



Švietimas ir kultūra

Jaunimas



all different
all equal

Training course „Participation towards citizenship II“

September 23rd – 30th 2007, Lithuania, Siauliai region

Hosted by Centre for Creative Expression www.krc.lt



Compilation of sessions, methods tools and outcome of
the training course

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Background of the project

Participation towards Citizenship“ is a long-term training course, which started in 2006 and will end in 2008.

We are creating space youth workers and youth leaders to develop their skills for empowering young people to exercise an *active, independent* and *critical* citizenship. This can mean to be part of established ways and forms of participation for some time, as much as it can and should mean to invent new and other democratic forms of participation.

This project is also about helping youth workers to develop long-term sustainable youth work programmes directed towards developing competencies of young people, needed for active participation and citizenship in the society. It’s about creating direction for youth work more clearly, strategically planned and based on needs of young people.

The main aims of the long-term process:

1. To create the sustainable systems of youth empowerment through participation and practicing democratic citizenship in the youth organisations;
2. To develop the youth work towards more meaningful direction of educating young people for active participation and democratic citizenship through creative and attractive youth activities;
3. To explore, implement and assess different ways of support during the practical phase of future long-term courses.

Learning objectives of the second training course were:

- a) to reflect upon and evaluate the practice of participants in the field of youth work and youth participation
- b) to create conclusions and recommendations how to make youth participation more directed towards the citizenship, how to deal with citizenship education within the non-formal education;
- c) to provide space for development of skills needed for effective empowerment of young people, leading towards citizenship
- d) to evaluate the activities implemented within Campaign “All different – all equal”
- e) to get to know how youth organisations and institutions are dealing with youth participation in Siauliai region and to provide possibility to make international contacts for the future activities
- f) to explore the key challenges and possible solutions for dealing with topics like youth participation and education for citizenship

Main stages and content elements of the programme

Stage of the programme	Content elements
Introduction to the course	<ul style="list-style-type: none"> • Getting to know each other • Introduction of aims, objectives, methodological principles • Defining learning objectives of and by participants • Sharing experience of youth participation: The power relations in my organisations

<p>Open Space Technology: What are my challenges and possible solutions for increasing youth participation and active citizenship?</p>	<ul style="list-style-type: none"> • My role and influences in organisation • How to keep young people active? • How to increase youth participation in decision-making? • How to attract volunteers? • Examples, proving that active citizenship is worth of efforts? • How to work, that we would deal with topics interesting for young people? • How to deal with intercultural borders in youth projects? • Youth media – an efficient model for youth participation
<p>Sessions on skills development</p>	<ul style="list-style-type: none"> • Inclusion and diversity issues in youth participation • Youth empowerment for participation • How to work with people with power (decision-makers) • Youth participation towards citizenship: success stories
<p>Getting to know the local youth field of Siauliai region</p>	<ul style="list-style-type: none"> • Meeting with members of Siauliai regional youth council • Presenting activities of hosting organisation – Centre for Creative Expression
<p>Final conclusions and future actions</p>	<ul style="list-style-type: none"> • Planning/revising youth work strategies for increasing youth participation • Learning Space Dynamics – Opportunities for increasing youth participation: a) EU Youth in Action programme, CoE financial support European Youth Foundation; Being part of "All different-all equal" • Planning local/European/ Global actions
<p>Evaluation of the seminar and the whole LTTC</p>	<ul style="list-style-type: none"> • Evaluation of the LTTC (with participants of LTTC) • Personal learning outcomes from the TC (with the rest) • Evaluation of the training course (with all)

Methodology of the course

Methodology of the training course was specially prepared in order to achieve the learning objectives and to ensure the learning process takes place in accordance to the main principles of non-formal education. As participants were after their practice period or having a lot of practical experience in youth participation area (those, who were new people in the course) there was space, time and some tools for reflecting on this practice. People could present their activities from practice and analyse the key strengths and challenges.

Another method, which was very appreciated by participants and opened many important issues, was *Open Space Technology*. It is a powerful way of bringing people together to search for solutions to complex issues. All participants had the opportunity to express what they consider to be important and to take responsibility for their passions. The open space brought opportunity to participants to work on issues, which matter the most.

LSD: Learning Space Dynamics: *Learning* as an individual process, egocentric activity, as person asks exactly for the information (s)he want to know. Person is responsible for one's own learning process at the end of this training course, all the unsolved expectations (concerning knowledge) might be met during this

moment. Space as everybody is obliged to stay in the same space, even when not interested or not busy. Space also as the room is divided in different corners with different kind of activities. Participants can zap from one space to another. Dynamics as participants are free to move from one corner to another looking for their maximum learning composition. Also the learning-opportunities are dynamic as different topics will be proposed on different moments.

The day with specialised skills development sessions on various youth participation issues was a nice mixture of different methods, starting from simulations going to some creative work, collages and so on. It would be hard to mention any mainstreaming methods throughout the course.

The initiator and the host of the project

Centre for Creative Expression

Is non-governmental organization, which is active in Siauliai region in Lithuania. Centre started activities in 1999. It's composed of youth leaders and youth workers (all of them are volunteers who organize different projects targeted to young people from 15 to 25 years.

Centre for Creative Expression is a non formal education organisation, which is creating space for development of active, tolerant, critical and learning young people. Organisation since it's very beginning actively participates in the community work and contributes to its development. Centre tries to create a space for self-expression, initiative and learning of young people according to their needs. Centre for Creative Expression develops cooperation with local and foreign organizations, organize intercultural learning and contributes to the development of youth policy.

Sessions, methods and tools, used during the training course

Getting to know each other

"A tool is only as good as the skills of the craftsman/woman using it"

Hello gym

All participants get a number of questions (e.g. name, age, ambition, street, hobbies). They have to work in pairs and change partner when a sign is given. Each time they change partner, they change their way of exchanging information.

E.g.:

- Back to back;
- Head between legs;
- Over your shoulder;
- Using sign language;
- Without anyone else hearing you;
- Lying on your back;
- From the other side of the room.

Another form of Musical chairs

To start there are chairs for every participant. All participants dance around the chairs. When the music stops, everybody has to stand on a chair. Next time, take away some chairs, so that when the music stops, people have to share their chairs. They can hold each other, sit on each other's lap, as long as their feet don't touch the ground. Try to make it to 1 chair!

Living board-game

The leader calls out a colour and a part of the body. The players have to touch that colour on somebody else with the part of the body mentioned; a hand on something blue a foot on something red ... until people are tied up in a knot

Hi mate!

The participants imagine themselves being cowboys around a campfire. Ask one of them to get on his horse, ride around the fire and tap another cowboy on the shoulder. They ride around the circle in opposite directions and greet each other when they meet. They can take off their hat for example, and say the others name. Change the game - ducks around a pond, birds in the air, bouncing balls....

Back to Back (active/back pocket game)

Players stand about by pairs, except one player who is it. When it calls, "Back to back!" the players must back up to a partner. When it calls "Face to Face!" these partners must face each other and shake hands

and shout each other's names. On the next call "Back to back!" and each time here after, all players must change partners. It tries to get a partner during the change. The player left out becomes it.



Tell me, who am I!

Participants (not knowing each other yet) complete a questionnaire in pairs. Each answers for the other in the pair, trying to guess what their partner would write.

THIS IS ME (name) _____

I LIKE TO WEAR _____

MY FAVOURITE COLOUR IS _____

MY FAVOURITE DAY OF THE WEEK IS _____

BECAUSE _____

I LIKE TO READ _____

MY FAVOURITE MUSIC IS _____

MY FAVOURITE FOOD IS _____

MY FAVOURITE PLACE IS _____

I BELIEVE IN _____

I AM AFRAID OF _____

I AM CONCERNED ABOUT _____

IN FUTURE I WOULD LIKE TO _____

- Compare the answers they wrote about their colleague and find out how close to the reality they were.
- Participants present their colleague to the whole group.
- Facilitator collects the similarities in the presentations trying to group them and presents the portrait of the group (what is similar and what is different in the group)

All participants split in small groups and sharing their understanding of the following key competences mentioned in the youthpass:

- Learning to learn
- Communication in mother tongue
- Communicate other language
- Mathematic/science/technology
- Digital competence
- Initiative/entrepreneurship
- Cultural awareness/expression

The background text:

What is Youthpass?

Youthpass is the *European Strategy on validation and recognition of non-formal learning within the context of YOUTH*. The aims of Youthpass are to develop instruments for raising the social recognition of YOUTH programme activities, to support the personal learning process of (young) people, and to foster employability in Europe.

Youthpass will be a variety of instruments for raising awareness of the learning (young) people acquire through the different Actions of the YOUTH programme and of the future Youth in Action programme. For further information, please have a look at www.salto-youth.net/youthpass/.

What could Youthpass be to participants in training courses and seminars and to organisations?

Youthpass will offer organisations and their participants in training courses and seminars the chance at a very concrete level of reflecting upon their learning experience, of getting awareness of lots of knowledge, skills, and attitudes, and of using a document that certifies learning for future personal and professional development. Through this process, also organisations and their representatives receive recognition by facing the participants' learning potential and by using innovative forms to present learning in training courses and seminars.

What is the Youthpass Certificate?

The Youthpass Certificate offers a possibility to certify participation and individual reflection processes of participants in a particular training course or seminar. It consists of the following parts:

- on the front page you find all individual, relevant data of the participant and a general description of training courses or seminars in the YOUTH programme,
- on the second page you find a detailed description about the training course or seminar, including aims and objectives, special activities and learning areas in the training course and seminar and
- on the third and the following pages participants have an optional part to reflect on their learning process on individual level and by using the Key Competences approach of the European Commission.

The Youthpass Certificate is a document individually entitled to each participant.

The representative of the organisation who generates the Certificates is responsible for generating the Youthpass Certificate with regard to the content of the training course and seminar, and the wording. The representative of the organisation is responsible to implement Youthpass in the training course and seminar and offer through those participants the possibility to reflect their individual learning. This can be collected during the training course or seminar and be filled in on the spot or short afterwards.

Getting to the learning process

There were two main aims for this session:

1. To define the personal learning aim, which would be the main guide throughout the course;
2. To share the expectations towards others for this training course;

The outcomes some quotes:

What do the participants want to get from each other?

- Clarification (of stuff)
- Inspiration
- Take experience back home
- Participants/Cooperation
- New ideas
- Learn from others
- Improve training skills
- Networking
- In formal education
- Explore cultural differences
- Active participation
- To be full
- New perspectives

Participant's learning aims

- Improving English and getting to know more about foreign cultural differences since want to know how to communicate with people all over the world
- To get much knowledge as possible to share with the local Youth organizations. Put own input into development of youth in own country
- Get experiences how to work with youth, how to make projects
- Gain knowledge and new methods to be able to organize a local projects for high schools
- Effective Networking in order to develop potential youth exchange
- To look how is working people from other countries. See own pluses and minuses
- To see own level and get contacts of people. Learn from other experiences
- Learn new languages
- To find new partner organisation
- Get clear with ideas (more for future cooperation and realization of ideas)



Open space day

Name of the session: Open Space Technology with the inviting question: *What are my challenges and what ideas can I offer for increasing youth participation and active citizenship?*

Aim(s)	<p>g) to explore the key challenges and possible solutions for dealing with topics like youth participation and education for citizenship</p> <p>h) to create conclusions and recommendations how to make youth participation more directed towards the citizenship, how to deal with citizenship education within the non-formal education;</p>
Duration	1 day (but can be few days in other occasions)
Materials needed	A4 paper, markers, pens, flipchart paper, grids for reporting sessions
Description (step-by step)	<p>Intro</p> <p>Working in <i>Open Space</i> is a novel experience for many people. Yet one of its special features is how it promotes cooperation by allowing learning of new ways of working and being together in a relaxed and natural manner. Perhaps it reminds us of old ways that have been neglected; we humans have an affiliative, trusting side to our nature which we do well to bring out more and to honour.</p> <p>There are four principles which underpin the process:</p> <ul style="list-style-type: none"> ▪ "Whoever comes is the right people" acknowledges that the only people really qualified or able to do great work on any issue are those who really care, and freely choose to be involved. ▪ "Whenever it starts is the right time" recognizes that spirit and creativity don't run on the clock, so while we're here, we'll all keep a vigilant watch for great ideas and new insights, which can happen at anytime. ▪ "Whatever happens is the only thing that could have" allows everyone to let go of the could haves, would haves and should haves, so that we can give our full attention to the reality of what is happening, is working, and is possible right now. ▪ And finally, "When it's over, it's over" acknowledges that you never know just how long it'll take to deal with a given issue, and reminds us that getting the work done is more important than sticking to an arbitrary schedule. Taken together, these principles say "work hard, pay attention, but be prepared to be surprised!" <p>The one law is The Law of Two Feet, or in some cases, The Law of Personal Mobility. It says simply that you, and only you, know where you can learn and contribute the most to the work that must take place today. It demands that you use your two feet to go where you need to go and do what you need to do. If at any time today, you find that you are not learning or contributing, you have the</p>

right and the responsibility to move... find another breakout session, visit the food table, take a walk in the sunshine, make a phone call -- but DO NOT waste time.

This simple rule makes everyone fully responsible for the quality of their own work and work experience. It creates bumblebees who buzz from session to session, cross-pollinating and connecting pieces of the work. It creates butterflies who may not join any formal sessions, choosing instead to float at the edges. They create the space for everyone to appreciate the energies and synergies unfolding in the work of the conference.

After a quick logistical review, the facilitator invites anyone who's ready to come to the center of the circle, grab a marker and a sheet of paper, and write down their burning question, passionate issue, or great idea. As each one finishes, they read their issue(s) out loud. As the wall fills, those who were at first surprised, find words for their issue and grab a marker. And then, as fast as it started, it's done.

Sessions start...

The facilitator gives a few more instructions and the whole group moves to the wall and signs up for the sessions they want to attend. Minutes later, the first sessions start without any announcement or instructions, because everybody knows where they need to be. Suddenly the large circle is many small circles, in the corners of the room or in separate breakout spaces, each working on some important part of the main theme. Every session has been proposed by someone who really cares about that item and has taken responsibility for making sure it gets addressed. In longer meetings, the convener is also responsible for recording the main points and conclusions reached in his or her session.

As the first sessions finish, at roughly the scheduled time, the second sessions begin. If the work isn't finished, it continues or a sequel is scheduled. Some people have spent the entire 1 1/2-hour session on one topic; others have bumblebeed or butterflyed around, connecting different issues. Everything is moving - people, ideas, resources, beliefs, relationships, but it all revolves and relates to the intention stated in the invitation. This motion ebbs and flows, but the work continues, session after session. In multi-day meetings, everyone also assembles in the morning and evening for short "news" sessions, where things like new sessions, major breakthroughs, and dinner plans can be announced easily.

After open space sessions...

In the closing circle, everyone in the room attests to the fact that, together, we have done what most thought was impossible. Specifically, we have...

- (1) identified, explored and addressed all of the most important issues,
- (2) gathered new ideas, resources and people and connected them to these issues,
- (3) documented all of this in somewhere between 5 and 500 pages of notes and next steps,
- (4) established strategic themes, clear priorities, immediate actions steps
- (5) distributed all of this information to a (re)energized and action-ready community of people
- (6) empowered them to tell that story to the rest of the organization, community, or world
- (7) seeded cycles of invitation that will continue to pull people into places where they can maximize their own learning and contribution.

Source <http://www.openspaceworld.org>



The outcomes of the OST – session reports are added as annexes to this report. Please, check them out!

Reviewing the Strategic Visioning Process as a method for Inclusion and diversity in youth participation

Time: 1h30 min

Objectives

- To review key terms and steps related to strategic visioning.
- To provide participants with a common framework for situating their work within the broader project, with a view to building a vision for future work

Description

In Part A, you will work with a partner to review some of the key terms and concepts related to strategic visioning.

In Part B you'll work on involving disengaged

Part A (20 min)

The following story is an example of long-term planning. Please read the story:

Master Builders Plan a Dining Hall

Four hundred years ago, master builders fashioned a remarkable dining hall at a renowned university. One of the features of the hall was the ceiling that had been made from beams of enormous oak trees, the kind that were, sadly, now rare. Four hundred years had taken its toll on this well-loved hall and the modern builders were puzzled as to how to preserve the hall. Until someone pointed out the grove of oak trees that had long stood beside the hall. That's when someone realized that the original master builders had planted that grove of oaks when they built the hall knowing that the oaks would be mature and ready to be harvested to repair the hall four hundred years later.

Source: Chris Cavanaugh, Catalyst Centre, Toronto, Canada.

1. Work with the participant sitting next to you. Discuss the story and determine whether the master builders had a strategic vision by answering the questions provided. To help you, review the information in the "Strategic Visioning" box below and decide whether the master builders had a strategic vision. Questions to consider:
2. Was the master builders' plan a strategic one? Why or why not?
3. What elements were necessary to make their plan strategic?
4. What assumptions did the master builders make when they built the dining hall?
5. What possible threats existed and how did the master builders plan for these?

Background text

Strategic visioning is a logical, systematic methodology used to create a vision of your desired future and to develop and implement actions to build that vision into reality. The strategic visioning process requires serious commitment in terms of time and other resources. Strategic visioning also requires a change in attitude and a different way of thinking. It requires the belief that within what you perceive to be your limited sphere of influence and control, you can bring about significant positive changes for both you and your organization.

A strategic visioning process typically involves a comprehensive analysis of the following elements:

1. past and current competitive environments, trends / imperatives / and assumptions regarding the relevant activity
2. organizational strengths/weaknesses/opportunities/ threats, and
3. strategic priorities and activities

Sources:

Strategic Visioning Process. Available online: <http://www.nea.gov/resources/lessons/grove.html>.

The Policy Center. Available online:

http://www.policycenter.sunyit.edu/organization/strategic_vision/strategic.htm.

1. With respect to our work on inclusion and diversity issues in youth participation:
2. How will a strategic vision help us in our work?

What questions must we ask and what information do you need in order to develop a strategic vision?

Session on reframing

Intro to REFRAMING

Two ways of looking at the same problem

Presenting Problem	Reframed Problem
It's them.	It's all of us
It's a problem.	It's an opportunity.
Our goal is unachievable.	We don't have our goal broken into realistic steps.
Our product won't sell.	We are trying to sell our product to the wrong people.
We don't have enough resources.	We are wasting the resources we do have.
We need to gather more input.	We need to pay more attention to the input we are already getting.
Our employees are incompetent.	Our employees don't have enough time to do a quality job.
We don't have enough money.	We haven't figured out how to find new sources of money.
We can't get along with each other.	We haven't made the commitment to work through our feelings toward one another
We don't have any power in this system.	We haven't found our leverage points in this system

We don't have enough time to do all of this things.	We have to decide what to do now, and what to do later
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If you want to help young people make a difference, then it's important to make the best use of your resources and time. Table below should help you to plan

Campaigning and Influencing – Who & How & When Can You Influence ?

What do you want to do/happen?

<i>Which Group</i>	Negative about your idea	Positive about your idea	How to influence this group	Most important (in order 1-8)	Who will do it? By when?
Governors					
School Managers					
Teachers					
Students					
Parents					
Community					
Local Council					
Police					

A success stories of actions, increasing youth participation

Guidelines for presenting the success story:

1. Young people participated
2. Active in
3. And they made
4. What was so successful?
5. Why it was so successful?

Short points on stories

Andrejs

- Small community
- Youth and their families
- Breaking routine
- Good support of organisation
- Commitment of volunteers/organisation

Mantas

- Take what you get at the beginning
- Try to get materials from EU
- Built up a network of helping hands in community
- Give and you'll get
- Easy solutions
- Use your special spirit
- Invite "lazy" guys – maybe they can help you sometimes
- Sometimes it help to live under uncomfortable conditions to built up team- atmosphere

Amin

- Without resources there is no active participation
- Young people are willing + capable of participation with right support + guidance

Lyubov & Piotrek

- Providing an example
- Focusing on villages
- Facilitating communication YP – authorities
- Space to discuss their problems
- Teaching/giving fools how to manage with problems
- Training/info on NGOs/entrepreneurship
- Promoting success models/durability
- Offer new opportunities

Planning/revising youth work strategies for increasing youth participation

Plenary introduction about conditions for meaningful and inclusive youth participation

1. Usual and unusual suspects:

"Usual suspects" often have the skills/support needed for active participation, e.g.:

- confidence
- better at school
- lots of support from families
- secure homelife
- good presentation skills

BUT

"Unusual Suspects" often understand much more about difficulties, e.g.:

- Unstable home life
- Lack of confidence
- Poor presentation skills
- Anti-social behaviour
- Drugs and alcohol problems

2. A.S.B.O. – Awareness, Skills, Belief, Opportunities

3. Short Brainstorm, what activity might be an example of active citizenship:

- School newspaper
- Clean the environment
- School radio station
- Sport competitions
- Concerts
- Workshops on citizenship
- Info bus

Group split in smaller groups and tried to analyse those examples according to the ASBO model. Here are the results:

Football match's

Street performance

Awareness

- Of being a part of a group/supporters
- Security/safety
- Responsibility

Skills

- Juggling acting communicating confidence negation, fighting, music, playing, magical tricks

Belief

- In own abilities
- Power of the group
- In future
- In winning/achieving us goal
- Positive thinking

Opportunities

- Become know, show off event – methodology, full raising express your self

Skills

- Being a team/group work
- Football techniques
- Practise develop skills
- Accept loosing

<p><u>Opportunities</u></p> <ul style="list-style-type: none"> ▪ Go out from institutional environment ▪ Meeting new YP communicate ▪ Friends ▪ Unusual – usual ▪ Sharing values/opinions ▪ Inclusion 	
<p>Civic action</p> <p>“Cleaning the graveyard”</p> <p><u>Awareness</u></p> <ul style="list-style-type: none"> ▪ Bad approaching ▪ Not YP deal ▪ Bad planning for organization <p><u>Skills</u></p> <ul style="list-style-type: none"> ▪ Bad planning ▪ Teacher with bad skills in working with YP <p><u>Belief</u></p> <ul style="list-style-type: none"> ▪ Not seen as important for YP ▪ Lack for respect for war veterans <p><u>Opportunities</u></p> <ul style="list-style-type: none"> ▪ Didn't see it as apart ▪ Not fun ▪ Didn't make it attractive 	<p>Homosexuality</p> <p><u>Awareness</u></p> <ul style="list-style-type: none"> ▪ We meet target groups ▪ Target groups support – line, email, well pages to shave problems and help ▪ Community meet target groups <p><u>Skills</u></p> <ul style="list-style-type: none"> ▪ Self confident ▪ Tolerance information <p><u>Opportunities</u></p> <ul style="list-style-type: none"> ▪ Party clubs, meeting points <p><u>Belief</u></p> <ul style="list-style-type: none"> ▪ We believe in equality and respect ▪ Education about rights and freedom of choice
<p>Info bus</p> <p><u>Awareness</u></p> <ul style="list-style-type: none"> ▪ Contact mass media ▪ Partner organisation ▪ Student association <p><u>Skills</u></p> <ul style="list-style-type: none"> ▪ Driving license ▪ Trained people 	

- Experts/facilitators
- Open minded

Opportunities

- Chance to involve
- Multiplication of participation
- People from far away places

Belief

- Success stories
- Invite people who have already worked in it
- People from municipality who care

Exploring your own practice

Instructions: On your own, think of 3 positive things about yourself or your organisation and 3 things that you would like to improve!

Then find a partner and share your thoughts with each other – to help clarify and explore the reasons for your list.

Then find another pair to make a four and come up with ideas for how to help improve things. Write these on to post-it notes to share with the rest of the group!

Possible solutions for me and my organisation:

To improve feedback culture in the organisation

To start job shadowing – to visit other organisations and take good experiences from others.

To improve strategic visioning and keep to the plan

Websites, blogs might help as well

To raise funds for the office

More smiles from the team organising activities

Sharing experiences among members

More interest in training proposal (especially on new topics)

To extend (international) partnerships

To improve learning dimension in the organisation

To have more diverse practice with youth groups on variety of topics

To use inspiration from some books

To create new programmes for young people

To improve foreign language abilities

To improve attitude and communication with the boss

Using more informational channels to promote activities

To increase funding

Fresh people

Find the space in municipality for young people

Training for trainers

Improve cooperation with local authorities

Right project for the right target in the community

To make good promotional materials on organisation
To learn how to present organisation for others
Change the rule that everything has to be perfect
To be passionately curious

Evaluation of European Youth Campaign "All different – all equal"

Moldova – some problems with accepting gay/lesbians into campaign

Short movie – Greeny (Logo very funny)

Gadgets/T-shirts with logo

Big Jamboree (meeting party)

Training programme in villages lots of other activities

Poland – All different logo "stole"/used by politicians

Compass training manual is illegal, because it "promotes" homosexuality

Unofficial said All different – all equal,

Official said All different – all together in solidarity.

Estonia – very positive training course on gender issues although big conflict over adoption by gay/lesbians

Italy – human rights in Youth work

Huge event in main square

Using compass activities in Secondary schools

Lithuania – advertising campaign

Conference with politicians

Role planning game

International conference in Germany

Portugal – big campaign – posters every where

Lots of promotion in bus stations

Young people's concert

Don't see the religion/sex/race. See the person (but only in the last few weeks)

Ensuring follow-up

The follow-up stage after the training course depends a lot on commitment of participants to make steps towards concrete actions in their life in their organisations. Participants were offered to make a contract with themselves plus asking another person from the group to sign and to be "revisor" of action plan. The contract was given to both persons.

Here is the template of the contract:

CONTRACT
with myself and of mutual support

As personal follow-up of the training course "Participation towards citizenship II"

I.....

Engage my self to do:

- For my personal development as youth worker

- With the young people I am working with

- In my organisation

I will stay in contact and have the support of:

(Signed by the two parties)

.....

.....

Evaluation questionnaire

- The aim of this questionnaire is to explore the impact of the training course for your self - development. Furthermore it is possibility for you to assess your ability to carry out activities with young people on the issues of participation and citizenship
- This information will be processed anonymously and will not be used for any other purpose than to improve and evaluate the quality and the impact of the training course.

I. The process of preparation and implementation of the training course

	Yes	No	Please comment, explain your choice
Were you satisfied with the information and support given before the training course	<input type="checkbox"/>	<input type="checkbox"/>	
Was the training course held in an environment where you felt comfortable to learn?	<input type="checkbox"/>	<input type="checkbox"/>	
Were there appropriate resources available to use (information on website, library during the training)?	<input type="checkbox"/>	<input type="checkbox"/>	
Was the logistical and practical support appropriate during this training course? (Local transport, accommodation, food)	<input type="checkbox"/>	<input type="checkbox"/>	
Was there enough educational support provided by trainers?	<input type="checkbox"/>	<input type="checkbox"/>	

II. The process of learning

	Almost all	Some	Not really	Please comment, explain your choice
Were your expectations of the training course addressed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Were your experiences in youth work taken into consideration in the training course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Were the methods used appropriate to the topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Were you able to be actively involved in the programme of the training course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Were you able to learn new things from other participants in the group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

III. The learning outcomes

How confident are you to work with youth participation and active citizenship in your youth work now after the course?

Not confident

Very confident

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment your evaluation:

What is your level of knowledge of the bellow listed programmes now?

	Low	Medium	High
"YOUTH in Action" programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
European Youth Foundation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
European youth campaign "All different - all equal"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which elements of the programme or methods would you be able to apply back home in your reality?

Did you develop any concrete ideas for activities, promoting youth participation and active citizenship in your organisation/your community? If yes, please describe them briefly, mention potential partners if those activities will be international

Please evaluate to which extent the objectives of this course were reached:

- i) to reflect upon and evaluate the practice of participants in the field of youth work and youth participation

Fully reached Partly reached Not really reached

- j) to create conclusions and recommendations how to make youth participation more directed towards the citizenship, how to deal with citizenship education within the non-formal education;

Fully reached Partly reached Not really reached

- k) to provide space for development of skills needed for effective empowerment of young people, leading towards citizenship

Fully reached Partly reached Not really reached

- l) to develop understanding about the new YOUTH in ACTION programme and enable participants to establish new partnerships and projects focused on youth participation (as an approach and the issue itself) and active citizenship

Fully reached Partly reached Not really reached

- m) to evaluate the activities implemented within Campaign "All different – all equal"

Fully reached Partly reached Not really reached

- n) to get to know how youth organisation and institutions are dealing with youth participation in Siauliai region and to provide possibility to make international contacts for the future activities

Fully reached Partly reached Not really reached

- o) to explore the key challenges and possible solutions for dealing with topics like youth participation and education for citizenship

Fully reached Partly reached Not really reached

The evaluation of the entire long-term training course (LTTC) (taking into consideration all 3 steps: 1st training, practice period, 2nd training)

Please evaluate the main three aims for this LTTC

1. To create the sustainable systems of youth empowerment through participation and practicing democratic citizenship in the youth organisations:

Fully reached Partly reached Not really reached

2. To develop the youth work towards more meaningful direction of educating young people for active participation and democratic citizenship through creative and attractive youth activities:

Fully reached Partly reached Not really reached

3. To explore, implement and assess different ways of support during the practical phase of future long-term courses:

Fully reached Partly reached Not really reached

Please share some suggestions, how such a long - term learning process could be improved (at any stage):

ANNEX – Sessions at OST

Song-writing Workshop

1 hr. 30 min total

This activity is divided into two parts.

In **Part A**, you will work in small groups to write an advocacy song.

In **Part B**, your group will sing their song and receive feedback.

1 hr. Part A

1. With your facilitator, brainstorm some issues that you would like to sing/dance/rage about.
 2. Divide into two groups and select different issues to work on.
 3. When you have selected your issue, brainstorm reasons why it is an outrage. List them on a flipchart.
 4. With these in mind, write a song, stating your concerns with humour and punch.
5. Use the following questions to guide your work:
- What does your audience care about? Health/environment/women's issues?
 - What message, style and mode of delivery will be most effective? Aggressive and challenging or more gentle? Straight or satirical?
 - Are you attempting to nourish and reinforce an audience that agrees with you or are you trying to persuade and educate an audience that disagrees with you or are you trying to persuade and educate an audience with more neutral or diverse opinions?
6. While designing and developing your performance, keep in mind the following tips:
- By nature, creativity is open-ended and experimental. An action is a unique encounter between your group's style and imagination and an issue and audience. Creative approaches, however, draw upon a common pool of possibilities – humour, parody, or surprise.
 - Less is more. It's called message discipline. Figure out what is the one thing you need to say, then say it well and repeat it over and over (Save the rest for next time!).
 - Keep text to a minimum. Nothing is more deadly than lots of text without interruption. Whatever it is – performance, pamphlet, or vigil – make it visual or physical or musical. Remember, in today's world image is paramount. This is doubly good advice outdoors, where spoken words are often lost in other noise.
 - Don't sing a laundry list. You are telling a story, not explaining an agenda. Don't feel compelled to mention every item on your progressive wish list. You are sharing a vision, not a platform.
 - Offer vision, not complaints. Convey hope and offer feasible alternatives and solutions. When appropriate, offer specific and tangible proposals for change. Think of yourself more as a messenger of hope than a conveyor of information.
 - Don't preach. Everyone knows the unpleasantness of being preached at. Try to embed the important information right in the performance. Avoid lecturing and avoid "speechifying" words. Try to show more and tell less – the audience will teach themselves.

Activity 4 cont'd

- Use humour to undermine authority. Imagine a labour action where the target has to arrest Santa Claus and escort him off the property! Authority requires respect and an aura of formality and seriousness. Humour can disrupt this aura and undermine a target's authority.
- Use music. Almost any action is enhanced by music. Singing is disarming and adds life and energy. It sets the event apart from its surroundings and helps draw a crowd. Drumming, clanging, rhythmic chanting, etc. are all easy and effective.
- Have fun. Take your issue seriously, but don't take yourselves seriously. Keep focused on the message you want to convey but remember people more often hear the message when they are laughing and enjoying the action.
- Be prepared and informed. Know your issue and why you are taking action otherwise you can look ridiculous. Have a spokesperson ready to talk to the media who is well informed and articulate.

Source: The Montreal Raging Grannies. (2001). How to have fun while changing the world.

30 min Part B

1. Carry out your performance. 2. Your facilitator will lead a debriefing session on the activity. Some questions you may address:

- Would this technique be useful in your context?
- When would you make use of songs in your advocacy work?
- Do you think this is an effective technique for getting your point across?

The name/topic of the session:

Youth media – an efficient model for youth participation

The name of a person, hosting the session:

Polina

Other people, who were contributing in the session:

Andrejs, Sean, Amin, Tatjana, Carlos, Giovanni, Alessio, Marta, Jana

Main points, conclusions, outcomes of the session:

1. YP needs accessible, qualitative info
2. YOUTH Media a new, efficient model of youth participation
3. Share positive/social messages among their peers
4. They become active partners of the adults
5. Youth Media seduce donors to inset to schools/community
6. Can provide qualitative journalistic outlets with low investm.
7. Media activities have integrative rode (different cultures, social classes, can work on something together)
8. Via media activ. We can easily present our results (impact and we give credibility)
9. Using publishing media outlets on internet (visibility, easier to find funds)
10. New media projects are expensive sometimes
11. Small resources, investments – high results (impact)
12. New media is attractive for young people and give them the possibility to participate (web TV, online radio)
13. Disadvantaged young people also can be involved

The name/topic of the session:

How to keep young people active?

The name of a person, hosting the session:

Edgaras

Other people, who were contributing in the session:

Mantas, Giovanni

Main points, conclusions, outcomes of the session:

Recommendations:

- Street workers;
- Go to youngsters, not wait till they come to you!
- Peer to peer education (splitting the intro)
- First level – involve young people into activities;
- Second – let them to be a part of implementation process;
- Third – support young people in materiel their own activities.

The name/topic of the session:

Increase youth participation in decision - making

The name of a person, hosting the session:

Amin

Other people, who were contributing in the session:

Michal, POLINA, Alessio, Giovanni, Andrej, Lyubov

Main points, conclusions, outcomes of the session:

- Sunderland have six tier participation model
 1. Neighbourhood level
 2. Area level
 3. City wide level
 4. Region level
 5. national level
 6. International level
- This formal structure involves young people who have a keen interest in participating in decision – making
- Other event are held in order to involve young people outside of the formal structure i.e. Young people's State of the city Debate, Youthinc and we're all Ears Campaign – all those events enable young people in Sunderland to express their views or issues that matter for them
- Sunderland developed their participation on 3 simple principals easy for young people to understand
 1. **Voice** – every young person has a right to express their voice
 2. **Platform** – in order for the voice to be heard their needs to be a platform to get the message across. Young people need to have access to that platform.
 3. **Action** – For participation to be meaningful voice via Platform need to lead to action. Changes and feedback should be visible for young peoples.

The name/topic of the session:

How to work together with a theme that interests us and how to promote our theme

The name of a person, hosting the session:

Anja, Carlos

Other people, who were contributing in the session:

Laimonas, Joanna, Agnes, Giovanni

Main points, conclusions, outcomes of the session:

1. Find a theme, that interest the group
 - Ask, as long as necessary (Socratic dialogue)
 - Surface **WHAT? WHY? HOW?** Real theme (people are connected with the theme)
2. How we can deal with the theme?
Eco – Club :
 - born in Argentina in 1993 with one facilitator (how can youth work with press, how promote, organize a demonstration) facilitator train the youth in abilities
 - Youth work on their own them
 - Network of eco – club in South – America and European
 - Eco – Club Foundation across South – America (\$) Eco – Clubs have influence in press/politics (have an audience)
 - Money: volunteers, Youth in Action, companies
 - Target – group: youth with economic/social problem
3. Sometimes it's important to "loose" the theme to warm – up
4. Trainer has more often to be in the role of participants AND participants have more be in a trainer – role
 - Don't panic, the group needs their time to talk informal, to find own position in the group, or relax, or are alienated, or have other needs (free - time, flirty, coffee break...)
 - Youth – combine formal education with boredom they like more informal/nonformal education
 - Find easy task to start
 - Paradox – intervention
 - Explain reasons of using – games or just try it out, found out, how it works

The name/topic of the session:

How to deal with inter – cultural borders

The name of a person, hosting the session:

Anja

Other people, who were contributing in the session:

Asmer, Janna, Amin, Alessio, Piotrek, Jana

Main points, conclusions, outcomes of the session:

1. Don't do a projects with a partner didn't getting to know! Use contact – making events to find professional partners with solid structure and influence in their organisation
2. Built up a virtual bureau :
 - Work – time
 - Structure of organisation who has influence
 - Financial situation
 - Frequency of checking e – mails
 - Debutant of partner
 - Contact data
 - Announcement of tasks would be divided
 - Group – rules of communication (how we want to work? Clear difficulties?)
 - Take your time to understand the personal situation of the partner
 - Ask for difficulties/borders in working
 - Newsletter: actual situation of project from very partner
 - Feedback to e-mails

It can be in cultural problem, but especially a problem of professionalism of organisation or of the persons.

The culture influence the way the organisation works e.g. how flexible the organisation works

The name/topic of the session:

How to attract volunteers?

The name of a person, hosting the session:

Tanya

Other people, who were contributing in the session:

Andrei, Tomasz, Michal, Jelen, Joanna, Piotr

Main points, conclusions, outcomes of the session:

Questions :

1. How to attract new volunteers?
2. How to attract boys to participate?
3. What to offer to volunteers?

Answers:

1. Seminars, workshops, international exchanges, ART projects can motivate youngsters to participate!
2. Boy leaders can attract boys to participate (a beautiful girls can also help ☺)
3. Opportunities to travel and do what they like

The name/topic of the session:

How can we show good examples that active citizenship is worth the effort

The name of a person, hosting the session:

Michal

Other people, who were contributing in the session:

Tomek, Piotrek, Robin, Sean, Laimonas

Main points, conclusions, outcomes of the session:

Main points: meaning of active citizenship, different types of taking active part in citizenship

Conclusions: provide young people with information, importance, of civic education, get to know the needs of young people (carrying out surveys talking – using this knowledge to solve problem (help with organising demonstrations for example)), improve the quality of information, realising people that active citizenship can help you with dealing, with the problems in society.

Share our experience, inform about the opportunities (gaining the experience, because of being a volunteer).

Outcomes: make our work more visible better promotion of our projects, involving new people, spread the information.

The name/topic of the session:

Danish Samba

The name of a person, hosting the session:

Kasparas

Other people, who were contributing in the session:

Polina, Asmer

Main points, conclusions, outcomes of the session:

- Good energizer
- Good for group building, to get to know each other better
- Attractive for youth activities
- It can be used in different groups (age, culture...)
- Full fell youth expectations (combining, dancing with activities)
- Music can be adapted to get group expectations
- Sharing values