to build a more balanced city.

- Education and training projects require major investments. The resources exist but there is sometimes a lack of harmonisation and consequently a waste of resources.

- The important role of teachers as mediators in those projects was pointed out. Increasing their motivation and training is one of the main objectives.

- One question to finish : «...Nobody is against integration in schools for people belonging to a different culture or having socio-economic or linguistic problems, etc., but often people who can do it, do not send their children to those schools, do not do so...»



Tom Harreman, Ferry van Wilgenbourg, Robert Decker and Samira Soufi

Choosing the main issues for the workshops

Different issues were proposed in the seminar preliminary rapport in order to establish a framework for the workshop discussion. At the end of the plenary session three main issues considered as essential were chosen for each workshop :

EDUCATION

1. How to involve families and the neighbourhood in general in education projects?

(Using the school for a range of social activities after school time, adult literacy programmes, trying to improve the negative image that the teachers have of the neighbourhood...)

2. What kind of players and partnerships are directly or indirectly involved (in projects)?

(Public and private sector, social workers, teachers, volunteers...)

3. Does the project address both the structural and political (rights, information, inclusion) and the cultural and personal aspects (identity, feelings, culture)?

TRAINING

1. A first definition of training.

(An analysis of the different kinds of training processes; what kind of unemployment (long or short term)?, what kind of training (knowledge updating or a way of integration in society)?.

2. Training and social & cultural integration (capacity building).

(Towards a sustainable development of neighbourhoods...)

3. What kind of players and partnerships are involved ?

(Public and private sectors, social workers, monitors, advisors, volunteers...)

2. Education workshop

1 Manchester

Parents involvement

In Manchester, *the Adult Education Service* project offers a range of Parent Education courses across Manchester funding mainly through regeneration (SRB) and EU sources.

Parent education courses promote social cohesion and inclusion by encouraging parents to get new skills which will enable them to help their children's educational development as well as to engage them in school life and improve their employability. Another related project is the *Wythenshawe Inclusion and Support in Education* project, delivered by *Family Action Benchill*. It is a provision of intensive support to the families whose children have emotional / behavioural difficulties in local primary schools.

Avoiding exclusion in schools

In order to avoid *exclusion in school*, there exists another project called Exclusions from Schools (delivered by *Manchester City Council* and the Manchester Youth Service). This project provides a varied and imaginative educational support programme to respond to the needs of school students in local high schools who may be disaffected from the school situation, with a view to helping them to gain a more positive experience in education.

Education, training and leisure

The Powerhouse is a brand new education, training and leisure facility for the young people of Moss Side and Hulme. The overall cost is £3 million (£2.8 million from the public sector (50% from the Millennium Commission) and £250 000 capital is now sought from the private sector. Joint working between youth, health, sports, crime prevention, education training, careers advice and employment agencies was delivering a raft of projects as a part of a robust regeneration-led youth strategy for the area.

Through the involvement of a broad partnership the proposals for the Powerhouse were consolidated around the vision of it as a multi-functional facility at the 'hub' of a joined together network of agencies, services and programmes. The aim of this network is to meet the needs of young people of inner city Manchester and is inclusive of both statutory and voluntary agencies.

THE PROGRAMME WILL BE SET UP AROUND A CORE OF ACTIVITIES PROVIDED BY YOUTH WORKERS :

- Daytime drop in facilities for unemployed young people and excluded pupils.
- Evening and weekend personal/social education, sports, cultural and leisure activities and residential work.
- Confidential information and advice to young people regarding issues concerning them: including family difficulties, relationships, drug use and peer group pressures.

Complementing these activities will be provision delivered by an interdisciplinary team of staff from a wide range of partnership agencies (the Mancunian Health Trust will staff a Health Shop, Careers Partnership, Libraries Service and TEC will outpost staff to give careers advice, guidance and information...).

Weak performance in basic and intermediate skills

The UK's weakness is in the performance in basic and intermediate skills. The UK is behind France, Germany, the USA and Singapore in the percentage of people qualified to level 3 (below university level). 20% of adults have poor literacy and numeracy skills. The government aims to increase the number of people involved in further and higher education by 700 000 by 2002.

Partnership and Players

Partnership work is strongly encouraged. Regeneration agencies (as such as Wythenshawe Partnership) have been set up for the co-ordination of regeneration and to build partnership working. Local government services represent the largest number of partners but there is an increasing involvement from voluntary organisations and the private sector.

Need for an integrated approach

Education (as well as training) has not been highly valued in the UK. There has been a lack of co-ordination and poor links with urban regeneration strategies. As regards urban regeneration the strengths are in the physical and economic programme as illustrated by developments in Manchester. The weakness centres on the poor co-ordination between physical/economic programme with the overall provision of education and training. Some of this has to do with the separation of funding structures.

2 Birmingham

Parents involvement

In Birmingham, the Saltley and Small Heath SRB (Single Regeneration Budget) Programme concentrates its activity through two projects :

The *Community Development and Learning Through Schools Project* aims to provide a route by which parents can become more involved in the education of their children, complementing work undertaken at schools through activities at home. To raise parents' understanding of their importance and role in their children's education is critical if educational attainment is to be improved and the future of the area secured.

The project has been implemented through schools in the three main partnerships active in the area and includes the construction and refurbishment of facilities for use by parents in schools, specific projects within the curriculum aimed at bringing together pupils, teachers and parents. Outputs linked with the project are diverse and extensive. These include: parents assisted, pupils benefiting from awareness raising sessions, trained people gaining qualifications, school benefiting, school facilities with improved community access, jobs created, people involved in voluntary work and voluntary organisations supported.

Local community involvement

The University of the First Age Project is a sub-project of the preceding one. It is developed through the establishment of partnership with local schools, community organisations, colleges and businesses. The project extends teaching and learning beyond the traditional school day. Young people aged 8 to 16 are provided with new and exciting educational experiences developed in ways which acknowledge that each individual has a multisensory approach to learning and needs to develop his own learning style. The project activities offer educational enrichment, encourage life long learning and nurture the acquisition of study habits.

Through its partnerships with schools (both statutory and supplementary) and with other community organisations, the project aims to meet the needs identified by the local communities in the area. Partner organisations are able to access additional funding, post SRB, to enable participation in a major training and development programme and to fund vacation schools; in particular, summer schools focused on accelerating young people's literacy skills. Outputs associated with the project include: businesses involved, pupils benefiting from projects, training weeks, young people benefiting and individuals involved in voluntary work.

A targeted approach for particular cultural and economic conditions

Another interesting project takes place in the Sparkbrook, Sparkhill and Tyseley area, it is called Parent Partnership Project. It was set up in response to the particular cultural and economic conditions affecting the families of the area:

- the very high level of unemployment amongst the residents ;
- the cultural factors which continue to restrict women's opportunities to receive employment-based training and then to enter the labour market ;
- in order to attack the low level of educational achievement more Muslim and ethnic minority staff are required to provide role models and a sense of ownership in the community. Institutional change is urgently required;
- the need to encourage parents to work with their children to achieve satisfactory results in SAT test in Key areas as a measure of educational attainment. Parents sometimes lack the confidence and skills to do this ;
- the need to promote active citizenship and participation by children and parents.

The project has appointed a team of ethnic minority women to provide specific services in response to above. This has been successful. In addition, the women staff are encouraged to either enter long term employment in schools or other educational/social provision or to enter training for teaching or other professions. The project's staff clearly regard their work as personally empowering and enjoyable.

It is delivered through all local primary schools and it is managed by a partnership of schools, colleges and trainers. The project has exceeded the targets set for it; in pupils benefiting, people gaining qualifications, training weeks, building improved, jobs created, trainees into employment, childcare places.

Premises have been improved to enable the project to take place effectively and links developed with other regeneration projects including; Telematics, Enhancing the Training Infrastructure, Community Parents, Core Skills, Asian Arts and Cultural Project and Training Bursary Project.

The project reviews have been marked by the highly articulate and positive input of women from community actively engaged in the project. The local regeneration partnership is highly demanding of its projects but this one has the support of community and institutions. Discussion is taking place about how the experience and success of this project can be used elsewhere in the City where similar issues exist.

3 Rotterdam

A targeted approach for Delfshaven

In Rotterdam, the approach in the area of education of Delfshaven is based on identification of potential problems at a very early stage and monitoring of the children's development throughout their «educational life». In this borough 50% of the children do not speak Dutch at home, 89.6% of the children need special attention and care in basic education, 60% of them enter the labour market without the required qualifications. It is a bottom up approach ; the project leader designs and discusses the approach at neighbourhood level. That is at this level that the implementation of priorities takes place.

THE APPROACH HAS FIVE PRIORITIES:

- To improve the quality and accessibility in the pre-school period ;
- To stimulate the behaviour of parents in support of education ;
- «Schooling the schools» ;
- To improve the social competence (personal and environmental development) ;
- «Broad» school, stressing that the process of education takes place in the school, at home and in the neighbourhood through the teacher, the parents and the friends.

Integrated approach of urban regeneration in Rotterdam

Urban regeneration in Rotterdam is seen as an integrated process, whereby physical, economic and social projects are dealt with in an integrated way. A continuous effort is made to establish links between projects and programmes in order to create an added value. Urban management is based on interaction between and contributions from a large group of actors. Ideas and initiatives of communities are, where possible, incorporated in programmes and projects. The development of the *SNA (Strategic Neighbourhood Approach)* multi-year program in Delfshaven has been a very interactive process in which public servants, municipal services, community representatives, entrepreneurs, housing corporations and other actors played in role in writing the investment program.

The SNA requires an overall co-ordination of and permanent tuning of policies, work and input of the various municipal services, both in the city of Rotterdam and the borough and all other actors. For this purpose the project bureau is established for each of the SNA areas.

The management of the project bureau works closely with the council of the borough. The project bureau also makes an effort to engage private parties in the urban regeneration process by forging Public Private Partnerships.

4 Brussels

Diagnostic of the situation

In Brussels, the diagnosis of the situation could be summarised in three main points :

- academic disconnection ;
- weak academic rate ;
- disconnection between the level of qualification of unemployed people and enterprises' requirements.

Positive discrimination defining «Priority Educational Areas»

The approach is based on « positive discrimination » in the French speaking schools that targeted through the following criteria : housing conditions, income level, educational level, unemployment rate, social securised help, level of foreign population and number of pupils in academic difficulty. The establishments benefit from a supplementary budget for the implementation of actions in order to promote equal opportunities. This instrument of positive discrimination is part of legislation which guarantees its continuity in time.

- **Human resources :**

reducing the classrooms' size, implementing a different way of teaching, creating adaptation courses, promoting specific training for teachers, refurbishment of buildings and access...

- **Material resources :**

creating meeting spaces, promoting the construction of library and media centres providing teaching , to guarantee technical and computer material, building improvements, promoting cultural and sport activities.

Mediation in the schools

A mediation process in schools was institutionalised in 1998 in order to prevent academic disconnection and youth crime and to reestablish a climate of confidence.

5 Valenciennes

Project context

For the Valenciennes region, the objectives are set out in the framework of the so-called Contrat de plan between the State and the Region for the years 2000-2006. With the phasing out of European funds under discussion, one of the main objectives is to show the importance of struggling against all forms of discrimination in education, training courses and at work.

THE LOCAL EDUCATION AND TRAINING STRATEGY OPERATES AT TWO LEVELS:

- Valenciennois area :**
- To adapt training courses to the local employment market and to anticipate its needs
 - To develop the Hainaut-Cambresis university, a «unifying» element for the south of the Department
- In the town:**
- To put into practice the Local Education Plan

Local observations

The Plan Education belonging to the last level is launched as a reflection about education. Education is understood as the possibility of access to knowledge but also to society.

THE PROJECT IS SET UP ON THE BASIS OF THREE OBSERVATIONS :

1. The multiplicity between of diverse educational mechanisms established on the city services and associations. This lack of co-ordination makes it difficult to have an idea of the different actions that are implemented and more often it also implies a dispersion of resources.
2. The positive discrimination in specific areas of the city aims to stabilise or even improve the situation of people living in deprived neighbourhoods. Nevertheless it is also important to take into account that other «areas» are sometimes also in need of this kind of intervention.
3. Despite the mechanisms and strategies that have been set up, the educational level is in continuous decline in a great number of neighbourhoods.

Local Education Plan

In 2000, the town is setting up a robust education policy for children and teenagers between 2 and 16. It constitutes one of the municipality's main priorities. A Local Education Plan is under discussion, the objective of which is to clarify and improve the articulation of all aspects of education. The plan aims to integrate actions into a concerted approach taking into account how a child or teenager's time is spent in school, in break times, and out of school. The accent is put primarily on break times and out of school activities. A partnership has already been set up with diverse national agencies (National Education, Youth and Sports, Culture and Urban Policy) and with the Caisse d'Allocation Familiale (Family Allowance Office).

The town has also participated in the development of qualifying training courses (initial, higher or professional) by:

- *Promoting a strong partnership between university and business;*
 - *A strong potential of the schools belonging to the Chamber of Commerce and Industry orientated towards very operational training courses ;*
 - *The provision of land for and/or the construction of buildings dedicated to schools, for the university and for students accommodation.*
- The main objectives are the following:*
- *To promote a successful education for everyone, to prevent academic failure and to secure for equal access to knowledge ;*
 - *To encourage parental responsibility in the education for their children ;*
 - *To organise a balanced and harmonious day for the child ;*
 - *To encourage the discovery and the practice of sport and cultural activities ;*
 - *To turn play time into an additional educational time;*
 - *To encourage a basic understanding of citizenship ;*
 - *To promote community safety and prevent youth crime.*

Other school age activities are about to be implemented the intervention in primary schools through sport activities, heritage courses and visits, cultural activities (theatre, music), languages courses. Out of school activities have also been developed; language holidays, skiing and country holidays, the build of a Book and Youth room, Reading areas in Social Centres (story hour), Museum workshop.

6 Lille-Métropole *Roubaix— Tourcoing — Lille*

Roubaix

The cities of Lille-Metropole have developed different mechanisms of intervention about the main issues linked to the role of the school in the deprived neighbourhoods.

In Roubaix there exist today different projects.

TO RAISE THE POSSIBILITY OF ACCESS FOR PUPILS IN THE PRE-SCHOOL PERIOD

1. The project consists of developing «Bridge Classrooms» to raise the level of pre-school pupils (from 2 years old). The main objective is to improve the reaction of children and parents towards school. In this way, children could be ready for integration when they first go to school. The city is making the link between partners (school, social centres, parents, special education teachers, national education, CAF...). Today there are six «bridge classrooms» in Roubaix, and there will be 10 in September 2000.

TO RAISE THE ACCESS TO SPECIAL EDUCATION

2. The Special Education centres in Roubaix can not enough to absorb all the pupils that require special education. Through a mechanism called DIRE every year 20 pupils for whom there is no possibility to access Special Education centres are welcomed into school. The school supported by this mechanism works with socio-medical support alongside educational staff.

LINKS WITH THE SOCIAL DIMENSION

3. **The Espace Intermediaire project** takes into account the great disaffection of some pupils not only from school but also from their families and neighbourhoods... This project receives each year such 15 pupils «in disconnection» in order to work with them, with their families, etc., outside school hours. Educational intervention is based on the social environment of the children. The output is very successful, 80% of pupils being re-integrated into the school and for those for whom this re-integration is not possible, another solution is found by the social workers. Around 50 different players are involved in the programme (teachers, social assistants, sport educators, justice professionals...)

LINKS WITH THE CULTURAL DIMENSION

4. The programme promotes cultural development in vocational secondary schools through investment in materials and equipment relationship with the «artistic world». One of the projects was carried out by five pupils who were rejecting vocational training. They made a video on the images and opinions that they had of their school and of their neighbourhood. The output was not only the creation of a product of real quality but also the return of those pupils into the education system. The video they have made is to be used in other vocational secondary schools in the Region.

SPECIFIC SUPPORTS FOR PUPILS

5. School Support programmes provide help with homework, study method and alertness. This support is delivered through volunteers or paid students. The evaluation of needs and possible responses is made in the context of both neighbourhood office and school time activity.

**In Tourcoing,
in the Projct
Educatif Local,
several original
initiatives have
been developed**

Tourcoing

INFORMATION TECHNOLOGIES AND COMMUNICATION

1. The municipality, which is a keen partner of this programme, has launched multimedia equipment plan for 24 schools. Within two years, all pupils and teachers will have access to the new aids to knowledge and creation, communication...

PROMOTING READING

2. Promoting reading is a long-term mechanism to improve mastering of the French language and to be «open to the world». This initiative has been developed now for ten years and has been based on major support from a network of teachers, professionals and volunteers. Each year there is a new thematic suggestion to energize the work. The Project 1999/2000 is intitled «wrint space or books in every form».

OUTSIDE SCHOOL HOURS

3. It is a matter of promoting leisure activities for children and young people outside school hours supporting their personal development. The activities are cultural, sports, arts etc., in relationship with local associations. The pupils are supervised by qualified animateurs used to working with children. The service and transport are free.

LEARNING ABOUT THE CITY

4. «The city space for everyday life and for citizenship». The aim of this project is to help schools develop young people's knowledge and experience of urban life (through history, readings, in the field of imagination, citizenship, traditions, etc.). There is a large number of partners involved as well as different activities (exhibitions, creation of a newspaper by the pupils...).



Lille

A LOCAL «TARGETED» PROJET

In Lille, there is a local action called ARVEJ («Arranging the rythms of life of children and young people) in specific deprived neighbourhoods (here, the experience of Moulins launched by the City of Lille is described).

The project is based on the creation of a «timetable» for pupils that covers not only school time but also the leisure time. Each child has a «Leisure pass» for six activities in three areas : sport, culture and leisure. These activities, outside the school hours, aim to take into account the rythm of life of the children.

The Pass, covers seven weeks between each session of school holidays. The total number of children involved is 368. The partnerships involve the departments of the city of Lille, the Caisse des Ecoles and the associations of the Moulins' neighbourhood.

THE OBJECTIVES ARE:

- To open children to new activities (cultural, artistic, sports, etc.) ;
- To develop their citizenship ;
- To improve academic performance.

The outcomes are very positive :

- * Clear improvement of academic performance, beyond normal progress ;
- * Better knowledge of the neighbourhood and its structures by children ;
- * Better socialisation and environment respect ;
- * Reinforcement of the links with families.

The main problems are:

- * The high cost of the project (1 500 000 FF per year) ;
- * The need for investment in new facilities due to the rapid 'over booking' of the existent ones.

Those examples show that it is possible through experimentation to make local adaptations to the education system.

Looking at the project's results, it is clear that it is important to recognise the right of experimentation at the local level for educational purpose. The «Urban Policy» is considered to be the right framework for it.

Conclusions

- It is important to develop an integrated approach in projects able to link education with other elements of urban regeneration:

-with the physical dimension :

the projects should to try to open up schools to their environnement allowing the integration with the neighbourhood and helping to involve parents ;

-with the social dimension :

the projects should try to link social aspects to educational aspects in deprived areas through a targeted approach (identifying the specific problems of each area : criminality, health, poor housing,...) ;

-with the economic dimension :

one of the main objectives is to try to avoid academic failure, in other words the tendency for children to give up school before they have enough qualifications to enter the labour market.

- The different projects developed in cities point out to a certain lack of coordination and links with other urban regeneration projects. One of the main reasons probably lies in the fact that education has not been valued enough so far within urban regeneration strategies.

- The different projects show that it is possible to adapt the education system through local experimentation. It is extremely important to give more flexibility to action at local level that is capable of recognising the specific requirements of each particular area. Indeed at local level there are more possibilities of co-ordination between players and partnerships as well as between the different projects implemented in the neighbourhood.

- To promote partnership involvement is one of the main aims of the different projects. The importance of a public-private partnership as well as the different associations, communities and voluntary institutions must be stressed.

- The need to base projects on the relevant human resources : the importance of the role of parents, teachers, social workers and volunteers is clear there. All of them have a role to play in projects.

- Education is a process of «life-long learning». For children and young people this means the possibility of access to basic knowledge but also the possibility to take part in society through participation in different activities that can help them to develop more completely.

- The need for co-ordination of projects and funding. In some cases the lack of co-ordination between the different projects has made implementation difficult. Education is a long-term process that requires continuity in the process itself and in terms of funding Political interest often favours physical and economic projects, that are more visible and can require a shorter term process for their development.



Terry Martin, Marie Fallon and Thierry Baert

3. Training workshop

Doorstrom project

Présentation by Mies Van Marrewijk

In this workshop, training was tackled through the three questions chosen in the plenary session. They enabled cities to share experience of different projects and strategies.

OBJECTIVE OF THE PROJECT

The main objective is to offer motivation and orientation support for people in long term unemployment, in order to give them new possibilities for work. The people concerned have a lot of personal handicaps and more often belong to a «passive environment» that makes it difficult for them to enter the labour market.

Unemployed people take part in the project on a voluntary basis. There are four levels of intervention for which there are 1000 volunteers overall, training for work in the social work sector. In this case, we describe the fourth level, relating to long term unemployed people that suffer from a very difficult social situation.

The government subsidises the project for one year, giving 1500 guilders per person. Today 30 persons are involved in the project, which is a private sector framework. It is too early to evaluate the final results. To date four persons have found jobs.

THE WAY OF WORKING

The organisation is based on a permanent inflow and outflow of people. The project offers volunteers subsidised jobs in the social services sector. To help them prepare themselves to enter the labour market.

The process is as follows :

Social affairs	Unemployed social activation	Individual career advice
<i>(nursery...)</i>	<i>(volunteers)</i>	
=	=	=
subsidised job	subsidised job	job
+ reintegration into society	+ training	



Michel Breton, Laurence Rayane, Andy Nelson, Guy Lalin et Gildas Le Saux.

A « TAILOR MADE » APPROACH

The process of motivation and guidance to find a job follows a « tailor made » approach. Individual interviews allow specialists to know about the qualifications (likely to correspond to a job particularity) and the needs (linguistic particularity) of each person involved in the project.

This approach is a continuous one, people are followed from the beginning to the end of the process.

PERSISTENT PROBLEMS

The wages for these jobs are sometimes lower than unemployment benefit. How to keep people motivated from the beginning to the end of the process ? (taking into account that this is a long and slow process).

Training

Just a view of what training is

Two main aspects of training were stressed :

- First training is to be considered as a life-long process to make people «job ready» and/or help them keep their jobs to update the knowledge needed to meet the new requirements of the labour market, and to give and/or maintain the sense of belonging to society .
- Secondly, the discussion focused on the experiences struggle against long term unemployment (more than a year), because long term unemployed people are more affected by a dysfunction between qualifications and the requirements of the labour market. Other problems could be added such as a lack of motivation due to the long period of inactivity.

EACH CITY MADE COMMENTS ON THIS FIRST DEFINITION:

Birmingham

training is also a way of keeping people active in society, getting a job, increasing knowledge...

Manchester

training is also capacity building. The development of communication, literacy, and key skills could contribute to getting a job but also to increasing self esteem, essential for re-entering society.

Bruxelles

training is both for skilled and unskilled workers. The main objective is to find a job.

Lille

training is also for high skill employment.

Valenciennes

it should be taken into account that the supply of jobs is not enough to absorb the demand of work and hence the need for public sector intervention, through subsidised employment.

Rotterdam

the private sector must be involved in the training process to ensure training targets the needs of the labour market.

TRAINING PROCESS

In this workshop, training was considered as a process aimed at long term unemployed people that suffering from personal and social integration problems.

1 personal Development	2 Access to work
<p>Issues social (mental health, drugs addiction...)</p>	<p>Employment issues (increase of technical knowledge, literacy improvement...)</p>

Training and social & cultural integration (capacity building)

The involvement of the local community (children, parents, teachers, local associations, etc.) is necessary for the definition of «tailor made» projects that meet the requirements of the neighbourhood. But the projects require a two-direction process («bottom up» and «top down») and that can only be possible through a flexible approach between people, local associations, local authorities...

LINKS WITH THE SOCIAL DIMENSION

Birmingham and Manchester stressed the necessity for qualifications to meet the needs of the labour market. But training processes should take into account that unemployed people living in deprived neighbourhoods have not only problems of lack of skills but also personal and social problems (poor housing, maladjustment, drug addiction, etc.). For example, the relationship between training and health is extremely important. In deprived neighbourhoods, people suffer from handicaps (mental problems, drug addiction, alcoholism...) that should be also considered as integrated elements of the training projects.

LINKS WITH THE CULTURAL DIMENSION

In Paris, a «cultural training» project has had successful results. A group of women of foreign origin is in charge of translation and mediation between patients and doctors in a hospital. The project is not only defined as language but also as cultural translation.

In England, a project which links training with sport and school has been developed. In some schools, young unemployed people have followed a training process in order to become sport teachers. The success of this project is not only in the fact that those young people have found a job, but that they have become a model for children.

If different problems, handicaps, etc. existing in the neighbourhood are not taken into account, the training process could not be successful. Training must be integrated with psychological care, medical services, social workers, educators, etc.

TIME-SCALE

One of the main problems in these kinds of projects is the time-scale. Social integration through training projects takes a long time. There is a gap between the time required by those integrated projects and the time that funds are available. In most of the cases, the project's scheme is defined, the staff are hired and it is developed within a year and then funding is not renewed... This is probably because this work is not highly valued. If they are to be successful, those projects require continuity in the allocation of resource.

PROBLEMS OF EVALUATION AND CO-ORDINATION

In Brussels training projects are part of an initiative of socio-professional integration. This initiative is based on contracts between the regional agencies and associations and on the co-ordination mechanisms between players. The aim is to offer a socio-professional support adapted to the specific needs of each person.

Two problems were stressed:

The first one is related to the evaluation of projects. The number of jobs created is an indicator but there exist a lot of aspects that must be taken into account such as psychological impact for example.

The second one is related to the difficulty in administrative co-ordination. Funds are provided from different bodies and programmes, leading to a certain administrative confusion. The large number of players (around 100) seems to be an obstacle.

TO BE «JOB READY»

In Valenciennes, as in Lille, there is a plan called Plan d'Insertion Local whose main objective is to train people from deprived neighbourhoods to be «job ready». It takes into account the special problems of each area and person. The partners are the public and private sectors as well as the local non-profit associations.

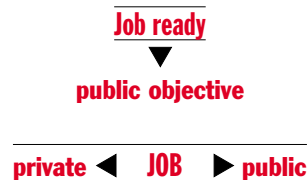
Valencienens has also set up MOUS (urban and social action), association that helps families (especially in the struggle against alcoholism) to re-integrate into society. The idea is to motivate people by «doing something». Sometimes this process takes place outside the neighbourhood and Valenciennes, in cases of extreme difficulty.

IN VALENCIENNES, PRIORITY IS GIVEN TO THE DEVELOPMENT OF THE UNIVERSITY

One of the problems in this city is the lack of highly skilled workers. The idea is to try to develop the University in Valenciennes in order to retain highly qualified people there, as well as to help residents go to the local University. The creation of the university led to major student residential property development and to premises for educational associations, research centres, services, etc.

Players and partnerships

Three points were stressed : the importance of a public-private partnership, the recognition of the voluntary sector as a mediator between the bodies involved in the project and the neighbourhood, and the importance of the social engagement of large private sector companies.



CO-ORDINATION AND CO-OPERATION

Rotterdam stressed the necessary integration and communication between the different actors involved in projects. They also pointed out the importance of co-ordination and co-operation for projects, because there often exists a great competition of similar projects, which creates some confusion.

NEW ACTIVITIES

Valenciennes pointed out the need to create new activities outside the market economy in order not to compete with the activities of existing companies. These new activities could be a complement filling a gap where a lack is existing; cleaning, craft industries, etc.

In Birmingham, projects focused on services for the neighbourhood have obtained good results. But subsidised jobs must not replace the employment created by the private sector.

In Lille, FACE (Fondation Agir Contre l'Exclusion), tries to develop activities that do not exist in the labour market. For example, they have developed the « Boutique des services » next to a large employment centre (in Decathlon and in the Dron Hospital) which offer personal services to employees.

IMPROVING RELATIONSHIPS BETWEEN COMPANIES AND THE NEIGHBOURHOOD

In Birmingham Business in the Community aims to keep companies in the neighbourhood. Problems of criminality and cleaning lead businesses to leave the neighbourhood. The initiative seeks to improve relationships between the neighbourhood and the companies and to create new services to benefit businesses and residents.

In all the cities, the private sector and trade unions are willing partnerships but generally, **in Brussels**, there seems not to be enough communication with the private sector which does not have so much confidence in these kinds of projects. What is the interest of private sector in these kinds of projects ? Their participation can be due to the financial help of the State, to social concerns and to their need to communicate.

NEED FOR FUNDING

Manchester and Rotterdam pointed out the lack of money invested in this kind of project as well as the need for more involvement of the European Funds and in a more integrated way. How can we put to practice the « idea » if we don't have the instruments to do it ? To increase the investment in these projects could allow more flexibility, continuity and a more targeted approach. But it is also necessary for the projects to be strictly defined to avoid pepperpotting of resources.

Conclusions

- *Long term unemployment*

is one of the major problems that people living in less favoured neighbourhoods face. Training projects aim at making them job ready. The handicaps of long term unemployed people are not only the lack of skills and also personal problems. Training must therefore address social and cultural integration. Programmes must seek to respond to personal needs. This highlights :

- *the relationship between training and social and cultural integration ;*
- *the importance of targeted projects able to take into account the personal dimension of training needs.*

- One of the problems of these projects is the long time required for their development. The key element pointed out was *the continuity* in implementation in order to fill the gap between supply and demand. This need strengthens the link between training and economic development.

- There is often a scattergun approach to projects and funds. Better co-ordination is required in order to guarantee coherence in policy implementation.

- In some cases, the job supply of the labour market is not enough to absorb the demand for employment. One key element can be the *creation of non commercial new activities*, that can facilitate the re-integration of long-term unemployed people into society.

- Involvement of *private and public sectors* providing jobs and participating in the training process is crucial. As mediators between unemployed people and the public and private sectors, local associations and voluntary institutions can play an important role in the process of training and re-integration into society. Projects require good connections between all actors (institutions, associations, the neighbourhood)... That is why flexibility is a key element that should be taken into account in their implementation...

- *European Funds and European role.*

Social cohesion is an integrated element of urban regeneration. Funds are needed in order to support social cohesion projects such as training. But there is a contradiction between the innovative approach and actual practice. The issue of the relationship between Regional Fund (ERDF) and Social Funds (ESF) is extremely important if the programmes are to be more efficient.

4. local Visits

1 Neighbourhood warders

Creating Employment

In September 1997 the first neighbourhood warders came into operation in Grootte Visserijstraat. Their main task : observing and reporting. After a year the warders began to work for private enterprises, among other things. Residents and warders are enthusiastic: thanks to this form of supervision local dissatisfaction (especially related to the pressure of drug addicts on the streets) has been reduced.

Working methods

Every working day they walk the streets for at least six hours, after having been informed by the police station about the situation in the neighbourhood. During the day, they make notes, on a range of items, from loose paving stones to suspicious looking car. At the end of the day this daily report is faxed to the authorities concerned, so that public works can fix the loose paving stone the following day, for example. Once a week, all the findings are discussed within the neighbourhood team in which also people from the housing corporations, the sanitation department Roteb, the borough and the residents take part.

Good results

Over the months the warders have been quite successful. They found many stolen cars. They got the Gijsin block of flats pretty clean by keeping an eye on things there every day. At first they found stolen goods time and again, but also thanks to their notes the police were able to pick up drug addicts who were dealing goods from inside a car.

Presence as prevention

A neighbourhood warder does not have the same authority as a police officer, but through and thanks to them people have contact with the police. The police determine in the neighbourhood station whether help is required. The warders are there as a preventive measure and they are clearly identified. Open spaces also benefit from the presence of the warders. In this case they develop simple but important actions (collecting syringes in a special container or reporting rubbish bags lying in the street on days that bags are not picked up). These actions contribute to the neighbourhood's quality of life.

2 Top Score *towards the re-insertion of drugs addicts*

The organisation

Top Score is an independent foundation whose mission is to organise and find work for homeless and long-term unemployed people, (especially drug addicts).

Work projects are accepted through a discussion process and by approval of the board of the Foundation Top Score. During their activities, the workers are insured by a collective third-party and accident insurance with the Municipal Insurance Fund.

Top Score receives an annual subsidy to cover organisational costs from the Social Services and Employment Department of the city of Rotterdam. The foundation's board annually reports to the subsidiser on the number of persons employed through Top Score, their situation and the through-put results.

In view of the foundation's objective and limited size, the tax department has exempted the foundation from paying sales and corporation taxes and taxes on wages.

Objectives

This project does not compete with employment agencies but focuses on finding short-term employment, specifically for unemployed drug addicts who are difficult to place. This group of people is far removed from the regular labour market. For them, work means being able to actively participate again in society. The nature of the work is tailored to the worker's potential and interests as much as possible. The worker will gain a higher sense of self-respect, appreciation and recognition. The ultimate goal is that these workers will become employable in the regular labour market.

The organisation and supervision of work is the responsibility of Foundation Top Score. In addition to work, the foundation offers budget management, housing mediation, social work and probation and after-care service. Top Score also maintains close ties with many organisations in the field of care and treatment of drug addicts.

The works projects

Work is done on a contract basis for a fixed price per worker per day. Working days are generally from 9 a.m. to 4 p.m. Under the terms of the rules applying to unemployment benefit, each individual can be employed for a maximum of 24 days per year. Work is carried out in teams which are easily recognised by their work clothes

Examples of works projects

Sweeping the streets, gardening, distributing leaflets, transport of bicycles, courier services, getting parcels ready for shipping, assisting in work for the community, cleaning private or industrial areas, cleaning and repairing neglected houses, packaging...

5. Observations in the seminar

Presentation by Marco van Hoek and Laura Capel

Introduction

reporters of the seminar.
Erasmus University of Rotterdam.

«...Cities are recovering their role as centres for economic development. This relevance of the urban system can be explained by two fundamental changes, namely the internationalisation of the economy and the transition to a knowledge-intensive and service oriented society. Both these processes can be better developed in the cities, as they are centres for economic, social and cultural interaction. In this context, urban regeneration is oriented to rebuild the economic and spatial structure of cities so cities can better perform their roles in the new world economy.

Although urban regeneration seems to be succeeding from this point of view, in most of the European cities the new prosperity has not done away with social problems like poverty and marginalisation. Even more, these problems can be sometimes worsened by the new economic developments in the cities. For instance, many cities are becoming service oriented and the demand for low skilled and unskilled labour, concretely in the industrial sector, has diminished. This affects specific groups of the urban population (like young, ethnic minorities) which usually concentrate in deprived areas of the city.

Therefore, one can say that nowadays cities present both processes of recovery and decay. The question is to what extent these two opposite processes can lead to divided cities both in the physical and social sense, and to a progressive destruction of the social cohesion in the city. This contribution tries to see how this can be avoided, and concretely what role urban regeneration has in contributing to social cohesion in cities.

Social cohésion

The social cohesion concept is difficult to define and measure because its meaning is not universal and can vary considerably from one interpretation to another. (Hirschfield and Bowers, 1997). However, taking into account different definitions (European Foundation, 1998; Hirschfield and Bower, 1997; Encyclopedia of Social Science) one can find a common meaning : social cohesion refers to a situation where a society presents an equilibrium between the different groups that compose it and where they all share common interests and have a sense of community. In this sense, social cohesion has also a spatial meaning, it occurs within spatial limits, which can be a country, a city or a neighbourhood.

The definition of social cohesion can be framed within three dimensions: the economic, the social and the physical. The economic dimension will refer to the achievement of a society where all citizens would have access to economic resources, like employment and wealth. The social one will refer to a society where all citizens will have access to civil activities and social facilities like education or recreation. And lastly, the physical dimension will refer to the space where the other dimensions develop, that must be similar for all groups of society (for instance, access to similar housing and public spaces). The goal of this contribution is to see to what extent urban regeneration can contribute to social cohesion in the city. If we consider the definition above, this would mean how urban regeneration can help to achieve a balance between the three dimensions which compose social cohesion in the city.

To know how this can be done, it is first necessary to identify and describe what are the problems that prevent social cohesion in the cities. The recognition of the concentration of problems in the city is not something new. At the beginning of the XX^o century the Chicago School of sociology developed a theoretical framework to analyse the city and the social processes that were developed in it. This framework was «human ecology», which studied the urban communities in general and more concretely the ghettos, paying attention to problems like criminality, the rupture of social relations in the city and immigration.

This is to show that cities are (and have been seen) from their beginnings both as places of opportunities and problems. However, the more recent approaches to urban problems try to take into account the interaction between the different causes of problems such as unemployment, the creation of ghettos, poverty, etc.

The European Foundation (1998) recognises two features of these problems: the multidimensionality of the causes and the concentration of such problems in particular local communities and neighbourhoods, and among specific social groups.

In general, it can be said that specific groups of urban society suffer from multiple problems in certain urban areas. This can be better understood by the concept of multiple deprivation, which includes the social, physical and economical dimensions.

Multiple deprivation and social exclusion

According to Townsend (1993) deprivation is «a state of observable and demonstrable disadvantage relative to the local community or the wider society to which an individual, family or group belongs».

Townsend distinguishes two forms of deprivation, material and social.

In the first, people lack the material goods of modern life, while social deprivation refers to the non participation to social facilities that are commonly accepted (for example, employment, occupation and recreation). The physical dimension has to be added to this definition, as far as the city is concerned. There one can find some areas with a poor physical environment, poor housing, low level of public services and bad accessibility.

The presence of multiple deprivation in certain urban areas can lead to processes of social exclusion, that is, to a process of social disintegration, in the sense of a progressive rupture of the relationship between the individual and society (Room, 1995).

Again, the concept of deprivation can be framed in three dimensions : economic (that will allow access to material facilities), social and physical. Where this multiple deprivation affects an individual or group in a certain area, there will be the danger of social exclusion processes and spatial segregation that will prevent the achievement of social cohesion in the area.

There can exist a «vicious circle» with elements that are at the same time cause and consequence of the loss of social cohesion in an urban area, and therefore in a city in general. Power (1996) confirms this process stating that « housing conditions, income and social need increasingly overlap to make an area segregation extreme ».

To solve the situation there is the need to consider the problems in an integrated way, being aware that the three dimensions mentioned (social, physical and economic) are highly interrelated. In this sense, urban regeneration can be a powerful tool as far as it takes into account those three dimensions.

Traditionally, urban regeneration has been mainly physically oriented, through demolition of old dwellings and construction of social housing or public facilities in the most disadvantaged neighbourhoods. However, this has shown not to be enough.

The physical improvement of a deprived area will not by extension solve problems such as its unpopularity (due, for example, to high levels of criminality). Moreover, the physical improvement of an area will not immediately attract economic activities if the population is mainly unskilled and not prepared to work. Therefore, a wider strategy is needed that could combine the economic, physical and social approach.

Presentation by Catherine Neveu

Effects of anthropological observation

Laboratoire d'Anthropologie
des Institutions
et des Organisations Sociales
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«...While the Manchester seminar has been one where «discovery» played an important part, the Rotterdam one has more been an opportunity to confirm and consider more in-depth some of the hypotheses raised in December. Of some effects of anthropological observation ...First of all the specificities of anthropological observation in such a context have been confirmed. As already mentioned in Manchester, anthropologists were used to working in situations where the issue of the kind of effects their very observation (and analysis) could have on on-going processes was hardly ever raised. To be more precise, anthropologists did not explicitly raise such issues, and such an attitude today becomes more difficult to maintain. While it is somehow difficult to precisely measure such effects, discussions in Rotterdam have clearly highlighted processes of «re-appropriation» of some comments presented in the Manchester Seminar's conclusions ⁽¹⁾.

It has especially been the case with comments concerning the different kind of «we» participants were referring themselves to, which were numerous and rarely defined with any precision. In Rotterdam though, precision has been often brought as to the definition of such «we», some participants going as far as specifying who they were referring themselves to (i.e. «we, local authorities of ...»). But at the same time, other «we» were still undefined, and those were often more general «we». It has thus been possible to notice a «we» linked to the theme of the seminar (social cohesion) : the implicit «we» of the included as opposed to «the excluded», or even the implicit «we» of the national community as opposed to «ethnic minorities».

A new hypothesis can thus be formulated. If the need to be more precise as to the «collective» one is referring oneself to has been recognised by some participants as a useful contribution to the network's proceedings, such a need has not been extended to other forms or contents of discourses. One could consider that as an effect of the theme being discussed, since professionals discussing social cohesion can stress a «we» (both professional and social) of those belonging to integrated sectors of society as opposed, implicitly, to a «them» of the excluded. As implicit and frequent a slip from «excluded» to «ethnic minorities» or «immigrés» (depending of the national backgrounds) has also been noticed.

(1) A similar process of «unveiling», according to which the anthropologist almost instantly conveys to her partners (part of) her observations, might be at work in the very style of this contribution, which is quite different from the previous one. If it has been quite easy for me to make «general» observations concerning the proceedings of the network after the first seminar I attended, this contribution might seem to some readers exactly that : too «general». This is due to the fact that I will have at some point (as late as possible !) to build my analysis taking into account the actual agents (persons) intervening in the described processes. Such a move is not possible at that stage of the research, without running the risk of influencing too much the very conditions of this research.

Relationship to European institutions

But another «them» has haunted the seminar (and reading again the Manchester discussions would certainly confirm its circulation) : the «them» of European institutions and bureaucrats. In that case, the implicit «we» is that of the network, and more largely of all those who would try to invest the European field according to modalities different from those defined by European institutions or procedures.

As in Manchester, many discussions dealt with the issue of the «room for manoeuvre» local authorities were endowed with when dealing with European policies and subsidies (see the Manchester conclusions : «European funding : strategy, choice or necessity ?»). Here again, the theme of the seminar certainly played a part, since as was mentioned by many participants, it is quite difficult to obtain from the EU Interreg programmes that they finance «social» projects.

But here again various approaches were expressed, and especially «pragmatic» ones («you can always manage to obtain subsidies for social projects if you build your application properly»). One can nevertheless consider that such an «instrumental» use of criteria for funding (respecting the letter of procedures to launch projects, which would normally not be supported) is not to be mistaken for a purely instrumental relationship to the European dimension. It can on the contrary go hand in hand with a strong will to modify those very criteria for funding.

Local approach/ global approach

Many discussions also highlighted, implicitly or explicitly, a confrontation between the concrete (the actual) and the abstract, a confrontation often expressed by opposing the local and the global. Besides it would be necessary to question such a semantic slip linking the actual and the local on the one hand, and the abstract and the global on the other.

One could consider that the issue of social cohesion is more prone than that of trade to the development of debates sometimes branded as «philosophical» ones. But such discussions are also revealing of the «national cultures» participants avail themselves of (or stage) in these kinds of plurinational meetings.

Indeed debates in Manchester had already highlighted important cultural differences concerning for instance public/private partnership, or the links between public policy and private initiatives.

An important difference in Rotterdam lies in the fact that such cultural differences highlighted variations in the very definition of «social cohesion». These variations are all linked both to national cultures and to political and philosophical options, crosscutting «national traditions».

Common or similar strategies and stakes?

To a certain extent, one deals here with issues already mentioned concerning debates in Manchester : are the debated strategies and issues of the network common (shared) ones or similar (comparable) ones ?

In order for this debate to go further, it would no doubt be necessary to fully take on board these differences in political cultures, this term referring to the administrative and institutional cultures as well as to the «philosophical» options according to which each member of the network built his/her analysis and strategies up.

I have already mentioned the «staging» effects of national cultures, and the Rotterdam seminar has actually provided a scene for such staging, when a priori models supposed to underpin the others' analysis (for instance the British «communitarianism»; the French «republican centralised model», the Dutch «pragmatism») were often implicitly used. They then tended to blur discussions in which in the end points for agreement could have been more important than differences in analysis.

Depending on the participants, but also for a single participant depending on the topic debated, definitions of the role of the network vary. Does the network consider as its role to promote highly innovative (quasi experimental) initiatives, so as to prove their efficiency and later obtain their extension to other places ? Or does it have to promote the best possible «adapted management» at the local level, even if it entails using its limitations as proof to the limitations of European procedures ?

To prove classical approaches are not adapted to actual issues, or to innovate locally so as to modify procedures : in both cases the aim is to base recommendations on experience, but the strategic approach can be quite different in the two cases...

6. Général conclusions

OBJECTIVES	TYPES OF ACTION	INTEGRATED APPROACH Dimensions to be integrated
<p>Education and urban regeneration</p> <p>An urban policy aiming at education development has to seek to :</p>	<ul style="list-style-type: none"> • satisfy the needs of the neighbourhood • guarantee the quality of education and teachers • improve the relations between the school and the neighbourhood • involve parents in the education process • develop citizenship • avoid social exclusion 	<ul style="list-style-type: none"> ► Social development ► Governance ► Physical regeneration ► Culture development ► Sport and leisure ► Training ► Governance ► Culture development ► Social cohesion
<p>Training and urban regeneration</p> <p>An urban policy aiming at training processes development has to seek to :</p>	<ul style="list-style-type: none"> • integrate the residents (long-term unemployed people in particular) of the neighbourhood in the regeneration process • improve the socio-economic conditions of the inhabitants of the neighbourhood : <ul style="list-style-type: none"> — Long term approach — Benefits for society. • develop citizenship. • promote smooth relationships between community and institutions. • involve companies in training processes. <p>Principle : <i>The residents of the neighbourhood participate in training processes which facilitate their integration in society by employment :</i></p> <ul style="list-style-type: none"> • Training concerns the following processes : « to be job ready » + subsidised employment (<i>re) integration in society</i> = to find a job • The training process has two components : <ul style="list-style-type: none"> — Personal development (social issues) — Job oriented (employment issues) <p>Actions :</p> <ul style="list-style-type: none"> • Actions towards better communication between people, voluntary sector, local ... • Actions can help : <ul style="list-style-type: none"> — To adapt training to the future needs of the labour market — To create new activities 	<ul style="list-style-type: none"> ► Economic Development ► Social Development ► Cultural Development ► Social Cohesion ► Social Development ► Economic Development ► Governance ► Economic Development
<p>Training and education strategies within an integrated approach</p> <p>In a perspective of sustainable development, local initiatives aiming at training and education development should :</p>	<ul style="list-style-type: none"> • make funding and projects more effective • be integrated in a strategic global and integrated project 	<ul style="list-style-type: none"> • Co-ordination and continuity of projects and funds. • Definition of long term initiatives and how to maintain them • Integrate education and training projects into physical, economic, cultural and social projects • Economic development strategies : education and training schemes which aim to give young people access to jobs <ul style="list-style-type: none"> ► Governance ► Funding ► Implementation ► Economic Regeneration ► Social Regeneration ► Cultural Regeneration ► Physical Regeneration

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