

"Let's meet for PARTICIPATION"

International training course for the support of youth democracy projects' development

Organised by **SALTO Youth participation**
and
Spanish NA of the "Youth in Action" programme
in
Pamplona, **Spain**
on
the 16th to the 21st of September 2008

Final report

Made in Czech Republic and Greece
October 2008

be a part of it...

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Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

Paulo Freire (1921 – 1997)

1. Preface

This final report constitutes an overview and partly, a detailed analysis, of the pilot training course "**Let's meet for participation – International training course on Youth Democracy projects' development**" which was organised by **SALTO Youth Participation Resource Centre** and the **Spanish National Agency** of the "Youth in Action" programme. It took place from the 16th to the 21st of September 2008 in Pamplona, **Spain**.

It contains an insight into the process, content, methodology and outcomes of this training course. It's important to mention that Youth Democracy Projects refer to a new sub-action of the "**Youth in Action**" programme, which has been running since January 1st 2007.

We can shortly identify possible readers of this report as:

a) The organizers of the past and those that will invest in organizing this course in the future (mainly National Agencies so this one goes in conjunction with d))

b) The team of trainers that run the current training course but also those who will possibly join in the future (once the "soil is fertile" for this training course to evolve and be developed and implemented further)

c) The participants, for those it can comprise a "learning assistant" and a "memory booster". It can also be useful to future participants in terms of acquiring an as clear as possible "image" of what it is going to happen.

d) National Agencies of the "**Youth in Action**" programme. Clearly, without their support Youth Democracy Projects can not and will not be realised. Once this course is rather outcome-focused (meaning, that it is expected that participants will start developing projects together during the course aiming at their application after), National Agencies being informed on time and essentially about the outcomes, can be the "key" element for the successful application and implementation of the projects developed.

e) Third parties who are somehow interested in or concerned about the outcomes.

Structurally speaking, it contains background information (rationale) in its 1st part, a day to day narration with outcomes and suggestions in its 2nd part and appendices in its 3rd part with useful supportive information (from statistics to the list of participants).

It's a resource-style report. Everything is here, but not everything is for everyone. It works also on a "pick and read" basis, meaning that you can find useful elements for your work even if you don't go through the whole of it.

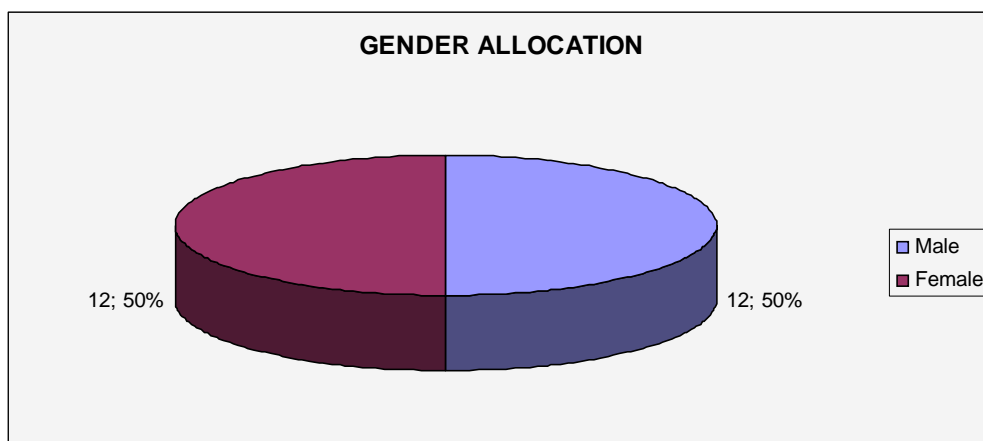
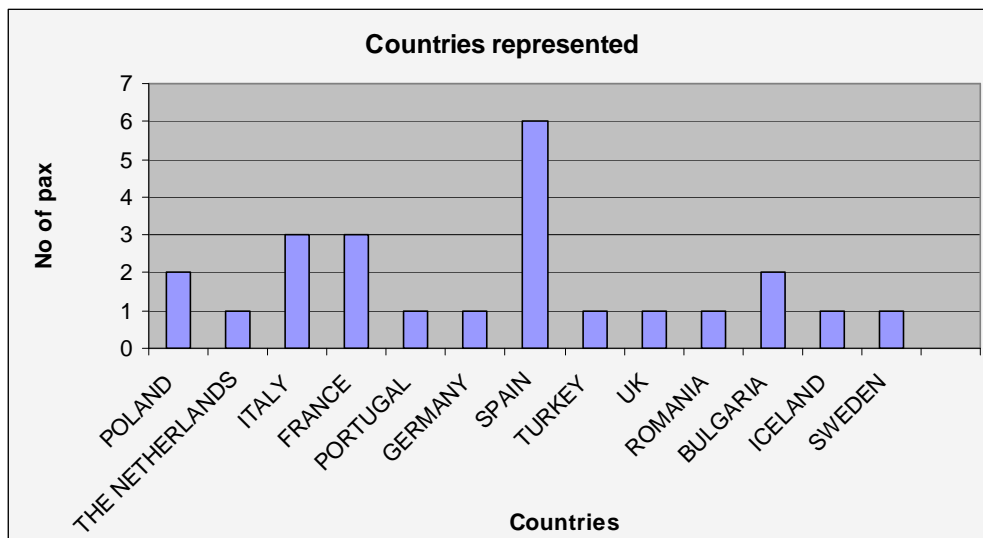
This course and consequently this document, wouldn't be possible without the support, initiative, strength, courage, smile and willingness of four people: Fatima Laanan, SALTO Youth Participation, Rosa Oteiza, Spanish NA – Navarra, Iva Havlickova, trainer, and Athanasios (Sakis) Krezios, trainer. But most of all, it wouldn't have come to life without the energy and committing attitude brought by its participants. Thanks a million to all directions.

The team

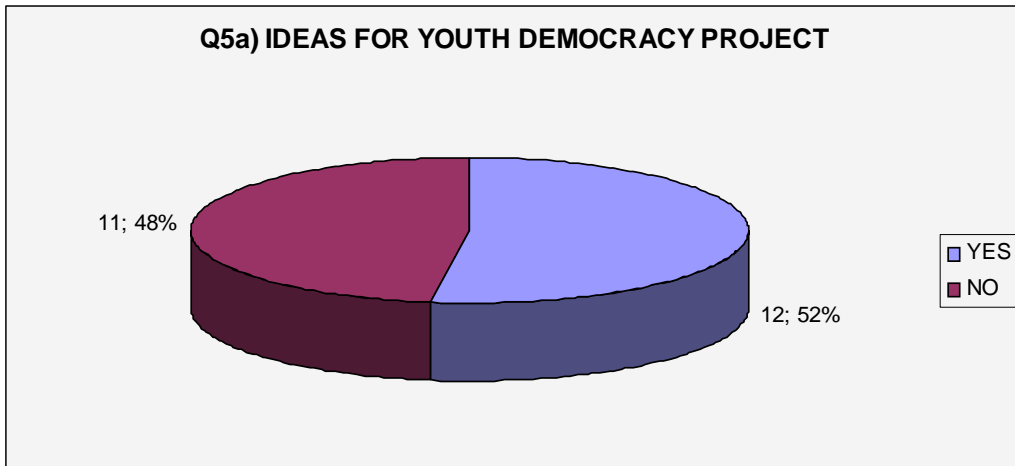
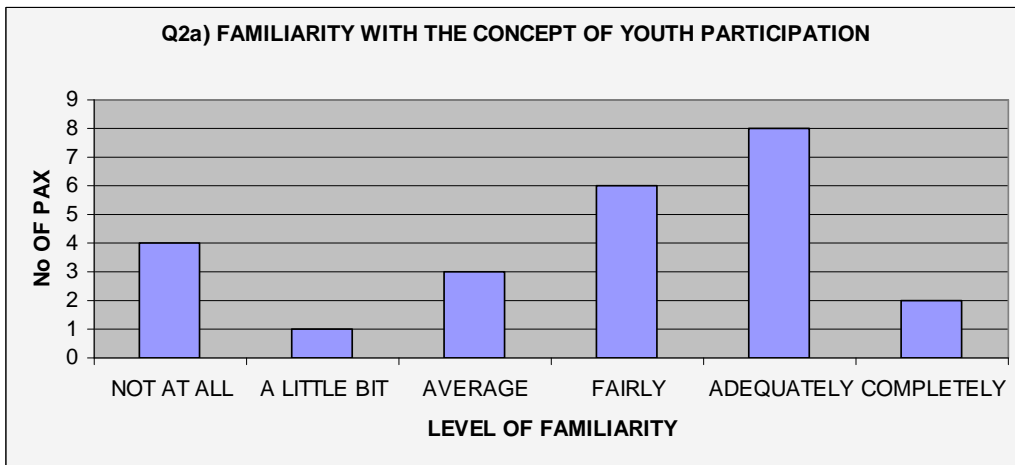
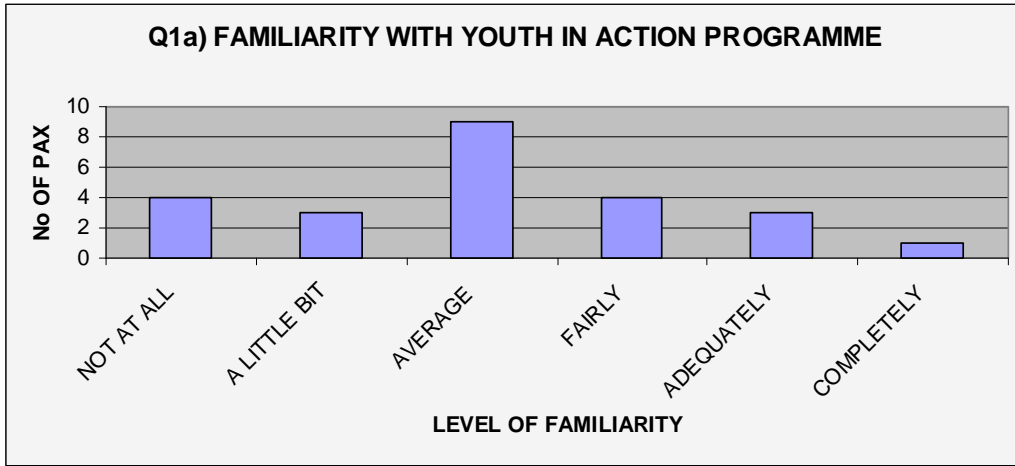
2. Background information about the training course

2.1 Summary

"Get involved" brought together **25** participants from **13** different programme countries (including one NA officer from Bulgaria). It took place in *Pamplona, Spain*, from the 16th to the 21st of September 2008. It is a training concept initiated by **SALTO** Youth Participation and organised in cooperation with the Spanish National Agency. This concept was mainly developed during the preparatory meeting that took place in the same venue the dates from the 1st to the 3rd of July 2008. The group of participants consisted of youth workers/leaders, youth policy makers and youth service providers already involved in organisations which implement activities within the context of youth participation and were willing to develop Youth Democracy Projects under Action 1.3 of the "**Youth in Action**" programme. Each participant submitted a short description about their organization, their understanding of youth participation and their ideas about Youth Democracy projects, beforehand. As well, all of them were provided with *pre* and *post* questionnaires for the evaluation of the course, from which the below statistics have been drawn¹



¹ More statistical representations of the evaluation's outcomes can be seen in section 5.3



[

Comments on the above graphs

There has been a good geographical balance. The countries represented the most were: Spain (6), France and Italy (3). There has been a perfect gender balance. 9 out of 24 respondents (37.5 %) were “average familiar” with the Youth in Action programme. Maybe this calls for better preparation of the participants beforehand from the sending National Agencies with regards to the Programme. 14 out of 24 (58.33%) were “fairly” or “adequately” familiar with the concept of “Youth Participation”. This helped a lot in the discussions and in the general evolution of the course. 52% had an idea for a youth democracy project before the course while 47%

had either no idea or – mainly – expecting the course so that their idea is shaped and become more coherent.

2.2 Aim & Objectives

Taken - and slightly modified - from the document "Call for participants" and the "TC introduction" presentation, this training course aimed at: *the exploration of the concept of youth participation, the provision of knowledge regarding the Youth in Action programme and more specifically Action 1.3 and the development of necessary competences for realizing a youth democracy project.*

A list of objectives was set up and comprised the "guide" based on which methods and activities were developed:

- 1) To explore the added value of Youth Democracy projects for the local community
- 2) To acquire project management and communication competencies
- 3) To develop understanding about the principles of youth participation
- 4) To learn about the "**Youth in Action**" Programme and especially about the quality criteria of Action 1.3 Youth Democracy project
- 5) To share and transfer experiences of activities undertaken in the local community
- 6) To create a space for contact making and finding potential partners for Youth Democracy projects
- 7) To develop an action plan to realise a Youth Democracy project

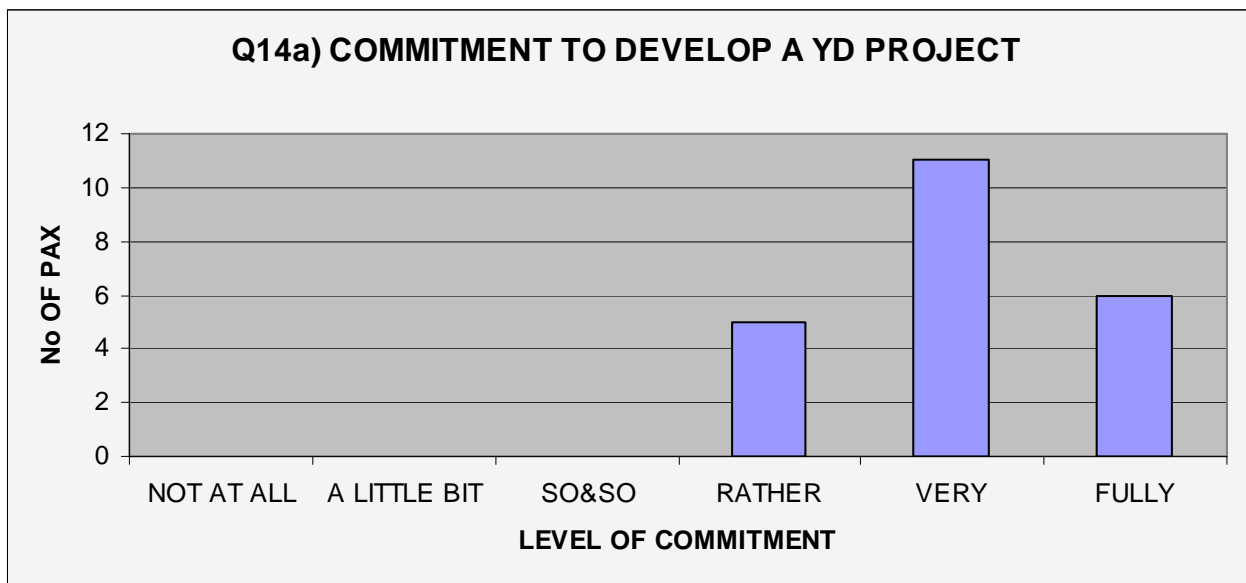
These objectives have proved to be sufficient for the needs of the course and those of the participants and should be maintained (maybe refined) and be agreed upon again between the future trainers and organisers.

2.3 Target group

The desired target group, as described in the "Call for participants" document, should have met the following criteria:

- ✚ Young people, youth leaders, youth workers, representatives of associations, student councils, youth councils and public officers
- ✚ Willing to apply for an Action 1.3 Youth Democracy project after the course
- ✚ Representing an organisation or a local authority or a group of young people
- ✚ Able to talk and work in English
- ✚ Live in any of the "**Youth in Action**" programme countries: 27 EU countries + Iceland, Liechtenstein, Norway, Turkey.

Interesting statistics about the final group can be seen above (p.5 & 6), while with regards to the *second criterion "Willing to apply..."* the following graph is juxtaposed.



Comments on the above graph

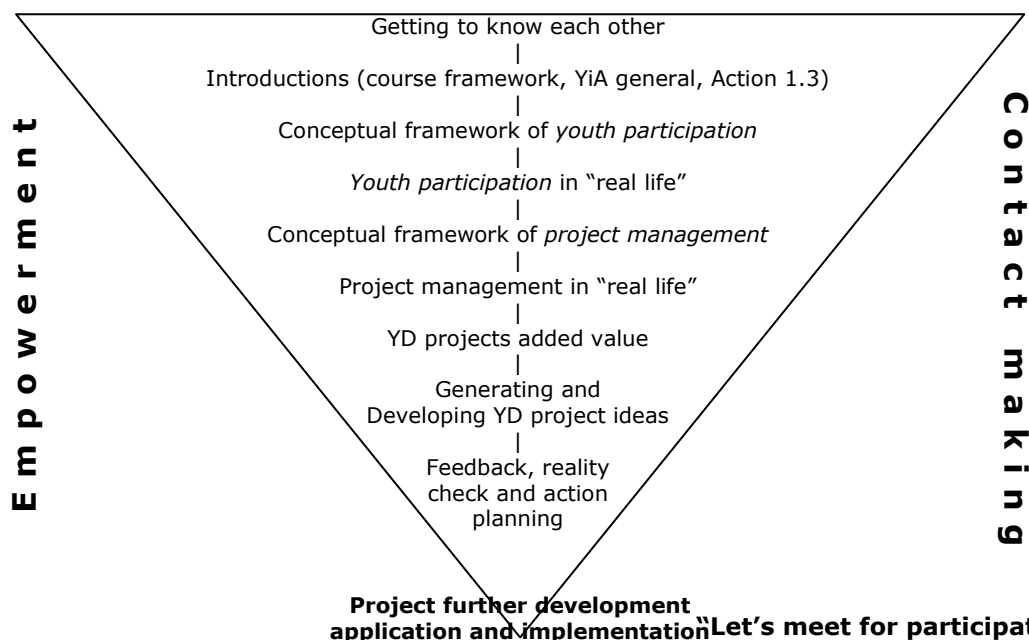
This is a statistical representation of the answers given in the question Q14a that was included in the *post* questionnaire. The vast majority are "very" and "fully" committed while very few, and mainly for reasons out of their powers are less committed ("rather"). In line with what was "desired" as a target group, participants, that in good faith we assume they had a willing to develop YD projects, were very empowered during the course not only to will but to commit.

2.4 Methodology and programme flow

In brief, the following *programme elements* have been agreed upon to be included in the daily programme of activities:

"Youth in Action" programme - Concept and practice of youth participation - Project management - Team work & partnership - Intercultural settings - Contact making & project development

The above elements were integrated into a logical *programme flow* that is depicted below:



The *methodological approach* that brought the programme elements together in a coherent manner ensuring continuity and achieving a realistic flow, are described in the following points (no particular order):

- ✚ *Principles and practice of non-formal learning* taking into account participants' needs, expectations, motivation and previous experience as a starting point for the planned activities.
- ✚ *Balance of information* brought by team (instruction, transmission) and participants (experience sharing, ideas, remarks).
- ✚ *Diversity of methods* in a way that it fits all *learning styles* and combines action and reflection, speculation and creativity.
- ✚ *Work on concrete projects* creating this way, the necessary basis for future development and application.
- ✚ *Integrated consultation and feedback on the project ideas* so that these are becoming more "realistic" and complied with the Action's specificities.
- ✚ *Resource table* with brochures, books and other materials useful for participants
- ✚ *Facilitated reflection* at the end of each programme day, so that *learning* is ensured and participants "have a say" in the way the activities are done and the content within them.
- ✚ *Energizers, ice-breakers, mood lifters* achieving this way closer bonds between participants, well being during the course and the necessary empowerment to go on afterwards.

3. Day to day action

A brief narration follows. It is mainly given in this report as “memory refreshment” for its participants and as a means for others to “sense” the atmosphere of the training course’s days (and nights) and maybe be inspired. For each day, outcomes, as identified by the trainers and through the input made by the participants during their daily reflection, are described and suggestions for future improvements are given.

3.1 Day 0 – Arrival day

3.1.1. Narration

Starting to practice participatory approach and shared responsibility for each member of the team and towards the success of the training course, the team decided to work already in the evening before participants’ arrival day (preparation of folders, plenary room, material, etc.), also finalising in detail, parts of the *welcome evening* and first programme day (prepared a name game, an exercise for getting to know each other, etc.)

The participants have been arriving the whole day. After dinner, the “welcome evening” started. With the aim to “unofficially open” the training course and to get the participants’ “closer”, a couple of getting to know each other activities was carried out.

It’s important to mention that during the day, the participants’, while arriving and registering, received a welcome letter along with the *pre questionnaire* used for the evaluation of the course.

↩ Activities in brief ↩

Welcome word - introduction of the team – circle of names and country with movement – “who do you remind me” – atoms&molecules – reminder of pre-questionnaires - practical information and announcements – free time

3.1.2 Outcomes

- 1) Better communication between the training team
- 2) Better understanding of the participants
- 3) Beginning of group dynamics’ development
- 4) Participants’ orientation in the training venue
- 5) Filled questionnaires/more clear image about needs, expectations and capacities.

3.1.3 Suggestions for the future

- 1) The designated area for socialisation helped the maximum to “ice breaking” and the group dynamic processes. Future organisers should consider this.
- 2) More insistence for participants arrival before a specific time given; this will ensure that the whole group starts together.

3.2 Day 1 - Introductions

3.2.1 Narration

First programme day was divided in 3 parts:

🚩 Introduction of the training course with focus on getting to know each other (*what is going to happen, who is here, who are the represented partners, where are they coming from, what are they doing professionally and also in their free time and what do they expect from this training course*) with interactive activities for participants to share and express themselves

🚩 Introduction to "**Youth in Action**" so that the aim and objectives of the training course are put into the frame of the Programme as a tool to implement Youth Democracy projects

🚩 Presentation of organisations (with a special focus to youth participation activities carried out)

The programme of the day started with getting to know who is in the group while checking what is "offered" for learning and development during the course (*among others, the possibility for acquisition of knowledge with regards to "Youth in Action" in general and Action 1.3 in particular*). The day was climaxed with individual creative performances about their organisation's activities, especially emphasizing those with a youth participation dimension.

It was a first opportunity for participants to start cooperating, confronting and creating together. Besides that, reflection on their own work, sharing of experience and motivation, unfolding of expectations and questions, were on the "menu".

Not to neglect that the "official" programme day was closed with the reflection groups (*created with special attention to the language level, balance of countries, gender and also individual contribution in the plenary*). The same reflection groups were held in the following days as well.

🔗 **Activities in brief** 🔗

introduction of programme of the day and folders – "name with adjective starting with the same letter as the first name" – "speed dating" – official opening of the TC by representatives of the Instituto Navarro de la Juventud – teambuilding/"blind circle" - expectations, needs, contributions - TC intro (framework, programme, SALTO, Spanish NA) – Youthpass general information – "picture of what I gained or I would like to" - Youth in Action puzzle – presentation of the Action 1.3 – "on the stage"/experience with YiA - "Steams" reflection groups – preparation and realization of organization's bazaar

3.2.2 Outcomes

- 1) Continuation of development of group dynamic process
- 2) Basic common background of the YiA programme as a tool for implementation of Youth Democracy projects with the main philosophy and criteria
- 3) A dialogue among all actors of TC was successfully and essentially "opened"
- 4) Contact making, sharing regarding culture, professional and personal background and also potential
- 5) Unfolding of participants' creative potential

Outcomes of this day have greatly contributed to the achievement of objectives **4), 5) and 6)** (see above).

3.2.3 Suggestions for the future

- 1) To consider name tags for the participants.
- 2) Organizations' bazaar and intercultural night should continue taking place simultaneously (they create a nice atmosphere) but better time management

should be achieved, in cooperation between trainers and organizers (should start earlier and on time defined)

3.3 Day 2 – Youth participation

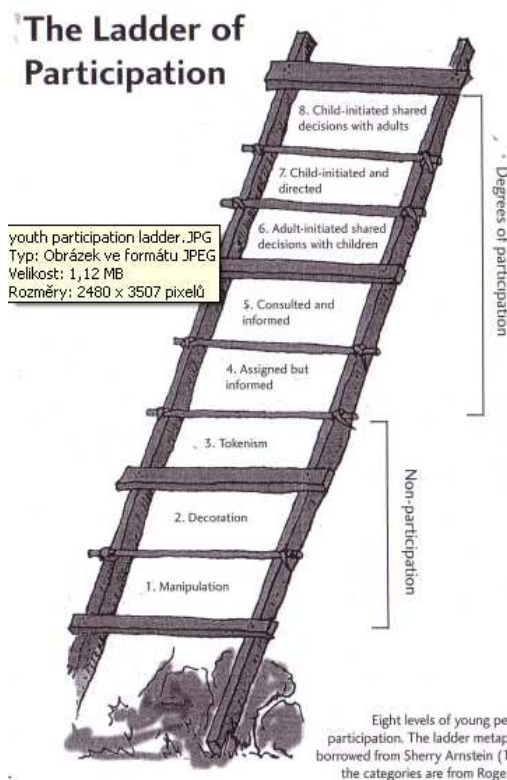
3.3.1 Narration

Second programme day was based on the concept of youth participation as an essential element of a Youth Democracy project. The day started with interaction leading to reflection of participants on their own activities, projects and experience in the field of youth participation. Participants were asked to define their experience with youth participation by finding their position in the rungs of the “Ladder of participation”². Participants sharing the same rung were invited to explore more the youth participation realities they are living through and to exchange. This first part of the day was summed up with theoretical input, presentation of the concept of youth participation as an institutional tool at civic and democratic level and as a “compass” for Youth Democracy projects.

Second part of the morning session provided participants with space for sharing of experience and understanding about youth participation. 3 core dimensions were identified by the trainers, for which specific questions were given: experience, common ground, added value. Along with the dialogue that took place, participants had to create a “half a minute video advertisement”, creatively summing up the outcomes of their discussion. Video presentations closed the first part of the day with great enthusiasm and “food” for discussion.

After the presentations, there was a field trip to Estella. Representatives of the local youth centre welcome us in order to present their activities and work related to youth participation and cooperation with the youth policy stakeholders. A fruitful discussion took place afterwards.

Day was closed with sightseeing walk in Estella, some free time in Pamplona and dinner out in Pamplona city centre.



👉 Activities in brief 👈

presentation of programme of the day – ladder of participation, positioning and sharing – theoretical input on youth participation concept and its development - youth participation presentation - group work with video outcome - exploring the local experience with visit to Estella

3.3.2 Outcomes

1) Progress of group dynamic towards a very productive and efficient “rhythm”

² Based on the model suggested by S. Arnstein as “Ladder of citizen’s participation” and on R. Hart’s adaptation for his Children’s participation from tokenism to citizenship” work.

- 2) Common understanding about youth participation and the added value youth democracy projects bring about
- 3) Sharing of experience and ideas related to youth participation
- 4) Contact with local community (local community as a representatives of the youth centre)
- 5) Videos on youth participation made by participants themselves

The above outcomes have greatly contributed to the achievement of **objectives 1), 3) and 5)**

3.3.3 Suggestions

- 1) With regards to the video making process, participants highlighted its intense "team building" nature and the meaningfulness in combining cognitive processing (discussing upon specific questions) and creative expression (shooting a video). The video-production instructions and guidelines were much more focused than in the previous course (Turkey, Dec. 2007) and that created even more powerful outcomes ("videos should be possible to use afterwards"...This instruction was based on comments we received in Turkey). Therefore, this should be considered in the future; explaining exactly to whom these videos are targeting (without limiting or restricting the content).
- 2) The field visit has been an absolutely great experience for all. Future hosting NAs should organize this visit respectfully and ensure its meaningfulness. The "guidelines" trainers and SALTO prepared beforehand, with regards to the organization of the visit proved to be a handy and useful tool. It should be enhanced and improved for even greater impact and efficiency in the future.
- 3) Reflection of the day must be done the following day, keeping and nurturing this way, the link between youth participation and project management.

3.4 Day 3 – Project management

3.4.1 Narration

This day has been dedicated to the theory and practice of *project management* as the first step for the development of a Youth Democracy project. By the end of this day, participants were asked to start developing projects together.

More specifically, the first part of the morning session started with the same working groups as in the previous day (*the participation video-making groups*). They were asked to use the "people-process-product" triangle to assist their group-reflection and to consent about which dimension their group focused the most. This process, helped in many directions: first of all, it made clear that the overall activity was done for much more purposes (*experience sharing, team development, terms and concepts analysis, common understandings etc*) than to create a video and secondly it created an explicit link between the activity and project management. "Group numbers" exercise was used as an interactive way of the experience of project management and to reflect later on within the theoretical part. The 5Ws theory of project management was briefly presented.

Second part of the morning session took place in the plenary. Project management theory was presented step by step (*Project Management T-Kit was used in this part*) and the "Numbers" exercise was reflected in "5Ws model of project management". Added up to that, the quality criteria of a youth democracy project were presented and analysed and through dialogue and reflection, participants were led from the general (*project management theory*) to the specific (*project management in youth democracy projects*). Participants analysed in groups the time

line of Youth democracy projects taking into consideration important features of the Youth democracy projects and the YiA programme as partnership, deadlines preparation, dissemination of the project results, valorisation, evaluation and more. Final time line with all important aspects was presented as a result of contributions of all groups working on the time line. That was concluded with a facilitated, plenary visualisation of a youth democracy project life circle. A time line with all important elements of all stages of a project's life circle was created with the assistance of the participants and the guidance of the trainers.

"Silent floor" gave room to the participants to reflect, discuss and explore ways of dealing with real or potential difficulties/problems during a project management process. These difficulties/problems were presented as "challenges" that through sharing and exchanging can be overcome (*or at least, can equip someone with the tools to overcome them*). Results of this process are given in Section 5.1

Afternoon time was for participants to start summarising and utilising all the information, knowledge and skills they got and developed and bring out project ideas. They had to think of and present a basic idea in the plenary and then negotiate (*merge similar ideas*), built the project group and start developing the "real" project. All that happened in what we called the "AGORA". In AGORA 14 very diverse project ideas were presented.

By the end of the working day and before the daily reflection groups, project development groups had already reached a certain level of project design and planning. Work lasted for most of them until after dinner. Project development groups worked on the "5Ws" bringing everyone closer to the application form but mainly to comprehending all aspects of realisation of a project.

The programme of the day finished with reflection groups.

🔗 Activities in brief 🔗

Presentation of the programme of the day - reflection on people, process and product - brainstorming and bringing together the theory of project management - - YDP time line project management model - "silent floor" dealing with challenges - quality criteria presentation - AGORA - project ideas, partner finding and project development - "Steam" reflection groups

3.4.2 Outcomes

- 1) Further development of group dynamic (*higher individual demands, increased motivation to carry out projects, "real life" project development simulation*)
- 2) Common understanding about project management elements and more specifically with regards to Action 1.3
- 3) Understanding of challenges and fostering of innovative approaches to deal with
- 4) Advanced contact making, sharing and partnership building
- 5) Concrete project ideas and groups developing them (*with consultation by the team of trainers*).

The above outcomes greatly contributed to the achievement of objectives **2)**, **4)** and **6)**.

3.4.3 Suggestions

- 1) Youth democracy project timeline was really useful for some but from few people it was suggested that it's not needed to "trouble" so much with

something that it can be "instructed" in a 5 minutes session³. It would be essential to enrich the group work on "timeline" with case studies presenting real and implemented projects. Trainers will work on that for the future development of the course.

- 2) "AGORA" worked perfectly fine. In the previous edition of the course (Turkey, Dec. 2007) this session faced some difficulties (see Report). Consequently, what made a difference was the beforehand preparation of the participants and the better matching of the participants with the anticipated target group. The session should maintain its "openness" while all involved in the recruitment and selection process should pay particular attention to the target group criteria.
- 3) The simplified project development hand out (5Ws) made things more efficient and clear for the participants. It must be maintained and maybe visualized (as a concept/model) for easy access and reference, somewhere in the plenary room.

3.5 Day 4 – Seeds for the future

3.5.1 Narration

A special emphasis on using the time on the spot together to work on a project was made in the beginning of the day. It was a crucial day for the assurance that the projects developed will be applied and made real.

The first part was dedicated to the finalisation of the work from the previous afternoon. To ensure that the project idea was "hand in hand" with the Action 1.3 framework, there was a check list of quality criteria taken into consideration and also consultation with team. Groups were also provided with the application form of Action 1.3 to go through, to become familiar with and to raise possible questions. Project development groups were asked to present their ideas using the "**what – why – where – when – who – how**" model, ensuring this way visibility to the groups and possibility for more partners to join in the future. Feedback was appropriately given and the presentations raised high interest. Introduction, purpose and structure of the "Action plan" was presented before lunch, as a useful tool for project idea development, strong trustful partnership and achievement of the project.

After the afternoon break participants reviewed needs, expectations and contributions as posted the first day.

Then everybody took part in the last "steam" reflection groups, this time mainly focused on the self-assessment. In the reflection groups participants had a look backwards to the whole TC (individual performance, feelings, process, results), reflected and analyzed their own learning process and achievements (individually and/or in the group, pairs, etc. depending what was more suitable for them) and connected them to the framework of "8 key competences for lifelong learning". The outcome of this group and individual reflective process was the beginning of compiling the self-assessment for the Youthpass certificate.

The closing part contained closing word of each participant and post questionnaires.

As usual, a farewell party offered the necessary space for celebration of the achievements.

³ Quote modified, given by a participant right after the activity.

↩ Activities in brief ↩

presentation of the programme of the day – quality criteria check list - pre.fe.r time (presentation, feedback, reality check) – "Steam" reflection group with self-assessment - closing word - final evaluation - farewell party

3.5.2 Outcomes

- 1) project ideas description – basic form, presentation
- 2) reflection groups – self-assessment (finalized by participants at home and sent by email till 28.9.2008)
- 3) final evaluation – final questionnaires

The above outcomes greatly contributed to the achievement of objectives **2), 6), 7).**

3.5.3 Suggestions

- 1) Positive element of the whole TC was the presence and the support of the organisation team that made things more efficient and easier.
- 2) Implementation of "deeper" closing activity to keep the spirit of the group.

4. Future challenges and concerns

- 1) Monitoring of the development of the projects after the end of the training course.
- 2) Language and knowledge level of the participants. Maybe standards should be set, while making sure that nobody, of those having a great will and matched interest to participate, is discouraged
- 3) Youth democracy projects in practice. There was nothing "on screen" during the training course to visualize how a youth democracy project might look like. All the necessary theory and "experimentation" has been in place but there was lack of inspiring projects "on screen". This is natural once, we are talking about a very new action. At the same time, we must consider that when "on screen" material will be available, what is being visualized is for inspiration and not for "copy paste"; meaning that participants' own unique ideas must be encouraged and supported helping them not to fall in the trap of "re-inventing the wheel".
- 4) Youth participation is becoming more and more a priority (or, *better, it becomes more explicit as a priority*) and this goes "hand in hand" with the wish from the European Union, youth policy measures to become more visible to the public. This by its own adds a value to this training concept; and even, an extra responsibility.

APPENDICES

5. Appendices

5.1 Challenges in 1.3 project management

This has been the outcome of a collective effort from the participants⁴.

IMPACT & VISIBILITY	
TIAGO	First make it visible to you and yours! Then it's easier to spread your ideas/projects.
ANNA	Put the information about the project on the sponsor's web site.
	Good artistic productions (concerts, paintings...) presented to large audience.
YUNUS	Internet, books, gifts (bag, pencil...)
NAZIH	<ul style="list-style-type: none"> ✓ Have permanent contacts in the Media. ✓ Set a temporary website for eh events. ✓ Spread videos on dailynote/youtube.
JOSEBA	<ul style="list-style-type: none"> ✓ It's important to have a good e-mailing list and creating good digital publicity reach the maximum number of young people. Posters are old-fashioned. ✓ Not send a typical e-mail message but use teaser mails to grab the young people's attention. ✓ You need good contacts with leaders in secondary schools for example a sports person, somebody who's a reference for immigrants, a leader in youth participation.
VANESSA	<ul style="list-style-type: none"> ✓ Press/during and after exchange (we try to use the most). ✓ Visibility of logos in all letters. ✓ Brochure/t-shirts.
	<ul style="list-style-type: none"> ✓ Have your own website and do it refresh as much as possible. ✓ Have a gallery with photos. ✓ People generally buy everything by their eyes.
ANDRI	Contact the media. Before, during and after.
HANNAH	<ul style="list-style-type: none"> ✓ Have media representative's y-p that are whose job it is to advertise train then to do it. ✓ Link to politicians and important figures/people.
	Press, Internet, mobile information, newspapers specialist reviews.
BEHZAD	Unusual visibility. E.g. World Record

QUALITY OF THE PROJECT	
ANNA	Get to know the good practices (Use them as the source of inspiration)
VANESSA	<ul style="list-style-type: none"> ✓ Choose the partner well defining what you are waiting for/program. ✓ Preparation Visit ✓ Define goals and programme ✓ Ask for youth opinion all the time
NAZIH	Advocate the project to independent people before applying.
	✓ Make a lot of people to read the project.

⁴ The text is given in its original format; no editing has been made by the authors

	✓ Criticize every aspect of different points of view could be useful .
ANDRI	Use what you have learned
PAOLA	<ul style="list-style-type: none"> ✓ To share experiences with other local organizations, that work on YIA programme. ✓ To organize A.P.V to share the project! ✓ Intercultural team.
TIAGO	Listen as many people as you can. The more you listen the best the project can be. More participation leads to better work
CLAIRE	<ul style="list-style-type: none"> ✓ Clear definition of expected results. ✓ Measure them. ✓ Long term perspective, confidence with partners.
HANNAH	Set milestones with young people make these the quality standards
BEHZAD	Define the project very well like a law
YUNUS	<ul style="list-style-type: none"> ✓ Strong supports!! ✓ Government, media, television, radio, Municipality
SLAWEK	Don ´t invite to project people from the catching by luck

MOTIVATION + involvement + ownership

TIAGO	If you don not feel motivated do not do the project! Do it if you feel motivated.
VANESSA	<ul style="list-style-type: none"> ✓ Make both groups of youth take contact and keep until beginning of project. What they are looking for. ✓ Always make activities/evaluation to know how they are feeling. ✓ Leaders have to be sure on what they are exchanging on and the goals. ✓ Always inform/communicate.
BEHZAD	To give them something back.
JOSEBA	<ul style="list-style-type: none"> ✓ The project leaders have to be there to really pull the project through difficult moments and not to seek personal glory. ✓ Very important not to create false hopes. You have to be clear where you are and where you are going and that there will be problems to overcome along the way. ✓ In order to help the young people feel ownership of the project it's good to split into work groups, so each young person can get involved with the activity that most motivates her/him. E.g. if somebody likes computers. ✓ Publicity info. If somebody is an extrovert to go to other groups and explain the project. If somebody is studying politics they could be responsible for relation with official organizations.
HANNAH	<ul style="list-style-type: none"> ✓ Make it fun! ✓ Don't be afraid to change things. Do it, change is good. ✓ Be honest. ✓ Say thank you!
NAZIH	Leisure activities before and after the event.

MONEY

CRISTINA	Sell Christmas trees (auction).
VANESSA	<ul style="list-style-type: none"> ✓ Municipalities ✓ Different sales (cakes, etc) during local events ✓ Lottery/loto ✓ Evening/afternoon party ✓ Pack gifts with decorative paper for Christmas and new year in supermarkets. ✓ Sell t-shirts. ✓ Bank ✓ Sponsor (companies)
ANDRI	Sell toilet paper
	Co-funding could come from more than one organization.
SAWEK	Collecting gadgets from well-known sportsmen and musicians and then sell it on internet charity auctions.
JOSEBA	<ul style="list-style-type: none"> ✓ To have as much freedom as possible to develop your project and in order to achieve the objectives of the local community it is good to have a big element of self-financing. ✓ In Navarra through concerts and bars in local fiestas, sales of t-shirts, lighters, etc... We can raise a lot of money. In fiestas by having a bar you are raising money and creating visibility.
NAZIH	Co-branding operators. You allow famous person promoting and buying his product during one of the event and then get a %.
ANA	Encourage the sponsors by promising them tax break (they will pay lower taxes)
YUNUS	Municipality support (for bus...)
BEHZAD	<ul style="list-style-type: none"> ✓ Organize an event/party. ✓ Sponsoring RUN.
ELINOR	<ul style="list-style-type: none"> ✓ Quick cash / big bag of money. ✓ Municipality pull away € to the qc/bbow young people can apply and will have answer to application within 3 weeks.
JULIANE	From the minimum other which is a partner in the project.
HANNAH	Sponsorship of things rather than money. E.g. food prices, materials...
TIAGO	Save as much as you can! Many things you can do without €. Ask me.
CLAIRE	<ul style="list-style-type: none"> ✓ Foundations (e.g. foundation de France). ✓ Banks ✓ Other calls ✓ Organize a great event to earn money obviously the cost as to be 0€. ✓ In Italy you can ask collaboration of commercial shops and for this you make publicity. ✓ Crossing projects (local, European, ...) ✓ Exchanging services. ✓ Competent training and achieve volunteers. ✓ Local network.

TIME

ANA	Add one extra week to the schedule (just in case)
BEHZAD	Time management self management.
ANDREI	You can apply before deadline and get feedback.

TIAGO	Define very well each person responsibility and each one will manage his/her time. Responsibility needed.
VANESSA	<ul style="list-style-type: none"> ✓ Make a timetable if no experience. ✓ Don't hesitate to ask to national agency or maybe your partner. ✓ Apply for a first time a long time before deadline
SLAWEK	Keep very strictly time planning.
CLAIRE	<ul style="list-style-type: none"> ✓ Planned meetings with planned objectives. Difficult but necessary. ✓ Follow the time planning.

PARTNERSHIP (e.g authorities, ...)

	Participate to seminary or something similar where I can meet other persons with my same aims.
TIAGO	<ul style="list-style-type: none"> ✓ I can be your partner! ✓ Contact Salto Youth!
ELINOR	Call me!
CLAIRE	Partners you know well or recommend. Several years partnership
ANA	Participate in the international training courses, seminars
SLAWEK	Try to make a friendly and trusty network
JULIANE	With a municipality other NGOS people met on seminars
YUNNUNS	To send invitations to other national agencies. Yahoo Groups
ELINOR	Build network in the region
NAZIH	Presentation of our NGO in the NGO 's directory edited by municipalities
BEHARD	To get in contact with other organizations
EZIO	I can be your partner
HANNAH	<ul style="list-style-type: none"> ✓ UK has network participation workers for whole country with lots of great projects. ✓ Meeting/events to share common values plans not differences.
ANDRI	Check SALTO youth web site.

5.2 Projects development

The project ideas were presented in different formats (mainly PPT) and thus can not be easily and "unharmful" incorporated in this report. Nevertheless they can be provided after inquiry and for educational purposes only.

In brief, 5 project ideas have been developed:

- 1) "Absolute spirit", a project idea developed between a partnership of organizations/participants coming from Iceland, Spain, UK and Sweden. It regards the exchange of good practices and experiences in influencing formal participation structures and the compilation of a relevant guide. A project of 18 months in total.
- 2) "ACTIVA_T", a project idea, very well elaborated once there was a pre-course contact between the partners, to be developed through a partnership of Spanish and Portuguese organizations. It regards the creation of a manual ("a model document") containing youth participation practices from around the two countries; a work that will occur after research, extensive cooperation with (local) authorities and a number of seminars/meetings between the project partners.

- 3) "Uuuruuu Uruuu Uruuu!!!" (provisional title); a project mainly based on sharing and exchange of youth participation experiences with a focus on implementing specific actions on the local realities of the partner organizations and with a meeting to the island of Reunion (south Africa, French OCT). A project to promote dialogue between all project stakeholders. Partners coming from France (2), Romania, Italy, Netherlands and Turkey.
- 4) "Time for breaking borders", a youth mobility/participation project with a strong "neighbouring" sense. It regards a bicycle ride between places around the borders of three countries (Poland, Germany and Czech Republic) that will be enriched with many social, non-formal and highly active and participatory actions. Partners so far are coming from Germany and Poland.
- 5) Youthoo.eu As the title reveals, this is an IT- related project that aims at bridging the digital divide, thus making the world of internet more accessible. The digital space to be created and operated will be connected to the fields of youth participation (by displaying good practices) and intercultural understanding (by promoting mobility and exchange activities). Partnership between organizations coming from Italy and Spain.

For the purposes of the exercise that led to the above results the following guiding questions were provided to the participants in the form of a hand out.

STEP 1

THE AIMS OF THE PROJECT – WHAT FOR?
1 or 2 sentences

.....
.....

STEP 2

IDENTIFIED NEEDS- WHY?

1.
2.

THE OBJECTIVES OF THE PROJECT- WHAT?

.....
.....

STEP 3

THE PARTNERS (local and transnational) – **WHO?**

- 1.....
- 2.....

THE PARTICIPANTS (young people involved) – **WITH WHOM?**

.....
.....

STEP 4

THE ACTIVITIES (including the methods)

(HOW? WHEN?WHERE?)

1.
2.

STEP 5

THE RESOURCES- HOW ?

1.
.....
2.
.....

STEP 6

THE TITLE OF THE PROJECT

Project management steps for the development of Youth in Action projects

STEP 1

Needs analysis - Why this project is needed? For whom is it needed?

- What are the challenges faced by the young people in the community you live in?
- What are their priorities, their main needs?

-
-
-
-
-

Has it been done before to deal with the mentioned challenges and what is **innovative** about your idea?

Who will be the target group(s) of your project? Please specify with whom you are going to work? (age group, characteristics of the target group)

STEP 2

Defining the aims - What is the project for?

(The aims should be expressed in one or very few sentences that contain the essence of the project and can be read almost independently from the rest of the project.)

Guiding questions:

- What is your project for? (reason)
- What do you want to achieve/change (within your community, region)? (impact)

Our aim is...

STEP 3

Defining Objectives

So, concretely, how are you going to achieve the aim of your project?

Guiding questions:

What should young people learn during the project?

What necessary steps do you need to take in order to achieve the aim?

What would be possible outcomes of the project?

-
-
-
-
-
-

Are your objectives SMART? Specific Measurable Achievable Realistic Timed
--

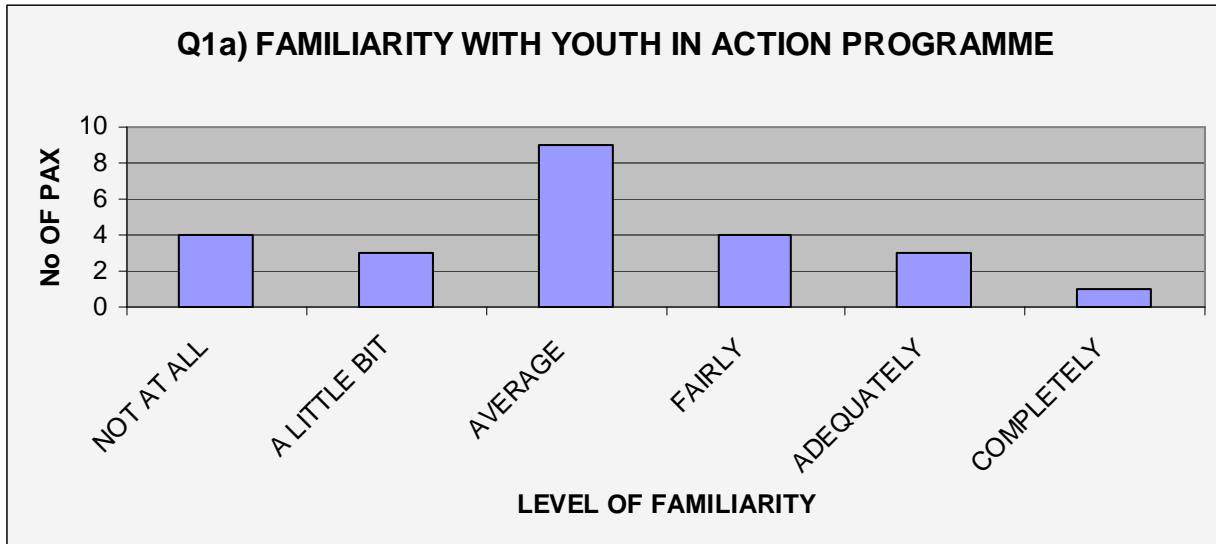
STEP 4

QUALITY CRITERIA for Youth in Action Projects

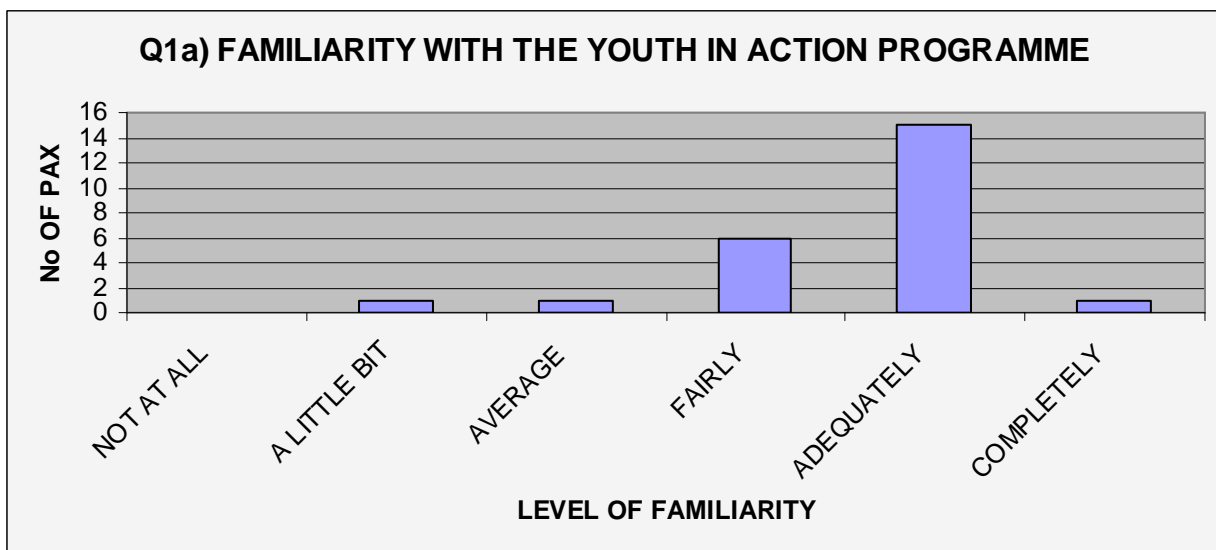
5.3 Evaluation

The following graphs have been created through the input given by participants in their evaluation (*pre and post questionnaire*). Whenever possible, there is a comparison between the *data before* and the *data after* the course (*according to a specific dimension*).

Pre questionnaire



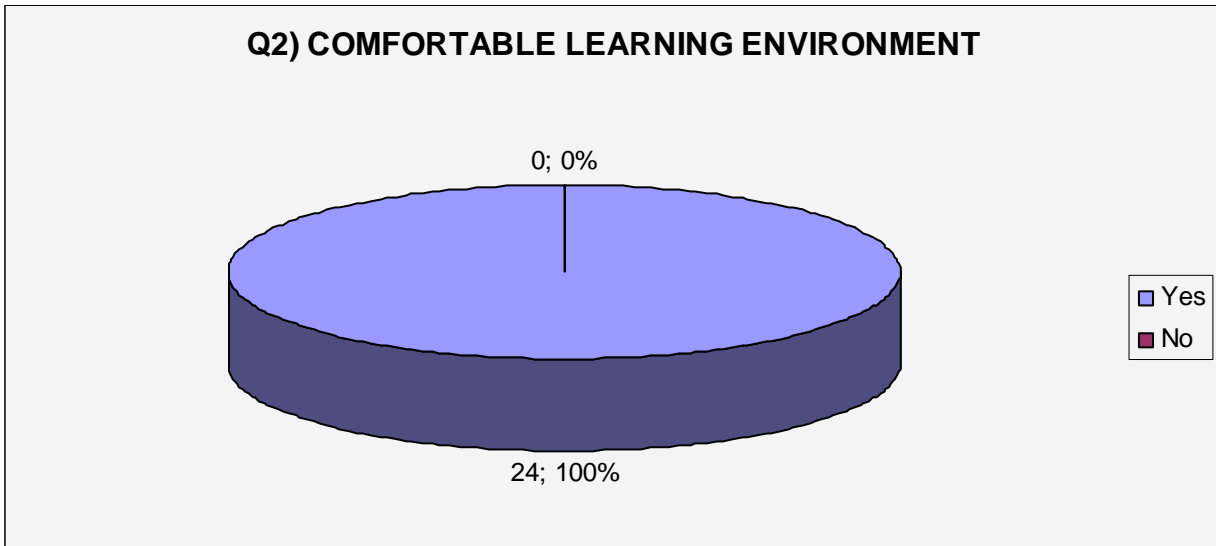
Post questionnaire



Comment

It is evident that the knowledge about the **“Youth in Action”** programme has drastically increased. This was due to not only the presentations made by the training team but also through sharing (*especially during the project development process*).

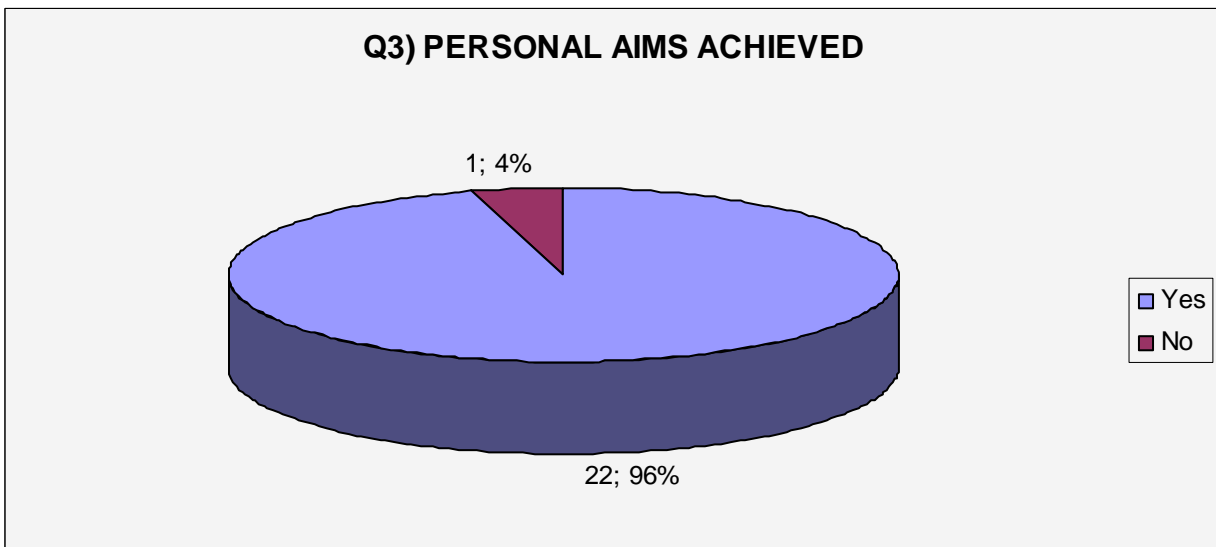
Post questionnaire



Comment

100% positive response makes clear that the venue facilities but also the atmosphere created by the educational team didn't let anyone complaining.

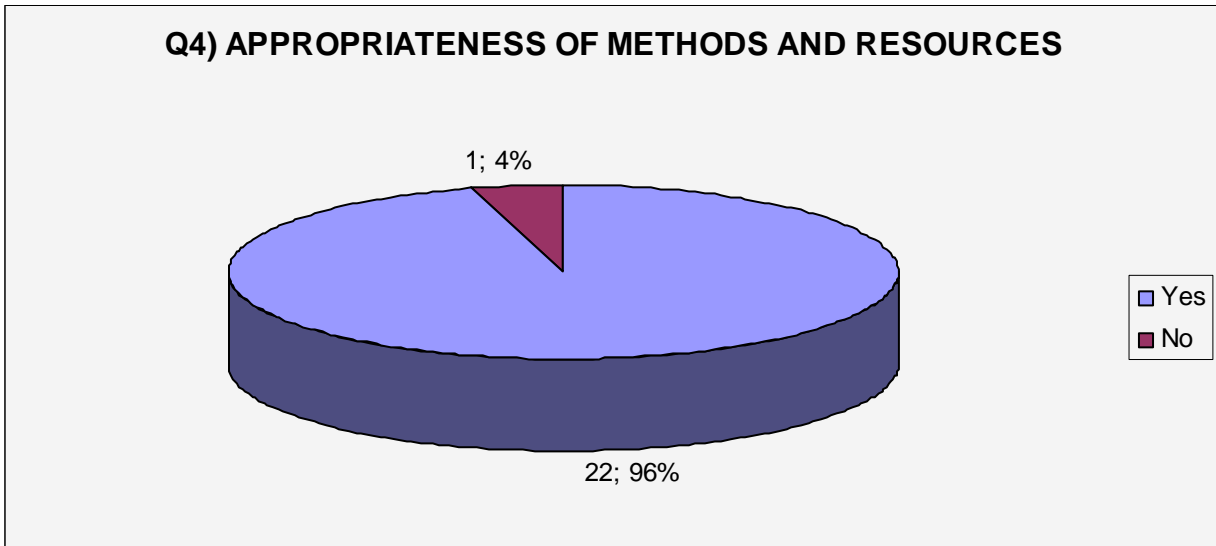
Post questionnaire



Comment

It is clear that participants' aims were achieved. Drawn from the evaluation forms, the negative "vote" has to be seen mostly as "partly" rather than "no".

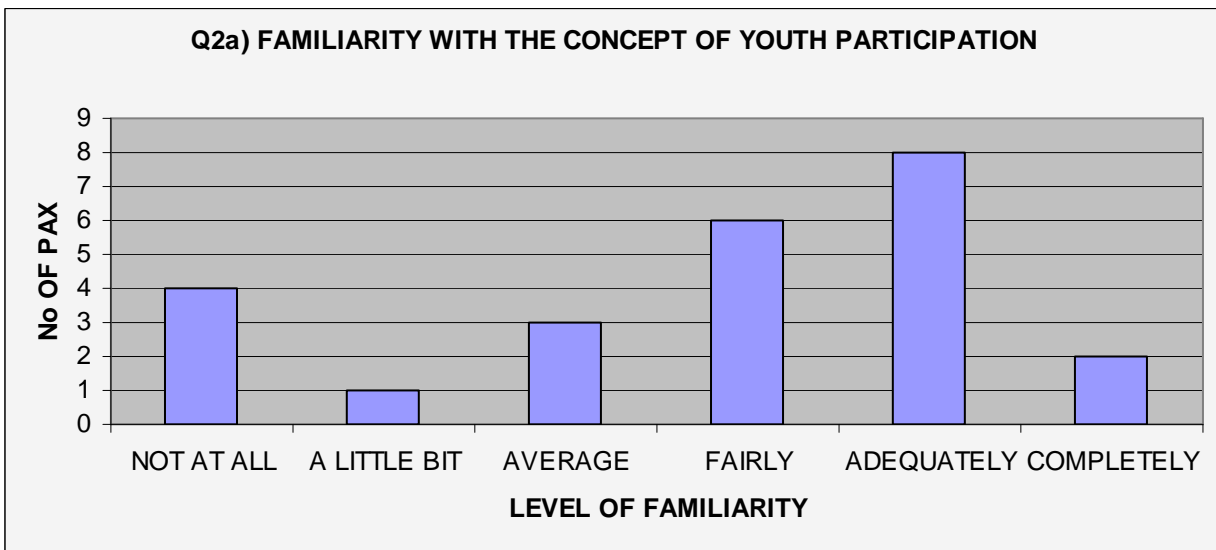
Post questionnaire



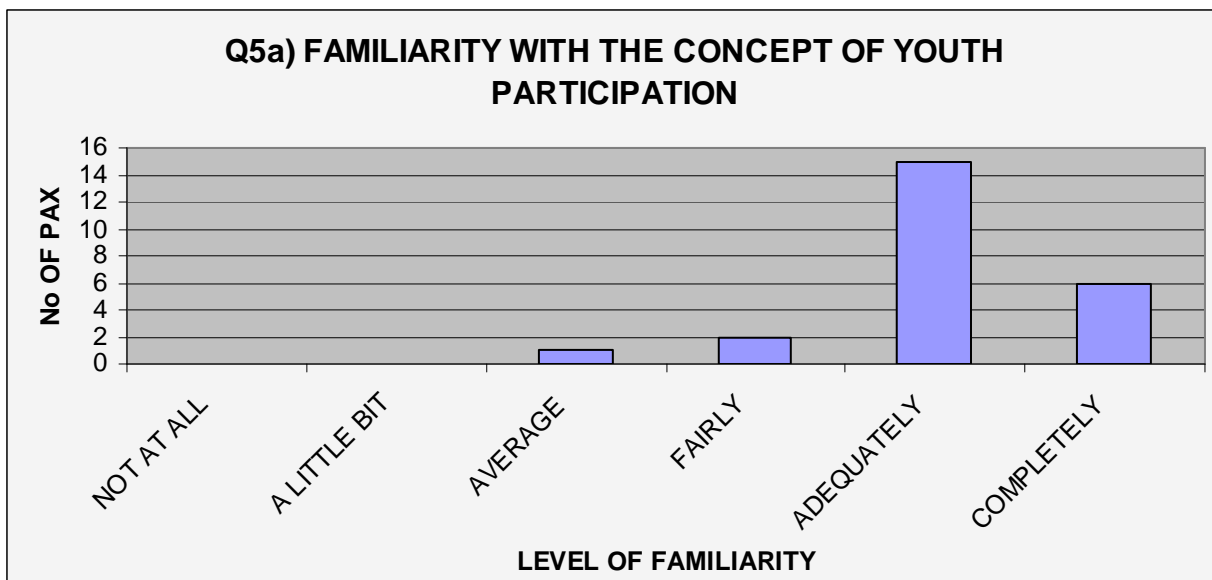
Comment

Methods chosen and resources provided were very appropriate, almost perfect.

Pre questionnaire



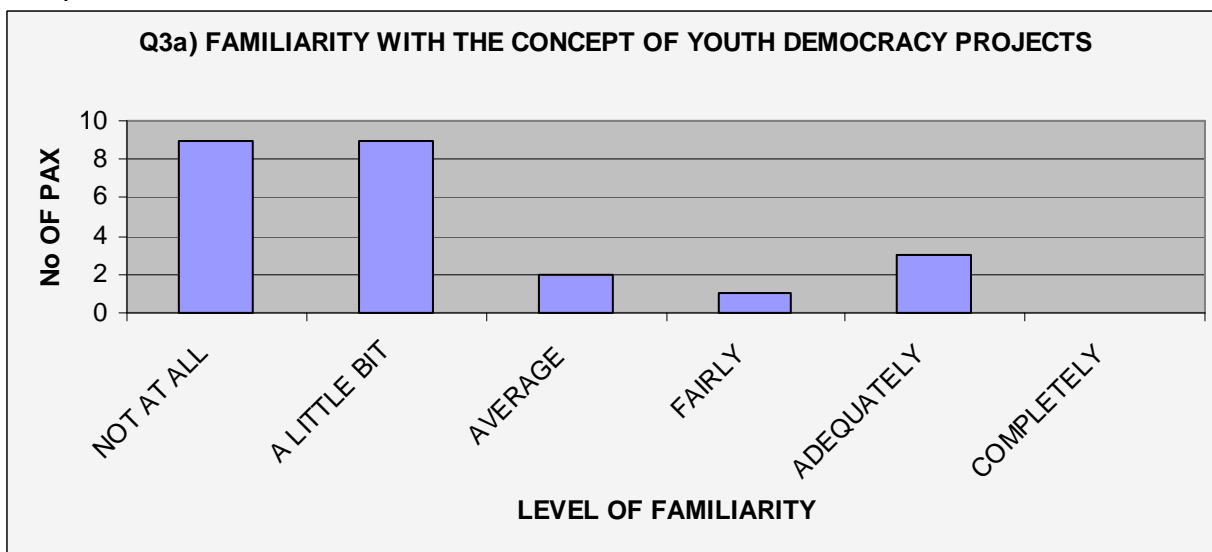
Post questionnaire



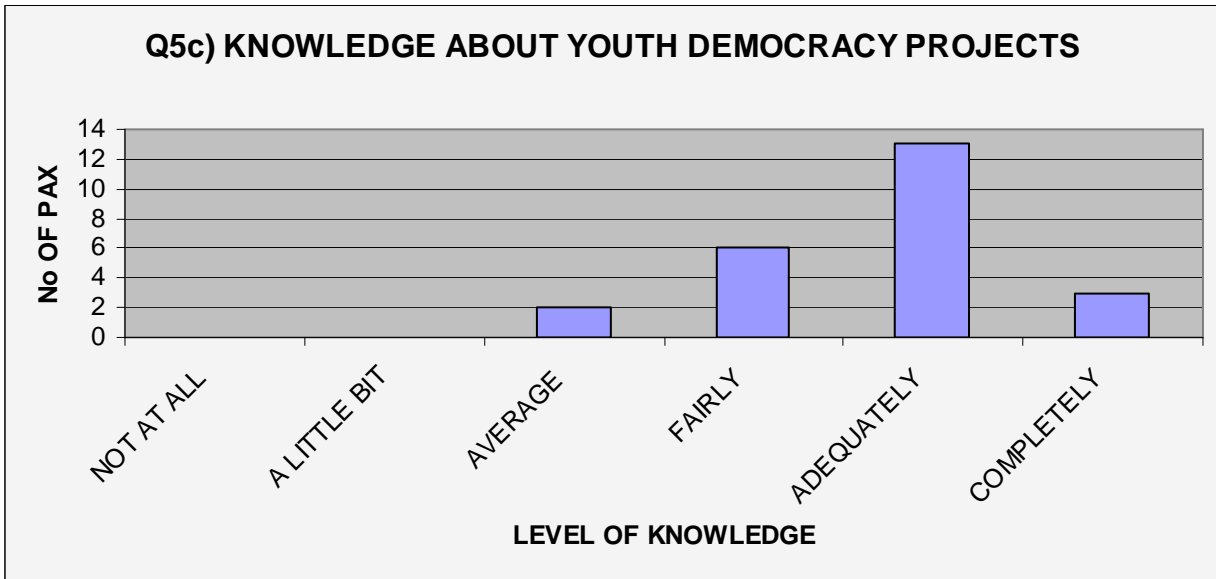
Comment

All methods, approaches and resources used for the fostering of understanding of the concept of youth participation have proved to be effective, once the graphs show that familiarity with the concept has greatly increased.

Pre questionnaire



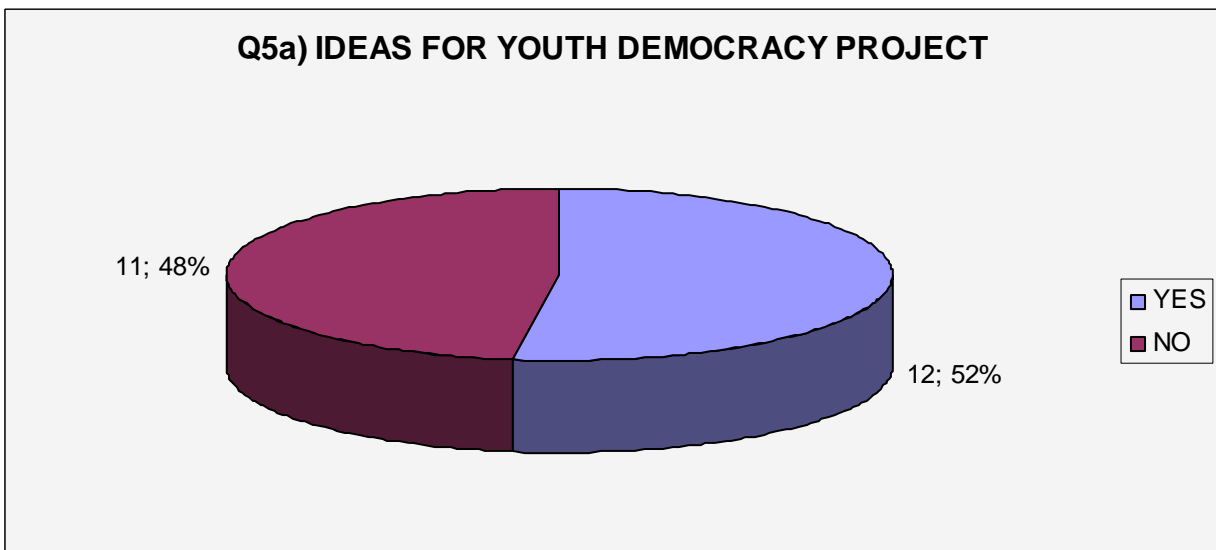
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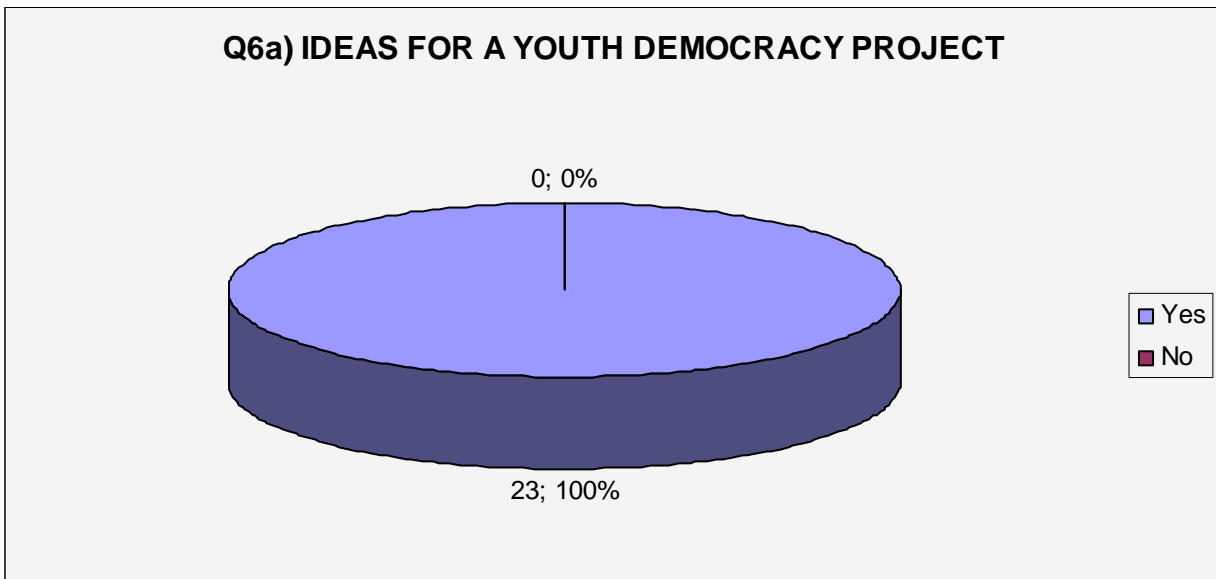
Comments

Very realistic results that prove a development proportional to the "resources invested" (time, mainly).

Pre questionnaire



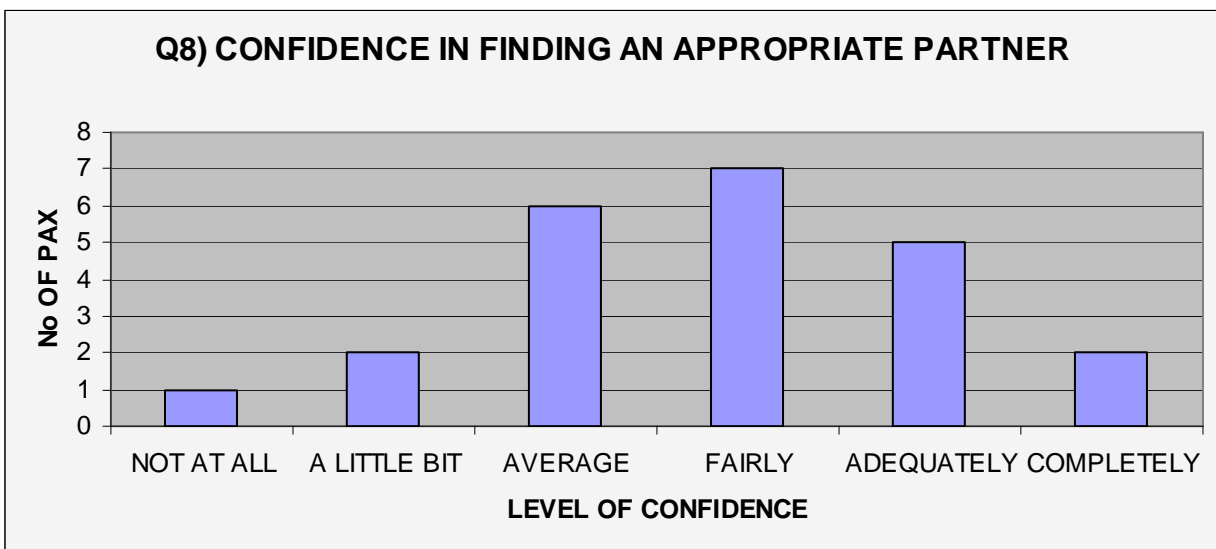
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Comment

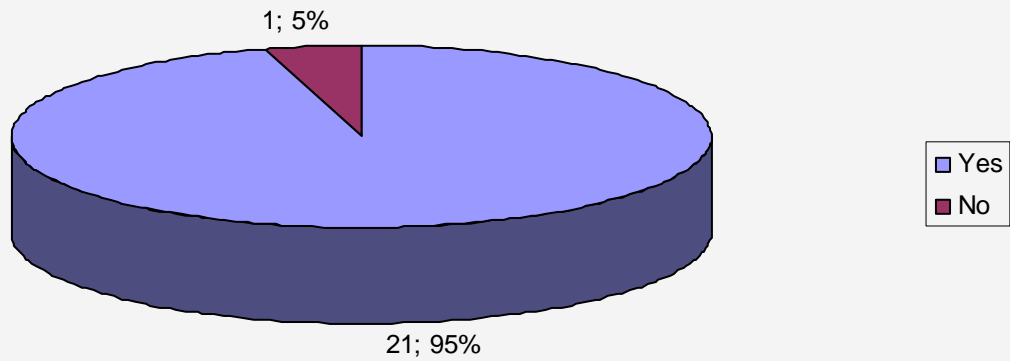
100% success! As described in the Narration part of this report, the adjustments made after the experience in Turkey (such as *more efficient agora, more clear and efficient project development hand out* and more) had an invaluable impact; in few words, everyone left with an idea (more or less elaborated) for a youth democracy project.

Pre questionnaire



Post questionnaire

Q7a) FINDING OF A PARTNER GROUP

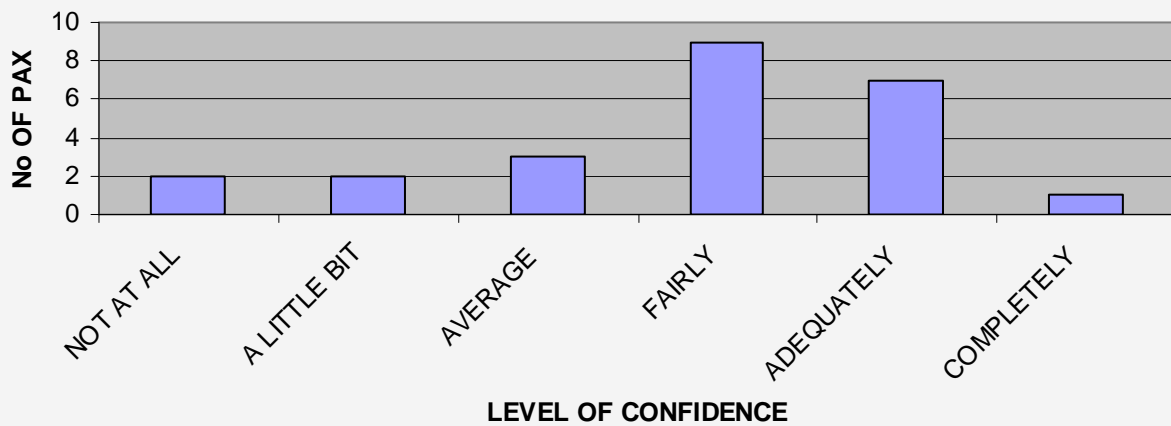


Comment

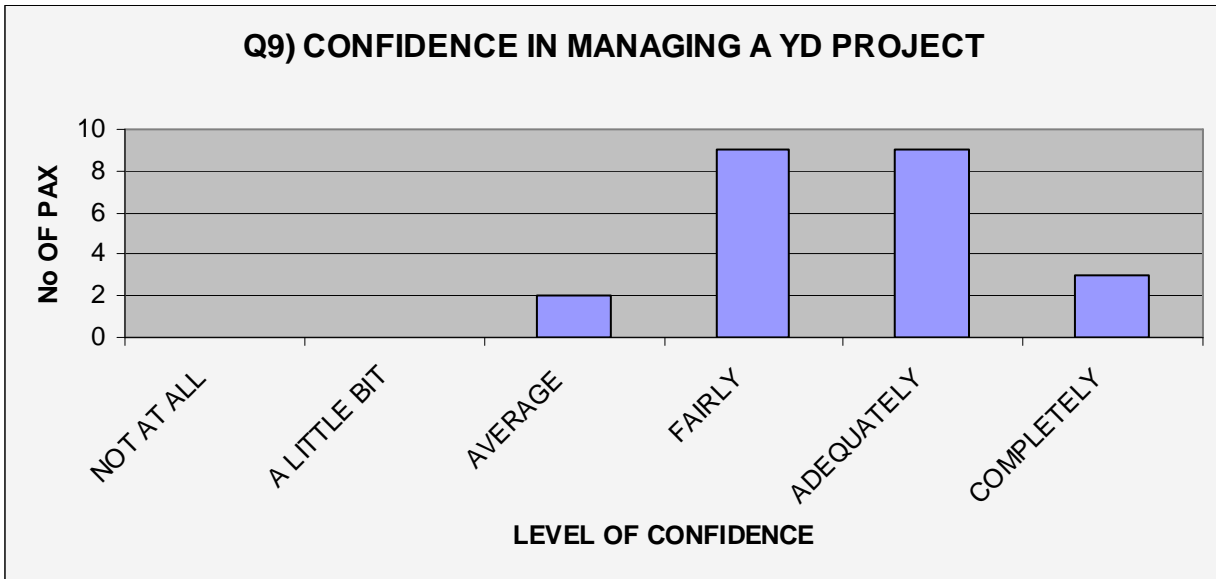
Although slightly different questions and formats of representation, it is clear that the vast majority has left the course with at least a partner "in mind".

Pre questionnaire

Q9) CONFIDENCE IN MANAGING A YOUTH DEMOCRACY PROJECT



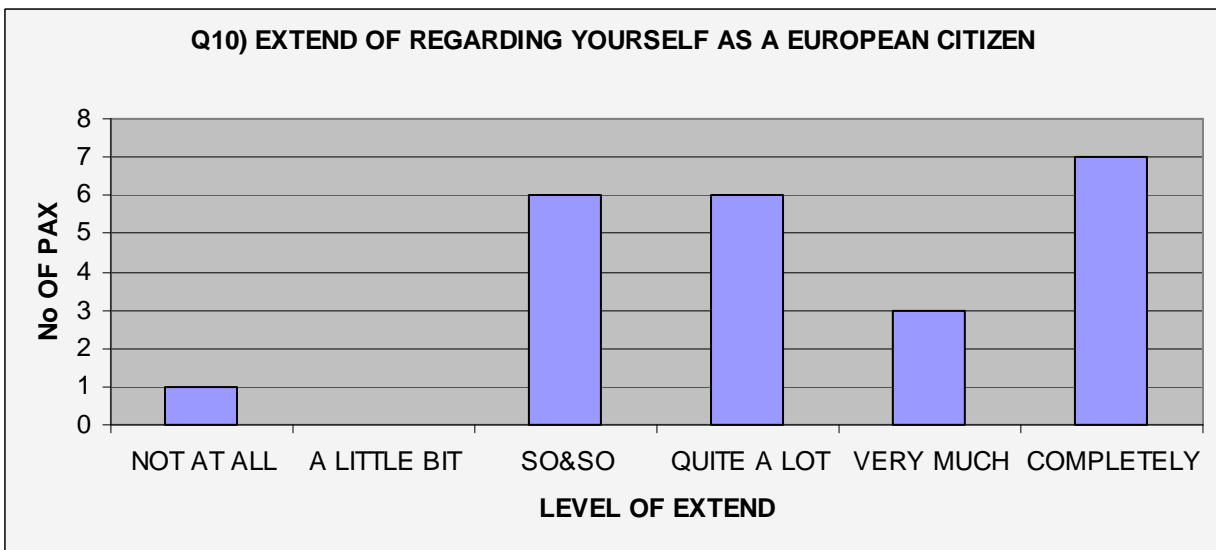
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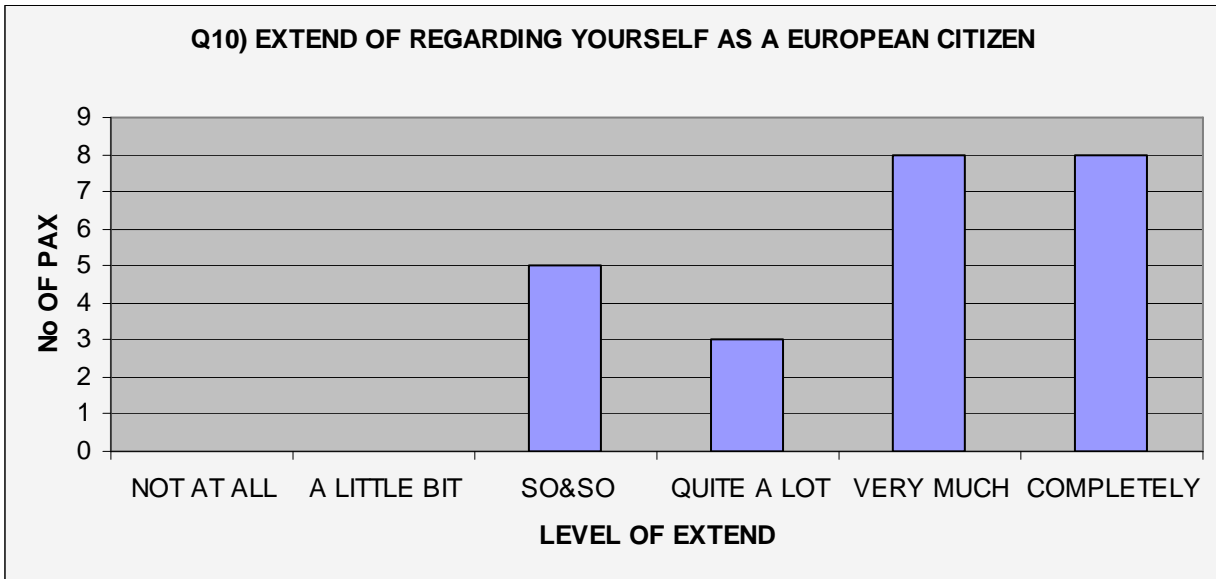
Comment

Confidence has been increased although, almost half of the people (*average + fairly*) are still "thinking about it" (or actually, expect to "do" the project and then have their confidence raised)

Pre questionnaire



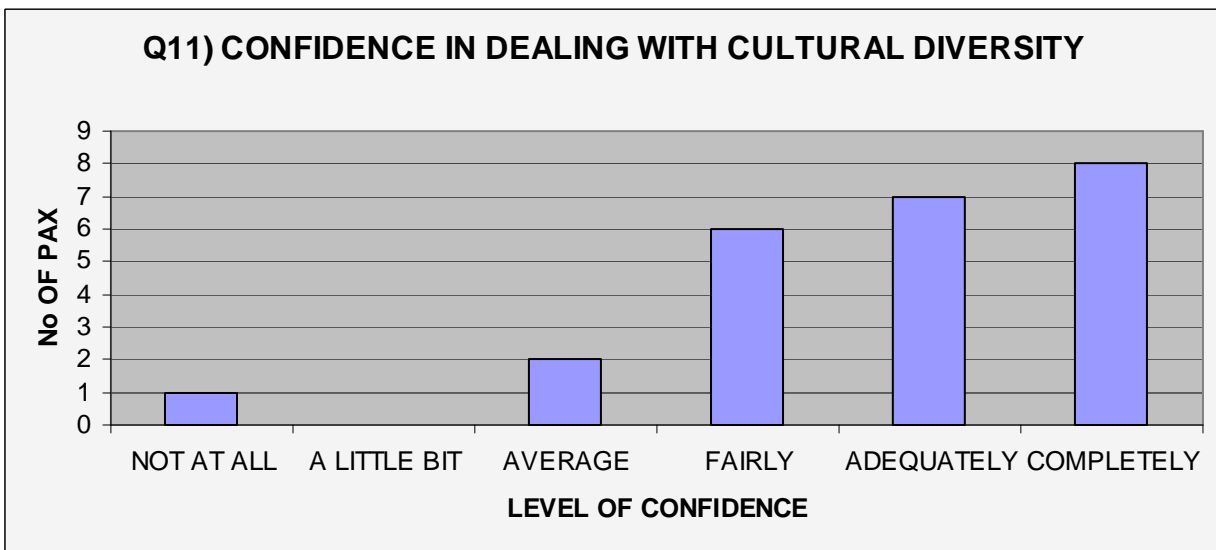
Post questionnaire



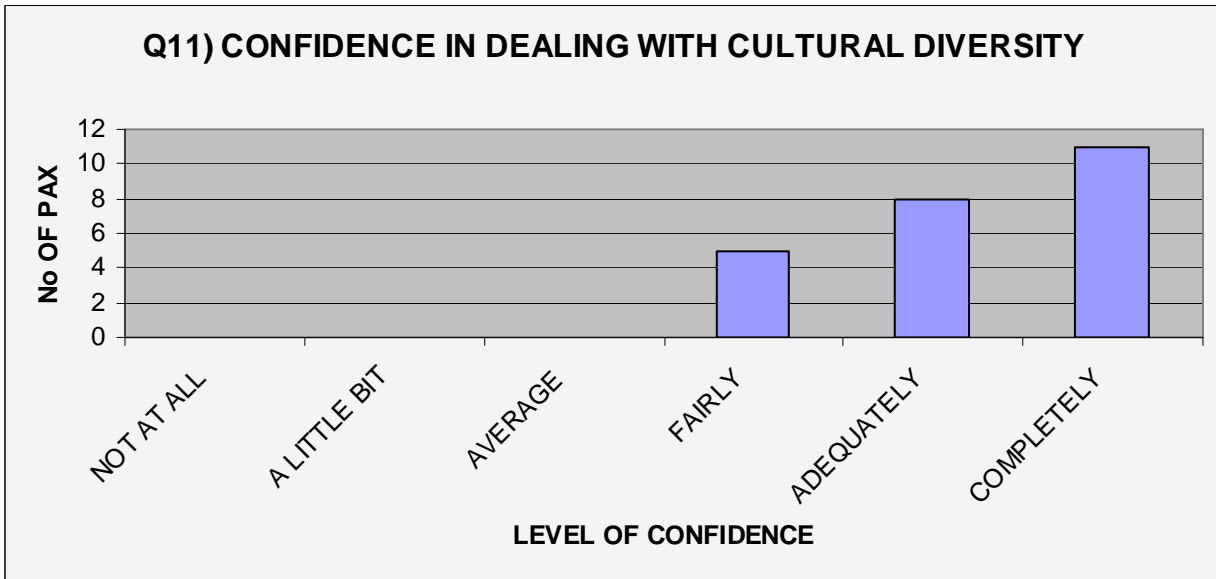
Comment

Besides the vagueness and the broad meaning people give to this term, participants feel much more Europeans now than before.

Pre questionnaire



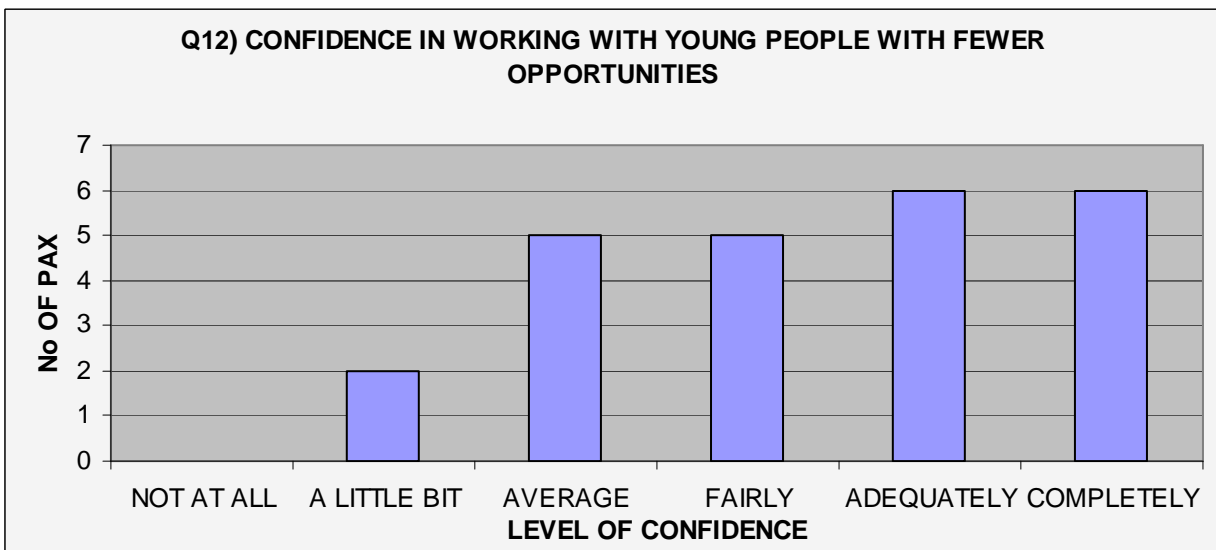
Post questionnaire



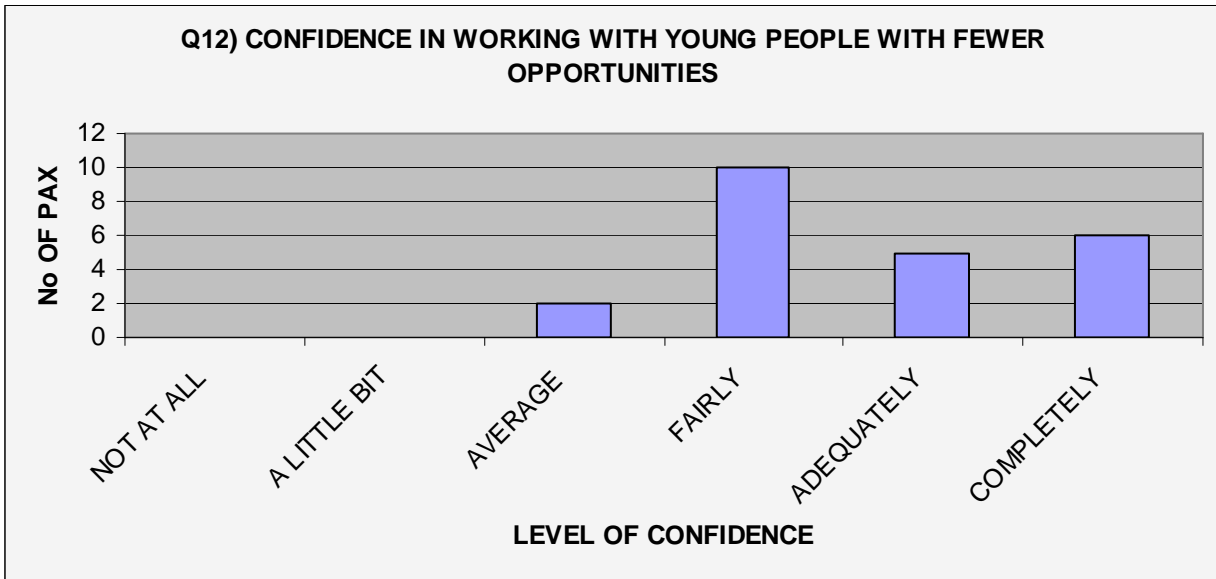
Comments

It is clear that the training course gave the opportunity to the participants to foster their intercultural competences and to challenge their assumptions at a certain extend.

Pre questionnaire



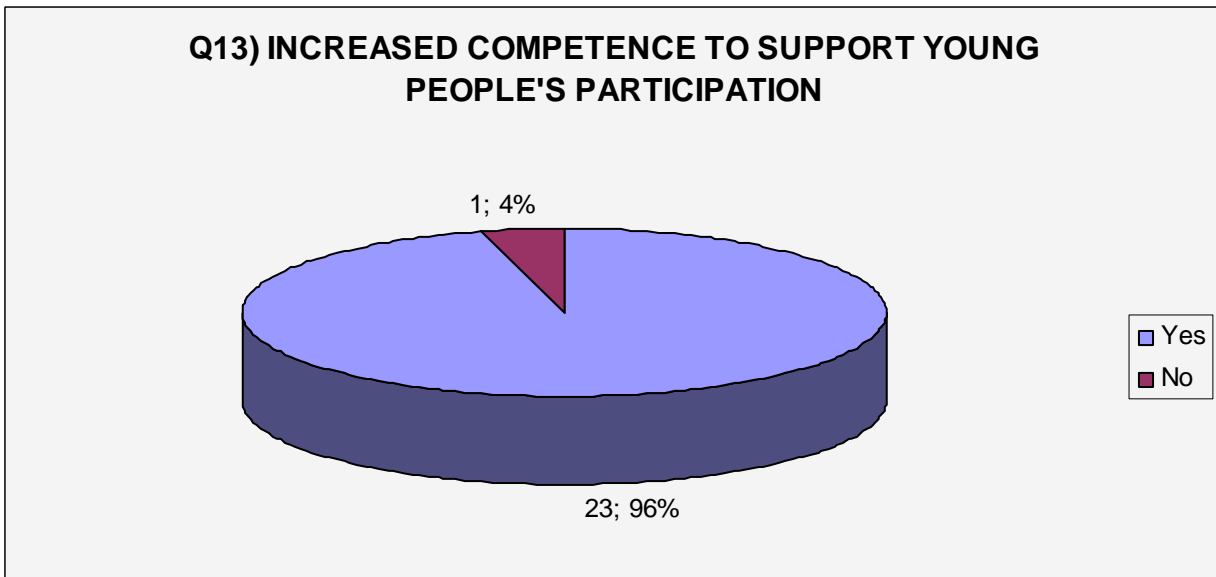
Post questionnaire



Comments

Not a “worth mentioning” improvement once it was not actually a part of the training course’s elements. The slight improvement can be justified once there were a few participants working with “inclusion” and their sharing of experience was an adequate stimulus for some to increase their confidence.

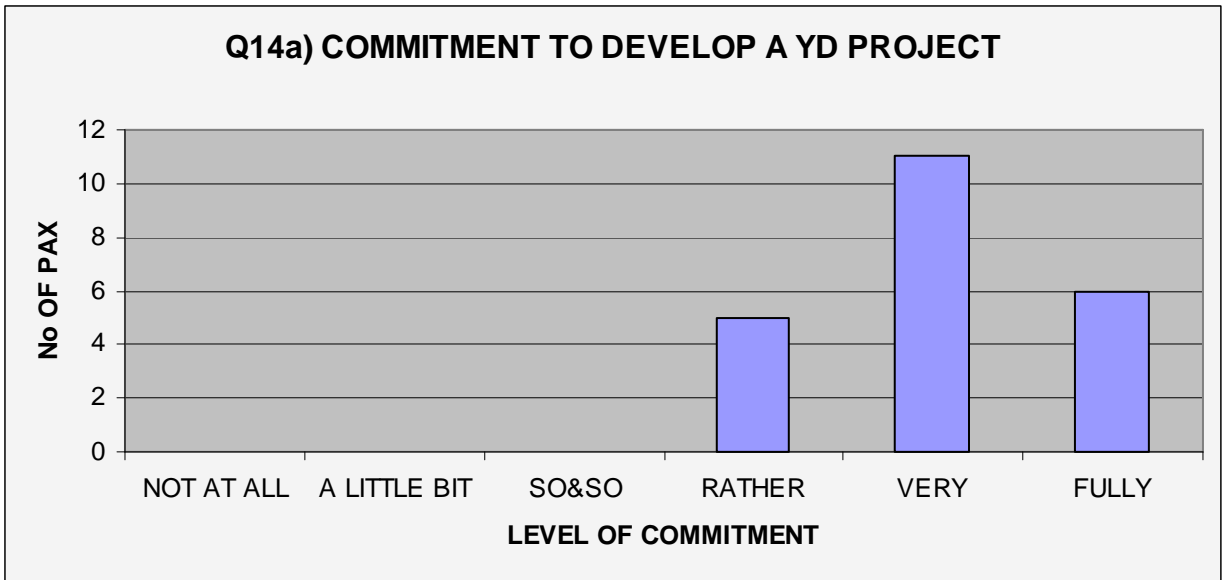
Post questionnaire



Comments

Too unrealistic to believe that everybody (except 1 participant) is competent now to support young people’s participation. On the other hand, the vast majority of the participants had worked for and with youth participation before coming to the course.

Post questionnaire



Comments

Quite satisfactory results. Those that chosen not “fully” committed are mainly people with no decision taking capacities.

5.4 Full list of participants

	COUNTRY	NAME & SURNAME	CITY	NAME OF THE ORGANISATION	E-MAIL OF THE ORGANISATION	PRIVATE E-MAIL
1	BULGARY	Mihaela Kanarcheva	Sofia	NA "European Youth Programmes and Initiatives"	mkanarcheva@youthsport.bg	m.kanarcheva@gmail.com
2	BULGARY	Yuliyana Koeva	Sofia	Caritas Bulgaria	juliana.koeva@caritas-bg.org	juliakok@alev.bg
3	FRANCE	Vanessa Imoucha	Saint Marie (Reunion Island)	Association Vivre Ensemble Avec nos Différences	nicolejue@voila.fr	i.vanessa3@voila.fr
4	FRANCE	Claire Faucher	Marie Saint Groux	TERA Maison de l'Europe de la Charente	tera.international@free.fr	claire_faucher@yahoo.fr
5	FRANCE	Nazih Marzouqy	Pantin	Jeunes Muslms de France	jmfnational@yahoo.fr	nmarzouqy@yahoo.fr
6	GERMANY	Behzad Borhani	FRANKFURT	Sportjugend Hessen	info@sportjugend-hessen.de	behzad.borhani@gmx.de
7	HOLAND	Guus Bremer	VELP	Steunpunt Scouting Gelderland	g.bremer@scouting Gelderland.nl	guus.bremer@hccnet.nl
8	ICELAND	Andri Omarsson	Reykjavik	Department of Sport and Leisure	itr@itr.is	andri.omarsson@reykjavik.is
9	ITALY	Ezio Balostro	Alessandria	Provincia di Alessandria	luisa.mantero@provincia.alessandria.it	ezio.balostro@provincia.alessandria.it
10	ITALY	Paola Vallino	Torino	Cooperativa Orso	info@cooperativaorso.it	vallino@cooperativaorso.it
11	ITALY	Lucia Allibardi	Padua	Ass. II Portico di Dolo	associaziones@il-portico.it	luci.all@hotmail.it
12	POLAND	Anna Rzemkowska	Torun	Urząd Miasta Torunia (Municipality of Torun)	wripe@um.torun.pl	anna_agata@hotmail.com
13	POLAND	Piotrowski Sławomir	Bydgoszcz	Kiwanis Internationa "Klub nad Brdą"	prana@erant.pl	prana@erant.pl
14	PORTUGAL	Tiago Mourão	Braga	Agora Bracarense	agorabracarense@gmail.com	tiagomourao@sapo.pt
15	ROMANIA	Cristina Bantu-Dinu	Bucharest	Youth Generation Romania	youth.generation.romania@gmail.com	cristina_bantu@yahoo.co.uk
16	SWEDEN	Elinor Sundén	Jönköping	Jönköping County Council	info@lj.se	Work e-mail elinor.sunden@lj.se
17	TURKEY	Yanus Emre Genc	Istanbul	Istanbul Metropolitan Municipality Youth Assembly	intermarcom@gmail.com	yemregnc@gmail.com
18	U.K.	Hannah Peake	Preston	Lancashire Young People's Service	hannah.peake@lancashire.gov.uk	hannah.peake@lancashire.gov.uk
	ESPAÑA					
19	ANDALUCIA	José Díaz Doblas	Moriles-Córdoba	Moriles Town Council		jmdiazdoblas@hotmail.com
20		M ^a Teresa Romero	Monturque-Córdoba	Asociación Juvenil La Faneguilla		teresaromeroperez@hotmail.com
21	GALICIA	Sergio Domingo Baamonde	Santiago	Dirección Xeral de Xuventude		sergio.domingo.baamonde.boquete@xunta.es
22	NAVARRA	José Carlos de la Dehesa	Pamplona	Pamplona Town Council	jc.deladehesa@pamplona.es	jc_dehesa@hotmail.com
23		Jesús Sancho	Estella	Estella Town Council	jesus.sancho@estella-lizarra.com	jesus.sancho@estella-lizarra.com
24		Joseba Amigorena	Villava	Villava Town Council	juventud@villava.es	josebaamigorena@hotmail.com
25		Marta Estebanez	Estella	Estella Town Council	juventud@estella-lizarra.com	
		Fatima Laanan	Brussels	Salto Youth Participation Resource Centre	fatima.laanan@cfwb.be	
		Iva Havlicková	Praga	TRAINER	iva.havlickova@seznam.cz	
		Sakis Krezios	Thessaloniki	TRAINER	sakis@kidinaction.gr	
		Rosa Oteiza	Pamplona	Instituto Navarro de la Juventud	roteizau@navarra.es	
		Ana Cuesta	Pamplona	Instituto Navarro de la Juventud	acuestaa@navarra.es	
		Ainhoa Pagola	Pamplona			ainhoa.pagola@gmail.com
		Mikel Irurita	Pamplona			trinkete@gmail.com

5.5 Daily programme

	16/09/2008	17/09/2008	18/09/2008	19/09/2008	20/09/2008	21/09/2008
		INTRODUCTIONS	YOUTH PARTICIPATION	PROJECT MANAGEMENT	SEEDS FOR THE FUTURE	DEPARTURE
<i>Until 09.00</i>		BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST
09.30 – 09.45	ARRIVAL OF PARTICIPANTS	ICE BREAKING & INTRODUCTIONS (rationale, programme, team)	ENERGIZERS	ENERGIZERS	ENERGIZERS	DEPARTURE OF PARTICIPANTS, TRAINERS AND STAFF
09.45 – 11.15			YOUTH PARTICIPATION the Art & Practice	BASICS ON PROJECT MANAGEMENT	"1 STEP CLOSER"	
11.15 – 11.45		COFFEE BREAK	COFFEE BREAK	COFFEE BREAK	COFFEE BREAK	
11.45 – 13.30		SETTING A LEARNING CULTURE	YOUTH PARTICIPATION the Art & Practice	"FROM THEORY TO PRACTICE" P.M IN THE CONTEXT OF ACTION 1.3	"PRE.FE.R TIME" PRESENTATION, FEEDBACK AND REALITY CHECK	
14.00 – 16.00		LUNCH & FREE TIME	LUNCH & FREE TIME	LUNCH & FREE TIME	LUNCH & FREE TIME	
16.00 – 17.30		"YOUTH IN ACTION & ACTION 1.3" UNMASKING (Interactive)	VISIT TO ESTRELLA EXPLORING THE LOCAL EXPERIENCES	"AGORA" PROJECT IDEAS, PARTNER FINDING AND...	PLANNING TO ACT!	
17.30 – 18.00		COFFEE BREAK	FREE TIME IN PAMPLONA	COFFEE BREAK	COFFEE BREAK	
18.00 – 19.30		THE BAZAAR OF EXPERIENCES – PREPARATION		...PROJECT DEVELOPMENT	FINAL EVALUATION	
19.30 – 20.00		STEAMS! DAILY REFLECTION		STEAMS! DAILY REFLECTION		
21.00 – 22.30		DINNER		DINNER OUT	DINNER	
<i>After 22.30</i>	WELCOME EVENING	THE BAZAAR OF EXPERIENCES – PRESENTATION	EVENING OUT IN PAMPLONA	FREE EVENING	Farewell PARTY ☺	