OP·ACT

Options of Actions

URBACT

Results

WP 2 - Social inclusion

WS in Notodden

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Connecting cities
Building successes

URB ACT

Ageing together with outward migration of skilled and motivated young people are major challenges for Op-Act partner cities. As a result demographic and social structural changes occur and lead in some degree to social exclusion. In addition, partner cities have to deal with the challenge of keeping elderly people included in urban society. Exclusion does not only harm affected groups but also the whole 'atmosphere' and living conditions within a city. It is against this background that one Op-Act work package is addressing social inclusion.

1. The basis of this paper

This summary and analysis is based on

- good practice examples from Op-Act partner and several other cities
- an overview of topic-related EU projects
- keynote speech
- outcomes and discussion results of the workshop

13 good practice examples have been delivered by partner cities, the Lead and the Thematic expert (cp. Section 2). These projects in particular targeted the following groups:

- young people and young adults
- elderly people
- immigrants

The following URBACT and INTERREG projects have been analysed (individual urban projects in brackets):

- My Generation - Effective strategies in promoting the positive potential of the young generation (Antwerp, Birmingham, Gdansk, Glasgow, Göteborg, Patras, Riga, Rotterdam, Tirgu-Mures, Valencia,)
- Active A.G.E. - Active ageing, gender and employment policies (Edinburgh, Maribor, Prague, Rome)
- CoNet - Exploring current approaches to strengthen social cohesion in neighbourhoods (Berlin)
- Open Cities - Openness and the Competitive Advantage of Diversity (Belfast, Bilbao, Düsseldorf, Poznan, Vienna)
- WELHOPS promotes good practice in quality housing for senior citizens
- CASE exchanges know-how on combating exclusion in cities
- Poseidon explores new ways in neighbourhood management

In addition, several other URBACT projects have been included in the analysis which are either at the beginning of the implementation phase or have strong links to other Op-Act work packages but deal with the issue of social inclusion as well:

- SURE - Socio-economic methods of urban rehabilitation in deprived urban areas
- TOGETHER for Territories of Co-responsibility
- Building Healthy Communities (BHC)
- Creative Clusters - From creative industries to the creative place
- ESIMeC - Economic strategies and innovation in medium size cities
- FIN-URB-ACT - Integrated urban actions for fostering and financing innovative economies and SMEs

- REDIS - Restructuring districts into science quarters
- RegGov - Regional Governance of Sustainable Integrated Governance of Deprived Urban Areas
- RUnUP - Role of Universities in Urban Poles
- UNIC - Urban network for innovations in ceramics
- URBAMECO - fostering sustainable integrated regeneration of deprived areas
- Urban N.O.S.E - Towards an urban economic system of Social Incubators
- WEED - Women, Enterprise and Employment in Local Development

2. Case studies and lessons learnt (grouped according to target group)

2.1 Young people

Dabrowa Gornicza: Special Educational and Children's Childcare Centre with Sports Complex for Disabled Children and Young People

Abstract: Nearly 20,000 disabled people live in Dabrowa Gornicza. The centre aims to provide education for disabled children and young people, to ensure proper physical and mental development of children, to ensure full vocational and social preparation and the ability to live independently. In addition it will offer in-service training for students, teachers and parents.

Main lessons learnt:

- Commitment from local stakeholders (including political decision makers) is essential for success.
- Reliable and lasting financial allocation is essential.
- Appropriate preparation of the project (technical and environmental conditions, social needs, education and capacity building) is necessary.

Nagykallo: Integrated Social Town Rehabilitation

The city is establishing a social town rehabilitation scheme with EU funding for two neighbourhoods with a great number of unskilled and unemployed young people and general population. These schemes are part of the overall Integrated Town Development Strategy that was adopted in 2008. The programme aims to establish public institutes as places where connections can be made and the general population living there can be integrated into the life of the town. An action plan has been developed which has several infrastructural social-cultural elements, such as a Culture House in the process of being set up, where kindergarten, a playing and recreation 'house' for children, and social-cultural programmes for unskilled and disadvantaged young people and a local aid service will be established. It will generate a social and incubator centre which will offer opportunities to employ the underprivileged, unskilled and to rehabilitate needy people. It contains a social kitchen for study as well.

Main lessons learnt:

- An overall and accepted (framework) strategy can guide individual projects and also support successful implementation.

2.2 Elderly people

Legazpi: Guided Apartments

The project aimed to find infrastructural solutions for elderly people ten years ago by refurbishing an old police station building and turning it into apartments. It offers accommodation, support and social attention for elderly people who do not require major support service but can no longer live alone or in their usual environment. The overall objective is to generate appropriate living conditions, providing elderly people with the maximum level of autonomy and quality of life, developing activities and programmes and giving guidance and support to take care of themselves.

Main lessons learnt:

- Using municipal resources that are no longer needed for other purposes can offer solutions for new challenges at reasonable cost.

2.3   Young and elderly people

Graz: Points4action

The main aim of the initiative 'Points4action' is to give young and elderly people the opportunity to exchange their histories, their ways of life, their needs and experiences. With this project the lives of senior citizens are filled with youthful spirit and verve. Social involvement is encouraged across the generations. Young people aged between 14 and 18 years meet senior citizens in their rest home and spend time together playing cards or parlour games, handicrafts, reading aloud to them, going shopping together or take part in outdoor activities etc. The 'sweetener' for participating young people is that they receive a membership card in which their bonus points are entered. For each hour spent with a senior citizen, they get one bonus point. These points can then be exchanged for such things as cinema tickets, books, newspapers, CDs, tickets for public swimming pools, meals in pizzerias, discounts for driving licenses, etc. These 'points' were however only the first impetus for young people to visit senior citizens, in many cases after some time together they have become friends and the young people are regarded as part-time grandchildren.

Main lessons learnt:

- Before starting the project a demand analysis was made among the inhabitants of 26 senior citizens' residences. Thus it was possible to plan the project according the needs and demands of the elderly people.

- The incentives for young people started the process of communication and accompanying between young and elderly persons, but then the young continued their visits to the seniors without any compensation.

- With this project it was possible to build bridges between the generations.

- One important criterion for the success of the project was the free design and concretion under the aspect of personal decision for nearness and distance. At "points for action" there is no "must" neither for the young people nor for the elderly people. There are no fixed dates and the activities can also be designed individually.

Rezekne: Creative industry centre in eastern Latvia

The younger generation having 'emigrated' due to this city's inadequate educational infrastructure creates an outflow into national educational centres. There are no infrastructure sites or establishments for post educational practice for graduate students which are required. Constructing a creative industry centre is intended to supply the necessary pre-requisites for the younger generation to continue to practise in the fields of traditional arts and crafts in the city. Such a centre is a unique structure in the whole Latgale region of Latvia, it is intended not only for Rezekne inhabitants but also for a major part of Latgale region. Having a good base in arts and craft educational institutions the city will be

additionally supplied with workshops and studios within a creative industry centre. This will allow provision of a full set of theoretical and practical classes which in a future perspective is proposed to establish fully sophisticated process from 'student' (learner/apprentice) to fully skilled practising 'specialist'.

Main lessons learnt:

- A fully scaled public opinion survey should be launched and an information campaign on the issue of the project's aims and benefits should be implemented.

- Project activity information is to be disseminated not only at local but also is to include regional level.

- Personnel selection needs to be started simultaneously with the operating plan development because it needs time to acquire the right personnel.

Legazpi: Business Advisory Senior Volunteers

This programme has been run by a non profit association in several Spanish towns and cities since 1995. Retired volunteers give advice to young entrepreneurs, SMEs and NGOs with limited financial resources, advising, mentoring and offering consultation on management and business development, business plan reviews, advice in NGO management, technical mission identification, field evaluation and support for trade relations. In addition, technical and professional training are supported, the centres are a forum for thought, discussion and debate on topics of interest for senior citizens.

Main lessons learnt:

- Using societal resources (i.e. skills and knowledge) of elderly people can support young people and job creation.

Medias: Festival of your Chances

By means of a 'Your Chances' Festival', people in different age groups were able to develop new skills and realise the advantages of life long learning. Young people for instance had information on finding a job, writing a CV or applying for a job. In addition firms presented occupational or vocational fields. A wide variety of other informational and discussion elements were directed towards older people (for example, 'Elderly people and the role they play in the cultural life of Medias') or towards middle-aged people as well and made available information about further and additional training or education opportunities.

Main lessons learnt:

- Informal educational activities are to complement the formal educational system.

2.4   Immigrants

Ancona: I live here (and this is what I think about my city)

This project aimed at including young 2nd generation immigrants, valuing their original culture and understanding the added value they bring to city life. The main project objectives were:

- to make young immigrants aware of their original culture as basis and added value for a new idea of citizenship
- to develop young immigrants' artistic skills
- to promote intercultural dialogue and mutual knowledge
- to create an open and welcoming city

This has been achieved by:

- Preparation activities to organise artistic workshops in the city schools and to advertise these facilities among young immigrants.

- Artistic workshops: running 3 workshops of 30hours each, involving young people (mainly, but not only, young immigrants): a workshop for primary school pupils about painting; a workshop for secondary school students about audio-visual tools and techniques (reportage and short films); a workshop for secondary school students about photography. Every pupil or student involved developed an artistic 'vision' of the city in which they live.
- Dissemination activities: organising an exhibition about the products of artistic workshops; organising a final event at national level to share the project results and learn from other similar experiences.

Main lessons learnt:

- Valuing the culture of immigrants as an added value for urban life in an 'official' way can help to overcome barriers.

- Short-term (isolated) project activities can only be an initial step, activities / projects should be repeated and extended / supplemented by long(er)-term projects.

Berlin: Neighbourhood Mothers - an approach to work with hard to reach groups

Learning from Utrecht, NL, in 2004 the Berlin urban district of Neukölln started to train 28 neighbourhood mothers - all unemployed and with an immigrant background. These neighbourhood mothers act as contact and resource persons for families and in particularly for women in the neighbourhood (for instance by working in schools or by visiting families in their homes). The aim of the project is to

- 'open doors' for integration
- strengthen parents
- encourage language acquisition by motivating individuals to visit day-care centres and attend courses in German
- inform people about child upbringing, education and health etc.
- arrange specific support for families in the district

An evaluation in 2006 demonstrated the success of the programme. Indeed, it has been so successful that the Berlin Senate decided to apply the approach to all neighbourhoods covered by the Socially Integrative City framework strategy. Around 180 neighbourhood mothers have been trained so far.

Main lessons learnt:

- Neighbourhood mothers need to come from the same cultural background as the clients

- the approach needs patience and time

- basically the approach can easily be transferred to other towns and cities (size does not matter, it was transferred from Utrecht and also to several other towns and cities)

- in order to be successful, the approach needs to be accompanied by other measures (improving living conditions, labour market measures etc.)

- other social entities (such as schools, kindergartens, health centres) benefited from the programme in dealing with their clients

Bremen: Kulturzentrum Lagerhaus (Warehouse Cultural Centre)

The 'Kulturzentrum Lagerhaus' (Warehouse Cultural Centre)came into existence in 1980. Founded by 11 action groups or citizens' initiatives, organisations and associations, it is housed in a building of 2500 square metres, on 6 stories, and includes a café, dance studio, group and seminar rooms for public use, as well as office facilities, workshops, 2 music studios and a photo lab. The building belongs to the City of Bremen, which has provided the Lagerhaus umbrella association with a long-term lease to utilise the building. In all, the

Lagerhaus serves as a social-cultural centre which focuses on three areas, culture, ecology and immigration. Combining these areas made successful integration measures possible.

Main lessons learnt:

- Ongoing training and education as tool no. 1: Further job training is necessary to further develop and optimise all activities within the project, especially within the areas of administration and management. Further training has a motivating, revitalising effect on employees and therefore stabilises the internal management system. It also becomes more professional. Training in public relations, management, organisational structure, etc. create more self-confidence within a social enterprise.

- Management and corporate identity: Unification of elements such as group and central philosophy, objectives, internal communication and unified visual presentation are necessary for external communication and presentation. Developing a corporate identity leads to a high level of identification with the overall project bringing positive results internally and externally.

- Communication management: Strategies regarding publicity, marketing, PR and communication management are important in order to reach target groups, disseminators (trainers/multipliers) and decision makers. They are also critical in presenting the centre and in entering into a dialogue with the local community.

Leoben: Integrative health project for women with immigrant background

Monthly meetings are organised by the municipality Integration Office, targeting women with a migration background. Topics for the meeting are decided in advance by participants. Every meeting has an information part (presentation/lecture) at the beginning and a discussion or a practical workshop at the end. So far issues have been dealt with such as gynaecology, nutrition, first aid, sports and medical care. In addition the meetings offer an opportunity to discuss private issues and to exchange views and experience.

Main lessons learnt:

- It is essential to have inter-mediators (in this case well-integrated women with a migration background) who are able to talk to less integrated women and to 'transport the message'.

- It is important to have lecturers or presenters who also have a migration background.

- Building trust between members of the municipality and the target group is most important. This needs time and patience.

2.5   Inhabitants of neighbourhoods

Berlin: Neighbourhood management - upgrading disadvantaged neighbourhood

The neighbourhood management (NM) programme has been in operation for ten years and now in 38 neighbourhood areas. The NM system is an approach which aims to upgrade and stabilise what are known as 'areas with special development needs'. It is structured around public participation and involvement of civil society elements. In the neighbourhood management system, a number of instruments have been developed and applied. These include, for example, neighbourhood councils and the neighbourhood fund provisions. Though NM had many positive results (empowerment and involvement were strengthened, increased cooperation between players, interdepartmental cooperation within districts has given rise to positive impetus etc.), still, challenges remain. These include for instance that NM cannot resolve unemployment and poverty without additional measures, but can compensate for their (social and spatial) effects on the neighbourhood.

Main lessons learnt:

- Neighbourhood management is an approach to strengthen self-reliance and to improve living conditions within a neighbourhood, it strengthens social relationships, coherence and accountability of inhabitants.

- From the very beginning all relevant stakeholders should be included (and not only those who always show up).

- A neighbourhood management team is essential to steer process.

- A decision making body with real power to decide (also on money) is essential.

- NM cannot tackle unemployment and poverty. It can at best compensate for their effects on the district.

- Neighbourhood boundaries have been too rigidly adhered to, up to now. The fact that measures are limited in their effects to one neighbourhood and have hardly any positive influence on surrounding areas is an unsolved problem.

- The neighbourhood management process facilitates rapid intervention, but the effects are limited if structural measures to improve the neighbourhood are not implemented at the same time.

Graz: Wir am Denggenhof ('Us, the neighbours in Denggenhof')

The project started in 2000 in the Denngenhofsiedlung (Denggenhof housing estate) in Graz as a pilot project in Local Agenda 21. The main aim at the time was to implement a project for neighbourhood (urban quarter) development with the main focus on public or citizen participation. Since then, interested inhabitants have been working on improving their quality of life. Inhabitants are motivated to develop measures together in order to achieve direct improvement in their living environment, to enhance their self-organisation, to sharpen social competences and to support the neighbourhood, especially relations between one another. The basis for the strategy is an assumption that the location, i.e. the neighbourhood, provides important resources for coping with daily life challenges and has potential for improvement. Together with inhabitants in the housing estate, solutions can be found to improve infrastructural deficits, to support socio-cultural concerns and to raise the quality of life. This is designed to lead to improving pre-requisites for socialisation in the specific housing environment.

Main lessons learnt:

- A project coordination team is necessary to lead and manage the multiple activities of the citizens' participation and the neighbourhood programme. The diversified composition of the team (architect, psychologist, landscape architect, etc.) enhanced the planning quality and the understanding of the inhabitants.

- The bottom-up process is started every year anew at the "Siedlungsfest" (the estate party) where the topics for the coming year are defined by the inhabitants themselves. This increases the identification with the proposed actions and the feasibility of the implementation.

- Financing through local public funds is necessary to implement the actions.

- The project shows that the location "urban quarter" offers important resources for coping with every day life and also potential for improving the living area. But supporting structures are necessary so that these resources are discovered and used by the target groups.

- Through this project many different departments of the city administration were also activated to work together.

2.6   Synoptic summary

A synoptic overview is presented in Table 1 (cp. final page).

3.   EU projects and lessons learnt

All the EU projects having been analysed targeted social inclusion of young people, elderly people and migrants. Brief descriptions of the projects have been summarised in another working paper (GOOD PRACTICE IN SOCIAL INCLUSION – WORK PACKAGE 2. Overview of European projects). For this reason at this point only the most significant outcomes will be summarised:

- Most projects targeting youth and migrants combine approaches and measures that aim to foster social and economic inclusion as well as capacity building.

- Projects targeting elderly people either aim to enhance infrastructure (for instance housing, homes for the elderly) or have very specific aims (reducing alcoholism).

- Except for projects dealing with neighbourhood management and enhancement, no project deals specifically with families and the population cohort between approx. 30 and 60 years.

The recommendations derived from these projects have been incorporated into part 5.

4.   Working groups – results

Four parallel working groups dealt with the four main challenges of social inclusion, target groups, core solutions and hindrances.

The following main target groups were identified:

- *Young   people*
  Several partner cities are confronted with the fact that motivated and skilled young people move away. To find approaches for the young people remaining is an even more challenging task. Nevertheless, steps have to be taken at an early stage, as this phenomenon not only affects the image of a city but also the inhabitants' image of 'self-confidence'.

- *Elderly   people*
  Isolation among elderly (retired) people and the realisation that people lose knowledge and skills quite rapidly after retiring is a core problem in several partner cities.

- *Disadvantaged   groups*
  In addition to the groups mentioned above, there are other groups where action is needed for them to be included into urban society. These are, for instance, school drop-outs, handicapped people, or young people growing up in (jobless) families dependent on welfare transfer payments (the 'social heritage' phenomenon).

- *Migrants*
  Migrants as a target group for approaches with regard to social inclusion were discussed in a two-fold way: several partner cities are facing challenges related to excluded and/or not integrated immigrants. On the other hand, inward migration has been identified as a solution to shrinking.

Based on these target groups the following main and overall aims and principles were identified:

- Social inclusion is nearly impossible without linking respective approaches and projects to economic development. Thus steps in the WP 2 field should be followed up and linked to actions relating to WP 3.

- As social exclusion as a 'mass phenomenon' affects the image (and self-image) of a city, approaches in the field of inclusion should be linked to WP 1 (new narratives, branding).

- As social inclusion needs to address living conditions and circumstances of the target group, holistic and integrated approaches are more promising than narrow, very objective-oriented approaches.

- Young skilled people should be motivated to stay in or even return to the city.

- Elderly people should be motivated to share their experience and skills for the sake of their urban society (social, economic, cultural).

- Immigrants should be motivated to integrate (language skills, knowledge of the legal and administrative 'culture' of the host society, for example).

- Immigrants (and commuters) should be motivated to move to the city.

In addition to several practical examples to achieve these aims (cp. short papers by working groups) synergetic approaches were discussed in order to link young and elderly people. One working group summarised these considerations (cp. Fig. 1).

Fig. 1: Linking approaches for elderly and young people
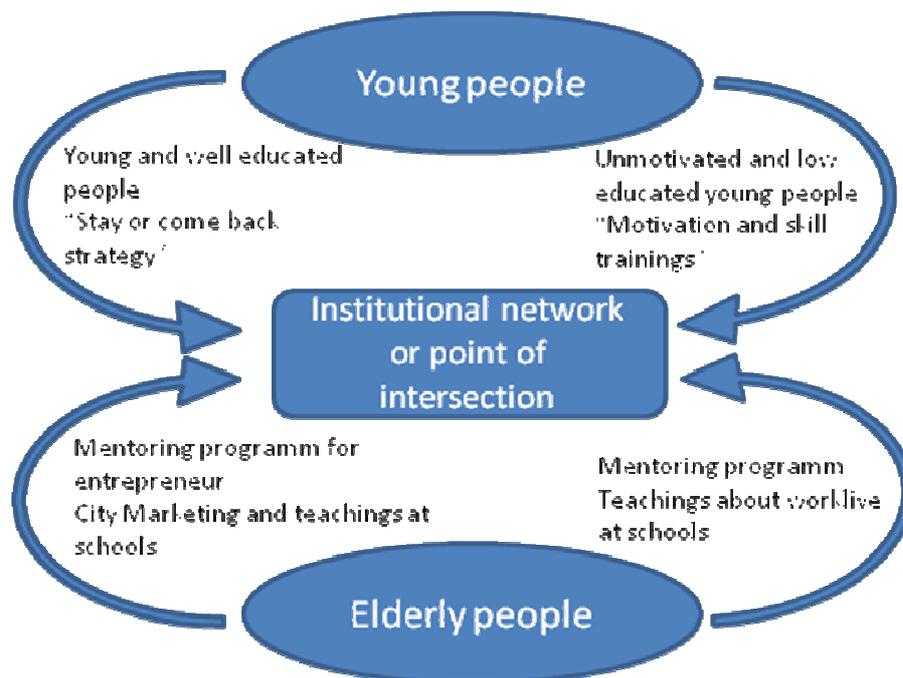
5.   Summary: Main overall lessons learnt and preliminary recommendations

Project management:

- *Life is a holistic matter.* Social inclusion needs to approach people in a holistic way. Integrated programmes and projects involving many disciplines (and views) are more likely successful than approaches that are organised in a traditional, single discipline oriented way.

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- *Social inclusion does not happen overnight:* Projects and programmes aiming at social inclusion therefore need time and patience, lasting political support, reliable and secured (continuous) financial support. Policy making in accordance with the public purse of the day is inimical precisely in the case of social projects.

- *Social inclusion needs trust:* Building trust between municipal personnel and the target group is very important. Again, this needs time and patience. Building trust can be underpinned by commitments of inter-mediators who have similar social or cultural backgrounds to the target group. In larger projects it is helpful to have a project team on the spot. Some team members should also have the same background as the targeted population.

- *Social inclusion cannot be commanded, projects and programmes cannot be pulled like rabbits out of a hat:* Appropriate advance preparation for a project (technical and environmental conditions, social needs, education and capacity building) is therefore essential. Personnel selection should start simultaneously with operation plan development, because it takes time to acquire the right personnel. An overall (politically) accepted framework strategy / vision can guide individual projects and also supports successful implementation.

- *People are not only a target group, but are also stakeholders:* All the important stakeholders should be included from the very beginning. Most social projects also need involvement of stakeholders from the non-public sector. Their commitment can be essential for the success of a project. A project-oriented decision making body, in which these stakeholders are included, can encourage success. The body also helps to maintain political support for the project.

- *Creating a corporate identity / an image of the project can help:* Unification of elements such as group and central philosophy, objectives, internal communication and unified visual presentation are necessary for external communication and presentation. Developing a corporate identity leads to a high level of identification with the overall project, which brings positive results internally and externally.

- *Ongoing training and education not only for the target group:* Further job training is necessary to further develop and optimise all activities within the project, especially within administration and management areas. Further training has a motivating, revitalising effect on employees and therefore stabilises the internal management system. The system also becomes more professional. Training in public relations, management, organisational structure etc. create greater self-confidence within the social enterprise.

- *A city has many 'natural' resources:* Creativity and innovative thinking helps to overcome financial constraints. Using the knowledge of elderly people for training purposes is one example, linking young people with elderly people for social work in homes for the elderly is another. The same is true for self-help approaches or using unused / under-used public buildings for new purposes.

- *Social projects are not enough:* In order to be successful, social approaches need to be accompanied by other measures (improving overall living conditions in the city, labour market etc.). Even though a rather broad and integrated approach such as neighbourhood management has many positive results (strengthening self-reliance, leading to improved living conditions within a neighbourhood, strengthening social relationships, coherence and accountability of inhabitants), it has only limited effects in other fields (labour market, poverty for instance). It has to be accompanied by other, structural measures. Short-term or limited period (isolated) project activities can only be an initial step, activities should be repeated and supplemented or expanded by means of long(er)-term projects.

Communication management:

- *"When you do good work, don't hide your light under a bushel!":* Strategies with regard to publicity, marketing, PR and communication management are important to reach target groups, disseminators (trainers/multipliers) and decision makers. The strategies are also critical in presenting the project and engaging in dialogue with the local community. A public opinion survey should be launched, for instance, and an information campaign on the questions of project aims and benefits should be implemented. In many cases other social entities (such as schools, kindergartens, health centres) also benefited from a project. Communicating these synergy effects helps to get (political and public) support. Project activity information should be disseminated not only on the local but also on the regional and – if feasible – the national level.

Education and training for young people:

- *Formal education is not enough:* The formal educational system should be complemented by informal educational activities. Informal learning issues are becoming more and more important. Informal learning environments should be based on multi-actor collaboration. Combining the expertise of different organisations in the youth / education fields helps young people to make choices in education There are, for instance, examples/case studies of good and very successful cooperation between schools and business in this field.

- *Actual knowledge is often underestimated:* Projects focusing on the interests and actual knowledge of young people are often more successful than projects that try to foster formal qualifications. On the other hand, it is important to raise knowledge and provide information about all the options in (formal and informal) educational systems and on possible routes to the labour market. In this context, learning how to choose and recognising talent is important.

- *Adult support is crucial:* Several successful projects use the skills, experience and knowledge of elderly people for training and educational purposes in young people. This at the same time opens up ways for social inclusion of elderly people.

- *Informal education has its limitations:* Structural changes in the education system are necessary (for instance, linking school curricula to the needs of the economy). In many countries, however, this does not fall in the mandate of towns and cities.

Social inclusion at neighbourhood level – additional recommendations

- Improve inclusion in all important fields of life.

- Proceed as comprehensively as possible.

- Include and motivate everybody who is able to contribute and give citizens an active role, also especially young people.

- Strengthen inhabitants' local networks and their feeling of being at home in the neighbourhood.

- Open up and adapt amenities and services to inhabitants' needs, so that disadvantaged persons also find access.

- Young people and children first - draw on their potentials and strengthen inter-generational understanding.

- Reduce segregation - develop inhabitants' quality of life and make efforts to overcome prejudice.

- Valuing the culture of immigrants as an added value to urban life in an 'official' way can help to overcome barriers.

- Focus on the positive contribution that international talent and migrants can make to city economies.

- Cultural activities support dialogue between different cultural groups.

- Improve neighbourhood connections to the whole city and boost the city's solidarity with the neighbourhood.

Table 1: Case studies' overview

Project /city	Main target group	Overall / main aim(s)	Main actor	Main instrument(s)	Evaluation / monitoring	Integrated management approach
Dabrowa Gornicza	disabled young people	providing education and ensuring proper physical and mental development	municipality, schools	training, physical / infrastructural measures	yes (statistical indicators)	no
Nagykallo	unskilled and unemployed young people	integration in city life and economy	national, regional government / institutions, municipality	action plan, physical / infrastructural measures, training	not stated	unclear
Legazpi (guided apartments)	elderly people	enable them to live on their own and to integrate in city social life	municipality	physical / infrastructural measures, social services	not stated	no
Graz (Points4action)	young and elderly people	link young and elderly inhabitants	municipality	awareness raising, bonus system for young people	in part	no
Rezekne	high or craft school graduates	prevent outward migration	municipality, school	physical / infrastructural measures, training	in part	no
Ancona	immigrants (2nd generation)	promote intercultural dialogue, awareness raising for added value	municipality, NGO,	workshops in schools, cultural / art exhibition	not stated	no

Project /city	Main target group	Overall / main aim(s)	Main actor	Main instrument(s)	Evaluation / monitoring	Integrated management approach
Medias	various age groups (mainly young people)	awareness raising for life long learning, include NGOs and local business in education	municipality, NGOs, cultural institutions schools local business	festival	not stated	no
Legazpi (business advisory senior citizen volunteers)	young entrepreneurs, SMEs, NGOs	advise on business and other issues	NGO	new institution (with voluntary work)	not stated	no
Leoben	women with migration background	increase health awareness	municipality	workshops inter-mediators	not stated	no
Berlin (neighbourhood mothers)	immigrants (women and families)	specific support awareness raising for health, nutrition and educational issues	municipality and urban districts	personal advice and home visits through trained inter-mediators	in part	no
Bremen	young people young immigrants	inclusion of immigrants dialogue between groups	municipality NGOs political parties national institutions	centre with activities in the following fields: culture ecology education	in part	yes

Project /city	Main target group	Overall / main aim(s)	Main actor	Main instrument(s)	Evaluation / monitoring	Integrated management approach
Berlin (neighbourhood management NM)	people in a neighbourhood (special emphasis on vulnerable groups)	neighbourhood improvement social and economic cohesion empowerment of disadvantaged groups	municipality and districts NGOs citizens' groups social and educational institutions	NM team NM council neighbourhoods funds	yes (monitoring system)	yes
Graz (Wir am Deggenhof)	people in a neighbourhood	Activities for senior citizens, for women, networking cultural facilities in the whole city, publishing a newspaper, improving a public park, etc.	municipality urban district council	LA21 project management team mixed advisory groups	in part	yes