



	<b>REPORT SHEET ON PILOT ACTIVITIES</b>
<b>FIELD THEME</b>	
Talking about social exclusion	
<b>PLACE, DATE, TIME OF SESSION</b>	
Gdansk, Ateneum, 9.10.2014, 12:00 – 16:00	
<b>TARGET GROUP, NUMBER OF PARTICIPANTS</b>	
Adult and youth trainers, 85 participants Adult trainers GCPU, 2 participants	
<b>OBJECTIVE OF THE SESSION (WHAT DID WE WANT TO ACHIEVE)</b>	
Create lesson plans how to address social exclusion as trainers	
<b>METHODS USED (ILLUSTRATE WITH IMAGES WHEN POSSIBLE)</b>	
Tat good practice; Who are you until now good practice; C2C good practice, B.E.L.S. good practice.	
<b>REACTIONS - OBSERVATIONS - EVALUATIONS: WHAT ADVANTAGES AND RISKS OF THE METHOD HAVE WE FOUND?</b>	
<p>The whole conference was structured on the B.E.L.S. methodology: introduction on the subject, brainstorm (the intense discussion with local government representatives and other experts), creation of a plan – in four separate groups – and presentation of the plan to be implemented at a later stage.</p> <p>The Tat good practice and C2C and Who are you until now good practices with a selection of the participants on the central stage functioned as brainstorm instruments within the B.E.L.S. set-up. The three good practices did not produce surprising outcomes.</p> <p>The larger group was then split up in four separate that were each to write their own lesson</p>	



plan. The creation of lesson/ coaching plans to be implemented changed the perspectives from talking about social exclusion to finding instruments to change the state of social exclusion. The participants, in subgroups, tried to establish who had already implemented a policy that was effective to intervene in a situation of (perceived) social exclusion and then took this policy as their common central theme to which they added their expertise. The lesson plans were then presented and discussed. They were the major outcome of the day.

**ANY FURTHER OBSERVATIONS**