



Training course

Development and Implementation of Participation Projects at Local and Regional Level

14-25 June 2006

European Youth Centre Strasbourg

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Course Documentation

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1. Executive summary

From 14-25 June 2006 32 young people from 23 countries came together in the European Youth Centre in Strasbourg for a training course entitled “Development and Implementation of Participation Projects at Local and Regional Level”, organised by the Council of Europe’s Directorate of Youth and Sport. All persons present were actively involved in youth participation work, 18 being involved in the work of an NGO (youth leader, youth worker), nine working for a local or regional authority and five being trainers on the course.

This training course took place as an activity within the priority “Youth Participation and Democratic Citizenship” of the Council of Europe’s Directorate of Youth and Sport.

The main issues discussed in this course and reflected in this document were concepts of youth participation and their relation to existing youth policy and research, youth participation projects in general, their potential and the different local realities and different approaches the projects are taking place in, as well as the revised European Charter on the Participation of Young People in Local and Regional Life and its practical use and values, and finally the co-operation between authorities and youth workers/youth leaders. Furthermore concepts related to youth participation such as democracy, civil society, citizenship, human rights and diversity were discussed and the European Youth Campaign “All Different – All Equal” was introduced. Conclusions relevant to participants’ reality and work were drawn and a relevant follow-up was planned.

The report will also show that, during 10 days of very intensive training, learning and exchanging, the participants gained a deep understanding of what youth participation is and were enabled to put it into practice. They related the knowledge gained back to their work/projects and their projects are now further developed from a “youth participation” point of view. The group discussed strategies for developing youth participation projects at a regional and local level and for a more effective co-operation between local/regional authorities, youth organisations and young people. After the training course many participants got directly involved in the European Youth Campaign “All Different – All Equal”.

At the end of this report you will find recommendations formulated by the group for all actors involved in youth participation initiatives, in order to promote youth participation. These recommendations will be translated and used by participants in their further work. As a tool for follow-up, the group decided to use the internet platform of the Directorate of Youth and Sport with the aim of exchanging information and further developing youth participation projects.

Together with this general documentation some more documents were developed for different target groups:

- course documentation – session outlines for trainers in this area (reference number: DJS/TC/Charter (2006) 10)
- summary of follow-up questionnaires including projects which were organised by the participants and took place after the training course (reference number: DJS/TC/Charter (2006) 4)

- the report of the evaluation meeting of the training course (reference number: DJS/TC/Charter (2006) 6).

These documents can be requested from:

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2. Introductory note

The training programme of the Council of Europe's Directorate of Youth and Sport is aimed at promoting the building and strengthening of open and democratic European societies. This programme is based on a philosophy of participation, democracy and intercultural exchange for young people who are in a position to act as "multipliers". The knowledge and experience gained at international seminars and training courses can be used by young people all over Europe. This training programme consists of a number of activities, namely training courses, study sessions, publication projects, etc, one of them being the training course on the Development and Implementation of Participation Projects at Local and Regional Level – in short, the TC Charter.

The TC Charter is a very unique educational activity relating to youth participation as it promotes a specific tool that can be used to enhance youth participation at a local level – the Revised European Charter on Participation of Young People in Local and Regional Life. This document was adopted in May 2003 by the Congress of Local and Regional Authorities of the Council of Europe, the political organ which supports and promotes democracy at local and regional levels across the continent. The Charter offers concrete ideas and instruments that can be used in a local context by various actors involved in participation work – young people, youth organisations, local authorities. The potential of the document, however, has not been sufficiently used so far, therefore the TC Charter plays an important role in introducing the principles and the tools presented in the Charter as well as in developing competencies necessary to use this document.

The Charter, however, is not the only tool to promote youth participation. That is why the TC Charter goes beyond the Charter approach to participation and attempts to address a wide range of issues related to youth participation.

This documentation aims to provide information related to the TC Charter run in the year 2006 in the European Youth Centre in Strasbourg. It provides introductory facts about the work of the Directorate of Youth and Sports in the field of youth participation, the background to the course as well as aims and objectives of the activity. It describes the methodology of the course and introduces the main actors involved in the preparation and implementation of the activity. It contains reviews related to participants' projects and participants' action plans. In this document there is also more information provided about the programme, the participants and finally about the main outcomes of the course. The last part of the documentation presents the main recommendations for future teams working on a TC Charter as well as for different actors working on youth participation at various levels.

In order to describe the educational process in more detail, there has been created a document complementary to this publication, called "Course documentation – Session Outlines" (reference number: DJS/TC/Charter (2006) 10), which contains more information on daily sessions and their outcomes, descriptions of activities and other elements that might be especially interesting for trainers working on similar activities.

Many people have contributed to this documentation, especially the team of trainers running this course, as well as the participants. Thank you very much for your support!

Żaneta Goździk-Ormel
November 2006

3. Introduction to youth participation

Although the importance and benefits of youth participation have been getting more and more recognition among the European countries, it does not always translate into an effective way of practising youth participation. Within different institutions democracy is already an important value, but practising democracy in a daily life is still an area where lots of work needs to be done. Therefore the Council of Europe works actively to encourage young people to play an active role in strengthening civil society not only at a European level, but especially at a local level, as it is believed that:

The active participation of young people in decisions and actions at local and regional level is essential if we are to build more democratic, inclusive and prosperous societies.

Preamble of the Revised European Charter on the Participation of Young People in Local and Regional Life adopted in May 2003

But youth participation brings benefits not only at the level of the whole society as mentioned in the preamble. It is observed that the involvement of young people:

- strengthens local communities and organisations as young people can directly participate in finding solutions to problems that they are concerned with
- leads to better decisions as the decision-making process involves more stakeholders directly expressing their views and needs
- helps young people to understand the rules of democracy as they can practise them in their closest environment – school, club, local community etc.
- stimulates young people to develop new skills and take responsibility for their own choices and actions
- creates a space for young people to contribute with their talents and strengths to the well-being of the whole society

When talking about youth participation, one refers very often to influencing politics through voting, standing for elections or being active in a political party. This is, however, a very limited understanding of what youth participation is. The Charter emphasises that:

Participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society.

Preamble of the Revised European Charter on the Participation of Young People in Local and Regional Life adopted in May 2003

4. Council of Europe and youth participation

Youth participation has been a very important area of work for the Council of Europe, especially for the Directorate of Youth and Sport, as well as other structures, like the Congress of Local and Regional Authorities of the Council of Europe.

Some examples of practices or activities developed and run so far:

Youth participation as a youth sector priority

Youth participation and Democratic Citizenship became one of the youth sector priority fields of the Council of Europe in the years 2006-08.

Co-management system

Through a unique partnership between the representatives of youth organisations and governments, the Council of Europe created a system of co-management within the Directorate of Youth and Sport, which gives an opportunity to young people to have their say in the formulation and implementation of the Council of Europe's youth policy.

Congress of Local and Regional Authorities of the Council of Europe and the Charter

In 1992 the Congress of Local and Regional Authorities of the Council of Europe developed the Charter on the Participation of Young People in Local and Regional Life as a tool for enhancing youth participation at local and regional level within the 48 member countries of the Cultural Convention. This Charter was revised and updated in 2003. It consists of a part on social policies and a part providing instruments for youth participation.

The European Campaign "All Different – All Equal" 2006-07

This is the campaign run in partnership with the European Commission and the European Youth Forum and its main topics are Diversity, Human Rights and Participation.

Financial support of participatory projects

Every year the European Youth Foundation provides financial support to numerous projects promoting youth participation at an international, national and local level in Europe.

Research activities within the partnership between the Council of Europe and the European Union

- Research Seminar on Diversity, Human Rights and Participation in 2006
- Seminar of Youth Researchers: "What about youth political participation?" in 2003

Educational activities 2004-06

- TC Charter 2006 (Training Course on Developing Youth Participation Projects at Local and Regional Level)
- TC Charter 2005 (Training Course on Developing Youth Participation Projects at Local and Regional Level)
- Training Modules on European Citizenship – Module 6: Role of Youth Work in Participation in 2006
- Long-term training course on the role of young people and youth organisations in promoting youth participation in society in 2006
- Training Course: “Citizenship matters: the participation of young women and minorities in Euro-Med youth projects” in 2004
- Training Course “The use of media technologies and participation” in 2004
- Training Course “The participation of young women in the political and civil society rights of their communities” in 2004
- Training Course “Working in International Youth Structures” in 2005 and 2006
- Two training courses in the Russian Federation in 2004 promoting co-operation between youth NGOs and representatives of local authorities responsible for youth
- Study sessions in 2006: “Democracy – space for engagement”, “Making a stand for social justice! How young people are helping to build a socially cohesive Europe”, “Women into Power”
- Study sessions in 2005: “Change the Village, Challenge Yourself – (You)th can Make a Difference”, “Young workers reinventing tomorrow’s world of work”, “The role and functioning of the National Youth Councils”
- Study sessions in 2004: “New technologies and democratic participation”, “Active participation of young women from minorities in European public life”, “Alcohol and narcotics as obstacles to participation”, “Developing social cohesion through minority youth participation”

Young Active Citizens Award

The award rewards the best projects promoting active participation of young people. In the years 2006-07 the priority topics of award projects are the same as the themes of the “All Different – All Equal” campaign: diversity, human rights, participation

5. Background to the course

The years 2003-05

Youth participation has been an important area of work of the Council of Europe for several years. In 2003-05 it was one of the priorities for the Council of Europe's youth sector and the following objectives were formulated:

- to encourage and empower young people, in particular from disadvantaged and minority groups, to actively participate in public life and democratic processes;
- to encourage and support equal participation of young men and women in public life and political processes more specifically;
- to support the development of democratic and pluralistic youth structures and the training of young democratic leaders;
- to promote and support the dialogue between young people and decision makers in political life.

The years 2006-08

In 2006-08 youth participation continues to be a priority area for the Council of Europe's youth sector. During the conference of ministers responsible for youth held in Budapest in May 2005 it was decided that within this priority special emphasis will be put on:

1. promoting and sustaining the role of youth organisations in the development of democratic participation;
2. promoting citizenship education and participation of and by young people;
3. promoting the access of young people to decision-making.

TC Charter 2005

A pilot training course "Development and implementation of participation projects at local and regional level" held in the European Youth Centre in Strasbourg in June 2005

This was the first training activity related directly to the revised version of the European Charter on the Participation of Young People in Local and Regional Life, adopted in May 2003. The aim of the course was to facilitate the development and implementation of participation projects at local and regional level by young people already active in local and regional life based on the principles promoted by the revised European Charter on the Participation of Young People in Local and Regional Life.

The course focused on:

- a. Ways to promote the Revised European Charter on the Participation of Young People in Local and Regional Life
- b. Ways to use the Charter as a practical tool for encouraging youth participation at a local and regional level
- c. Ways to use the Charter as a lobby tool for encouraging local and regional authorities to develop policies, means, structures supporting youth participation
- d. Ways in which to develop and implement projects promoting the participation of young people in local and regional life

As the result of this training course, a number of conclusions and recommendations were formulated (for details see the final report of the TC Charter 2005). The team proposed the following concrete ways in which the course could evolve in the future:

- Running a long-term training course for local youth participation actors; twinned applications of local authorities and any agent of youth work from the same local area or a local context should be encouraged; this should be a project-related course focusing on developing common projects as well as on collecting good practices for a publication: institutionalised co-operation with the Congress of Local and Regional Authorities is needed to implement this course
- Running a short-term training course for experienced local youth participation programme managers and for experienced youth workers in managerial positions who want to develop the participatory element of their work; the participants should be coming from both local and regional authorities as well as youth work organisations; no twinning requirement for the recruitment – individual applications would be accepted
- It remains important to reconsider if this supposed to be a training course for, with or about the Charter
- Some elements were not dealt with in detail or at all during the 2005 edition of the course. It should be considered whether they should be introduced:
 - best practice of participatory youth work related to the policy framework of the Charter
 - youth policy development and improvement: the Charter as a tool for developing youth policy and for validating youth policy in existence
- Creating one or two publications documenting best practice projects and best practice approaches
- Making course documentations for new format courses if introduced
- Evaluation of the Charter's overall relevance (2007-08)

- There should be continuity from this previous team and it should not be limited to one person in order to ensure a proper follow-through of the educational concept developed at this first course
- Involving the Congress of Local and Regional Authorities of Europe in preparing and running new editions of the TC Charter

As a result it was recommended that a new edition of the TC Charter should be organised, where the experience from the previous course can be used and more multipliers can be trained to disseminate the values and instruments promoted by the Charter.

One can observe that the Council of Europe has a very good record of preparing political documents that provide governments, institutions, organisations and individuals with sets of recommendations or guidelines in the area of strengthening democracy, protecting human rights, promoting active citizenship, etc. There is, however, a need to enable these institutions or individuals to use these documents in their own environment and adapt them to the realities they operate within. TC Charter is an example of an activity that can empower youth workers, local authority representatives and youth activists to use the Charter in a very practical way to address the challenges to youth participation at a very local level as the majority of young people is involved not at European or national levels, but at a local level.

6. Aim and objectives of the course

In 2006 a second edition of the TC Charter took place, taking into consideration the experiences and recommendations made and developed in the TC Charter 2005.

The aim of the course

The main aim of the course was to enhance youth participation at local, regional and national level across Europe through facilitating the development and implementation of co-operative and innovative projects.

The objectives of the course

- a. to introduce and explore the concept of youth participation (key principles, values, relation to youth work and the reality of participants) / relation to existing youth policy and research
- b. to provide space for introducing, sharing and further development of their youth participation project
- c. to share and analyse different local realities and different approaches to work on youth participation
- d. to enable participants to use the Charter
- e. to motivate participants to promote the Charter
- f. to encourage co-operation between authorities (local, regional and national) and youth workers and youth leaders
- g. to discuss concepts related to youth participation such as democracy, civil society, citizenship, human rights, diversity
- h. to introduce the “All Different – All Equal” campaign and provide space for addressing ideas, proposals and suggestions on enhancing youth participation through it
- i. to critically discuss existing strategies and instruments to enhance youth participation
- j. to draw conclusions relevant to participants’ reality and work (relation to existing youth policy and research)
- k. to provide space for networking between participants
- l. to develop further participants’ skills and competences on developing and implementing youth participation projects
- m. to define relevant follow-up action plans (including needs, actions, resources) and the level of participants and their projects

7. Methodology

The course was conducted using a participative approach, where the learner takes the responsibility for what and how s/he learns. Active participation, learning by doing, group-work and teamwork, reflection space as well as theoretical inputs and discussions characterised the programme of this training event. The participants were able to benefit from various learning resources: the trainers' team representing a very different type of experience and expertise, other participants, invited experts, materials available, visiting local participation projects in Strasbourg, etc. Participants' prior experiences in youth work, particularly at local and regional level, were explored and used in the development of the learning process during the whole course.

Existing projects of participants in their home countries were an important educational tool used during different stages of the programme. The basics of project management were discussed and participants had time and space to relate what they learned to their needs and practical experience. Participants' projects were used as concrete examples.

Furthermore the team decided to make use of the Dynamic Learning Space methodology (a detailed description of this methodology can be found in the second part of this documentation, dealing with methodological aspects of the course and available on the home page of the Council of Europe's Directorate of Youth and Sport (www.coe.int/youth)) in order to meet the diverse learning needs within the whole group of participants. Workshops, inputs, and discussion groups run in parallel addressed very different topics and concepts related to youth participation and allowed the course participants to choose the ones that were most adequate to their learning needs.

8. Main actors

Participants

The training course was targeting at participants who were:

- a. youth leaders and people in position of responsibility in international non-governmental youth organisations (INGYOs), national youth councils (NYCs), national or local youth organisations, actively and directly involved in youth participation projects at a local or regional level
- b. young staff of governmental or local authority services responsible for youth participation at a local and/or regional level
- c. youth workers or project leaders active within regional and municipal services, in charge of a project on youth participation
- d. motivated in developing youth participation projects
- e. interested in working with the revised European Charter on the Participation of Young People in Local and Regional Life in their ongoing work to promote youth participation
- f. able to present their projects and committed to act as multipliers
- g. able to work in one of the working languages (English and French) of the course
- h. at least 18 years old

The team has decided on the composition of the group of participants based on the following criteria:

- a. geographical balance (especially East/West balance)
- b. gender balance
- c. balance between NGOs and local authority representatives
- d. level of experience in project management
- e. motivation
- f. types of project that participants are responsible for
- g. role in participants' organisation or institution
- h. language competencies

A group of 26 participants was selected and taking into consideration the profiles of candidates applying for this course, a relatively good geographical and gender balance was achieved. Unfortunately the representatives of local authorities were clearly underrepresented.

Team of trainers and support staff

The team consisted of:

1. Alexandra Raykova – senior trainer
2. Andreas Karsten – senior trainer
3. Iris Bawidamann – educational advisor
4. Nadine Lyamouri-Bajja – educational advisor
5. Szilard Strenner – junior trainer
6. Žaneta Goździk-Ormel – documenter

Within the team various types of background, experience and expertise were represented. Thanks to this a complementary programme could be prepared and run, where different learning needs of participants could be fulfilled. The work of the team was supported by administrative and technical staff of the European Youth Centre in Strasbourg. Special thanks go to Jackie Lubelli and Vincenza Quattrone-Buttler, as well as to the team of interpreters.

Experts and guests

1. André Schneider – member of the Parliamentary Assembly of the Council of Europe, the Director of the Subcommittee on Youth of the Council of Europe, mayor of Hoenheim
2. André-Jacques Dodin – Interim Director of the Directorate of Youth and Sport
3. Didi Baenzinger – a founder and a board member of the Network on Youth Participation and Active Citizenship, expert working on amending the European Charter on the Participation of Young People in Local and Regional Life in 2003
4. Michael Ingledow – responsible for the participation priority within the Directorate of Youth and Sports
5. Peter Lauritzen – Deputy of the Directorate of Youth and Sports and Head of the Youth Department

The experts and guests were invited to join specific elements of the course programme and to contribute by giving a keynote speech, running some programme elements or being available for consultation with the participants.

9. Participants' projects

Participants' projects were an important learning tool for the whole duration of the training course; they were also one of the selection criteria of participants. A number of programme elements addressed different aspects related to participants' projects so that some ideas could have been modified or changed to a large degree. After the course the participants were contacted in order to identify which project ideas were put into practice. Below there is an overview of projects that had been reported by the course participants as realised (some participants were involved in several projects).

In general there was a good balance between one-off activities (like training events, conferences or youth exchanges), medium term projects (3-12 months) and long-term projects (longer than 12 months). The course participants had different functions within these projects. They were mainly in a position of project manager or co-ordinator, but quite often they took the role of trainer or animator. In few cases they were also participants in these projects.

The themes of participants' projects varied a lot, but in general one could group them into the following categories:

Training activities

1. "Women in decision-making" training course (KUPAK, Hungary)
Aim: to empower women to play an active role in decision-making processes
2. "Peace is our choice", TC on conflict transformation (Youth Association DRONI, Georgia)
Aim: to enable young people to deal effectively with issues of conflict and conflict transformation
3. "Democratic self-training" (Communities Association of Armenia, Armenia)
Aim: to develop skills and provide knowledge on participation at a local level by means of an interactive computer game
4. "Democracy and active citizenship participation" (Peace Child International, Montenegro)
Aim: to raise awareness and initiate active participation of young people in social, cultural and political changes in the development of democratic and pro-European society in their local communities and at a regional level

Youth exchanges

1. International youth exchange "Are you screw or screwdriver?" (Estonian Union for Child Welfare, Estonia)
Aim: to exchange experience and best practices related to children's participation in a community, to provide young people with information on youth participation and empowerment
2. "Be the change – sense the future" (Peace Child International, Montenegro)
Aim: to address the issues of participation, active citizenship, human rights, minorities

Youth parliaments

1. Youth parliament debate (Estonian Union for Child Welfare, Estonia)

- Aim: to discuss different topics related to non-formal education, to prepare a declaration to the chair of the national parliament
2. Youth Council by Marzpet Regional Government (MARZPETARAN, Armenia)
Aim: to represent the views of young people towards the local authorities

Youth clubs

1. Social club for young people in Bristol (Baggator, United Kingdom)
Aim: to enable young people from the inner city area of Bristol to take a “hands-on” approach in the management and running of the club
2. Independent Cultural Centre (D’Altrocanto, Italy)
Aim: to provide space to implement cultural, artistic and social projects, to organise activities promoting participation and active citizenship
3. Debate Club (MARZPETARAN, Armenia)
Aim: to develop skills and knowledge of regional young people related to democracy, civil society, leadership, conflict transformation, etc.
4. The youth centre Ekkó in Kópavogur (ÍTK, Iceland)
Aim: to help teenagers to gain control over their own lives through empowering them to decision-making and to expand their vision of the world

Media projects

1. Film on the exclusion of terminally ill young people in Latvia (ICNIC, Latvia)
Aim: to draw the attention of Latvian society to the problem of terminally ill young people, to address the issue of media influence on public opinion
2. Web TV for young people (ICNIC, Latvia)
Aim: to promote social integration in Latvia, to address different topics which are close to young people

Youth events

1. Youth festival “Armenia is our fatherland” (MARZPETARAN, Armenia)
Aim: (not specified)
2. Local competition “Miss Armenia” (MARZPETARAN, Armenia)
Aim: (not specified)

Youth NGOs

1. Youth centres in different regions of Armenia (MARZPETARAN, Armenia)
Aim: to co-ordinate activities of local NGOs in the area of youth work
2. Youth NGOs exhibition (MARZPETARAN, Armenia)
Aim: to promote the role and potential of young people
3. Network of youth organisations (Peace Child International, Montenegro)
Aim: to initiate co-operation between youth organisations working on youth participation

Youth policy

1. Youth event on youth policy development “Putting Young People First” (Youth Association DRONI, Georgia)
Aim: to promote the issue of youth policy development, to promote the Charter as a tool for youth policy development
2. Discussion on the Review of the National Youth Policy of Armenia (MARZPETARAN, Armenia)
Aim: to formulate conclusions about the report and to present them to the Ministry of Culture and Youth Affairs

Research projects

1. Survey on the inclusion of children and youth in decision-making processes at a local level (Estonian Union for Child Welfare, Estonia)
Aim: to collect examples of good practice at a local level, to publish a manual on good practice
2. "Youth and schools in Local Agenda 21 processes" (project organiser – unknown, Austria)
Aim: to collect good and bad experiences from projects on youth participation in schools, to publish the results of the research

Participation infrastructure

1. "Telehouse" – internet access centres (Dirchelish, Azerbaijan)
Aim: to integrate rural youth into society by providing access to information via the internet, to develop the computer skills of young people in rural areas

Projects related to the Charter on Youth Participation

1. Meeting "The Revised European Charter on the Participation of Young People in Local and Regional Life in Georgia" (Youth Association DRONI, Georgia)
Aim: to promote the Charter, to facilitate the development and implementation of projects on youth participation

Projects related to the "All Different – All Equal" campaign

1. Campaign leaflets (Youth Association DRONI, Georgia)
Aim: to translate the campaign leaflets into the Georgian language, to publish the leaflets
2. Establishing a National Campaign Committee (Peace Child International, Montenegro)
Aim: to co-ordinate activities related to the topics of the campaign at a national level

10. Programme of the course

The programme of the course was designed in a way that would help the participants and the team to address various topics related to youth participation and project management.

The first block of the programme focused on introductory matters: introduction to the course, to the Council of Europe, to the group.

The next block addressed in more detail the topic of participation, namely different approaches, practices, concepts and related dilemmas. In this part of the programme the participants had a chance not only to broaden their theoretical knowledge about participation, but also to engage in meaningful discussions as well as to visit local projects in Strasbourg and observe how local actors work on this topic.

In block three of the programme the participants got familiar with one of the existing instruments to promote youth participation – the revised European Charter on the Participation of Young People in Local and Regional Life – and got a chance to explore how this tool can be used in their local contexts.

Block four focused on the skill development necessary to manage projects at local levels. The participants could identify their learning needs in this area and take part in a series of workshops, discussion groups and lectures addressing these needs (this was a so-called Dynamic Learning Space, described in detail in the session outlines of the course, reference number: DJS/TC/Charter (2006) 10, available on the home page of the Council of Europe's Directorate of Youth and Sport (www.coe.int/youth)).

The last block of the course aimed at summarising the experience and knowledge acquired since the beginning of the course and at helping the participants to plan how this experience and knowledge can be and will be used in their work after the training course.

The final programme of the training course was as follows:

Wednesday 14 June	Thursday 15 June	Friday 16 June	Saturday 17 June	Sunday 18 June	Monday 19 June
<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>
ARRIVAL	Official opening Introduction to the CoE Getting to know each other Introduction to the course	Input by Peter Lauritzen: Meanings of participation in everyday life Introduction to field visits	Debriefing of field visits Approaches and concepts of youth participation	What is the Charter about? The approach of the Charter: introducing RMSOS	Charter in practice – Committee meeting role play Charter in practice – conclusions
	<i>Lunch break</i>	<i>Lunch break</i>	<i>Lunch break</i>	<i>Lunch break</i>	<i>Lunch break</i>
ARRIVAL	Expectations, hopes and fears Input Exec. Director Group building and group work principles Preparation of the vernissage	Field visits to local youth participation projects	Dilemmas of participation (statement exercise) Indicators for youth participation projects	RMSOS (continued) Project reflection in relation to different approaches to participation	FREE AFTERNOON
<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>
Welcome evening	Vernissage	Dinner in town			

Tuesday 20 June	Wednesday 21 June	Thursday 22 June	Friday 23 June	Saturday 24 June	Sunday 25 June
<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>
Project management cycle Skills, attitudes and values related to project management	Dynamic Learning Space	Dynamic Learning Space Dynamic closure of the Dynamic Learning Space	Where do we stand in the programme? Working on recommendations	"All Different – All Equal" Campaign Reflection on projects Personal action plan	DEPARTURE
<i>Lunch break</i>	<i>Lunch break</i>	<i>Lunch break</i>	<i>Lunch break</i>	<i>Lunch break</i>	
Competencies mind map Identifying learning needs	Dynamic Learning Space	FREE AFTERNOON	Guest speaker introduction Presentation of recommendations Debriefing of the guest visit	Follow-up and support Course review Evaluation	DEPARTURE
<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	
			Dynamic party	Farewell evening	

Day-by day programme

Wednesday 14 June 2006

- 8.30 p.m. Welcome by team
- 8.35 p.m. Round of names and name games
- 9 p.m. Non-verbal line-ups: first name, day and month of birth, number of trainings
- 9.15 p.m. Three statements – one false, two true
- 9.45 p.m. Survival information until next morning
- 9.50 p.m. Letting the evening trail off together ...

Thursday 15 June 2006

- 9.30 a.m. Welcome and name round
- 9.45 a.m. Plenary welcome of the team, quick round of introductions of participants and team (name, country, organisation)
- 10 a.m. Speech by André-Jacques Dodin and Ulrich Bohner
- 10.30 a.m. Introduction to the Council of Europe
- 11 a.m. Coffee break
- 11.30 a.m. Group building with four flipcharts (family, participation, free time, school and occupation)
- 12 noon Introduction of the course concept and context, aims, objectives, programme, methodology
- 1 p.m. Lunch
- 2.30 p.m. Getting together: Rhythm
- 2.35 p.m. Expectations, hopes, fears
- 3 p.m. Introduction and welcome by Tina Mulcahy

3.05 p.m.	Group building game – nine dots
3.10 p.m.	Group building game – magic carpet
4 p.m.	Coffee break
4.30 p.m.	Principles of the co-operation during the course
5 p.m.	Four thematic groups on participation (preparation for vernissage)
6 p.m.	Reflection groups
9 p.m.	Vernissage

Friday 16 June 2006

9.30 a.m.	Input on participation by Peter Lauritzen – Putting the frame, questions
10.45 a.m.	Introduction to working groups
11 a.m.	Group work on the meanings of participation in everyday life and in participants' reality (coffee break integrated)
12 noon	Feedback in plenary and discussion
12.30 p.m.	Introduction to field activities and dinner in town
1 p.m.	Lunch
1.15 p.m.	Departure from EYCS to different field visit locations
2 p.m.	Field visits with questions/discussions
8 p.m.	Dinner in town, meeting at the restaurant

Saturday 17 June 2006

9.30 a.m.	Opening of the day
9.40 a.m.	Feedback and debriefing of the visits
11 a.m.	Coffee break
11.30 a.m.	Introduction to the ladder of participation + “Where do I stand on the ladder of participation?” – exercise
1 p.m.	Lunch
2.30 p.m.	Statements exercise + debriefing
4 p.m.	Coffee break
4.30 p.m.	Introduction to individual and group work on indicators for youth participation projects
5 p.m.	Working groups on indicators for youth participation projects
5.45 p.m.	Feedback from the working groups
6.15 p.m.	Reflection groups

Sunday 18 June 2006

9.30	Energiser, introduction to the day
10 a.m.	Presentation of the Charter and the RMSOS approach, the history of the Charter, the stakeholders, the aim and the role of a/the Charter
11 a.m.	Coffee break
11 a.m.	Group discussion in five groups: each group works on one of the RMSOS elements with the aim of having a common understanding in the group of the element
12.15 p.m.	Five groups think about a creative way how to explain “their” element to the rest of the group
1 p.m.	Lunch
2.30 p.m.	Creative presentations of the five working groups (five RMSOS elements)
4 p.m.	Coffee break
4.30 p.m.	Participants work individually on their project, what could be or should be changed taking into consideration the new things heard in the past days (following some guiding questions)
5.15 p.m.	Participants meet in peer groups and discuss their project/work and individual results, what should be changed (next steps) and consult among themselves

6 p.m. Reflection groups

Monday 19 June 2006

9.30 a.m. Energiser and introduction to the day
10 a.m. Role play with all participants, team, experts Didi Baenziger and Michael Ingledow: "Committee of Education and Culture of the CLRAE – meeting and expert hearing"
11 a.m. Coffee break
11.30 a.m. How can participants use the Charter (Introduction by Didi with examples), discussion in plenary and mind-map
12.45 p.m. Introduction to the free afternoon
1 p.m. Lunch
Free afternoon

Tuesday 20 June 2006

9.30 a.m. Energiser, introduction to the day
9.45 a.m. Presentation of the project management cycle
10.30 a.m. Coffee break
11 a.m. Identifying skills, attitudes and values related to project management (individual assessment and mind-mapping in the plenary)
1 p.m. Lunch
2.30 p.m. Competencies mind-map
4 p.m. Coffee break
4.30 p.m. Identifying and prioritising needs
6 p.m. Reflection groups

Wednesday 21 June 2006

9.30 a.m. Energiser and introduction to the day
9.45 a.m. Session choice by participants
10.30 a.m. Dynamic Learning Space
1 p.m. Lunch
2.30 p.m. Dynamic Learning Space
6.30 p.m. Reflection groups

Thursday 22 June 2006

9.30 a.m. Energiser and introduction to the day
9.45 a.m. Session choice by participants
10 a.m. Dynamic Learning Space
12.30 p.m. Dynamic closure of Dynamic Learning Space
12.45 p.m. Practical information concerning the free afternoon
1 p.m. Lunch

Friday 23 June 2006

9.30 a.m. Opening of the day, energiser
9.45 a.m. What happened so far? Where do we stand in the programme?
10.15 a.m. Introduction to the work on recommendations
10.30 a.m. Working groups
11 a.m. Coffee break
11.30 a.m. Working groups continued
1 p.m. Lunch
2.30 p.m. Plenary: technicalities and announcements
3 p.m. Introduction of André Schneider and presentation of the results of recommendation groups

4 p.m. Coffee break
4.30 p.m. Debriefing in plenary
6 p.m. Reflection groups

Saturday 24 June 2006

9.30 a.m. Introduction to the day
10 a.m. Introduction to the “All Different – All Equal” campaign
10.45 a.m. Individual reflection on the impact of participants’ learning on their work
11 a.m. Peer consultation groups and coffee break (included)
12.15 p.m. Personal action plan
1 p.m. Lunch
2.15 p.m. Presentation of the afternoon programme and energiser
2.30 p.m. Follow-up and support
3 p.m. Introduction to course evaluation
3.45 p.m. Creative presentations in plenary
4.15 p.m. Coffee break
4.30 p.m. Reflection groups and distribution of evaluation questionnaires
5 p.m. Official closing
5.15 p.m. Photo session and the last energiser
8 p.m. Certificate ceremony+ party-cipation

Detailed session outlines are available on the home page of the Council of Europe’s Directorate of Youth and Sport (www.coe.int/youth), reference number: DJS/TC/Charter (2006) 10.

11. Participants' personal action plans

The transfer of knowledge and experience gained at the training course by the participants is a critical element of the course effectiveness. As it is not realistic for the Council of Europe to train all youth workers from the member states, a lot of emphasis is put on training multipliers who are then responsible for passing the knowledge to different actors in their local environment. Therefore during the course the participants were encouraged to make their personal action plan that would indicate how the course experience would be used and multiplied in participants' organisations, networks, projects.

A number of the course participants indicated that they were planning to undertake the following actions (ideas expressed by more than two participants):

a. In terms of youth participation:

- bringing to the attention of local authorities the issue of youth participation at a local level
- organising a round table addressing the issue of youth participation
- organising a network of local organisations
- initiating a youth council or youth forum in the municipality or region
- initiating some changes within participants' organisations
- promoting youth participation projects at a local level
- organising projects on children participation and youth participation
- inviting schools to prepare projects on youth participation
- empowering local youth to be more self-managing
- organising a course on the Charter and youth participation
- inviting different groups of young people to be active in their local youth clubs

b. In terms of promoting and implementing the Charter

- disseminating the text of the Charter and information related to it among local stakeholders
- organising training courses on the Charter
- organising other types of activity on the Charter
- presenting the information received at the course to participants' organisations
- lobbying national authorities to recognise the Charter
- promoting the Charter in local contexts

c. In terms of developing the co-operation between youth organisations and local authorities

- informing the local authorities about the outcomes of this course
- seeking support for participatory project
- presenting project ideas to national authorities responsible for youth affairs
- trying to propose a joint project
- forming recommendations to local authorities
- ensuring good communication with authorities

d. In terms of project management

- organising a joint project with other participants of this TC
- looking for motivated people to run the project with
- looking for international partners
- inviting more diverse groups of youth to participate in the project
- organising a course on project management
- organising a course on preparing participatory projects
- networking with similar organisations in order to get more expertise about projects

- applying to the EYF for pilot projects relating to youth participation or human rights, the Charter
- looking for financial resources for projects

e. In terms of promoting the “All Different – All Equal” campaign

- involving participants organisation in the campaign
- sending the links of the campaign to municipalities with which the participants co-operate
- linking the activities planned to the campaign, getting the logo of the campaign for current projects
- contacting local umbrella organisations to introduce the campaign

Furthermore some individual participants indicated that they were planning to undertake the following actions (ideas expressed by one or two participants):

a. In terms of youth participation:

- establishing long-term partnership with media to achieve a greater visibility for youth initiatives
- creating an organisation for sexually abused youth
- preparing a directory of local participatory projects for youth
- initiating an International Youth Participation Summit in Krasnoyarsk
- getting involved in the activities of the local youth centre, putting the principles of participation in practice when organising activities there
- organising strategy meetings with different partners
- running youth exchanges addressing the topic of youth and children participation
- creating a website on children’s participation (as a part of the website of the organisation)
- using the data from the research on children’s participation to lobby the authorities
- preparing a report on youth participation, presenting it to local youth organisations
- learning more about the work of the National Youth Council

b. In terms of promoting and implementing the Charter

- placing the information and the internet link on the website of the organisation of the participant
- involving local authorities and the National Council for Youth in an activity related to the Charter, youth participation at local, national and international levels
- translation of the Charter into the local language of the participant
- contacting the Director of Young People’s Services to introduce the Charter
- contacting two or three regions and looking for ways of co-operation to implement the Charter

c. In terms of developing the co-operation between youth organisations and local authorities

- presenting the project to a University and looking for ways to recognise it as a University course
- involving the Association of Municipalities in running youth projects
- organising a local conference with local authorities and other stakeholders about youth participation
- putting pressure on youth departments to work on youth policy development
- lobbying for a legal status of the Charter at a local level
- organising a meeting of youth workers with local authorities

d. In terms of project management

- encouraging youth workers to apply for funds for youth projects
- motivating youth workers to identify their training needs and finding the ways to satisfy these needs
- making appropriate action plans for running projects
- clarifying the roles in the project
- involving different stakeholders in the project

e.. In terms of promoting the “All Different – All Equal” campaign

- placing the campaign link on the website of the organisation of the participant
- initiating the campaign at the national level
- contacting the Director of Young People’s Services to introduce the Campaign

f. In terms of personal development

- using the advice concerning motivation issues
- reflecting on the learning outcomes of the course
- looking for ways to use personal skills in local work

12. Follow-up of the course

The course team decided to ensure a proper follow-up of the course in order to find out how the knowledge and experience gained at the course was used, to identify which challenges participants face in their work as well as to create a support network among the course participants. For this purpose the following actions were undertaken:

Establishing a communication platform

After the course an internet platform was opened for the exchange and regular updates on "Youth Participation" between the course participants at <http://act-hre.coe.int/>. The platform contained the following sections: upcoming events (to enter information about upcoming events); a forum: to report about participants' ongoing work or projects and to get feedback from each other; news forum: for short updates; administration and files: for background material.

In spite of doubts relating to the effectiveness of this type of communication tool (internet fora are often established after different events, but then used to a very limited extent), the internet platform of the TC Charter 2006 was used to a large extent. Within a couple of weeks after the course a big group of participants had already subscribed and was exchanging information about their work and experience. Furthermore, the participants played an active role in encouraging each other to share their experience on this internet platform. Four months after the course another invitation to join the internet platform was sent to those participants who had not yet subscribed.

Mail contact with participants

The team maintained mail contact with the participants, for example sending them invitations to join the internet platform or passing on other important information. E-mail communication remained an important communication tool with the course participants as not all of them finally subscribed to the internet platform. The mail was also used to send the follow-up questionnaires to the participants.

Analysing follow-up questionnaires

Three months after the course participants received a follow-up questionnaire that helped to find out what changed after the course in relation to their work on participation in their local contexts and to identify the biggest challenges. The results of the questionnaires have been compiled below.

Problems/obstacles faced within participants' projects

Political

- Non-sustainability of the national government
- Upcoming elections, minister of education is going to be replaced, existing contacts were very good

Public awareness

- Interest in the theme (children's rights) among adults/specialists, making them realise that participation of kids is also in the interest of adults

Co-operation with local authorities

- Facing difficulties with involving local authorities in the project
- Looking for other ways of motivating local authorities to co-operate
- Support of local authority not clear
- Ongoing general difficulty with local authority
- Dealing with authorities

Competencies and personal motivation

- Finding experts with enough expertise
- How to help the participants to disseminate skills gained, knowledge and attitudes
- Local young people and staff lack self-confidence and are at times not fully reliable
- Keeping the things I learned during the course in mind

Project management

- How to organise, perform and evaluate follow-up
- Selection of participants and trainers difficult

Financial

- Lack of funds
- Release of core funding delayed
- Funding received without local authority support
- Lack of money because of budget mistake
- Projects financed for town centre only, not for all over the region
- Getting finances

Other

- No National Campaign Committee
- Building in bad condition, still in negotiations with landlord
- Finding good people to work with

Training needs in relation to project development and implementation

Related to managing projects

- Project writing skills
- Advanced project management skills

Related to managing resources

- Staff management
- Time management
- More practice in budgeting
- Economical (financial and administrative) management
- Better understanding of European youth programme and European funding streams
- Funding postponement

Related to working with people

- Delegating responsibilities
- Skills to deal effectively in the situation of a conflict of interests
- Conflict transformation
- How to engage youngsters
- Communication skills
- Presentation skills

Related to managing an organisation

- Organisational management

Related to networking

- To develop mechanisms and models of motivating authorities to understand the importance of youth in local community
- How to act effectively in political arena
- How to make effective links with other organisations across Europe

Main outcomes of the course on project level, organisation level or personal level

Project level

- Using the Charter improved project quality and brought it to a European level
- New information on participation and project management tested
- New competences and the knowledge on different fields but mainly a good way to work and approach the situations
- New approaches and methods of activities introduced

- Setting up a network for support between participants
- Getting to know people working in the EYCS who can give advice and comments on different issues
- Personal contact to ask in case of specific problems
- Exchange of experience with course participants
- Exchange of experience and information, participating in discussions, looking for best practice
- Looking for information on participation at different websites
- Being proactive in developing the political links needed to lobby effectively. This has grown largely from recognising that I have the skills to do this but I was allowing my anger with local political injustices to deskill me. Stepping back from the arena and discussing the issues during the course was a great help as I realised that I had previously been contributing to the problem rather than dealing with it
- More motivation to carry on the project
- Getting more motivation to be more active even if lacking financial or technical resources
- Power and wish to go ahead and continue my work even with all the difficulties
- Got to know funding possibilities
- Project successfully implemented, exceeded expectations, kids are writing new projects based on their own ideas

Organisation level

- New approach to work with children
- Better access to kids
- Shared knowledge and new experiences, resulted in more serious approach to “youth participation”
- The organisation takes children’s participation on board: an extra staff member dedicated to that, got in touch with the ministry to promote children’s rights
- Started building network of youth organisations to work together on youth participation, parallel with research on this topic in the region
- New project ideas
- The extent of the struggle to understand one another during the course due to intercultural differences provided invaluable learning that has helped one of the participants refocus on some of the difficulties facing people living in the area of the city in which he works which comprises highly diverse cultural groups. These difficulties feed into disadvantage and frequently result in local people feeling unsafe outside of their immediate environment. Work to address these issues constructively and sensitively is essential for lasting change
- Getting funds for the organisation’s activities

Personal level

- Understanding and accepting the diversity among European youth
- Broadening horizons. This helped to realise that the limited horizons experienced by many actors in participant’s local environment had impacted on the participant him/herself limiting his/her own goals and aspirations
- Personal enrichment thanks to sharing work experience and personal stories with other participants
- New friends and potential partners
- Exchange with people from different countries
- Possibility to develop and manage joint programmes
- Realising what participants already achieved
- Beginning to plan constructive steps towards participant’s goals

- Improving planning abilities, because this course helped to sort ideas, thoughts and actions
- Becoming more professional
- Being more secure in his/her work
- Helping to find the confidence and to look at what s/he wanted to achieve
- For the first time feeling "Europe".

13. Main outcomes of the course

The team reviewed the findings of the evaluation meeting to conclude:

in relation to the relevance of the course, that:

- the course is relevant and meets sufficient demand and interest
- the training coherently offers direct educational support for a policy instrument developed by the Council of Europe
- the activity successfully promotes the application of the Charter on youth participation and also verifies its applicability throughout Europe
- the course extends the outreach and maximises the potential of the Charter
- more fundamentally, the Council of Europe remains the only human-rights-based pan-European organisation, adding an important perspective to other institutions
- the Youth Directorate is the only structure in Europe bringing together youth policy, youth research and youth work practice and by doing so, provides a unique framework
- the course brings together actors who usually do not work together at all
- the course supports the multiplication of the implementation of a relevant policy instrument

in relation to the course itself, that:

- the training was well designed and well implemented
- the objectives were relevant for the target group
- the contents and methodology were adequate, and therefore the objectives were reached on a very satisfactory level
- further development and improvement is possible in relation to the presentation, promotion and implementation of the course
- the length of the course was adequate. The bilingualism of the activity was essential as it allowed participation of professionals with complementary and enriching sets of experiences and approaches. Russian should be considered as a second language during the course
- while the format of the course remains valid, it is not sufficient as the only training activity on youth participation (and to date, it remains the only training activity of the Directorate's participation priority). Complementary formats should be pursued, such as a long-term course to develop projects in tandems of authorities or NGOs, an advanced short course to address decision-makers etc
- structures and support for follow-up should be provided

and in relation to the impact of the course, that:

- the motivation of participants to work with the Charter on youth participation increased
- documentable relevant changes in knowledge, skills and attitudes occurred and thus the course generated professional competence leading to improvements in practice
- several networks for further co-operation and mutual benefit were created
- several innovative and powerful project ideas were developed and, based on that, applications to the European programmes including the Youth Foundation were generated
- involvement and engagement in the European campaign was successfully stimulated
- participation has been prioritised on various political agendas following the course
- the impact is being multiplied through information, projects, publications, training
- the course provided a unique entry point to international youth co-operation
- capacities increased to develop and implement quality youth participation projects

- awareness was raised on the relevance and potential of the revised Charter
- creativity was used to develop a range of potential ways in which to use the Charter
- co-operation between authorities and NGOs was encouraged and supported
- relevant and insightful recommendations for actions and actors were developed
- a series of follow-up actions and projects were initiated already at this early stage

14. Key conclusions and recommendations regarding future TCs on the Charter

While discussing the different points on the agenda, the team formulated a number of recommendations addressed to the organisers of this course, its political stakeholders as well as the next educational team of the TC Charter. The recommendations have been formulated as follows:

- The evaluation form should be focused, sharpened and shortened. More quality time should be provided in the programme to reflect on and discuss the course evaluation.
- The apparent conflictual discrepancy between the course ambitions and the correspondingly described profile of participants on the one hand and the profile of participants attracted by the course and their divergent learning needs and expectations on the other hand.
- The process of disseminating the course information needs to be adjusted, with particular attention paid to reaching local authorities and minority organisations. Existing networks and structures should be utilised better, for example the Eurodesk network or the National Campaign Committees of the “All Different – All Equal” campaign.
- The presentation of the course needs to be reconsidered, including the title and what it suggests to applicants and the format, text and layout of the call. An alternative title might be the more general phrase “Promoting Youth Participation”.
- If possible, separate strategies should be developed and implemented on how to target local authorities and non-governmental organisations respectively.
- The 2007 edition of the course should be promoted and introduced as soon as possible, including during meetings of the Congress of Local and Regional Authorities of Europe attended by the Directorate of Youth and Sport.
- The call for applications should be sent out three months in advance of the course.
- Special attention should be paid to the dissemination of the call in European Union member states, a group of countries underrepresented so far.
- The application form needs adaptation in order to allow for easier understanding.
- The first two or three days should be well prepared to make time for participants.
- The internet platform could be used as a central storage space for documents.
- The team would be well advised to try and organise some more private space for each individual team member to recharge throughout the course.
- The concepts and notions introduced in the course should be allocated sufficient time in the programme allowing people to follow the intellectual and conceptual progress.
- The session outlines would benefit from additional sections on team and participant evaluation as well as recommendations for further use.
- The internet platform should be used in the course to familiarise participants.
- The team of the 2007 course should consider if and how it is possible to link participants of the previous two courses (who are often looking for project partners) with the group of participants of the coming course(s).
- A proper impact study should be conducted to further investigate realities and practices of youth work on youth participation.
- The team meeting should possibly be extended to allow for enough time to select participants in an educationally meaningful process.
- The course should remain at least bilingual, with English being the first, Russian the second and French the third language.
- The study visits to local field projects should be repeated.

- This necessary and valid course should be complemented by other course formats, in particular a long-term training, an advanced short training and a training of trainers.

15. Participants' recommendations on enhancing youth participation

The following recommendations were worked out by the participants of the training course and presented to a representative of the Council of Europe's Parliamentary Assembly Subcommittee on Youth and Sport, André Schneider. These recommendations were developed to support actors in the youth sector in order to enhance youth participation at different levels and will further be promoted by the Directorate of Youth and Sport at a European level, but also by the participants of course at local, regional and national level.

General recommendations

1. To raise the awareness of local communities on youth participation as a means which is beneficial for the entire community.
2. To reinforce the dialogue between local authorities in the local community including young people through developing municipal councils, empowering local communities to take part in decision-making and encouraging transparency in the work of local authorities and decision-making.
3. To provide training to local and regional authorities on the Charter in order to encourage them to use it in youth policy development and implementation.

Recommendations to local authorities

1. To support youth policy development at local level.
2. To nominate within the administrative entity persons in charge of youth and collaboration with youth organisations.
3. To provide support and vocational trainings to ensure the participation of young people in social and economic life.
4. To provide resources, not only financial, but also human resources, logistics, etc.
5. To enhance youth participation at local level by supporting formal education and non-formal education programmes aimed at stimulating youth participation with NGOs.
6. To include youth events in municipal and community events.
7. To consider development of the necessary infrastructure, such as transport, communication, etc. in order to facilitate the access of young people to youth structures and provide youth participation in general.
8. To offer young people the possibility of internships in local authorities to bring closer the input of young people to local policies and youth policies in order to understand the mechanisms of local policy development and implementation.

Recommendations to young people and local youth associations

1. To empower young people to promote their own concerns.
2. To try to find a place to participate and use the given opportunities.
3. To develop partnership networks and platforms for co-operation between young people and organisations that work on youth participation.
4. To seek and intensify co-operation between youth structures and local and regional authorities.
5. To constantly research the means of young people in relation to youth participation and address this through programmes, projects and activities.
6. To develop projects and programmes aimed at enhancing youth participation in rural areas.
7. To work on improving the competences of young people, knowledge, skills, attitudes in order to enhance effective participation of young people, for example through

- providing information on existing opportunities to participate, motivating them, providing resources for that.
8. To train and use multipliers (communication workers, street workers).
 9. To ensure visibility and sustainability of the work done by young people and youth organisations or associations.

Recommendations to national governments

1. To develop a national policy on youth participation.
2. To name a state council or governmental body dealing with youth matters.
3. To have youth participation present in every part of youth policy.
4. To develop appropriate youth programmes by ministries.
5. To promote the Charter and translate it if not yet done.
6. To provide structures to enable young people to participate:
 - o to include young people in decision making process and decision taking
 - o to provide young people with skills and competency for active participation in decision making processes + decision taking
 - o to disseminate information on opportunities and rights to take part in decision-making process
 - o to set up co-management structures in a democratic way

Recommendations to national youth organisations and associations

1. To develop a consensus between national youth organisations and National Youth Councils on participation.
2. To provide regular information, statistics and analysis about youth participation.
3. To develop skills training and capacity building programmes internally and externally on youth participation in co-operation with the National Youth Councils.
4. To use tools such as magazines, annual reports, web pages for lobbying.

Recommendations to actors on the European level

1. To make youth participation a political priority.
2. To work on youth participation in co-operation with / supporting each other (European institutions and youth NGOs).
3. To develop adequate information strategies (all actors) and provide sufficient funding (European institutions and member states).
4. To offer training courses and educational offers to empower young people (European institutions and youth NGOs).
5. To localise European-level training courses (Council of Europe's Directorate of Youth and Sport and European Union).
6. To give more financial support to cross-sectoral youth policies (European institutions and member states).
7. To increase the money spent on youth and youth programmes (European institutions and member states).
8. To create a European TV and/or radio channel for youth (Youth Forum Jeunesse).
9. To translate political commitments into concrete, tangible political action (money, support) ex: European Youth Pact (European institutions and member states).
10. Not to increase demands without increasing financial resources (European institutions and member states).
11. To increase and support and enforce youth participation in institutions, especially outside of the youth sector: youth list for youth EU Parliament elections. Youth in the CoE, Parliamentary assembly! Quotas?!!! (25% young people = 25% representation) (European institutions and member states).

12. To offer training for local and regional authorities on youth policies and youth participation (Council of Europe's Directorate of Youth and Sport and Youth Programme).
13. To find a better system to share good practice and more solidarity to share and more attention to listening (people involved in youth work).
14. To provide to the biggest extent possible material and training in a variety of languages (not only English and French) (Council of Europe's Directorate of Youth and Sport, Youth Forum Jeunesse and EU-Youth Programme).
15. To discuss within youth organisations across all levels (local, national, European) how to proactively promote youth participation (European NGOs).
16. To organise a European event bringing together authorities and young people to promote youth participation and to discuss co-operation (Youth organisations and Youth Forum Jeunesse and authorities).
17. To act as an "interpreter" and make the different points of view better understood (Youth NGOs).
18. To support constructive and critical research on youth participation to validate good practice and enhance quality (European Research Network and European institutions and member states and universities).
19. To promote a wider understanding of participation: it is more than just voting! (Youth NGOs).
20. Authorities should finally accept that (authorities).
21. To work hand-in-hand with youth workers and youth research and youth policy.
22. To directly involve youth, youth NGOs and youth workers in the creation and the implementation of all programmes (not only advisers but co-decision!) (Youth, Youth NGOs and European institutions).
23. To have more flexible and easier-to-use programmes.
24. To have co-managed structures regarding the programmes.
25. To make young people active stake-holders with real power to decide rather than passive users only.
26. To address with the programmes young people who are against Europe also.

Recommendations to other stakeholders

Mass media

1. To use media as a tool or instrument for developing youth participation by national youth NGOs and with National Youth Councils.
2. To use media as an instrument for lobbying by NGOs and youth councils towards national government.
3. To disseminate clear information and in that way act as a mediator.
4. To show positive sides of youth participation.

Political parties

1. To accept youth participation as a valuable concept.
2. To not only use youth participation just for political issues but to see young people as important actors in the society. All kinds of participation should be equal.

Schools and state universities

1. To co-operate with local authorities.
2. To adopt youth participation issues in the curricula.
3. To create participative activities for young people.
4. To consider non-formal education in formal education systems.

16. List of participants, team and speakers

Course participants

NAME	COUNTRY	ORGANISATION	ADDRESS OF ORGANISATION
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Trainers' team and speakers

NAME	COUNTRY	
ALEXANDRA RAYKOVA	BULGARIA	Consultant – DYS pool of trainers
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ANDRÉ-JACQUES DODIN	Council of Europe	Speaker
ANDREAS KARSTEN	GERMANY	Consultant – DYS pool of trainers
DIDI BAENZINGER	UNITED KINGDOM	Speaker
IRIS BAWIDAMANN	Council of Europe	Educational Advisor
MICHAEL INGLEDOW	Council of Europe	Speaker
NADINE LYAMOURI-BAJJA	Council of Europe	Educational Advisor
PETER LAURITZEN	Council of Europe	Speaker
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