MAKING waves

CREATING MORE IMPACT WITH YOUR YOUTH PROJECTS

Inspiration to raise the visibility of your project and to improve the dissemination and exploitation of your project results.

Download this and other SALTO youth work booklets for free at www.SALTO-YOUTH.net/MakingWaves/

SALTO-YOUTH
RESOURCE CENTRES

Education and Culture

MAKING Waves

CREATING MORE IMPACT WITH YOUR YOUTH PROJECTS

SALTO-YOUTH stands for…

…'**S**upport and **A**dvanced **L**earning and **T**raining **O**pportunities within the **Youth in Action** programme'. The European Commission has created a network of eight SALTO-YOUTH Resource Centres to enhance the implementation of the EU Youth in Action programme which provides young people with valuable non-formal learning experiences.

SALTO's aim is to **support European Youth in Action projects** which address priorities such as Social Inclusion, Cultural Diversity and Participation. SALTO also supports cooperation with regions such as EuroMed, South-East Europe or Eastern Europe and Caucasus and coordinates Training and Cooperation activities as well as Information tools for National Agencies.

In these European priority areas, SALTO-YOUTH provides **resources, information and training** for National Agencies and European youth workers. Several resources in the above areas are offered at www.SALTO-YOUTH.net. Find online the European Training Calendar, the Toolbox for Training and Youth Work, Trainers Online for Youth, links to online resources and much, much more…

SALTO-YOUTH actively **cooperates** with other actors in European youth work such as the National Agencies of the Youth in Action programme, the Council of Europe, the European Youth Forum, European youth workers and trainers and training organisers.

The SALTO-YOUTH Inclusion Resource Centre
www.SALTO-YOUTH.net/Inclusion/

The SALTO-YOUTH Inclusion Resource Centre (based in Belgium-Flanders) works together with the European Commission to **support the inclusion of young people with fewer opportunities** in the Youth in Action programme. SALTO-Inclusion also supports the National Agencies and youth workers in their inclusion work by providing training, developing youth work methods, spreading information via its newsletter, etc.

Besides this focus on inclusion, the SALTO Inclusion Resource Centre also carries out **horizontal tasks** on behalf of the whole SALTO network, such as the Trainers Online for Youth (TOY) database, SALTO-YOUTH.net website developments and this Making Waves booklet about visibility, dissemination and exploitation of project results.

For more information and resources have a look at the Inclusion pages on the SALTO-YOUTH website:
☛ www.SALTO-YOUTH.net/Inclusion/

SALTO-YOUTH RESOURCE CENTRES

Education and Culture

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What is this booklet about?

WHERE DOES 'MAKING WAVES' COME FROM?

There are thousands of (international) youth projects in Europe each year – they change the lives of hundreds of thousands of young people, an innumerable number of great youth activities are developed: you can imagine the **wealth of experiences and results** all these projects provide… However, often these projects end after the last day of the activity, and someone in some office quickly finishes the paperwork to get it over with. The papers and pictures of the project are then put in some bottom drawer and forgotten…

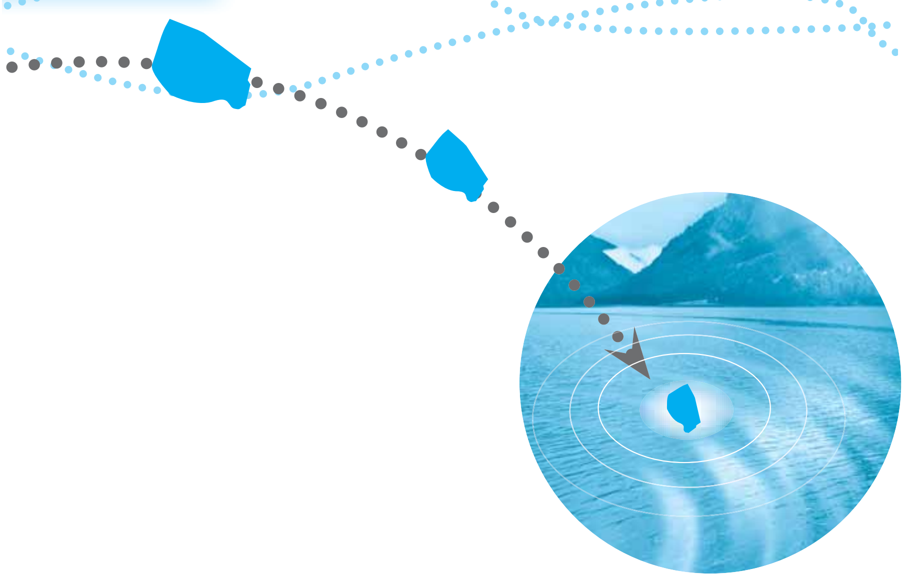
Lots of money is invested in great projects, but their visibility is sometimes poor and the outcomes are often not used in the way they could be. And this despite a youth project having so much potential to be **a springboard into lots of follow-up and multiplying**. With relatively little more effort, we could make our youth projects a lot more visible to the outside world.

- And have a lot more impact with them. It just needs some more strategic thinking and a bit of planning…

- This booklet gives you tips and ideas about what actions you could plan in order to **get the most out of your projects**.

It is like throwing a stone into the water. If you throw it nonchalantly into the water, it will only make a little splash. But if you throw it in a more elaborate way, it will ricochet across the water and **Make a lot more Waves**. This works in the same way with a youth project. If you just organise a project for the sake of organising it, you will of course create a little splash for your participants, but the stone and the excitement about the project will quickly sink. But if you think a bit more about how you could make the most of your project and exploit its results, your stone will bounce off the water again and again and Make a lot more Waves.

≈ **And that's why you do youth work, isn't it?**
To provoke change in people's heads,
To have some impact on society,
To change people's lives for the better…



The European Commission was also thinking along these lines. If Youth in Action projects are to achieve the biggest possible impact, their project results should be disseminated and exploited in a more consistent, co-ordinated, sustainable and strategic way. Project results should find their way into future projects and policy processes, so that they could benefit from the experiences gained, without having to start from zero. This would enhance the **impact and visibility** of the European programmes considerably.

≈ 'Therefore the European Commission decided to make the visibility and 'dissemination and exploitation of results of the projects' a **priority** of all its Education and Culture programmes, including the Youth in Action programme - http://ec.europa.eu/youth/ (2007-2013)

‘Dissemination and exploitation of results’ (formerly called ‘valorisation’) is one of the relatively new features of the Youth in Action (YiA) programme. Therefore **SALTO-YOUTH** pro-actively took up its ‘support role’ within the YiA programme and developed this short and practical publication for youth workers who are faced with these new requests for ‘dissemination and exploitation of results’ in their Youth in Action projects. **‘Making Waves**’ has lots of practical examples and tips about how to increase the impact of their projects. Similarly the YiA National Agencies are in the situation that they have to explain to beneficiaries what ‘dissemination and exploitation of results’ constitutes. ‘Making Waves’ could also be used by NAs to explain to beneficiaries what it is.

For further information, inspiration and support in the field, an additional tool has been created: EVE which is the electronic platform for the dissemination and exploitation of results of projects supported by programmes of Education and Culture Directorate-General (DG), ie besides Youth In Action also Lifelong learning, Culture and Citizenship programmes. You can find EVE and all related information:
http://ec.europa.eu/dgs/education_culture/eve/about_en.htm
http://ec.europa.eu/dgs/education_culture/eve/about_en.htm

To stimulate this priority of ‘dissemination and exploitation of results’, there is in some cases **extra funding** available from the Youth in Action programme. ‘Making Waves’, however, is NOT about what the required minimum of ‘dissemination and exploitation activities’ constitutes in Youth in Action projects in order to get this additional funding.

≈ Making Waves’ hopes to give you **inspiration** about how to make the most of your project and create the best Waves possible!

☛ **Note**: In this booklet we are mainly focussing on **European Youth in Action projects** or international youth projects, but all the suggestions and tips can be easily adapted to different contexts such as local or global youth projects. It only takes a bit of creative thinking about how this booklet can inspire you for your own type of activities.

Visibility, dissemination & exploitation
Definitions

EXPLANATIONS OF THE TERMS USED IN THIS BOOKLE

'Dissemination and exploitation of project results' is a mouthful. That's why the single French word **'Valorisation'** was once used to describe the concept:

*The 'process of **disseminating and exploiting the results of projects** with a view to optimising their value, strengthening their impact, transferring them, integrating them in a sustainable way and using them actively in systems and practices at local, regional, national and European levels'.*
http://ec.europa.eu/dgs/education_culture/valorisation/index_en.html

However, the word 'Valorisation' doesn't exist in English in this meaning, and led to a lot of **confusion** about what it actually was (which was also the case in French, because the word has various other meanings). Therefore, it is clearer to use the phrase 'dissemination and exploitation of project results', and what's more, that phrase also says what it means:

≈ On the one hand: Dissemination = **spreading information about the results** of the projects to key actors. You can use a wide variety of media to document your project results and get them to the most appropriate target groups.

≈ And on the other: Exploitation = **making sure the outcomes and products** of the projects are effectively **used**. Going a step further and making sure that your product makes a difference and is used in other projects or policies.

Note the difference: one thing is spreading your results around (*e.g. send around your CDrom, report, video,…*), so that the outcomes of your project are known and available to people. But, if you want to go further and have more of an impact, you should also make sure these results and products are used (=exploited) by others and not just put on a pile somewhere.

☛ This should provide a cure for the '**bottom drawer syndrome**', in which you nicely archive all documents and products related to a project – and probably never look at it again. A project should be used, built on, spark of new ideas, exploited…

In the '**Dissemination and Exploitation Strategy for the Youth in Action programme**', the European Commission makes a distinction between two different types of Exploitation of Results (effectively using your project outcomes):

≈ You can **multiply** the results of the project: ensuring the results of your project are used by others, further developed in other projects, carrying out follow-up activities to make the project results more sustainable, adapting (elements of) your project to other contexts, running the project again with different people or in different settings – so that you (or others) can build on the experience of the first project.

≈ A second form of exploitation is the **mainstreaming** of results. It is a planned process of convincing decision-makers to adopt the experiences and results from your project and to use them in local, regional, national or European policy, systems or practices.

☛ Find **examples** of different forms of dissemination in chapter "Dissemination – Getting your project results out" on p 54 and of exploitation of project results in chapter "Exploitation - Making sure your results are used" on p 76.

Visibility is another term that is closely related to the discussion of 'doing more' with your international youth project. Throughout your project, you can show off the work you are doing. You can use your project to get your organisation into the spotlights, you can highlight the possibilities the Youth in Action programme has to offer other people, you can raise your profile by showing in a coherent way what great activities you are doing,… Doing a project is a valid reason in itself to **communicate** about your activities, about your organisation and about the Youth in Action programme to the outside world.

☛ Find **examples** of visibility activities in chapter "Visibility – Make your project known" from page 30 onwards.

What's the difference between Visibility, Dissemination and Exploitation?

≈ Disseminating your project results also raises the visibility and the positive image of your project and organisation.
≈ If you disseminate your project results to people that effectively need your product, it will be more likely that they will also 'exploit' these.
≈ When you involve many people in your project to raise your project's visibility, all these on-lookers will also be interested in the results, so you should disseminate your results to them.
≈ Because they will feel some sense of ownership, they will most likely also exploit the results.
≈ The type of activities you do to raise the visibility of your project and to disseminate its results are largely similar *(e.g. promotion, meetings, mailings, press contacts,…)*

It is clear that these three concepts are **interconnected and overlap**. However for the sake of clarity and understanding, we have split up these different needs, with cross-references where appropriate.

- **In this booklet** we will talk about visibility *during the project*, whereas the dissemination and exploitation of project results mostly happens *after the project* (after having achieved some results).
- We talk about dissemination of project results, when the aim of your activities is to publicise your project results and *make them available* to the outside world. Exploitation is about adapting those project results (products) to your target group and *ensuring that they will be effectively used*.

Different forms of Making Waves with your youth project

Visibility of your project (show it)

- promotion, raise your profile, marketing, image building, media presence, logos and visual identity,…

Dissemination of results (spread them)

- mailing lists, presentation of results, launch of products, distribution,…

Exploitation of results (ensuring they are used)

- adapt them to different contexts, share your experiences, train others, improve systems and procedures,…

Multiplying

- feed your results/products into new projects, follow- up activities and into other organisations,…

Mainstreaming

- feed your results and experiences into (youth) policy, recommendations, lobbying, change systems, …

Whatever you call it (dissemination, exploitation, valorisation, multiplying,…), it is about **increasing the impact of your youth projects**, making the limited resources (work, time, money,…) go as far as possible, to use the experiences and results of your projects in a multitude of different contexts, to squeeze the most possible opportunities for change out of your youth work – to **Make the biggest possible Waves**.

- And that's why this booklet is called '**Making Waves**'.
If the image of 'Making Waves' is not clear for you, you can replace it with 'having an impact' throughout the text.

Why should you Make Waves?
Benefits

MAKING WAVES IS JUST COMMON SENSE

There are a range of very **valid reasons** for systematically making your project visible to the outside world and for disseminating and exploiting the results of your projects.
The point is not to 'all of a sudden' start working on visibility, dissemination and exploitation of your project results because it is a new European priority. On the contrary, making the most of your youth projects is just common sense. If you are organising a project anyway, why not make sure that it benefits as many people as possible.

Youth work is not just about doing projects, it is about doing them **WELL!**

Sometimes it can be difficult to **get the support of your organisation** (e.g. board etc) to engage in Youth in Action projects because they take a lot of the youth worker's time and also require co-funding. However the arguments above, and the possible impact a youth project could have, can be helpful in convincing your colleagues or board members to give it a try. When you make clear what youth projects can achieve, they might be more inclined to decide in favour of engaging in an international youth project, or of even incorporating it into a structural part of the youth work you do.

On the next page are some of the **benefits** of increasing the visibility of your project and working on the dissemination and exploitation of your project results:

≈ **Do more with limited resources**

Money and time are always limited. With relatively little more investment, you can squeeze more results and impact out of the same project. Your youth work becomes **more efficient and effective**.

≈ **Spread the word**

Presenting your experience and showing off your Youth in Action projects to others gives them information that such kinds of projects are possible, potentially also for them. You **inspire others** to take on European projects.

≈ Generate savings from **not 're-inventing the wheel'**

If you base your projects on the results of similar previous projects, adapting them to your needs and context, surely your work is going to be **easier and quicker**. You avoid making the same mistakes.

≈ Create **spin-off effects**

You would think that your youth project is mainly for the young people. However, there are lots of people involved with the project: the board, parents, friends, local authorities, community… Involve them for **more impact**.

≈ Improve the **reputation** and recognition of your organisation

If you make it clear that your organisation is behind different projects and if you show the positive results of your activities to a larger audience, this will **raise the profile** of your organisation.

≈ Get **more funding** for youth projects
If you show that your projects have a **big impact** on young people, the youth sector, youth policy or society in general, then the decision makers will also be more inclined to give money to them.

≈ Increase the **sustainability** of your results. If you make sure your project is not a one-off activity and use the experience for new projects, for continued learning, for influencing policy, etc. your project **results last longer** and benefit more people

≈ Raise the **motivation** of the young people and youth workers
When you promote your activities and results in different media or at relevant meetings, the people involved in the project will be proud of their achievements. It is great for the group-feeling: **Yeah! We did it!**

≈ Use your experiences to **transform and improve systems**
Through working with the Youth in Action programme, you probably have good experience of how it functions and where there is room for improvement. You can **help to improve** processes and systems.

≈ Enhance the **impact of EU funded projects**
When everybody is demonstrating all the great results they achieved and the products they developed in their Youth in Action projects, it will **convince others** that European projects are beneficial and worth supporting.

≈ Feed the **policy process**
You can communicate your results to policy makers, providing them regularly with experience-based information and recommendations from your youth projects (so-called 'mainstreaming') to help **influence youth policy**.

PLANNING Waves
Think before you throw the first stone

THINKING ABOUT DISSEMINATION AND EXPLOITATION STARTS BEFORE YOUR PROJECT

The Waves your project will make depend on how you throw your stone into the water. That's why it is important to **know how** you will be throwing the stone, before you actually do so. Because once the stone is thrown, it will sink eventually, either after only creating a few ripples or on the contrary Making big Waves.

☛ Similarly, for a youth project, its impact will depend on how well you **plan the Waves in advance!**

You can undertake different activities or develop different tools to make your project visible and to 'disseminate and exploit' the results of your project. However, to make sure your visibility, dissemination and exploitation activities and tools are going to have the expected impact, you will need to **analyse your project's potential to Make Waves** at an early stage – before you actually start the project!

These questions could guide you in your reflection:

What do you want to achieve with your project? For whose benefit?	Objectives & beneficiaries of your actions
What do you think is worth showing (to others)? What are the likely results of your project?	Products, outcomes, messages from your project
Who should be impacted by the results of your project?	Target group of your actions
What kind of messages would be most effective for them?	Adapt your message or actions to the target group
What competences and resources do you have available in the organisation/group?	Available resources & competences
What do you need to do/collect during the project for your actions? And who does what?	Planning & division of tasks
What would all of this cost and where do you get the time and money from?	Budget & funding of the planned actions

The chain shows that all these questions are **interrelated** and that you should make a coherent link between the 'products and outcomes' of your project, which will determine more or less the scope of what you are able to achieve with your project and for whose benefit (objectives & beneficiaries). Depending on the 'Target Group' you want to reach, you will need to 'adapt your actions', the timing of the message sent out and the medium and format used. Your 'available resources and competences', but also your preferences will determine what is within your possibilities. Last but not least, you have to be clear about 'who and how' you are going to ensure the visibility, dissemination and exploitation in practise, and have a look at what 'budget' you need for this and where it should come from.

It is important to involve a wide variety of stakeholders in this process.

- The **young people** should be actively involved in the planning of project's visibility, dissemination and exploitation – as they will also be helping to implement it.
- In general it is wise to involve everyone who could be **helpful** in promoting, disseminating and exploiting your project results right from the start so that they are on board at an early stage.
- And don't forget to involve the **end-users** or target groups of your products or actions. The more your results and products are adapted to their needs, the more likely they will be used.

Making it easier to Make Waves

Available resources

WHAT RESOURCES DO YOU HAVE AND NEED TO MAKE WAVES WITH YOUR PROJECT

You might think that carrying out visibility, dissemination & exploitation activities is extra work, but you need to keep in mind that your project will **have a greater and longer-lasting impact** and you will **raise its quality** (see also chapter "Why should you Make Waves? – Benefits" on page 11).

☛ A youth project is not just a way to 'keep people busy', it is not an aim in itself. On the contrary, it helps you to achieve some objectives, to make a change, to **Make some Waves**!

You have more resources than you think

When you look carefully at the different elements and stages of your project, you will notice that you have many **resources** on board that make it easier to work on the visibility, dissemination and exploitation of the results of your project. You can plan your project in such a way that it makes Making Waves so much easier.

It all starts with the planning stages as described above. This only takes some **reflection and creative thinking**. You should involve your project partners in this process, and you could also ask the participants or members of your organisation what they think could be done to Make Waves with your project. Together you can do some brainstorming about how your project can have the biggest impact possible.

Brainstorming – Some basic rules

1. Participants should be encouraged to come up with as many ideas as possible, however wild they are (there are no bad ideas!)
2. NO judgment should be passed on any idea until the end of the brainstorm (whether negative or positive), no laughing at ideas, no questioning (unless questions for clarification)
3. Participants should be encouraged to build on each other's ideas, creating unlikely combinations and taking each other in unexpected directions.

When the group is stuck you can stimulate the brainstorming by **adding a criterion** for reflection:

- exaggerate (e.g. imagine what you would need to do to change the whole world)
- opposites (e.g. what would you need to do to have as little impact as possible)
- limitations (only come up with ideas that make use of e.g. 1 euro only, colour red, your mascot,…)
- …

The more brains you have together, the more **crazy and innovative ideas** you get to involve the local community, to spread your products, to show off your experience, etc. At the next stage you can choose and adapt ideas from the list you generated, in function of what are the aims of your project, who is the target group and what resources you have available.

Participants and partners are full of resources

The seeds of visibility, dissemination and exploitation could be sown as early as with the selection of the **participants**. The young participants in your project are a vital resource for Making Waves.

- You could make it clear that there will be different kinds of **follow-up activities** after the project. The participants that sign up will be more committed and more likely to continue implementing the results of the project.
- During the project, you can also work with the participants on how best to **multiply their experiences**, so that they become actors in the exploitation process of your project.
- You can also find out what sort of **networks** your participants have access to (*e.g. friends, sports clubs, gaming community, etc.*). These could also be useful in spreading information and results about your project. Ask your participants how they could help you in promoting your project or disseminating its results.
- …

In the same way as the programme is developed in partnership, the **partner organisations** in your project should be involved from the beginning in reflecting what impact you want to make with the project. It doesn't have to be exactly the same in all the countries (because opportunities for visibility, dissemination and exploitation vary), but if you are clear what kind of results you want to achieve with the project and how to spread it and ensure the results are used, then it is easier to work on it together. You could also specifically look for partner organisations with **existing networks or contacts** (who could be used to spread results), so you need to know what links your partners have with other organisations, sectors, etc.

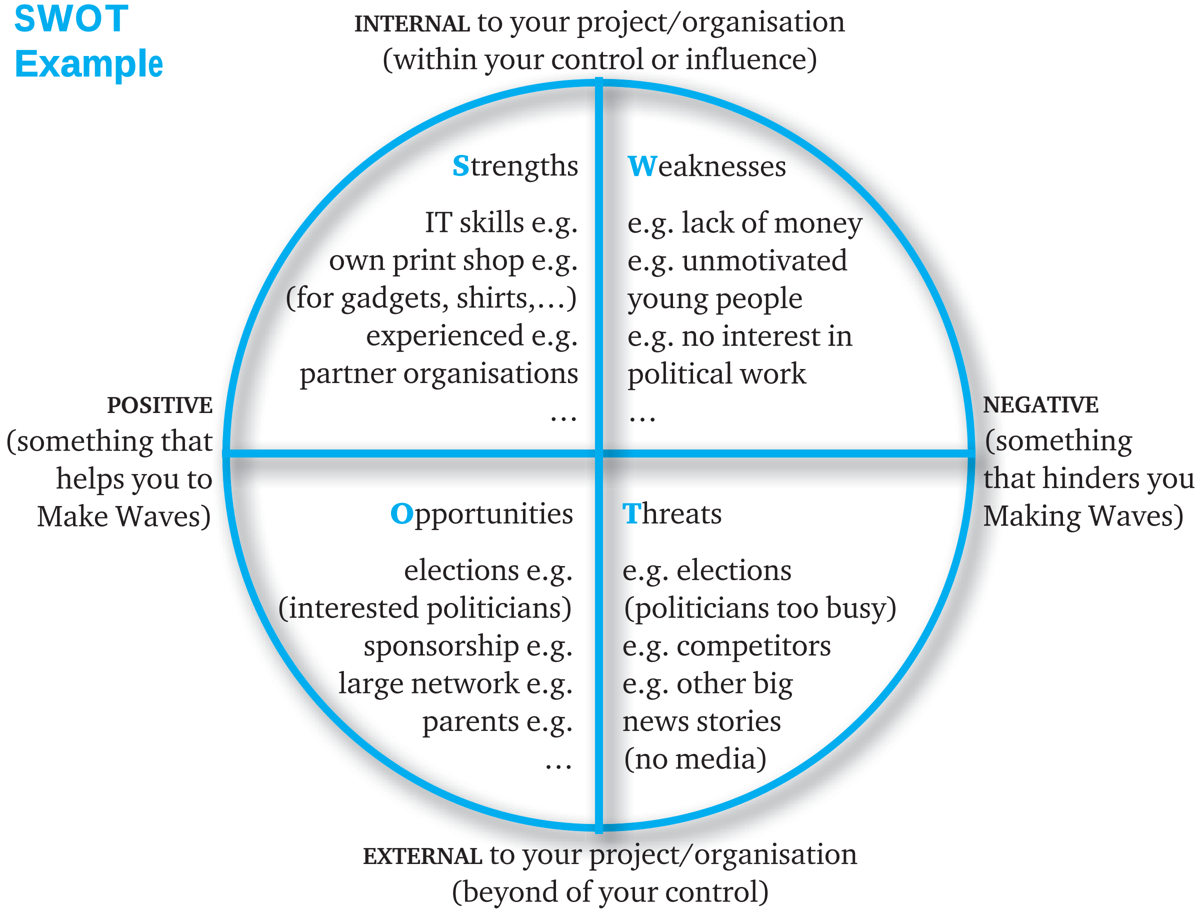
Check what competences are available to you within your organisation or amongst your participants. Some of the young people could be computer wiz-kids (which would prove *handy in setting up a website)*, one of the youth workers may be into drawing or photography (*which would help with the illustration of your publications*), someone may be good at writing (*and could be the editor of your information material*), etc. You might be surprised by the competences you have already available within your group(s) of people!

Know your strengths and weaknesses:
Make a SWOT analysis

Have a look inside your organisation. What (within your organisation) are your **strong points**, and what are your **weak points** regarding 'Making Waves' with your project? What do you have available to you within your organisation which could impact your projects (strengths) and what is lacking (weaknesses). As these weaknesses are internal to your organisation, you could try to improve them (*e.g. through training, getting more people with varying competences in, etc.*) or by primarily focussing on your strengths.

But your project is also rooted in a **context,** it takes place in a world outside which you can not (easily) change. When you are thinking of 'Making Waves' with your project, what are the external factors that could cause problems for the visibility, dissemination and exploitation of your project results (threats) and what is there around you which might make it easier to have an impact with your project (opportunities). Again, the message is to exploit the opportunities to the fullest, and have a plan B ready if a threat rears its ugly head.

SWOT Example



This SWOT exercise makes you **conscious** about your internal strengths and weaknesses, and the external opportunities and threats. It is important to take them into account while drawing up your visibility, dissemination and exploitation plan.

At the same time, knowing who is good at what (strengths) or who needs to improve at what (weaknesses) is **helpful** when dividing tasks. Similarly, the threats and opportunities might have an influence on the timing or the nature of your dissemination and exploitation activities.

☛ It is useful to have a look at **what kind of products already exist** and find a gap that you could fill - instead of repeating what others have done. Addressing some needs which have not yet been met is certainly a great opportunity for your project and will contribute to its successful exploitation.

What does it cost?

There are most probably also **some extra costs** linked to spreading and exploiting your results. It is important to calculate how much the different visibility, dissemination and exploitation activities are likely to cost? Put figures/costs on the different activities and include them in your project's budget. Think creatively about how you are going to get the money to pay for this? And be realistic. You may be able to include some things in your application for funding. For other exploitation efforts, you may need to find other resources (volunteers, co-funding, contributions in kind, your organisation, town council, etc). It is important to show clearly the added value of your dissemination and exploitation ideas.

☛ You could find some **inspiration** for this in the chapter "Why should you Make Waves? – Benefits" on page 11.

☛ More about budgetting in the T-kit about Funding and financial management at www.training-youth.net

Get those Waves rolling

Draw up an action plan

STEP BY STEP THINKING TO PREPARE FOR MAKING WAVES

So you found out what you want to achieve, for whom and with what resources. You adapt your message and dissemination and exploitation actions to your target group, taking into account your strengths and weaknesses, as well as possible opportunities and threats. And then the real work can start.

In order to be able to do your visibility, dissemination and exploitation activities, you first need to **document the results** of the project or **produce your products**. You need to know what kind of final product you are hoping for so that you can plan what steps need to be taken to get there.

☛ Often it is a clever idea to **involve the end-users** of your products in the development of these products, so that they are as much as possible adapted to the needs of the people who should use them.

☛ More about this in section "Knowing the target group" on page 77.

For example:

≈ *If you want to show statistics, you need to think of systematically collecting numbers during your project, because it will be a lot more difficult afterwards.*

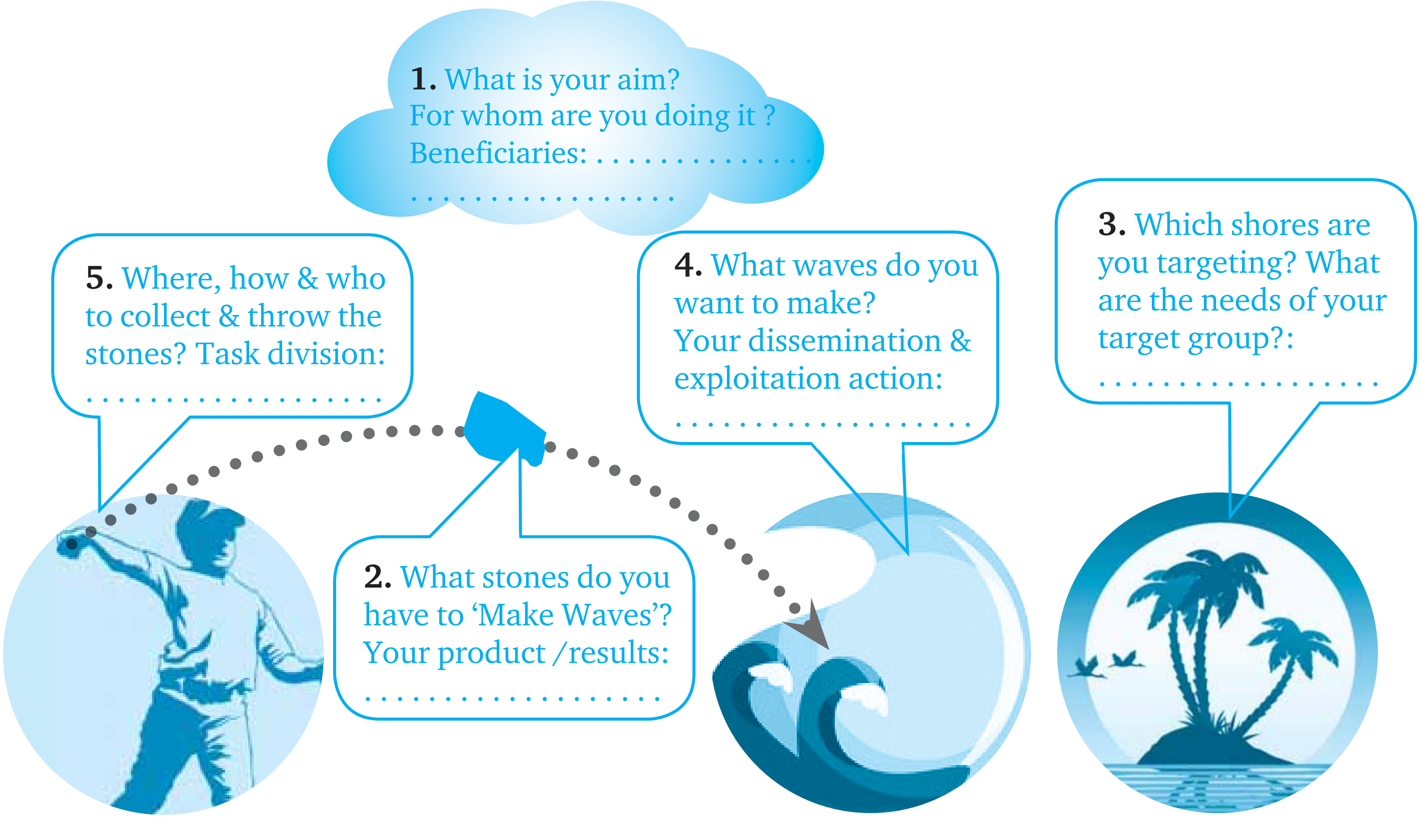
≈ *If you want to show potential future participants how great the experience was, you might need to film some of those fun moments for a promo video later.*

≈ *If you relate a detailed account of all the methods used in your project, someone needs to consider writing them down or recording them on video.*

≈ *If you want to give participants a Youthpass certificate which states what they have learnt, there will need to be some moments during your project when the participants reflect on their learning and write it down.*

≈ ...

The following structure could help you **plan** the implementation of your visibility, dissemination and exploitation activities:



1. What is your aim? What are you trying to achieve and for whose benefit?
   e.g. include more young people with a disability in international youth projects
2. What are the likely results? What stones can you throw?
   e.g. publication, policy recommendations, learning,…
3. Whom are you targeting? Whom do you want to impact with your actions?
   e.g. local politicians, policy makers, the mayor
4. What dissemination or exploitation action do you want to carry out?
   e.g. recommend to politicians to give extra co-funding for special needs
   e.g. go and make your point at a town council meeting
   What kind of message, action does your target group need, in what timing and format?
   e.g. a factual message, stating how much more it costs to cater for special needs
   e.g. probably linked to some disability event (e.g. Disability Day), with media involved

5. What do you need to collect to be able to spread such a message? Who does it?
e.g. collect and calculate extra costs due to special needs – host + sending organisation
e.g. document visually (pictures, videos) the difficulties faced – project photographer
e.g. write down the recommendations, based on facts – president of organisation

When thinking through these various questions, you will come to a well thought-through action plan. The following chapters will give you ideas and tips on how to implement the different steps of your visibility, dissemination and exploitation actions.

What Waves do you want to Make

For whose benefit?

KNOW WHOM AND WHAT YOU ARE DOING THE PROJECT FOR

You should start thinking about '**what impact you want to make with your project**?'. This goes hand in hand with the aims of your youth project, with the reasons for your organisation's existence, as well as with your motivation for being a youth worker and doing international youth activities. What change do you want to make in society? It will pretty much depend on your aims, on what kind of Waves you want to be Making with your project.

Another part of the same question is: who is/should be the '**beneficiary' of the results of your project**. For whom are you doing it? Who should get something out of it? The most obvious answer would be 'the young people', but surely also your organisation or you personally want to get something from the activities, probably also the institutions funding them, etc.

Mostly youth organisations use international projects as a **lever for change**. Depending on your aims and on the 'beneficiaries' you will have to undertake different visibility, dissemination and exploitation actions, so that you can optimalise the use of the results of your project to achieve your objectives.

Some examples:

Aim	Beneficiary	Action
Get better known and recognised as an organiser of international projects, and get an 'international reputation'	*Your youth organisation*	*You can use the results of a project to raise the profile of your organisation as an 'international player'* ***How?*** *e.g. you focus on being visible: putting your logo and contacts on all documents, publications, T-shirts,… and you communicate a lot about the international project(s) you are doing*
Learning about other cultures and being more inclusive and open	*Young people*	*You can reinforce the impact your project has had on young people's tolerance levels, by making sure their training is continued after coming back from the youth project.* ***How?*** *e.g. you can encourage the young people to continue the international contacts they made, by being part of an international club, helping in the organisation of the next international activity,…*
Create more opportunities for young people, especially those in difficult situations	*Young people with limited financial means*	*What is lacking is financial support for those kids in difficult situations. With the positive results or reputation of your projects, you could lobby the town council to get co-funding for less privileged participants in your projects.* ***How?*** *e.g. by showing how beneficial these international projects are at one of the town council meetings, lobby town councillors,… and suggest creating a fund for the support of the less privileged youth*
…	…	…

Mostly there is **a mosaic of different beneficiaries** involved and different things your project wants to achieve for them. It is important to be conscious of what you are trying to achieve for the different beneficiaries, because it will influence the type of activities or tools you need to develop in order to **Make a successful Wave with your project**.

The ambitions you have for your organisation *(e.g. get funding, find members, train youth workers,…)* are very **different** from those of the young people in your organisation *(e.g. have fun, find a job, go abroad,…)* and again different from those of the sponsors *(e.g. European citizenship, visibility of EU programmes,…)* or the people on the periphery of the project *(e.g. parents, neighbours, peers,…)*.

- ☛ As a project organiser you are at the **cross-roads** of these various agendas and will have to find a way to satisfy a selection of those needs.
- ☛ Be **realistic** about what you can achieve, but don't be shy about having **ambitious** aims for your project.

Don't re-invent the wheel. Many European youth projects have been carried out before yours. It could be good to have a **look at what has already been done**. There are many databases documenting projects: contact or team up with some of the youth workers involved. This will enable you to learn some lessons from others' experiences and avoid making the same mistakes. You can **adapt** elements from previous projects to your context and group. Use ideas of existing products, build on existing practice, open your eye-blinkers. This way your project becomes more efficient and of a higher quality.

- ≈ *So if you are thinking of using an international project to raise awareness and attract media interest, other projects might have previously been successful in doing so. Contact them to get ideas and tips.*
- ≈ *If you want to produce a CDrom with games, consider checking around to see how many exist already and if you could combine efforts, create another combined version of a games collections.*
- ≈ …

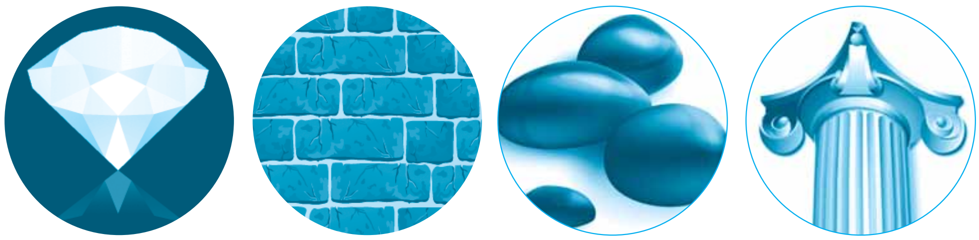
Your work will be so much more **efficient**!

The stones that Make the Waves

Project results

START FROM YOUR PROJECT RESULTS TO MAKE WAVES

The starting point of all impact is the **project** that you are planning to run. This is the stone you can Make Waves with. Before you can plan your visibility, dissemination and exploitation activities or tools, you will need to think about what will be the **likely results and products of your activities**? What are the parts or moments of the project that are worth showing off from the point of view of the receivers? What is likely to emerge from your activities – and how can these results be used to have the greatest possible impact?



Here is an overview of different types of results that can result from youth projects:

Tangible & visible results (which you can touch or see)

≈ **Products**: *CDrom, a theatrical play, a report, a video/DVD, a song book, a mini-dictionary, artistic creations, a handbook, a powerpoint presentation, a website, t-shirts, gadgets,…*

Intangible & invisible results (which you can't touch or see directly)

≈ **Experiences & learning**: *language skills, openness towards other cultures, international friendships, organisational competences, conflict management, group dynamics, living and working in a group, learning about the topic of the activity, survival skills in another country, entrepreneurship and creativity, IT skills, personal development,…*

- ≈ **Methods & approaches**: *simulation games, energisers, group dynamics, conflict management, cooperation processes, lessons learnt, exchange of ideas, negotiation skills, improvisation …*
- ≈ **(European) cooperation & networks**: *European partnerships, international cooperation, transnational sharing of practices, European dimension/approach, feeling of being European/internationalist, mutual support, Europe is my stage on which I am an actor,…*
- ≈ **Policy lessons & recommendations**: *indication of problem areas, recommendations to policy makers, suggestions for ideal society, looking at society with the eyes of young persons or from youth work perspective, appropriateness of funding available, feedback on programmes and processes,…*

☛ When we are talking about '**project results**' in this booklet, it can be any of the categories above.

It is easy to show and disseminate concrete tangible products (*e.g. a CDrom, a book,…*). But, as you can see from the overview above, most of the results from youth projects are intangible or invisible (*e.g. learning, approaches, cooperation,…*). The challenges lies not so much in working more towards tangible products, but in **making the invisible results from youth projects visible**, so that they can be shared with others.

☛ You can find many ideas on this in section "Showing results – Making the invisible visible" on page 55.

The shores where your Waves arrive

Target groups

HAVE SOME IMPACT ON THE RIGHT PEOPLE AT THE RIGHT LEVEL

So you know what kind of stones you will have (the likely results of your project). You have thought of the kind of Waves you want to Make, for whose benefit. Your aims and beneficiaries will steer you already in a certain direction in terms of what kind of activities or tools you can develop to Make Waves with your project, to increase its impact.

However, another important factor is also **whom you want to target**: whom do you want to impact, who is the receiver of your visibility, dissemination and exploitation activities and tools?

≈ *If you want to influence policy with the conclusions or problems encountered in your youth project, then you will be most likely targeting politicians with some actions (e.g. lobbying, organising a campaign based on your project).*

≈ *However if your main aim is to increase the competences of the young people taking part in your projects, then you will probably be doing lots of follow up activities for your participants to continue with the non-formal learning.*

≈ *Or if you want to train youth workers involved in your organisation, you will probably want to document the methods and approaches used in the project in a very detailed way, so that other youth workers can easily implement the next one.*

≈ …




The shores of your Waves

Make a list the people you need to influence in order to achieve the aims you set (*e.g. young people, politicians, youth workers, parents, etc*). Because your visibility, dissemination and exploitation activities or tools will need to be **adapted to the target group** you want to have an impact on, you will need to find out what kind of messages the target group is sensitive to, you will need to address their needs with your activities and tools, in order to have an impact on them. Think about the medium and type of support best suited to reaching your target group with your dissemination & exploitation efforts. Are there times that are better or worse for contacting the target group? (*e.g. holiday periods, elections, linked events in media, etc.*)

☛ The key message is that you need to throw different kind of stones into the water, to reach different shores with your Waves. You have to **adapt** your visibility, dissemination and exploitation activities to the people you want to reach.

There are **different levels** of Making Waves: Micro – Meso – Macro, according to the type of projects or the type of actors involved.

- ≈ **Micro-level impact** focuses on the project itself – the participants of the project, young people in the youth organisations, the local community and partner organisations directly linked to the project.
- ≈ **Meso-level impact** targets the youth sector more widely – as opposed to the individual project; youth workers, multipliers, other organisations active in the youth sector.
- ≈ **Macro-level impact** is about feeding policy developments – at national or European level, or at the level of the European programme, rather than at individual projects.

An organisation could decide to work to have an impact at **any of these levels**, however youth projects mostly have the greatest impact at the micro-level. Nevertheless, efforts could be made to share results and have an impact at the meso-level: this way other youth organisations can benefit from your experiences. Macro-level impact is mostly only achieved by bigger organisations or networks or at specific national or European events or working groups where feedback is sought to steer developments of existing programmes.

Working at one level doesn't exclude working at another level: you do follow-up activities with the individual participants in your project, and at the same time try to influence European policy and programmes. Mostly however, the level at which your impact will be most relevant **depends on the size of your project, the available budget and the partners involved**.

☛ Working on impact at one particular level is not necessarily better or worse than at any other level, as long as you **do what is within your ability** to Make some great Waves.

VISIBILITY
Make your project known

GET YOUR PROJECT INTO THE SPOTLIGHT

The simplest way to Make Waves with your activities, is to **get them known**. You can do your project on your little island, behind the façade of your youth organisation. However if you communicate about your project and involve many people, it will become a lot more visible. It will also contribute to the positive image of the project, your organisation and funders. We call this **visibility** in this booklet.

If your project is not known or visible, then it certainly will not impact people. But if you consistently **show off** what great work you are doing…

≈ you will get a lot of social credit (a positive image)

≈ which later might be a first step towards more funding (because people know you have experience in doing good projects),

- ≈ you will recruit more members (because young people have seen that your project was fun and interesting)
- ≈ you will get more parental support (because they want their kids to have the same opportunities as the young people involved in that project some time ago)
- ≈ …

There are a whole variety of **tools and activities that increase the visibility** of your project or of the organisations, youth workers and funders behind the project. You can use the project as 'an excuse', to get your organisation known, to raise its profile (as organiser of great international youth projects), to show the European funding you got and to be visible. You can combine the communication and promotion of your project and that of your organisation.

☛ We keep on repeating, that in order to reach a **target audience**, you will first need to know who they are and what their needs are – what type of messages do they relate to, what kind of things do they want to hear/read/participate in – what is the best time for this message to be delivered– and what would be the best medium for delivering this message (within your available budget).

☛ See also "The shores where your Waves arrive – Target groups" on page 27.

1. Get your identity right

Looks are important

PRESENT YOURSELF IN A COHERENT AND ATTRACTIVE WAY TO THE WORLD

Before you start communicating towards the outside world, you need to **know what kind of image you want to send out**. Think a bit about the identity of your project. The following tips give you ideas and inspiration to catch people's smiles and stay in their minds.

≈ Get an **easy, attractive, funny, meaningful title** for your project. This will be the label that will be used in all your communication and publicity. Therefore it should catch people's attention, but still say what the project is about if this is the only information one gets.

≈ **Add the name of your organisation** to the title of your project to become closely associated with it, a bit like sponsors do in sports tournaments (*e.g. Camel Trophy, Rolex Golf cup*) and use it systematically!

≈ Systematically link one **symbol, logo, image or gadget** to your project (*e.g. like the frogs and ducks for SALTO Inclusion – see www.SALTO-YOUTH.net/inclusion/*). This doesn't have to be expensive, if you are creative. You can then systematically add this image to your letters, to a welcome pack, print it on T-shirts, etc…

≈ Develop a subtitle for your project, which explains what the project is about (*e.g. 'Making Waves' ~ Creating more impact with your youth projects*) or a so-called **tag-line or strap-line**. These are a few words that actually say what the project, or your organisation is about. Some famous examples are '*Nokia – connecting people*', '*Nike – just do it*', etc. It needs to be short, simple and to highlight the main aspect of your project (or organisation).

≈ If you want to go even further, develop a (graphic) 'house style' and determine what your publications should look like. The different materials you will develop within the project (or your organisation) will then have a clear visual link to each other. The basic elements of a 'house-style' are: logo/symbol, the colours used (for text, headings or background), the type-face family and some templates for a page layout (with it's white spaces and positioning of various elements). *You can get ideas and inspiration from examples of professional 'house styles' e.g. www.cam.ac.uk/cambuniv/style/; www.nhsidentity.nhs.uk/designstyle/; www.volleyballengland.org > Style Guide,…*

☛ The central message is: **use a consistent look**! And stick this look on all your information material but also on the products that emerge from your project!

Don't forget the others!

You are not the only one who wants to get some visibility with your project! Also the people and institutions that support you want to be **visible** in your activities: they gave you money and helped you after all. Often funding contracts (such as those of the Youth in Action programme) contain a clause about the use of the logo and standard text regarding the funder. Think of putting their **logo** on all information material and products which are partially or entirely funded by these various funding schemes.

☛ Besides the fact that it often is a contractual obligation, it also makes sense to show where you get your funding from, because it means that these bodies have **approved** your project and are in a way a guarantor for its quality.

The **Youth in Action programme** requires you to do something similar. The contract for a granted project mentions the following:

Article I.9 – Publicity, Property and Liability
The beneficiary shall acknowledge the grant support received under the Youth in Action Programme in any document disseminated or published, in any product or material produced with the grant support, and in any statement or interviews given, in accordance with the visual identity guidelines provided by the European Commission. The acknowledgement shall be followed by a disclaimer stating that the content of the publication is the sole responsibility of the publisher and that the European Commission is not liable for any use that may be made of the information. […]

From the Youth in Action grant agreement

≈ This means effectively that you need to add a phrase like *"This project has been funded by the European Commission's Youth in Action programme"* on all information material: leaflets, posters, press releases, reports, publications, newsletters, magazines, etc.

≈ You will also need to use a **disclaimer** in publications stating that "This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

≈ As a third standard element, you would need to add the **European Commission's Youth in Action logo** to your publications and info materials. See http://ec.europa.eu/dgs/education_culture/publ/graphics/identity_en.html

≈ It is useful to have a **standard description** of the Youth in Action programme, to convey a coherent description in all various publications, and to all possible readers. Here is a suggestion of standard text:

"The Youth in Action programme funds and supports European projects for young people aged between 13 and 30 years old. The programme aims to develop a sense of personal responsibility, initiative, concern for others, civic participation and active involvement amongst young people at local, national and European level. The programme also helps to improve support systems for youth activities.

The European Commission finances the Youth in Action programme and it is executed in [country] by [name National Agency] – http://ec.europa.eu/youth/ [or national website]"

☛ NOTE: this phrase can vary from country to country and in different languages – check with your national agency for the desirable phrasing.

In general it is nice to mention all the people that have helped you in making your project possible. Keep a list of the persons and organisations that contributed to your project and add them in a **'Thank you' section** of your report, of your powerpoints, of other documents… and also make sure they get a copy of the publications.

☛ Envisage some **special attention** at the end of the project for all your supporters. This could be an invitation to a little reception, this could be a gadget from the activity, this could be the final report or video, etc., the choice is yours.

2. Develop information material

Attract people

MAKE OTHERS INTERESTED IN YOUR PROJECT AND ITS RESULTS

Once you have developed your visual identity (see above), it is time to start sticking this visual identity on different kinds of information and promo material. We want to stress that the point is not to make as much funny and creative informative material as possible, but on the contrary that you use your (limited) resources in the most **efficient** way possible to achieve the aims of your project, **adapted** to the target group that you want to reach.

There is a large variety of information material that you can develop. The most common ones are **leaflets or brochures**. People should preferably read your leaflets, so they should be attractive, with a nice balance between pictures and text. The text should read easily and points should be made clearly (adapted to your target group).

- ☛ Show a draft to your target group and **ask for feedback** before you publish large (and expensive) quantities.
- ☛ Find some useful **tips** for "Pictures for publications – Do's and don't's" on page 38.

You could also design **posters** to get people to come to a specific activity or event. Make sure you mention all the necessary details (*e.g. full date and time, place and how to get there, entrance fee if any, organised by whom, obligatory legal mentions, according to country, etc*). It is easier for the users if you add little paper tabs that people can tear off the poster (*e.g. stapled to the bottom of the poster*) with the basic information: date, time, place, website or phone number for more information. It is easier to put it in your pocket and take it home.

- Make sure you add your **contact details** to all info material. Also think what the likeliest and easiest ways for people to contact you will be.
  E.g. young people might prefer Chat (MSN, ICQ, Yahoo messenger) or SMS text messages (via mobile phone), in areas with limited computers and internet access, email is less useful.
- When contacted, reply **swiftly and professionally** – of course using your house style where appropriate.
- **Think ahead**.
  Is the information in your publications likely to change?
  If your contact details might change, might it be better to give a website-address where you could easily update details. If you are not sure about certain activities, only mention them vaguely. Or put all the info with potential for change on a separate insert which you can change easily and cheaply some time down the road (*e.g. a page with contact details*).

A **guideline** for developing various kinds of promotional texts or information material is the AIDA Model.

The A I D A-Model

AIDA is an acronym, which comes from the marketing world, and which is used as a guideline for selling a product or service, but it can easily be adapted to **writing an 'efficient' text**; a text that has the intended effect. Mostly the texts (or information material) we develop wants the reader to take action (*e.g. come to an event, register for a newsletter, donate money, read the publication,...*).

A text/publication should lead the reader through 4 AIDA phases:

A - Attention: it needs to attract the attention of the reader – this can be done in a visual way, being creative, using uncommon formats,... and with an attractive, funny or appealing title or picture on the cover.

I - Interest: next, when the person starts reading, the text should catch the reader's interest, for example by showing in short what they will find in the text, what is in it for them, why they should continue reading, what are the advantages and benefits.

D - Desire: further down, you need to convince the reader that they should want to cooperate or take action, that they actually want to help out with your project (*e.g. by donating money, by coming to your meeting, by visiting your website,...*). You convert the initial interest to desire. Often this step tries to convince the reader that the project or product is valuable.

A - Action: this phase leads the readers towards taking action (*e.g. visiting your website, reading your publication, attending your meeting,...*). It should contain in a short paragraph all needed info so that the reader can take this action easily *e.g. mention clearly whom to contact for more info, where to get copies of your report, what website to visit, which account number etc.*

☛ More about the AIDA model at http://en.wikipedia.org/wiki/AIDA_(marketing)

The next step would be to send around your information and promotional material. There are a wide variety of promotional activities you can do to publicise your project (and increase its visibility), which are similar to publicising your 'project results' (dissemination).

☛ These Tools for Promotion are described in chapter "Tools for promotion – Publicise your results" on page 66.

3. Pictures for publications
Do's and don't's

THE BEST PICTURES FOR THE BEST PUBLICATIONS

Visual elements, such as pictures, make information material and reports a lot more attractive. Especially when targeting young people, you should strike a balance between information (text) and looks (pictures, layout, visuals). This section gives you some practical hints about getting the right pictures for your promo-material and reports.

☛ Read these **picture guidelines** before you start your project and before you start taking photos that will be inappropriate for your publications. Of course you can have any other pictures, as your personal souvenirs. These specifications refer to the general practice in using images in publications and information material.

picture selection

1. The photos chosen should be those which will best **illustrate the project.**

≈ Make sure that the person writing the content of your publication and the person collecting the pictures agree on the type of photos that will best illustrate the project.

≈ Inform the photographer about the kind of picture you would like to have. It should generally be a **close-up** of someone or something – or if you have more distant photos, you can cut a section out of them.

≈ If pictures depict persons in a recognisable way, **permission** should be asked from this person before publishing it anywhere. You could solve this by having a tick box in your registration forms, asking if you can use photos taken in the context of your project.

2. Pictures should contain an **obvious link** to the project.

≈ The subject of the photo should either illustrate the spirit of the project or be of an important person involved in or visiting the activity.

3. Pictures should, whenever possible, have **people** in them.

≈ Photos should be of **people's faces** and/or upper body rather than of their entire body. Also make sure people 'look nice' and do not have their eyes shut.

≈ A usable photo should contain between **1-3 people**. The measure of close-up must be worked out accordingly. Avoid big gaps between people.

≈ Pictures should when possible contain a recognisable **project identifier** and/or a Commission or Youth in Action logo somewhere in the background and those of other funders. Often the hint of a name or a logo – just a few letters – may be sufficient to suggest a full name (*e.g. a logo on a cap, a T-shirt, a flag or a publication in someone's hand*).

≈ The picture's **background** should always be interesting, pertinent and appealing. It should not contain unnecessary detail or irrelevant surroundings that detract interest from the subject. *E.g. the backdrop of a meeting held in a hotel or meeting room will be similar whether it takes place in Asia, Africa or the Middle East*. Therefore try when possible to select photos with a more culturally specific backdrop.

4. A picture in which there is **action** is preferable to one that is static (*e.g. a photo of a person pulling in a net is preferable to one of a person sitting and fishing*).

≈ When photographing **people at work** make sure they are concentrating on their work rather than looking up and smiling at the camera. Take a profile or 3/4 front picture of them.

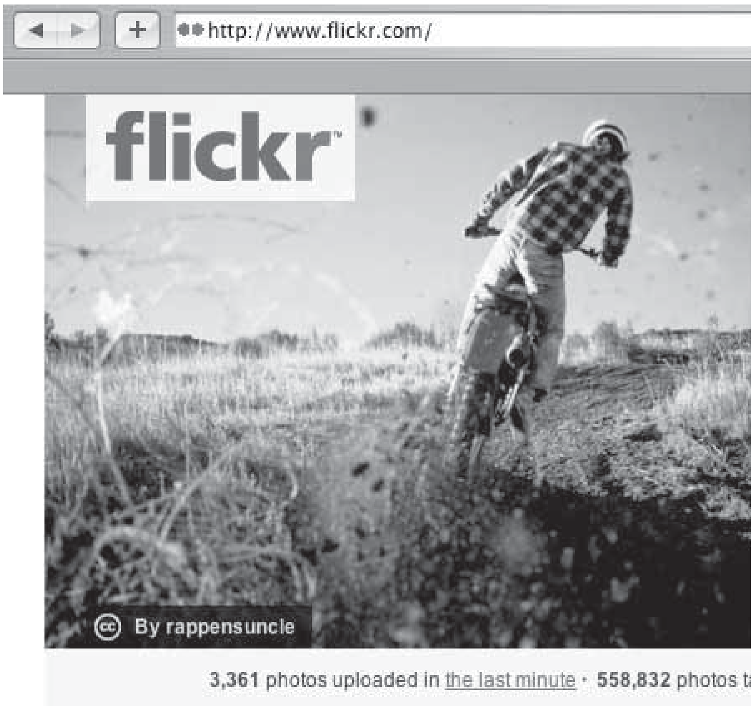
5. "**Before and after**" photos documenting the history of the project should be taken, as should pictures of **special events** (*e.g. launches, openings, demonstrations, evenings and so on*) and project visits by important dignitaries, officials and/or personalities.

picture specifications

- Make sure both **vertical and horizontal** photos are taken. The insertion of either kind in publications will often depend on the space available alongside the text.
- Make sure the images are not blurred, static or too dark. The photos should be **sharp, active, colourful** (red, yellow, orange) and correctly contrasted (to allow for black and white photocopying).
- The **resolution** of digital pictures should be high enough for high quality print. Usually they should be at least more than 500kb. You can always downscale the resolution for use on the web, but not the other way around.

picture information

- Never forget to include a **caption** under the image: tell people what they are looking at.
- Always mention the name of the organisation or person that owns the **copyright** alongside the picture.



tip

☛ If you are only looking for images to illustrate your text (and not your actual project and people), there are several **photo databases** online where you can find pictures to use free of charge, provided you mention the source.
E.g. www.flickr.com, www.pdphoto.org, www.sxc.hu, etc.

4. Interact with people

Get them on board

MAKE YOUR PROJECT VISIBLE TO THOSE AROUND IT

You don't always need to go and look far to get publicity for your project or project results. The **people directly around** you are ideally placed to inform and convince about the greatness of your project. Mostly it is the people closest to you who provide most support for your project, especially in smaller communities where people know each other well.

Inform people about your project

One way to increase the visibility of your project is to **inform the people around you about it**. Invite them to your information and promotional events; inform them about your project and its results. This can go from a simple information meeting, with drinks and snacks, to more dynamic cultural evenings. With a little bit of creativity, you can organise meetings or activities that attract people. It is again Important to envisage what your target group would be interested in.

☛ See section "Tools for promotion – Publicise your results" p 66.

- Organise a specific **meeting** to present the project (or the project results). Make sure it will not be a boring presentation, but use visual aids and dynamic methods. Make a Powerpoint presentation, a sketch or slide-show presentation about the project. You could have some former participants telling their story. Encourage interactions (*e.g. one participant at each table*) and questions & answers.
- Depending on the target audience, the title '**information meeting**' might not sound very appealing. Instead you could make it a 'Cheese & Wine' evening, or a cultural evening/ afternoon (about the country in question) with some food and drink from that country. This sounds more appealing, and during the evening, you can still give your presentation.
- Give people something they would be **interested** in – something they would get up from their couch for! Besides the cultural dishes suggested above, there could also be a quiz with prizes to win, a concert with music they like to hear (before or after some presentations), a party/activity in a funky location, meeting someone famous,…

- Use the resources you have available. It often is a good idea to **involve the participants** that have been on a previous project to tell about their experiences. It is nice for them to share their stories, and at the same time you have another few volunteers that can help you organise the activity. If you currently have foreign participants, they can also tell about their experiences. This makes it a lot more real.
- Organise an **information caravan or bus** to go to the different areas of your town/region, to inform the people about the project that you are doing or the results from it.
- List your activity in the local town info newspaper or on the **town info boards** (if you have those). Get yourself on the cultural agenda.
- Go and **present your project** in the local school, organisations, meetings, events, etc.
- **Sow the seeds of future contacts**: Leave messages where your target group goes. You can leave a stack of leaflets, ask if you can hang a poster on the wall (with a tear-off strip with your website and contacts). Make sure you get permission to do so – and keep an eye on your stock – adding more when needed or tidying up your display when needed.
- Don't forget the **power of occasional contacts**: a chat with someone in your organisation, in the shop down the street, at a family dinner, etc. Talk about the project around you, and you'll notice that many people get interested in your projects. And sometimes they might even have something on offer for you (*some help, some contacts, some suggestions, some money, their niece that also wants to participate,…*). It is like being a missionary for your project.
- And if you really want to inform everybody in the town, do **a letter-box drop**, putting some information material in all letter boxes.
- If you have more resources and energy, do something bigger such as a **youth festival or a European Day**, with various activities, various workshops, various things to taste or try out etc. Of course, this goes beyond the promotion of your project, but it could be one of the elements.

- Also attract people **virtually** to your project and activities (very handy when you are actually abroad in a project). You could write a web log (blog) and post regular impressions about the project online, with the possibility for outside people to comment on pictures or stories, or leave messages in the guest book. Similarly, add images or funny downloads, add links to videos online (*e.g. youtube.com, www.vimeo.com*) related to your project, etc. However, for a blog to be visited, it needs to be of interest to the user (*e.g. use easy language, anecdotes, short texts, visual elements,...*) and most importantly, it needs to be updated regularly so that every time the user finds something new on it.
- ...

☛ Find more tips and tricks about "Setting up a project website – Virtual promotion" on page 70.

Encourage other people in the project (youth workers and participants) to **spread the word**. But before they do that, they need to identify with the project, they need to feel it's theirs. You can create a sense of ownership of the project by allowing the young people to fully participate, take part in the decision making about the project, come up with their own suggestions for the project, put them in charge of parts of the project that they are interested in (*e.g. developing posters, website, organising a fundraising party, etc*). This way it becomes their project and their excitement about it will spill over to the people around them.

☛ Hart's 'ladder of participation' is a useful tool to gradually increase people's involvement in projects – read more about it in "Going International – Opportunities for ALL" – download this publication from www.SALTO-YOUTH.net/GoingInternational/

How to involve people from the local community?

An active way to draw people to your projects, is to **actively involve them**. A variety of people could contribute to your project in many different ways. By involving many people, your project will have a bigger spin-off effect, and many people will be informed about the work you are doing: a good way to raise visibility.

≈ If you are hosting young people from a different country, a **home stay** would be a great occasion for the families of your own participants to become more involved and connected to the international projects you are organising – and maybe they will also catch the international virus.

≈ **Invite interested people** to the project meetings – make it standard practice to announce all the meetings and make them open to everyone. The reports or the decisions of the meeting should also be made public, so people know how decisions are taken and how they can participate in them. Ask some targeted people personally if they would like to join a steering group.

≈ Put an **idea-box** in your youth club or youth organisation, where people can drop their ideas or feedback at any moment. Make sure you empty the idea box regularly and communicate openly about the suggested ideas.

≈ If youth workers or young people from your foreign partner organisations are visiting (*e.g. to prepare the project or during the project*) you could use them as **ambassadors** and do a tour of some related youth organisations, important persons, policy makers, etc.
You could organise some common activities or dinners.

≈ …

Make sure you **publicise the possibility of contributing** to your project in different ways, ranging from word of mouth to articles in magazines, from reports of your meeting to posters on the wall… It is very important to follow up promptly on the contributions and suggestions you get. If people offer something to you and they don't get a reply (within a few days), they will never offer anything else in the future. Take good care of all contributions you get: thank them for the contribution, let them know how you will take their ideas into account (or why not).
Keep a list of all the people that want to or did contribute, so that you can also keep on informing them about the state of play of your project (*e.g. via personalised letters, using your logo and house style, maybe adding a little gadget/present, etc*), or so you could potentially contact them again for a future project.
Don't forget to invite them if there is a closing event or an exhibition.

☛ More about this in chapter "Don't forget the others!" on page 33.

Go where the people are

Another way of catching the attention of people is to go where they are. Engage in visibility campaigns (with your posters, leaflets or online) or go and present your project at different forums where your target group is present. You can either promote your project (raise the visibility) – or your project results (dissemination of results).

☛ We have chosen to detail this promotional work under "Dissemination of project results" in section "Going where the people are – direct contact" on page 73 – even though it also has useful suggestions for the "Visibility" of your project.

5. Working with press & media

Get free publicity

This chapter gives you different **tips and tricks** about working with the media and getting some attention from the press. It depends on your aims whether using press and media is the most appropriate tool to reach your target group. However, one thing is sure: getting media coverage (positive or negative) always contributes to your visibility.

Making the news

MAKE YOUR PROJECT A GREAT NEWS ITEM

Chances are that your youth project is a great project that involves young people actively and that tries to change the world a little bit. You could present this project to different target groups (as described above), but maybe you also want to **inform a larger audience** – via the media.

You can work with the media **before**, **during** or **after** your activity.

≈ Announcing your activities **before** might arouse more interest and more people might attend your activities *e.g. publicity, motivating people to come, announcement, advertisement,…* Make sure you have convincing arguments why people should visit your event from their point of view – put yourself in their shoes.

≈ You might want to get in touch with the media **during** one of your events or activities, to inform the journalists about the interesting parts of the project where they can potentially find a story for publishing (news-value, information). This could be some media event (*e.g. a kiss-in on the central square, an attempt to break a record, controversy,…*)

≈ Or **after** your project, you could invite the press for a more in-depth interview and article about your experiences or those of the group. In this case you would need to provide your own image material from the project (see also "Pictures for publications – Do's and don't's" on page 38) and some interesting statements, anecdotes, experiences, strange happenings, impressions etc.

What story do you have to tell?

Before you approach any journalist, you first have to think about what is the story that you want to tell?

≈ What would be your **main message** (phrase it in one sentence)?

≈ **Whom** are you targeting with this message? Who should preferably read it?

≈ Make a clear **summary** of your project (story) and remember that journalists are mostly not youth workers: they may not be aware of all the abbreviations, terms and contexts which you are so used to. Do the "dummy test" and ask some people not involved in youth work to tell you what they think the project is about on the basis of your summary.

≈ Make a **list of arguments** why your story is so important to tell – arguments that could convince a busy journalist to choose your story from hundreds of others. *e.g. is it unusual? It is the first time that XYZ happened? Does it link in with current events* (*e.g. a volunteer project to help victims of a recent crash or accident, a European project during the celebrations of 50 years since the treaty of Rome, etc.,*)?

≈ What is the link between your story and the media's audience?

≈ Why would those people like to read it? (*e.g. a project with people with a disability is more interesting for the social press, an environmental project is more likely to get published in a green-minded newspaper, etc.*)

Contact the right type of media/programme

According to the type of story you have, and the target group you are addressing, you would also need to contact **different media**. Some newspapers publish more local or human interest news, others are more into political coverage, etc. You also need to change the media you target according to the group of people you want to reach (*general public, youth workers, young people, social workers, politicians, etc*). Some media address **specific audiences** and/or topics (*e.g. LGBT, religious groups, political movements, etc*) - maybe your story is better suited to the specialised press?

Youth projects are mostly valuable stories for **local media** (*local newspaper, radio or TV*), and sometimes specialised magazines (*e.g. youth work articles, school newspapers, internationalist magazines,…*). In some countries you also find specific **youth media organisations** (*e.g. young journalist association, youth media organisation,…*) that could come and report for free about your activity and put it on their web-space *e.g. javi.tv in Belgium goes from youth event to youth event to film and broadcast their reports online*. Some radio stations or local TV have **specialised programmes** (*e.g. about people from your country abroad, a programme dedicated to youth, etc*) which might be willing to run (part of) a show about your international project…

☛ The main message is to **select your medium** well according to what and whom you want to reach: See also chapter "The shores where your Waves arrive – Target groups" on page 27

How to contact media

≈ Check the internet or phone book for different media (*newspapers, radio, TV*). Ring or email them to find out who is **the right person** to contact for your type of story. Get the direct contacts (*telephone, email*) of the journalist dealing with your type of stories (*social interest, youth, leisure,…*). Compile a list of direct press contacts.

≈ Contact your **specialised journalists** and ask whether they would be interested in publishing the type of story you had in mind – or whether they would see alternatives (*e.g. a different focus, highlighting one participant's funny experience, etc*)? They might give you suggestions.

≈ Some free **local newspapers** (or town magazines) publish ready-made articles (with some editing if needed). Try to find out if there are any of those in your neighbourhood. Get in touch with the editor and ask what are the (formal) criteria for texts and pictures (*length, size, etc*).

Writing a press release

MAKE THE WORK OF A JOURNALIST EASY

The contact with the press mostly happens via a **press release** – combined with some phone calls inquiring if the journalists in question received it, and whether they would be interested in more information or in coming to do interviews or take pictures.

To write your press release, you'll need the **elements** developed below:

≈ What story do you want to tell? What's your news? What is the essence of your story?

≈ What is the aim of your message? (e.g. recruiting new volunteers, raising the profile of your organisation, making people come to an event,…)

≈ Whom is the story targeted at? (e.g. youth, general public, youth workers, parents,…)

≈ Why would a journalist publish your story rather than the hundreds of other ones on his or her desk?

A press release should be a short text of about 20-40 lines, **one side of an A4 sheet** of paper maximum (remember, the journalist may have to read 100's of them per day). The press release starts with the most important information and leaves the practical details to the end (*e.g. contacts, press conference details, etc*). Use short factual sentences and direct language (no airy fluffy subjective language).

Put the date on top of your press release. If you only want to have your news appear in the newspapers after a certain date/time (*e.g. after your media action or your press-conference*), add on top "Not to be used before Date, Time" or "Under embargo till Date, Time", otherwise put "For immediate release".

There are the following elements in a press brief

1. **Heading and lead text**

   The heading (title) should be short, informative and attractive to arouse curiosity – it needs to attract the attention and mostly doesn't contain any articles (*e.g. Youth Exchange saves Life of Linda, Volunteer versus Mayor,…*).

The lead text should answer the questions: Who? What? Where? When? Why? and indicate the news-value (why the reader would find this info relevant) – this should only be 4 or 5 lines. It should tell journalists what they want to know in the first few lines. (What is in it for them, why should they write about it?)

2. The main text

Put the main news in the first paragraph. Emphasize the news-value for the journalist and the target audience. Use short, concrete and de-scriptive sentences in a rather formal style (a press brief is an information text, and not an ad!). Use quotes by or anecdotes of participants and youth workers. Avoid jargon and abbreviations (a journalist is not a youth worker). Add some further explanation, statistics, back-ground, or other details relevant to your news.

Some organisations include a 'Boiler-plate' sentence or section: generally a short paragraph, providing back-ground information on the issuing organisation or context of the project. This could be the standard Youth in Action paragraph (see the section "Don't forget the others!" on page 33).


16 IDEAL

ÚBEDA

Concentración contra el precintado del único pub gay en la zona de La Loma

Colega denunció «claros tintes homófobos» en esta medida del Ayuntamiento

Urbanismo manifestó que **el cierre se ordenó por reiterados incumplimientos**

ALBERTO ROMÁN ÚBEDA

Alrededor de una treintena de personas se concentraron en la mañana de ayer ante el pub Giratutto, situado en la calle Baeza, para protestar contra el precintado de este establecimiento. Lo hicieron convocados por el Colectivo de Lesbianas, Gays, Bisexuales y Transexuales de la provincia de Jaén (Colega). Y es que, su presidente, Gonzalo Serrano, aseguró que el cierre del que es el único pub gay de la comarca de La Loma fue ordenado por el Ayuntamiento ubetense con un «marcado tinte homófobo».

A las doce del mediodía de ayer jueves, efectivos de la Policía Local, agentes del servicio municipal de Medio Ambiente y técnicos del Consistorio procedieron al precintado del conocido pub, que es propiedad de María y Manuela, una pareja de mujeres lesbianas. Lo hicieron rodeados de las personas concentradas, las cuales se mostraron con la boca tapada con precinto queriendo significar que medidas de este tipo pretenden hacer callar a los homosexuales. Además, portaron pancartas que acusaban al Ayuntamiento de homófobo y mostraron firmas de apoyo de muchos vecinos.

La sexta vez

Según Colega, esta es la sexta vez que el Consistorio procede al cierre de este establecimiento, «mientras que el resto de bares de la zona en la que está el pub permanecen abiertos». El Giratutto lleva funcionando, desde su reapertura el pasado 4 de septiembre de 2006, cerca de 8 meses, tiempo en el que sus dueñas, según Colega, «han respetado la normativa de horarios de cierre y ruidos de forma ejemplar». Sin embargo, dijeron que los otros bares de la zona, «que claramente no respetan los horarios de cierre», permanecerán abiertos sin problemas.

Así, desde Colega denunciaron el marcado «tinte discriminatorio» de esta acción que emprendió la concejalía de Urbanismo del Ayuntamiento de Úbeda y exigieron al Consistorio que reconsidere el cierre y «que actúe de forma ecuánime con todos los bares del entorno».

Sistemáticamente

En otro orden de asuntos, desde Colega Jaén solicitaron una entrevista con el alcalde de Úbeda, Juan Pizarro, «para que pida cuentas a su concejal de Urbanismo», el edil andalucista Francisco Mendieta, y de este modo «explique por qué el Consistorio cierra este bar de forma sistemática mientras que nunca actúa contra los establecimientos colindantes».

Por su parte, el concejal delegado de Urbanismo, Francisco Mendieta, negó ayer «de forma rotunda y tajante» que el cierre ordenado de este local de copas de la calle Baeza responda a razones homófobas. Según dijo, ha sido por los «reiterados incumplimientos» de los horarios de cierre, por las actas policiales recabadas y por las numerosas reclamaciones vecinales de las que tienen 14 registradas. De hecho, según agregó el concejal, el local fue precintado hace más de un año «al detectarse los mismos incumplimientos que los que han originado de nuevo su cierre» y ha recibido hasta tres sanciones económicas con multas de 2.000 6.000 y 12.000 euros, sin que con ello se hayan conseguido las correcciones oportunas.

Además, en la última inspección policial rutinaria se detectó la rotura intencionada del pre-

PERSECUCIÓN

Ni la primera vez ni el único pub: Una de las propietarias, Manuela Macías, agradecida por el apoyo recibido, manifestó sentirse perseguida por el Ayuntamiento, pues no es la primera vez que le cierran este pub, ni el único pub que le precintan. También habló de homofobia, pues dijo que ningún otro local de Úbeda está sometido a un seguimiento tan exhaustivo y aseguró que ha puesto especial interés en cumplir la normativa y el horario de cierre tras un primer expediente que se le abrió, precisamente para evitar el precintado del que ahora ha sido objeto.

COLEGA. Concentración de protesta ante la puerta del Giratutto. /ROMÁN

SELLADO Y PEGATINA. Momento del precintado del local. /ROMÁN

3. **Make yourself known**
Use the logo of your organisation (and that of the Youth in Action programme – see section "Don't forget the others!" on page 33). Indicate to the journalist who and at what number they can call for more info at any time (*e.g. mobile phone*). Journalists have irregular working hours and will most likely not try to call you back many times, unless you have earth shattering news. Mention what other information you would have available (*e.g. press folder, digital photos, etc*).

It often helps to **let your text mature** a bit (sleep on it) or have it read by others to see if it makes sense to someone who doesn't know the project ("dummy test"). Send the press brief in digital format to your list of journalists (this makes it easier to copy and paste).

Remember that **personal contacts** to the journalists work best, so it is advisable to follow up on your press release, calling them to ask whether they received it, and whether they think they could use it, or whether you could provide them with anything else.

≈ You probably need to highlight different parts of the story in your press releases to interest different target groups and to have a chance of getting into different newspapers.
One shoe doesn't fit all!

≈ Always mention that your project was funded by the Youth in Action programme – this is even a legal obligation (as mentioned in your contract) – however, whether this information is then also published is beyond your control.

Make the work of a journalist easy

Of course journalists are not all stressed, smoking, late-night workers working against the clock, but they do get lots of requests and there is a deadline to get their stories ready by. Therefore it is important to try and catch their attention, but also to **make their work as easy as possible**. The easier you make it, the quicker your story will be added. However – the main selection criterion will be the news-value or human-interest of your story. A bad or irrelevant story for the media's audience which you're targeting will most likely never get through!

How to make the journalist's life easy?

≈ Provide a short clear complete **press release**, in accordance with the art of the trade (see above).

≈ Provide a separate "**fact sheet**" with information that the journalist can choose from and that gives an easy bullet-point overview of your project: *e.g. title/name of project, its aims, partner organisations & countries, number of people involved, dates of activities, funding sources, main activities, etc* – and don't forget your contact details.

≈ Add a few **digital pictures** which are 'free of copyright' (so that they can be used for free). Make sure they are high resolution pictures (more than 500 kb) which can be used for print, but without sending too large email attachments (*e.g. 2 Mb max – you can also put them on download sites e.g. www.yousendit.com, etc*).

☛ More about Pictures in chapter "Pictures for publications – Do's and don't's" on page 38.

≈ If you don't have ready made pictures, provide the photographer or camera crew with photogenic **picture opportunities** *e.g. a kiss-in on the town square (with the town hall in the background), masked youngsters (in protest against something), a sea of flags (to show the international group), etc*. Ask your group beforehand if they agree to be in pictures or in the news.

≈ Have a **press representative** present at your activity who does all the contacts with the press – to avoid different stories – and who organises interviews or photo opportunities.

≈ If you are targeting **radio journalists**, you could include some good quality sound fragments from your project (*e.g. interviews, songs sung by the group, street action, etc*). Again think of the maximum size of email attachments – an alternative could be a CDrom.

≈ Develop beforehand the **main point(s)** you want to make (*e.g. youth club urgently in need of new members, or East helps West, or Friendship without borders etc*). Mostly it is best to stick to 'one point' – this way this will be the only likely point to make it into the press.

≈ Prepare some **examples of activities** that you did during the project related to the point you want to make, provide some anecdotes about cultural differences or funny situations related to your story. Journalists are looking for the surprising, the unlikely, the striking, something that jumps out. *e.g. project created friendships between traditional enemies (e.g. in project between Kosovars & Serbs), Spanish participant plans to start up Belgian fries shop, etc*

☛ **Never tell or write anything that you don't want to be published!** Be very sparing about giving negative examples (*e.g. something that went wrong*) – focus on the positive points. Correct the journalists if they interpret something wrongly.

≈ Ask to have a look at the article before it is published (if possible), to **check** if the journalist understood everything correctly, or if there are possible mistakes in the dates, numbers or names.

Make sure you get a copy of the article/radio/TV piece

It is great for the motivation of all involved to get a copy of the press-clippings, the little interview on TV or radio, etc. Collect what you are proud of and use it to **show others** what press coverage you had. This could go in a presentation portfolio of your project (and in the final report to the funders) and might increase your chances for future funding – because 'obviously' your project was very well appreciated in the media.

☛ That's the reason why funders give money to your project: to **Make Waves with it**!

DISSEMINATION
Getting your project results out

MAKE YOUR PROJECT RESULTS AVAILABLE AND KNOWN

Your project could produce many results: During your project the young people are learning many things and you may produce some concrete products (CDrom, video, theatre play), or you may develop new methods… (see page 26) These results are very nice, but it would be even nicer if other people were to know about them and have access to them. That's why we are talking about '**dissemination of results**'.

"Dissemination" is a planned process of providing information on the results of programmes and initiatives to key actors.
http://ec.europa.eu/dgs/education_culture/valorisation/index_en.html

The point of **disseminating** project results (after a project) is to inform the public of the results and products, specifically those whom you want to have an impact on. Depending on how you throw your stone, you will be Making different Waves on different shores. The impact of your project results will depend on their adaptation to the end-users' needs and the way you disseminate the results.

There are many ways of spreading or **disseminating** your project results. This chapter lists many practical tips and tricks on how to publicise your products and results and make them available to the right people. Many of the suggestions made in the previous chapter about Visibility (promoting and publicising your project), are also relevant for the dissemination of your project results (promoting and publicising your project results and products).

☛ Keep the suggestions from the chapter on "Visibility – Make your project known" (page 30) in mind for your dissemination activities as well.

1. Showing results

Making the invisible visible

EXPLOIT BOTH YOUR VISIBLE AND INVISIBLE PROJECT RESULTS

Some project results are easier to spread than others (*e.g. you can easily send around a report or a link to a website*) but how are you going to inform people about more intangible results? *E.g. competences gained by the young participants in your project, the new insights and approaches you and your colleague youth workers have gained by organising international projects…* (see "The stones that Make the Waves – Project results" on page 26)

It is important to find ways to **document the intangible results**, to make them visible, in order to be able to disseminate them.

Here are some suggestions:

Document the learning and the effect which a youth project had on people

Participants taking part in your youth projects probably go through many interesting experiences and learn from them. Young people gain a variety of social, organisational, intercultural and other skills from your project. Your activities are a source of **non-formal learning** and it would be an added value if you actually show this to the outside world (*e.g. politicians, parents, other educational institutions, etc*). Some suggestions:

- ≈ Give the participants a **Youthpass certificate** or a similar certificate documenting what the young people or youth workers in a project have learnt, according to the 8 European key competences for lifelong learning. Throughout your project, you could organise moments when you could reflect with your participants on what they have learned in one or more of those 8 competence areas.

In Youth in Action projects, all participants have the **right** to ask for a Youthpass certificate and the project organiser is obliged to give it. For more information about Youthpass and the 8 European key competences see www.youthpass.eu and download the Youthpass manual.

European key competences for life-long learning

Communication in the mother tongue

- ≈ *The ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of contexts (e.g. in projects, work, home and leisure).*

Communication in foreign languages

- ≈ *It broadly shares the main skill dimensions of communication in the mother tongue, but in a different language. Communication in foreign languages also calls for skills such as mediation and intercultural understanding.*

Mathematical competence and basic competences in science and technology

≈ ***Mathematical competence*** *is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. It involves mastery of numeracy, both mathematical processes and knowledge. It involves the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).*

≈ ***Competence in science*** *refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions.*

Competence in technology *is viewed as the application of that knowledge and methodology in response to perceived human wants or needs.*

Digital competence

≈ *It involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.*

Learning to learn

≈ *The ability to pursue and persist in learning, to organise one's own learning, both individually and in groups. It includes awareness of one's learning process and needs. This competence means gaining, processing and assimilating new knowledge and skills in order to use and apply it in a variety of contexts (e.g. at home, at work, in education and training). Motivation and confidence are crucial to an individual's competence.*

Social and Civic competence

≈ *Personal, interpersonal and intercultural competence. It covers all forms of behaviour that equip individuals to participate in an effective and constructive way in their social and working life and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on their knowledge of social and political concepts and structures and a commitment to active and democratic participation.*

Sense of Initiative and Entrepreneurship

≈ *An individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. It is about being aware of the context of their work & projects and being able to seize opportunities. This should include an awareness of ethical values and of promoting good governance.*

Cultural awareness and expression

≈ *Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.*

Besides documenting the participants' learning in a Youthpass, you can also do one of the following activities:

≈ Document **life stories** – follow some young people for a longer time, and show how the youth work and international project influenced their lives – *e.g. the sort of jobs they had after the exchange etc.*

≈ Collect **quotes** about participants' impressions *e.g. I learnt a lot – before I thought that people from country X were noisy macho people, but now I think they are just very sociable and nice to hang out with, etc.*

≈ **Quantify what they learnt**, for example, by using a self-assessment scale. You could check the self-assessment before, at the end and some time after the project to see the longer term effect. You can also contrast this with the self-assessment of comparable young people that did not take part in the international youth project at the same intervals. SALTO developed such a long term evaluation system – see www.SALTO-YOUTH.net/Evaluation/.

≈ Document visually the activities in which your participants are learning. This can be with **pictures** of flipcharts reporting back from working groups, **videos or recordings** of a debriefing session or of the conclusions of a simulation game. Participants' reports on what they learnt, on the **creative productions** that resulted from workshops, etc. Ask participants for their agreement before using their pictures, videos, productions,…

≈ …

Document your approach or methods used in your youth project

One of the strong points of the project could be the way you organised the project or handled specific situations (*e.g. the participation of young people all through your project, conflict management, getting publicity for your project, fund-raising, new group dynamic methods, etc*).

In order for others to benefit from your great ideas, you will need to document those approaches or methods. Here are some suggestions:

- Write out the **scenario of your project**, how you planned and implemented it step by step, with all necessary information for others to be able to understand and repeat what you did (or to be able to take some positive elements from your experience).
- Develop a **Quality Charter** or quality criteria -based on your experience- about what you think constitutes a good project. What criteria should an ideal youth project respond to? You can find a SALTO Inclusion Quality Charter for organising Training Courses at www.SALTO-YOUTH.net/InclusionQualityCharter/.

- Make a **collection of the various (new) methods** you used during your projects. Write them up consistently so that other youth workers would be able to replicate them. It is even better to add your methods to the existing Toolboxes like the SALTO Toolbox for Training & Youth Work www.SALTO-YOUTH.net/Toolbox/ - to avoid duplication and dispersion of energy and resource in the umpteenth similar toolbox. If some of your methods are already listed in the Toolbox, you could add comments to the existing tools, describing how you adapted these methods to your context or what experiences you had in using them.

≈ An alternative to writing down and describing the methods used, is to **make a video** about it, showing live how you implemented it and how the method works. However, note that participants and/or youth workers might not always be comfortable when filmed during an activity, especially if it is a more personal one (*e.g. simulation games, discussions, debriefing sessions, etc*).

≈ Do a thorough evaluation with participants and with the project leaders team, analysing what went well and what could be improved. Document your **educational conclusions or recommendations**.

≈ Make a **bibliography or webography** of the resources (books, websites, articles,…) you used to set up your project. You could also add your resources to the SALTO link lists online at www.salto-youth.net/links/.

≈ …

Showing your European cooperation and networks

Once you start working at an international level, **networking** is very important. The better you know your partners, the more likely the organisation of your projects is going to be smooth. The number of international contacts you have shows your commitment to international youth work and your contribution to the idea of Europe (or to the Global Community).

Some ways to put your international force in the picture:

≈ Collect **statistics** about the number of countries involved in your project, the number of people that participated directly in the project, and that were reached, involved indirectly (in the preparation or follow-up activities).

≈ Analyse which countries the **visitors to your website** come from, and how many visitors you would have in total. Make sure you don't confuse visitors (one IP address) with visits (the number of times this IP address visited your site) or hits (every little element, image, frame, download that is requested from the server to display the webpage).

≈ Ask your colleague youth workers from the international partner organisations for **recommendation letters** about the cooperation with your organisation in the project. You could distill a list of positive comments from it (like on the back of American books).

- ≈ Make "**identity cards**" of your international project partners: who are they and what do they do. Are they part of any (inter)national networks? Add info about the number of times you have cooperated and how the cooperation went or how you got in contact.
- ≈ Collect **pictures, videos or messages** showing the cultural diversity of the partners and participants at a youth project *e.g. with flags, using different languages,... etc.* This could lead to a 'European' or 'international' video clip or power-point presentation about your project and the international cooperation.
- ≈ ...

Drawing policy lessons and recommendations from your project

When organising an international youth project, you probably bump into situations you either would like to improve or avoid next time. These experiences and ideas of how to make things better are valuable – if they reach the people who can change the systems (*e.g. National Agencies, the board of your organisation, local authorities, etc*).

- ≈ The **evaluation moments** in your project (during, at the end or after the project) could be a good opportunity to reflect with the project leaders team, about what recommendations you could make in order to make your youth project or youth work even better. You could turn this discussion into a list of recommendations for the appropriate decision makers.
- ≈ During your project, you could also work with the young people to come up with an image of the ideal world. One method that could be used for this is the **Future Workshop** (see www.SALTO-YOUTH.net/find-a-tool/460.html). The participants think of an ideal world (in a certain area of life or society), then have a look at the obstacles that prevent us reaching this ideal world, and in a third step they could formulate recommendations on how to overcome the obstacles. These recommendations could be collected and presented to the appropriate persons in an appropriate format.

≈ Keep a "**black book**" during the project, in which you can make notes as you go along, with all kind of suggestions to make things better or easier with regard to the project that you are organising or the topic you are addressing during this project. Draw up a list of recommendations after the heat of the project, selecting the most relevant issues from the black book, and address them to the relevant persons.

≈ …

☛ You might have noticed that many of the 'dissemination activities' involve something concrete that you want to send around. That's why it is **so important to plan beforehand** what kind of material or information you need to collect during your project, because you will need it afterwards.

For example:

If your aim is to inform other young people of the possibility of doing international projects – you may want to have funny and visual informative sessions about your experiences. Therefore you will probably need visual material, such as a joyful video or pictures of some great moments of your project (both fun and representative). It goes without saying, that you need to plan beforehand to take appropriate pictures/ shots for these sessions, because it is impossible to make them afterwards.

☛ When documenting your project results and producing some products, make sure you "don't forget the others" as described on page 33.

2. Data mining

Know who to send info to

It is all nice and well that you have great project results to circulate – but whom should you send it to? You need to decide (before your project) on which shores you want to Make Waves. The next step is then, to **get the necessary details** of your target group(s) so that you actually can approach these people or organisations with your results.

≈ Therefore it is important to have a system throughout your project (or in your organisation in general) in which you **collect contact details** of interested people. Each time you have a meeting or get a mail/call/chat/sms, you can make it a habit to ask if they would like to be kept updated about developments regarding the current – and future projects.

≈ You can also **actively go and collect** contact details of relevant organisations in the field, and offer them the possibility of receiving information about your projects. You can use the phone book or the internet to get their details. However, instead of adding relevant organisations directly to your mailing list, it is good practice to ask if they would be interested in receiving your information, rather than spamming them.

☛ Also read about the advantages and disadvantages of **information pull** and **information push** in chapter "Tools for promotion – Publicise your results" on page 66.

≈ Your **usual contacts** probably also have information about people that would be interested or that would need to get information about your project results.
This includes all the people that supported, helped and contributed to your project.

≈ You should not forget to spread information about your project and how it went to the **members of your organisation** that did not have the chance to participate directly in the project: the ones 'left back home'. Mostly you would have their contacts on file, or they would receive some of your communication tools (e.g. magazine, newsletter etc) anyway.

≈ Mine **data from previous projects** where you were, or contacts you made. Send them a letter or email whether they would be interested in getting more info about your project and its outcomes.

≈ Make it easy **to sign up** for project information in your communication tools which you use for your promotion & visibility (*e.g. add a prominent sign-up button or form on your website, put a return slip in your youth organisation's magazine or in other relevant publications for people to fill out and send back to you, etc*).

You can also be more direct, and at different meetings, present your project and the possibility of registering for being kept updated. You could distribute little **sign-up sheets** (asking for name, address, email etc) and collect them after the meeting.

≈ Collect people's data and consent to receiving information, while participating in other **activities** (*e.g. add a 'do you want to be kept updated' check box on a registration form for one of your other activities*). Or develop an internet game, where in the registration process, people can check the box 'keep me informed'.

≈ Another way of collecting people's contact details is to have a **send-back slip in a magazine**. If you want to stimulate response, link it to a raffle (people could win a prize if they send it in). It is important to keep all informed of who the winner was soon after the raffle!

☛ **Give people reasons** to register for your info or newsletter (*e.g. a competition or game with prizes, send a gadget, give them useful information, something they can use in their own activities, etc*).

☛ People usually want some idea about what **kind of information** they will receive and about how you will treat their contact details (*e.g. guarantee that they will only get info from you and your project, that you won't pass their details to third parties, etc*).

≈ Use the standard **spreadsheet programme** on your computer (*e.g. Exel, Calc,…*) or the address book of your email programme (e.g. Outlook, Thunderbird,…) to manage your lists. Make it easy for different colleagues to update the information and make sure that you can export the data to user-friendly formats (*e.g. for colleagues, address lists, phone lists, etc*).

≈ Keep your addresses **up-to-date** – it is a waste of money and effort when a large part of your send-outs are returned to sender.

☛ Make it possible for recipients (by post or electronically) to **update** their details or **unsubscribe** from your list. There are laws in most European countries regarding the respect of people's personal contacts – if they object to receiving information from you, you are obliged to stop sending it to them. Anyway, unrequested mails will probably be deleted straight away.

☛ **One shoe doesn't fit all!** It is important to **adapt your message** according to the people you want to have an impact on. You could consider splitting up the addresses you are collecting according to the type of information they should get.

3. Tools for promotion

Publicise your results

GET YOUR INFO AND PRODUCTS TO THE RIGHT PEOPLE

There are various ways of publicising your message or project results, each with their advantages and disadvantages. We'll list some **tips and tricks** for getting your message to the right people – and for getting those people to read your message.

Information Push or Information Pull

You can decide to actively send around your leaflets, products, booklets, reports, powerpoints, etc. You sort of **push the information** under people's noses (information push), whether they want it or not. When you put yourself in the place of an organisation that is on many mailing and address lists, you can imagine that many of the (hundreds) of publications they receive end up swiftly in the recycling bin…

Information pull, on the contrary, means that you only send information when people order or ask for it. The advantage is that you are only sending material to people who have really expressed an interest and you save money on the fewer copies you have to produce (assuming that less people will actually request your publication). The disadvantage of information pull is that you need to set up a system in which people can express (as easily as possible) their interest to receive your information and results.

You will probably need a **healthy mix of both**, because if you use information pull, not all the people you would like to target, will request your information. So you will need to keep a list of people who must be included (e.g. policy makers, funders,…). If you use information push only, it is likely that much of your efforts and material go to waste (or to the recycling bin at best).

Information push is quite easy: you take a list of all youth organisations (*e.g. members of your local or national youth council*) and send off your publication or product. Done. However, it takes a bit more work and thinking to devise systems

for **information pull** – getting people to request your info.
In order for people to decide to request such info, they would need some idea about what kind of information they would get and also how you will treat their contact details (*e.g. guarantee that they will only get info from you and your project, that you won't pass their details to third parties, etc*).

☛ See also the section about "Data-mining" on page 63.

Inform people by mail – send your results out

One way of reaching people, and of publicising your project results, is by sending out an announcement. You could do this by various means. Check out how your target audience mostly communicates. And you may want to be a bit **creative** so that you'll stick out, attract attention.

☛ Also read section "Develop information material – Attract people" on page 35.

≈ You could use good old **snail-mail**. But if you want to get people's attention, make the letter funny, or place a little gadget in the envelope, or have a postcard cut in pieces like a puzzle, or add a riddle (with the solution in the next one)… To save costs you could combine this with other send-outs (*e.g. your organisation's magazine*).
≈ Take into account that **unusual formats** (*e.g. big cards, square, round, heavy,…*) are often more expensive to send! Check with your post office and your budget.
≈ More and more **SMS actions** (text messages) are used. Send an intriguing message to a number of people inviting them to visit a website or to participate in a surprise meeting.
≈ You can also **send emails** to your target audience. It is cheaper than the two solutions above, but more and more emails end up in spam-folders.
≈ If you really want to reach everybody, do a house to **house leaflet-drop** by putting a leaflet or letter in every letter-box in the neighbourhood. But putting something in someone's letterbox doesn't mean it is always read…

☛ Use the AIDA approach as explained on page 37 to attract people's *Attention*, to arouse their *Interest* and make them *Desire* to take *Action*.

Use existing communication tools

You don't always have to create new things – you can also optimise the use of the existing communication instruments that you have easy access to (and often don't cost extra).

≈ Write about your project in your youth organisation's **magazine** (if any).
≈ Maybe you have an **electronic mailing list** or **newsletter** for your members.
≈ Maybe in your country there are **publications or newsletters for youth work** in which you could publish an article or announcement (for free).
≈ If there is an **activity-calendar** on a youth (work) website, add your project and the various activities to which you would like to invite people.
≈ Work in partnership with other **distribution channels**: you could add a flyer, a report, an article to existing newsletters or magazines of relevant organisations,…
≈ **Libraries and (youth) information centres**. Become part of the collection (*e.g. for publications, methodological toolboxes, music CD from your project*) so that your products are available for longer.
≈ Get your project results into the **media** – The **local press** is often a good tool for getting publicity for your project results.

☛ More about working with the Press and Media on page 46.

Organise information events

- ≈ Organise a **meeting** to launch or present your project results. Think about which format would be most liked by the target group you are trying to influence – the shores that you want to Make your Waves on.
- ≈ Add elements which will make your meeting **attractive**. Often free drinks do the job, or some famous people, or being the first ones to get the product you made. Use visual aids and dynamic methods for your project result presentation (*e.g. Powerpoint, a sketch, video, slide-show,…*).
- ≈ Involve the young people from your project to give the project a 'face'. Encourage **interactions** with the audience (*e.g. one participant at each table*) and have questions & answers sessions.
- ≈ Give people something they would be **interested** in – something they would get up from their couch for! *E.g. a quiz with prizes, a concert with music they like (before or after some presentations), a party/activity in a funky location, meeting someone famous,…*
- ≈ Use the resources you have available. It often is a good idea to **involve the participants** that have been on a project before to tell about their experiences. It is nice for them to share their stories, and at the same time you have another few volunteers that can help you organise the activity. If you currently have foreign participants, they could also present their experiences. This makes it a lot more real.
- ≈ Don't forget to **invite the (local) politicians** and other relevant stakeholders (e.g. teachers if the results focus on learning, labour unions if the project is about employment, etc). Give them reasons to come to your meeting: Why should they be there? *e.g. give them the opportunity to give a short speech, let them know which other important people will be there, give them more information about what the project is about (your educational aims) and the results of the project.*
- ≈ Alternatively, you could go out to the people you are targeting with your project results. You could organise an **information caravan or bus** to go to the different areas of your town/region, to show your project results. You could also go and **present your project results** in the local schools, organisations, etc. You could ask to present your results at the local town council meeting, etc.
- ≈ And did you think about inviting the (local) **press or media**?
- ≈ …

☛ More about working with the Press and Media on page 46.

4. Setting up a project website

Virtual promotion

MAKE OPTIMAL USE OF THE INTERNET FOR YOUR DISSEMINATION

If you have your own **website**, you can dedicate a section to your project or you could create a new website. Use internet tools for documenting and raising the visibility of your project – or to disseminate your results and products. There are a lot of **free possibilities** around.

☛ Think of the **longer term**, so that your results don't disappear after one year because you don't have money for the web-hosting anymore! Set aside some working time for it as well, so that it doesn't look completely outdated within a few months.

≈ Depending on what you are actually looking for, you could structure your online project documentation in the format of a blog (*chronologically web logging information and pictures about your project e.g. www.myspace.com, http://360.yahoo.com, www.blogger.com, etc.),* in the format of an online community *(people subscribe to get mails, post files, add pictures www.yahoogroups.com, www.googlegroups.com, etc)* or create a specific community in existing online social platforms such as www.facebook.com etc) or as a real website with your own navigation structure between different pages (e.g. www.absolutely-free-hosting.com, etc).

≈ Or even better: you could add your project and its results to **existing websites** *e.g. add your methods to the SALTO Toolbox (www.SALTO-YOUTH.net/toolbox/), add your policy recommendations to the European Knowledge Centre Youth Policy (www.youth-knowledge.net), etc.*

≈ Put your **video clips** on famous (and free) websites such as YouTube.com, www.vimeo.com, dailyMotion.com etc – do something funny with it, create controversy around it, make it stand out,… so that people watch it (e.g. link it to a competition, make a riddle about it, include a famous person, etc).

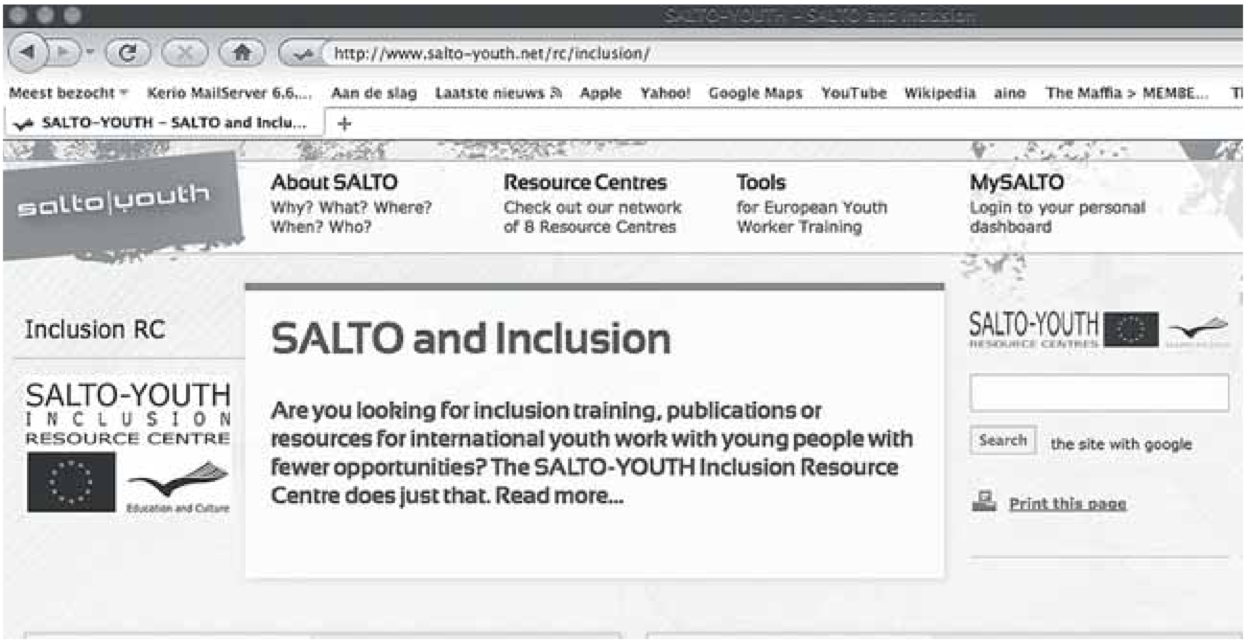
But if you decide to set up your own project website, then the following information is for you.

Web tips & tricks

≈ The success of websites is 50% dependent on their **appearance**, 10% on the content and 40% on promotion. Make sure your website looks OK, you can easily adapt designs from other websites. Check similar popular websites and learn from them.

≈ Add **visual 'teasers'** to your information. Use attractive pictures - see also the section "Pictures for publications – Do's and don't's" on page 38.

≈ Put the most important information on the **top of your page**. A web-text should not be longer than one and a half screens. Longer texts could be offered to download or on a separate page for die-hard surfers.



≈ Go and check what type of websites the target group visits and **offer similar information and services** e.g. *if your users like discussion forums, add one, or a game, or a screensaver, etc.*

≈ Make sure that your website is **needed or useful** for something: e.g. *people can download something, participate in games, get an overview of xyz, etc.*

The main question is then: **how to attract new people to your project web pages?**

- As mentioned above, the best way of attracting people to your website is to provide them with **something interesting** and something which they could use.
- Mention your project **webpage URL** on your information materials and on your gadgets – make sure the URL is easy to write and to remember and does not lead to writing mistakes (*e.g. is it c or k or ck?*)
- Ask other related and befriended websites to **exchange links**, or even better, to put a prominent link or a banner referring to your website (*webvertising*)
- But also on your own organisation's website, (if your project pages are contained within the website of your organisation), the **navigation** should make it easy and straightforward to find your project pages.
- Register your domain-name in the most common **search engines** (*e.g. www.google.be/addurl/, http://search.yahoo.com/info/submit.html, www.altavista.com/addurl/, http://search.msn.com/docs/submit.aspx, etc.*) and make sure your page titles and meta tags contain clear, relevant and distinctive words which your target group would be looking for. (See also www.exploit-lib.org/issue4/promotion/)

- Enter information about your project in relevant **online discussion forums** or **project databases**, with links to your project website. Make sure there is a link to the ongoing discussions or the aim of the database, because spammers will be black-listed.
- Organise **quizzes or games** in which the participants need to find information on your web pages for some of the questions.
- And it goes without saying that you should **monitor the results** of your efforts, via statistical software on your website (*e.g. there are free web-counters available: www.bravenet.com, etc.*)

- Find some more hints about designing web pages and creating information for the web at e.g. www.usabilitynet.org/tools/webdesign.htm, www.w3.org/Provider/Style/

- Also keep the accessibility for people with a visual impairment or reduced mobility in mind, so they can also use your website with specialised voice browsers or Braille readers. You can test the accessibility of your website with http://bobby.watchfire.com/ and read the Accessibility guidelines at www.w3.org/TR/WAI-WEBCONTENT/

5. Going where the people are

direct contact

PRESENTING YOUR PROJECT RESULTS DIRECTLY TO INTERESTED PEOPLE

Instead of sending out information material (see page 35), either about your project or your project results, you could also do a promotional and information campaign '**live**'. You could personally go to various activities or meetings where your target group will be present.

≈ The nice thing about this is that the communication is personal.

≈ You can show lots of different things and convey something of the spirit of the project (*e.g. using pictures, examples, videos, etc*).

≈ Another advantage is that people can ask questions. The project and products become more real than in a leaflet or a report.

≈ The people also can get to know the youth workers or participants from the project.

Here are some practical ideas:

≈ Speak about your international project at your organisation's regular **meetings**, bring some pictures, show some video footage (if you have it),... Invite some of the (foreign) participants to do some activities together.

- If you are targeting parents, **visit** the parents of your members at home, explaining what your project is about, demonstrating the educational side of the project. This way you could get the parents to support the idea of letting their child go on the project, to contribute to the project (financially or otherwise), or to host a foreign participant, etc.
- Go and speak in **classrooms** or talk to organisations about your project and get more participants for future projects. You could even offer to give a lesson on intercultural contacts or about the country that you are working with.
- Give **presentations** at schools, to organisations,… *e.g. slide -show evening, testimonies of returned participants, show your video or other products of the project,…*
- Have a stand at **festivals or other events** to distribute flyers about the opportunities you offer young people, about international projects, about the Youth in Action programme (your NA could support you with info material).
- Go to activities or **events** where you can talk about your project results: NA project days, non-commercial travel fairs, networking & evaluation meetings,…
- **Train and inform the youth workers** that have contacts with the wanted target groups – so that they can inform and motivate their members to take part in international projects, or simply to become informed about the opportunities that are there.
- Think **where else** your target group goes: *e.g. sports organisations, libraries, internet gaming cafés, youth clubs, street corners, youth parties, hobby organisations, music rehearsal areas, etc.* and target them there.
- Maybe your target group also hangs out somewhere **online**. Talk about your project in relevant web-forums or chat rooms. You could consider **virtual worlds** such as www.imvu.com, www.facebook.com or www.secondlife.com. Ask relevant websites to put a link to your project pages (maybe in exchange for a link to theirs).

- Make it easy for the target group to **get in contact** with you in the future. Use the communication tools that your target group are using. This could be by phone or email, but maybe you also want to think about Chat, Skype, webforum, mobile phone & SMS text messages, etc. Maybe they find it easier to ask for information via Chat or SMS?
- …

You can either organise all these promotional activities yourself or you could also have a look to see whether there are **existing events** related to youth work or to the topic of your project and participate in them, instead of having to organise something yourself. There are existing events specially aimed at relaying your experiences or good practices – e.g. events organised by Youth in Action National Agencies, the European Commission (e.g. European Youth Week www.youthweek.eu) or by other youth work organisations in your country. You could have a stand at these events, develop some info material to distribute, give a presentation or run a workshop about your project, etc.

Last but not least - Did you think of this?

Did you check the **copyright issues** for your publications? Who owns the copyright of your publication? Can people distribute, copy or translate your publications freely? Do you distribute your products (*e.g. publications, CDroms, etc.*) **for free** or do you ask for a contribution towards the production or shipping costs? How are you going to manage this system? (Without making money – youth projects are not for profit!) Do you have the copyright for the **pictures** (of other people) which were used? What are you going to do if you **stock** of publications runs out (*e.g. reprint, electronic version,…*)? Who's going to pay for that? Is there going to be a second **updated version** of your Toolbox in the future? Who is responsible for that?

EXPLOITATION
Making sure your results are used

It is very nice that during your project you developed some products (*e.g. CDrom with games, a video promoting youth exchanges, a theatrical play, etc.*) or that you made your project results visible in some other way (*e.g. documenting learning, drawing up quality criteria, etc*), and maybe you also promoted and disseminated these products via very ingenious channels. But it would be even better if your products would be actually used, instead of disappearing in someone's drawer.

☛ There is a clear distinction between circulating the results of your project around – and **ensuring that they are used**.

"Exploitation" of results consists of "multiplication" and "mainstreaming" of results. It is a planned process of convincing individuals and decision-makers to adopt the results and to use them in local, regional, national or European systems.
From http://ec.europa.eu/dgs/education_culture/valorisation/

If you want to Make bigger Waves and have some impact with your project, you actually need to **make sure that your results are also used** by others at different levels. Depending on what type of results you get from your project (see chapter "The stones that Make the Waves – Project results" on page 26), you can undertake various actions in order to ensure they are (more likely to be) used.

1. Knowing the target group

Adapt your products

GIVE YOUR TARGET GROUP WHAT THEY NEED AND WANT

For other people to use your results, it is only logical that your products and results should be **relevant and adapted** to what they are looking for. The more your product or message is adapted to the people you want to impact, the more it will be likely to be used. Also, the easier they find it to use your results and products, the higher the chances are that they will effectively use them.

≈ **Note:** when we are talking about **products and results** here, we mean all the productions from your youth project, whether they are tangible or intangible. Think of different kinds of publications, power-points, slideshows, recommendations, CDroms, methodological toolboxes, etc.

☛ More about making intangible results visible in chapter "The stones that Make the Waves – Project results" on p 26.

Some ideas on how to adapt your products and results to your target group:

≈ First get to **know your target group** and think or ask them what their needs would be, were they to get something useful out of your project.
  - *If you are planning a promotional video about a youth exchange, and it lasts 45 minutes and most of it consists of private jokes between the participants on the exchange – it is probably all very funny as a memory, but it will never be used on e.g. a training course (too long and too many private jokes). However, a short representative movie with the main elements of what a youth exchange is, would be more usable.*
  - *If you are trying to influence politicians about the impact of your project on young people and you send them a very creative but improvised 'collage' report full of funny pictures, the politicians might raise their eyebrows and continue with their 'real' work. However statistics or clear testimonies of people's development during the project might be acceptable.*

≈ Give the user of your product or results some **arguments** why they should be using your results; make clear what is in it for them. This can be a chapter about the benefits of using your approach (e.g. like in the Chapter "Why should you Make Waves? – Benefits" on page 11), or this can be a motivational cover letter accompanying your product when you distribute it. Add a few arguments in the text on the back cover of a booklet or in an executive summary of your article, etc

≈ Make sure your product is **user-friendly and easy** to understand by the target group. In the case of a website, make sure the navigation is coherent and easy – make sure that people know at all times where they are on your site and where they can go from there. If you have a toolbox with methods you used, double check whether you have given detailed information about all the steps and materials needed for running those exercises. If you produce a publication, check whether the language is easy enough and that the texts are not too long and boring – think of adding illustrations, examples, graphs, anecdotes, exercises, bullet lists, boxes,… (like we tried in this booklet).

≈ **Test your draft products** with your target group(s). Before starting to publish hundreds or thousands of copies of something you don't know will be understandable or usable, submit your draft for feedback to some people in your target group and collect their in-depth feedback. If they will be the ones to use your product, then of course they are the ones who will know best how it should look/feel/function. To increase the use of your products and results even more, it is important to involve the end-users of the products you are going to produce in the development process. Remember the slogan "**Nothing about us, without us**"…

≈ **Address some gaps** in the sector which you are working in or on the topic that you are dealing with. Have a look around at what exists already, what has already been done (don't re-invent the wheel). Maybe you'll notice something that is missing. Or you can question people from the field whether they feel there is something missing from their work. If your project and its results address a real need and fill a gap, then it is much more likely to be used, than were it just offering something similar to what other youth workers already know or have.

≈ Did you think of **translations to different contexts** – to enhance the likelihood of your results being used. This can be a language translation (*e.g. English to French*). But it can also be an adaptation from e.g. 'scouts jargon' to 'inclusion work language', or from 'political youth organisation speak' to 'artistic project ideas'…

≈ …

The following grid could help you in **adapting ideas and products** from/to other contexts. Analyse the product in question (*e.g. a simulation game, a publication, etc.*) according to the adaptation grid below. Check what elements of this tool you should keep as they are, which elements you would throw away, what you would change and what you would add – keeping your target group in mind, of course.

An example: an online youth work method's database
☛ Adapt it for disability workers in areas without internet access

What to keep?	**What to discard?**
e.g. collection of methods for inspiration	*e.g. online – the users don't have access to the internet*
What to change?	**What to add?**
e.g. adapt the methods to young people with disabilities	*e.g. paper or CDrom format where there is no internet available*

2. Using your products and results

Provide support

HELP OTHERS TO BENEFIT FROM YOUR PROJECT AND ITS RESULTS

Besides making it as easy and adapting it as much as possible to the use of your products, you can go one step further and **offer support** on how to use your products and results. You can more actively go out to interested organisations or youth workers and get them going with your products or project results. Direct contacts and explanations often work better!

≈ Offer to **coach other youth organisations** undertaking a similar project. They can learn from your experiences, and build on them – adapting the activities you did to their target group or topic. You could have regular monitoring meetings, or they can do a job-shadowing when you are setting up your next project.

≈ Set up **information or training sessions** with suggestions on how to use the products of your youth project e.g. How to use your promo video in a training session, how does the methods CDrom work,… This would also be a valuable moment to collect feedback about how you could better adapt your products to you target group.

≈ Don't only provide **statistics and recommendations** of your projects to (local) politicians, but explain them as well, explain how you came to the recommendations, what they are based on. Be available for further questions or meetings.

≈ Use your experience/conclusions in different **working groups**, **conferences or seminars**. If you consider your youth worker experience at a youth project a 'result' of the project, then you can effectively use it by sharing it at expert meetings, in consultations with youth work, on training courses and at other youth worker events.

≈ There are a variety of **activities where your project results can be used**: political hearings about youth, training courses for new organisations (e.g. by NA), evaluation (meetings) of the Youth in Action programme, etc.

≈ …

3. Thinking about the future
Sustainability

MAKE YOUR PROJECT RESULTS LAST LONGER

Making your results used is also **making them sustainable**: making them last as long as possible. Project work by definition, is limited in time. However, the Waves you are Making should not stop because your project contract comes to an end. With a little bit of effort you can continue to prolong the impact you are having and keep on drawing on your experiences from the project. You can and should use your products beyond the submission of your final project-report.

Some things to keep in mind to make your project results sustainable:

≈ If you have a great project website, but only made budgetary allowances for one year's hosting, the results (website) will certainly not be used after this year, because the website will be offline. You can of course only get funding for your project for a limited period of time, but your organisation, other sponsors or free webspace could help you in **keeping your results online**.

≈ Let's hope that the products of your project run out at some time due to the amount of interest in them. Did you think about how to **reproduce or reprint products** (and where to find the money for that)? You could think (from the start) of making an electronic downloadable version of your publications, or of also putting the content of your CDrom on a website. This way your results are not lost when the CDroms or booklets are finished.

- ≈ Make your material **time- and context-independent**. Readers should be able to use your products, without having to know when it took place, who was on the project or how your organisation was structured at that time. Make sure your publication still makes sense in a few years time, and to people that were not involved in your organisation or project. This should be kept in mind when the publications are being written *e.g. writing 'in 2007' or 'in a youth club in Greece' instead of 'this year' or 'our Hebe organisation' etc*. But it also goes further than that: don't refer to inside references, to situations that are likely to change, etc. Make the context clear because not all readers may be aware of it.
- ≈ Also think of how to **keep your results and products up-to-date**. Over time things will change, but (hopefully) the essence of your products will still be valid. When reprinting your products or when situations change you will need to make some adjustments *e.g. the YOUTH programme (2000-2006) changed into Youth in Action programme (2007-2013) so all references to the old programme and its actions needed to be updated*.
- ≈ Plan who is going to **update** your project website regularly? (A static website is a dead website!) Who would re-edit your publications, etc.. And where could you get funding for this?
- ≈ Similarly, if you have some conclusions and recommendations based on your project written down in a nice memorandum, think about how to update it after a few more projects (with **new conclusions added**) or organise some other kind of consultation. Who will do it? How?
- ≈ …

4. Follow-up activities for the participants, partners & co

KEEP THE MOMENTUM AND CONTINUE THE PROCESSES YOU STARTED

One of the obvious results of a youth project is the experience acquired by the young people, the youth workers and the partner organisations. Often **youth projects contribute to the motivation** of the different people involved. By organising follow-up activities, you could actually stretch this motivation, do more with the experience and create more involvement and commitment in the future.

Here are some methods that could stimulate involvement & commitment:

≈ Think from the beginning of what kind of follow-up activities you can propose to the young people, the youth workers or the partner organisations. You can make it clear from the start that the youth project is **only a step in a longer process** *e.g. some young people could be offered a position as peer youth worker in the next project, they could be involved in the dissemination of results (speaking in classes, showing slides, talking about their experience etc*). Make it clear that the project is not a one-off – actively involve the young people in the dissemination and exploitation activities – it is also 'their' project.

≈ If the results of your project are the increased competences of your participants, you could give them a **Youthpass certificate** which shows the competences gained – this way the competences (results of your project) can be used *e.g. in job interviews, for seeking new education opportunities or for the participants to know what they still need to learn* - more about Youthpass on page 56 and at www.youthpass.eu.

≈ The young people probably learnt a lot about **intercultural contacts** and maybe became a bit more internationally minded (caught the international virus). You could prolong this aspect of your project, by setting up a system to make it easier to keep in touch with the partner groups abroad *e.g. through an email group, through sending New Year cards, by planning a return visit, organising an international party, etc*

≈ From your project you might have discovered things that you want to improve. You could **analyse your training needs** and establish a training plan to develop your competences, to organise even better projects in the future. The results of your projects are actually 'used' to stimulate the training of youth workers.

5. Seeing the bigger picture

Mainstreaming

LOOK OVER THE HEDGE AND COOPERATE TO MAKE THINGS BETTER NEXT TIME

Part of reason for the 'exploitation of results' is also to 'mainstream' them; to make your project results and experiences make their way into **policies, systems and practices**. In a way, you go beyond your project and raise your results from the level of the practical to the level of strategic development. Instead of thinking of how you can carry out one specific youth project, you consider how you could contribute to develop systems that improve the quality of all youth work and projects.

Mainstreaming is the planned process of convincing individuals and decision-makers to adopt the experiences and results from your project and to use them in local, regional, national or European policy and systems.

Strategy for Dissemination and Exploitation of Results of the Youth in Action Programme

Some things you could do to get the experiences and results of your project mainstreamed:

≈ If you developed some **quality criteria** about what is a good youth project, and how it is best organised, you could check whether other youth organisations came to similar conclusions. Together you could see whether these quality standards could be 'officialised' in some way, *e.g. by having them adopted by the board of your organisation, your national youth council, or by integrating them into the standard youth worker training, etc*

≈ ...

- ≈ Often funding, especially for those with limited (financial) means, is an obstacle to participation. Based on figures and experiences from your project, you could lobby (probably local town councillors) to set up a municipality **fund for young people with fewer opportunities** to get some contribution towards their participation in international projects.
- ≈ If your project was confronted with the difficulty of finding **appropriate premises** for your youth exchange, you could check with other youth organisations in your area whether they had the same problems. Together you could use your accounts of the problems experienced to get (cheaper) access to *e.g. schools during holiday periods, to town infrastructure or to see whether you could organise (with a few towns together) a multi-use youth hostel/seminar type facility*.
- ≈ Maybe the youth workers in the youth project experienced some situations during the project that they were not equipped to deal with (*e.g. health & safety, conflict management, crisis management, working with different religions,…*). If there is a general **need for** youth workers on international projects to receive training in these areas, you could pool together and ask the National Agencies, SALTO or other training organisers to arrange training in this field. Or, you could also organise your own training (*e.g. Training and Networking action of the Youth in Action programme*).
- ≈ Similarly, your project might come up with some recommendations for (youth) policy. You could try to link in with other youth projects and **combine your recommendations** to increase your chances of getting your voice heard. Networking and cooperation are very important tools in getting your message heard.
- ≈ Maybe you created a sort of handbook on how to organise a youth project. It might be very much adapted to your specific needs and experiences. You could cooperate with some other organisations that either have or are planning to develop such a guide, and make one **combined guide**, that with combined efforts and funding you could publish on a wider scale, and have it as a reference book for youth work in your country. (And don't forget to think about revising and updating it regularly).

- Another way of taking a wider look (and removing your blinkers) is to **contribute to existing** youth work **tools**, rather than creating your own. For example there are many different toolboxes and publications with methodologies in existence, and each time a youth organisation produces its own, duplication happens. You could make a decision in your organisation to work together with one or other of the Toolbox database or publication, and contribute to that, instead of producing another one. *e.g. the SALTO Toolbox for Training and Youthwork at www.SALTO-YOUTH.net/Toolbox/*
- From your project with its specific target groups which dealt with certain topics, you might draw some conclusions about, for example, reasons for youth violence, ways to motivate young people, etc. If you think these ideas are relatively new, they could be a good subject for some **youth research**. One thing is to arbitrarily arrive at your conclusions, another thing is to have some systematic research leading to these conclusions (hopefully they will be the same). You could pass on your research ideas to youth researchers, to social work or social psychology students doing their theses etc. Send your ideas to universities (possibly some of your youth workers studied youth or social work and have contacts) – or to your Youth in Action National Agency or to the Knowledge Centre about European Youth Policy (www.youth-knowledge.net). This way the information available on youth issues will be further researched …
- You could also think of **getting the backing of important players** in the field (*e.g. youth work, the topic of your project, etc*). This way your results, 'approved' by these key players, will gain more (political) weight and will be more likely to be listened to or be taken into account.
- …

☛ As mentioned on page 26, your project can have an impact at different levels, ranging from micro to macro. However, outsiders are not the only people who could be potentially affected by your project. Projects could also be an **ideal basis for your board to draw conclusions and develop policies** within your organisation. Don't forget to target the board of your organisation with your project results, to enable them to develop a better understanding of international projects and European cooperation.

6. Informing policy makers
Political action

SLOWLY BUT SURELY CHANGE THE SYSTEM(S)

Politicians and policy makers are particularly sensitive about their image, especially at election time. If you are going to engage in some form of political activity it is always good to involve the local press (see also chapter “Working with press & media” on page 46). Depending on your aim, you can take one of the following actions:

≈ Put a point on the **agenda of your town council** about your project or problems encountered (that the local authorities could solve). Mostly there is a procedure on local council meetings to submit a motion or to be able to speak at a meeting (*e.g. support of one of the councillors, get some signatures, etc*). You can present your project and recommendations from it at one of the town council meetings. It puts your organisation and projects in the focus of the politicians, and highlights some issue that they could solve.

≈ **Collect signatures** (*e.g. of young people*) about a problematic topic which your youth project addresses and give them to the relevant authority e.g. more consultation with young people about opening hours of public buildings (*e.g. libraries, swimming pools, etc.*), *request for co-funding from local government for young people with fewer opportunities to take part in international projects, etc*

≈ Engage in an **activity** to get the attention of the politicians (and media) to a particular problem young people face or a demand which they have, related to the topic of the project,… *e.g. a human chain around the town hall to show the need of social inclusion of ALL young people, visualise the lack of funding for youth by putting one teddy-bear per 10000 next to a heap of cans symbolising every 10000 invested in business or a pile of cabbages for every 10000 given to agriculture (get your statistics right!),…*

- ≈ Organise **face to face meetings** with relevant politicians about the situation of youth work and the reality your project faces. To explore how you could cooperate, or to lobby for more support (e.g. funding, use of public infrastructure,...). You could use graphs and statistics to make your case.
- ≈ ...

Most of these mainstreaming activities involve communication with similar project organisers or youth organisations in the field. You need to **pool resources and cooperate** to suggest or provoke change at a 'higher level' (looking beyond one project), which will benefit all in the future. Therefore it is important to create places where youth workers can meet. This can be done on a case-by-case basis, or you can organise specific events for this (*e.g. exchange of good practice meetings, youth worker intervision between colleagues,...*). You could also bring youth workers together to deal with specific topics or areas of work (e.g. inclusion, arts & youth,...) or from a certain network (*e.g. organised by youth umbrella organisations like Scouts, AFS, etc*).

References & further reading

Make more Waves

Websites and publications

FIND MORE INSPIRATION ONLINE

Get more information about 'Dissemination & Exploitation of Results' in Youth in Action

≈ **DG EAC Valorisation Website**
http://ec.europa.eu/dgs/education_culture/valorisation/

≈ **DG EAC EVE Platform** - results of projects financed through programmes of European Commission in the fields of Education, Training, Culture, Youth and Citizenship
http://ec.europa.eu/dgs/education_culture/eve/

≈ **Youthpass** – a European instrument to make learning visible
www.youthpass.eu and
www.SALTO-YOUTH.net/youthpass/

≈ **SALTO Long Term Evaluation System**
www.SALTO-YOUTH.net/evaluation/

Dissemination & exploitation of project results in other programmes

≈ **DG EAC EVE Platform** - results of projects financed through programmes of European Commission in the fields of Education, Training, Culture, Youth and Citizenship
http://ec.europa.eu/dgs/education_culture/eve/

≈ **DG EAC links** about dissemination and expolitation of results in different programmes http://ec.europa.eu/dgs/education_culture/valorisation/useful-links_en.html

≈ **Guide to Capitalisation 2004**, Urbact, France - www.urbact.eu

≈ **Dissemination and Valorisation Guidance Notes for Leonardo Projects**, UK NA Leonardo - www.leonardo.org.uk

≈ **EU Visibility Guidelines for External Actions**, EuropeAid,
http://ec.europa.eu/europeaid/ or
http://eu-visibility.ru/guidelines/eng/

Author and sources

At the basis of this booklet

WHO AND WHAT IS BEHIND MAKING WAVES

Tony Geudens Author & editor
http://trainers.salto-youth.net/TonyGeudens/

Tony wrote this publication, based on 20 years of youth work experience and 10 years as SALTO Inclusion coordinator, as well as numerous inputs and feedback from stakeholders and seminars (listed below).

Since the **SALTO Resource Centres** have been working for the whole of Europe, but with limited resources, they always had to do as much as possible with their limited funds and staff. So lots of dissemination and exploitation of the SALTO work is done constantly, to have the biggest possible impact with its activities.

When the **European Commission** drew up its **strategy** for the 'dissemination and exploitation of project results' for the Youth in Action programme, SALTO is mentioned as one of the key players, and was requested to focus their attention on this important feature in their work.

SALTO also has the advantage of being **in the middle of different stakeholders**. It has good contacts with National Agencies, and could draw on their experiences. This booklet draws on different NA activities and contributions about multiplying and increasing the impact of youth projects. SALTO also liaised with the European Commission, for guidance and links in this matter .

Commenting – feedback

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≈ **Elisabetta Degiampietro** – European Commission - DG Education and Culture's Valorisation Unit
≈ **Peggy Genève, Veronika Remisova, Giorgio Guazzugli-Marini** - European Commission – Youth Programme Unit

≈ **Udo Teichmann** – SALTO Training and Cooperation Resource Centre
≈ **Susie Green** – SALTO Cultural Diversity Resource Centre
≈ **Einar Rafn Gudbrandsson** – SALTO South East Europe Resource Centre
≈ **Caroline Mayaudon** – SALTO EuroMed Resource Centre
≈ **Sandrine Suel** – SALTO Participation Resource Centre

≈ **Ann Hendriks, Sophie Van Daele, Els Meerschaert, Joël Versin, Bertrand Lebacq & David Wemel** – Jint, Flemish Belgian NA
≈ **Miriam Jänes** – Euroopa Noored Eesti büroo, Estonian NA
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≈ **Pascal Chaumette**, Coripas, France
≈ **Saskia Vandeputte**, Freelance Trainer, Belgium

Apologies should any contributor have been forgotten in this list.

The following activities and publications inspired this booklet

- ≈ ViVa seminar France June 2005, INJEP, French NA YiA, www.yonet.org/spip.php?rubrique76 & www.injep.fr
- ≈ Pass-it-on Training Course 2005, INJEP, French NA YiA, www.injep.fr & 2006, Jint, Belgian Flemish NA YiA, www.jint.be
- ≈ Spread-the-Fire training course 2007, Jint, Belgian Flemish NA YiA - www.jint.be
- ≈ VOTE Working Group, Jint vzw, www.jint.be
- ≈ TCP Seminar 2007, SALTO Training & Cooperation, www.salto-youth.net/trainingandcooperation/
- ≈ Youthpass training course Portugal July 2007, www.youthpass.eu
- ≈ Publiciteit-kit voor Jongeren en Organisaties 2007, Dutch NA YiA, www.youthinaction.nl
- ≈ Bien communiquer son projet, Mémoguides, INJEP, French NA YiA, www.injep.fr
- ≈ Dissemination and Valorisation Guidance Notes for Leonardo Projects, UK NA Leonardo, www.leonardo.org.uk
- ≈ EU Visibility Guidelines for External Actions, EuropeAid, http://ec.europa.eu/europeaid/ or http://eu-visibility.ru/guidelines/eng/

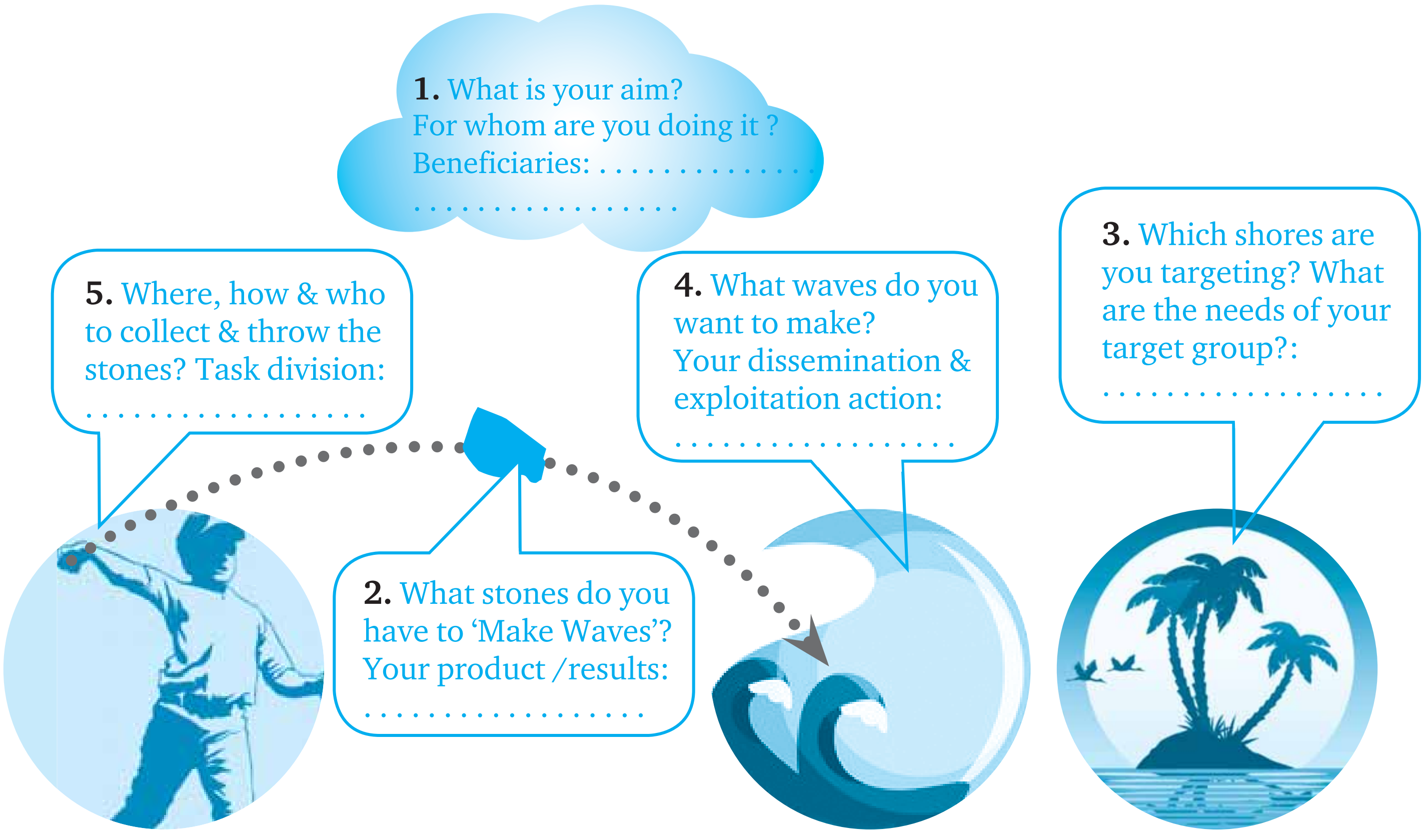
How to Make Waves? – Short visual overview

STEP BY STEP PLANNING OF YOUR VISIBILITY, DISSEMINATION AND VALORISATION ACTIVITIES

Walk step by step through the illustrations and the questions below, and you will come to a coherent visibility, dissemination and exploitation plan.

1. What is your aim? What are you trying to reach with your project for whose benefit? *e.g. include more young people with a disability in international youth projects*
2. What are the likely results of your project? What stones can you throw? *e.g. publication, policy recommendations, learning,…*
3. Who is your target? Whom do you want to impact with your actions? *e.g. local politicians, policy makers, the mayor*
4. What dissemination or exploitation action do you want to do carry out? *e.g. recommend to politicians to give extra co-funding for special needs*
   e.g. go and make your point at a town council meeting
   What kind of message or action does your target group need, in what timing and format? *e.g. a factual message, stating how much it costs more to cater for special needs*
   e.g. probably linked to some disability event (e.g. Disability Day), with media involved
5. What do you need to collect to be able to spread such a message? Who does it? *e.g. document visually (pictures, videos) of difficulties faced – project photographer*
   e.g. write down the recommendations, based on facts – president of organisation

☛ Read more about "Planning Waves - Think before you throw the first stone!" on page 14.


1. What is your aim? For whom are you doing it ? Beneficiaries: . . . .
. . . .
5. Where, how & who to collect & throw the stones? Task division:
. . . .
4. What waves do you want to make? Your dissemination & exploitation action:
. . . .
3. Which shores are you targeting? What are the needs of your target group?:
. . . .
2. What stones do you have to 'Make Waves'? Your product /results:
. . . .

Editorial Info

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SALTO Inclusion cares about the environment. This booklet has been printed on environmentally friendly recycled paper. Order or print this publication only if you really need it. The Earth says 'Thank you!'

Are you one of the thousands of youth project organisers in Europe? Trying to make a little change with the youth work you do? Maybe you want to have some bigger impact with your projects? It only takes a little bit more effort and strategic thinking!

Your youth project is like a stone thrown in the water: it creates some ripples or Waves on the water: your youth work intends to have some impact. This booklet helps you think and plan how you can make the biggest possible Waves with your project

≈ Be proud of your work! 'Making Waves' gives you some practical suggestions to increase the visibility your project. The more people know about your work, the better.
≈ Surely your project generates some wonderful results or products: new methods, a CD-rom, learning, a theatre-play, recommendations to decision-makers,...
≈ Don't sit on your project results – share them with others! 'Making Waves' lists some tips and tricks about you to disseminate your results.
≈ But it would even be better if your project results were actually also USED. 'Making Waves' guides you through the exploitation of your project results.

Visibility, dissemination and exploitation of results (valorisation) are important features of the Youth in Action programme. SALTO-YOUTH pro-actively took up its 'support role' within the YiA programme and developed this practical publication for youth workers faced with these visibility, dissemination and exploitation requests in their projects.

☛ But actually, Making Waves with your project is just common sense. When you are doing youth projects, do them as good as possible and have the biggest possible impact!

'Making Waves' hopes to give you inspiration about how to make the most out of your project and Make the best Waves possible!

This booklet has been developed by SALTO Inclusion. Download it for free at www.SALTO-YOUTH.net/MakingWaves/

SALTO-YOUTH RESOURCE CENTRES

Education and Culture

Youth