



COUNCIL  
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Directorate of Youth and Sport  
Direction de la jeunesse et du sport

*Training course*

# **Development and Implementation of Participation Projects at Local and Regional Level**

14-25 June 2006

European Youth Centre Strasbourg

## **Course Documentation – Session Outlines**

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# **Development and Implementation of Participation Projects at Local and Regional Level**

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European Youth Centre Strasbourg

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## INTRODUCTION

This part of the TC Charter 2006 documentation aims at providing more information related to the educational aspects of the activity and is complementary to the document called "Course Documentation" (reference number DJS/TC/Charter (2006) 7).

In this publication a detailed description of sessions and specific activities can be found, as well as the materials used by trainers or guest experts. The programme flow has been already explained in the "Course Documentation" (point 10), therefore below just the titles of specific sessions are mentioned.

### Flow of the sessions

The content of the training course is presented in a form of session outlines, which summarise the main elements and aspects of specific sessions. Each session outline represents a half-day block in the programme and is related to a specific topic. Below you will find the following session outlines:

#### **Day 1, Wednesday 14 June**

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#### **Day 2, Thursday 15 June**

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Session Outline 3 GROUP BUILDING AND INTRODUCTION 2 (p. 9)

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#### **Day 4, Saturday 17 June**

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#### **Day 11, Saturday 24 June**

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## Session outlines

For the need of the training documentation the following session outline template was proposed and accepted by the team:

Session Outline TC Charter 2006
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### Session

- What was the title or name of the session?
- When did it take place (date and hours)?

### Background

- What was the context in which this session took place? What happened before and what would happen next?
- Why was it needed? Which aims or objectives of the whole training course did it relate to?
- Was there anything special that needed to be taken into account?

### Aim

- What was the general aim or purpose of the session?

### Objectives

- Which specific goals did this session seek to achieve?
- Which knowledge, skills, and attitudes did the objectives address?

### Programme

- What was the timetable of the session?

### Methodology and methods

- What was the approach used during this session to achieve the above-mentioned objectives?
- What were specific methods used? (just a list of methods and information where they came from: a book, a website, etc. If this was a new method made for the purpose of this course, please describe it using the attached "New Method Outline")

### Outcomes

- What was actually achieved during the session?
- What did the participants learn?
- Which competencies did the participants develop or acquire?
- Have you noticed any unplanned outcomes?

### Evaluation

- How was the session evaluated by the participants (if there was any feedback)?
- How was the session evaluated by the team (e.g. at the evening evaluation session)?

### Remarks, comments, suggestions

- Are there any comments related to this session?
- What are the suggestions or warnings for future teams or trainers?

### Appendices

- Please attach any documents or materials worked out by the participants
- Please attach any background documents, handouts, work-sheets, presentations, etc. used during the session
- Please attach the New Method Outline (if appropriate)

## Day-by-day session outlines

(written down by the team members responsible for specific parts of the programme)

### Session Outline 1

## WELCOME EVENING

### Session

- Welcome evening
- Wednesday 14 June 2006, 8.30 p.m. to 10.30 p.m.

### Aim

The aim of the session was to welcome the group and foster communication among participants and the team, to seek to create a positive, warm, respectful and inclusive atmosphere for interaction, learning and exchange.

### Objectives

- To warmly welcome participants at the EYC Strasbourg and to this training course.
- To get to know each other's names and have a glimpse at the variety of backgrounds and contexts.
- To break the ice within the group and initiate the group building process.
- To provide a safe space to experience cultural diversity and set the tone in dealing with it.
- To create dynamic interactions and interpersonal communication across cultural borders.
- To establish a first conceptual connection with the theme of the training course.

### Programme

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

### Methodology and methods

Although the evening programme was structured and conducted according to a plan, the team ensured an informal and relaxed atmosphere so that the participants could more easily deal with the unknown (the place, the event, other people). The informal atmosphere was also important on the first evening as the following day's sessions were much more formal and official.

### Outcomes

Approximately two-thirds of the participants arrived before the evening programme and joined the welcome evening. There was a nice atmosphere, open to everybody who came later during the evening. The objectives of the session were reached and the team got a first glance at the entry-points to the topic of participation (mainly political participation, i.e. voting) and an impression about potential linguistic problems.

## **INTRO and GROUP BUILDING – part 1**

### **Session**

- Opening, introductions, getting to know each other, expectations
- Thursday 15 June 2006, 9.30 a.m. to 1 p.m.

### **Background**

- At this stage all the participants were already present and the majority of them had met the night before
- This session led to the next phase, in which the participants presented their projects and reality before the group started working on participation as a concept

### **Aims**

Official opening of the course and course introduction

### **Objectives**

- To show the importance of the course for the Council of Europe through official opening of the Training Course by the Director of Youth and Sport and a representative of the Congress of Local and Regional Authorities of Europe
- To introduce the team of trainers and the participants, to get to know each other
- To introduce the Council of Europe as organising institution
- To introduce the concept and the programme of the course
- To introduce the working methods used during the course
- To clarify the aims and objectives of the course
- To get to know the working environment

### **Programme**

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-Jaques Dodin and Ulrich Bohner
10.30 a.m.	Introduction to the Council of Europe
11 a.m.	Coffee break
11 a.m.	Group building with the four flipcharts (family, participation, free time, school and occupation)
12 noon	Introduction of the course concept and context, aims, objectives, programme, methodology

### **Methodology and methods**

The specific methods used were:

- Official welcome speeches
- "Speaking round" (introduction of participants and team)
- PowerPoint presentation
- Visual presentation (paper, flipchart) → presentation of the course
- Individual work and presentation in plenary (expectations)

### **Outcomes**

All the participants and team members got involved through the energiser game.

Participants also became familiarised with the context of the course and met the interpreters, and we all learned how to use the equipment (microphones). Other technicalities were explained: badges, food tickets, etc.

In his speech Andre-Jaques Dodin, the interim director of the European Youth Centre Strasbourg, introduced the Directorate of Youth and Sport and the core values of the Council of Europe. He also spoke about the Charter as a tool to create more democratic and participative societies. He also highlighted the role of the Congress of Local and Regional Authorities of Europe and of young people themselves in this process.

Ulrich Bohner, member of the Congress of Local and Regional Authorities of Europe, familiarised participants with the institution and its role in creating more inclusive local communities.

The group building game helped participants and the team to gain more information about each other's background, especially about family, occupation and studies, spare time and participation.

During the last presentation of the morning session, participants got an insight into the methodology of the training, the function and the conditions of the non-formal educational approach. They also learned about the course concept and context, and the overall aims and objectives of the programme.

## **Appendices to session outline 2 (SO 2)**

### **Appendix 1 / SO 2: PRESENTATION: "INTRODUCTION TO THE COUNCIL OF EUROPE"**

The presentation focused on the following points:

- what is the Council of Europe and what is the difference between the CoE and the EU?
- basic values and aims of the CoE
- the structure of the organisation
- information about the Directorate of Youth and Sport
- the Cultural Convention
- how does the co-management system work in the DYS?
- Youth sector priorities of the CoE
- European Youth Foundation
- European Youth Centre Strasbourg

### **Appendix 2 / SO 2: PRESENTATION: "INTRODUCTION TO THE COURSE"**

The presentation focused on the following points:

- the aim of the course
- course objectives
- methodology
- programme

The above-mentioned elements were described in the first part of the course documentation, points 6 and 7.

## **GROUP BUILDING AND PARTICIPANTS' INTRODUCTION 2**

### **Session**

- Group building, Introduction of participants' reality
- Thursday 15 June 2006, 2.30 p.m. to 6 p.m.

### **Background**

- Participants had received a general introduction about the course and the Council of Europe in the morning
- Getting to know each other had already taken place
- The following session was addressing different concepts of participation

### **Aims**

To foster the group dynamics through group building activities and get an overview of the participants' reality

### **Objectives**

- To introduce the European Youth Centre Strasbourg
- To foster the group building process and create a safe environment for the group to exchange and discuss experiences and ideas
- To exchange and reflect on expectations of participants and team
- To get to know each others' working or project reality
- To start looking at the projects from a "participation" point of view
- To introduce the participants' organisations

### **Programme**

2.30 p.m.	Energiser: 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 our co-operation
5 p.m.	Four thematic groups on participation (preparation for vernissage)
6 p.m.	Reflection groups
9 p.m.	Vernissage

### **Methodology and methods**

- In the first half of the session many interactive methods were used to foster the group dynamics and group building. The second half was more based on presenting, but still in an interactive way.
- The specific methods used were:
  - o Group building activities
  - o one-minute presentations (participants' projects)
  - o work in small groups
  - o visual presentation
  - o organisational market

### **Outcomes**

Collecting the participants' expectations (needs, inputs and fears/avoiding) helped them to formulate their learning needs and to express the conditions of their "well-being" as well as to get

the most out of the training course. Method used: washing line. The participants did not get immediate feedback on the needs expressed.

Tina Mulcahy, Executive Director of the European Youth Centre Strasbourg, familiarised participants with the conditions of the EYC building.

A short group building game (Nine dots) enabled participants to get closer to each other. This method introduced the main group building exercise during the afternoon: the Magic carpet. The game itself and the debriefing afterwards helped to build the group spirit, and to facilitate the group building process. The following themes were discussed during the debriefing: communication, participation, leadership, roles in the group, strategy-making, implementing a task, inclusion and exclusion of people with special needs.

Though it was intended, the group was not really ready to create a set of principles or rules for further co-operation. Finally, with the support of the facilitators participants brainstormed on the issue, mentioning respect, learning from each other, communication, delegation of tasks and co-operation.

The first round of reflection groups was run to create space for deeper reflection on the experience of the day (in small groups of five or six people).

The so-called vernissage was set up for the participants to reflect on their own reality by creating a show, where they could introduce the work they do and explain why they do this. The vernissage also helped to establish of the non-formal settings of the training course through fun, creativity and integration.

### **Appendices to session outline 3 (SO 3)**

#### **Appendix 1 / SO 3: PARTICIPANTS' EXPECTATIONS**

##### **a. About youth participation**

- To learn more about active participation of young people in the work of local authorities
- Different approaches to youth participation
- To learn about the experience of other participants
- To get to know the achievements of other European countries in youth participation
- To analyse these experiences, how they can be used in my country
- To explore the way in which different social and cultural contexts affect participation
- "How to's" and "do's and don'ts" in youth participation
- To gain more skills to facilitate the access of marginalised youth to decision-making
- To learn ways of evaluating youth participation
- To develop skills to promote youth participation in my country

##### **b. About the Charter**

- To have more information about the Charter and its functions (how to make a piece of paper a working instrument)
- To understand how the Charter can be useful for youth in my country

##### **c. About projects and project management**

- To get to know different projects from all over Europe
- To get feedback on my project
- To get useful knowledge on implementation of local and regional projects
- To have an open space to exchange ideas and experiences about existing and also future projects
- To develop skills in project management

#### **d. About networking**

- To find partners
- To create a network about participation in English
- To know the right methods to collaborate with authorities at local and regional level (also for financial support)
- To find contacts for future projects
- To learn about different models of co-operation with youth NGOs and authorities
- To begin to develop links for international co-operation
- To find partners to organise youth activities at regional and international levels
- To get an opportunity to elaborate and implement joint projects
- To learn how to lobby local authorities

#### **e. About personal development**

- To get knowledge about different cultures and countries
- To learn more
- To get empowered
- To get more experience in working and living as a group
- To gain ability to speak and operate more effectively in the civic arena
- To improve language skills
- To be challenged on my views
- To develop intercultural skills

#### **f. About group life**

- To have fun
- To establish contacts
- To establish interpersonal relations
- To make good friends

#### **g. Other expectations**

- To gain more information about European youth work, youth aspects and international exchange of experience
- To gain knowledge regarding youth policy in other countries and to know more about European funds and the procedure for applying for grants
- To get ideas for energisers, activities, some pedagogical approaches
- To learn more about the structure of such seminars
- To enjoy and learn from cultural diversity among participants in the course

### **Appendix 2 / SO 3: PARTICIPANTS' CONTRIBUTIONS**

#### **a. Sharing experience**

- Experience from my daily work
- Five years' experience in youth work
- Experience in different participation structures
- Experience in work with Roma, sexual minorities and young people living with HIV/AIDS
- Experience in and knowledge about organising peer education, programmes for youth, especially marginalised ones
- General project experience
- Experience of setting up and running youth participation projects
- Experience in project management, empowering youth, networking, info on funding
- I can share my experience regarding youth projects and involvement of media in these projects

#### **b. Sharing knowledge and information**

- My knowledge related to youth participation, etc.

- I have done research on Youth Participation and so I have knowledge of what can work effectively
- Knowledge about local participation agenda
- I have an understanding of the benefits that can be gained through partnership approaches
- Knowledge of youth policy in Europe and in my country
- I can describe a situation with a youth policy in my country
- Information about the youth policy in Lithuania and the youth participation situation in Varna
- I can share good examples of practice for young people that we have in Istanbul
- I could provide the participants with information about the Caucasus

#### **c. Methods**

- Methods of non-formal education and intercultural learning
- A variety of participation methods used
- I am happy to share these, e.g. the hot air balloon exercise is one I like and use

#### **d. Participation in the course**

- Active participation
- Contribute with ideas, help and assistance to the other participants
- Hosting an Action 5 study visit or job shadowing
- I have some practical facilitation skills
- I have a resource book with me that contains practical exercises that work
- Outspokenness

#### **e. Contribution to good atmosphere**

- Good humour
- Energy, energisers before working
- Sharing the little I know about life, human interactions, philosophy of life, travelling experience
- I'll try to maintain my motivation and most of the time I'll be cheerful and ready to make you smile
- Can teach particularly how to drink alcohol
- My CDs
- Enthusiasm and humour

#### **f. Other**

- I want to present Russian Siberia as a part of a big Europe. It's very important to me, my region and I think for all Europe
- I think that my contribution will be to promote through discussions the co-operation and active communication between local and regional governments and youth organisations

### **Appendix 3 / SO 3: PARTICIPANTS' FEARS**

#### **a. Relating to the content of the programme and methodology**

- Official speeches
- I don't want to attend boring and passive conferences
- To avoid boring speeches and lectures
- Over-technical discussions about the Charter, too irrelevant for my real life application
- I am a bit afraid of the formal atmosphere and using a microphone
- Inflexibility
- Not have time to discuss projects
- Do not get my expectations met

#### **b. Relating to group functioning**

- That the participants will not listen to each other
- Lack of respect
- Misunderstanding
- Non-constructive attitudes
- Judgments and one-way thinking
- Isolation
- Conflicts
- I would like to avoid any misunderstanding, intolerance, and disrespectful attitudes during the whole course
- Communication obstacles based on cultural differences

**c. Relating to participants well-being**

- Being too tired
- Not to have fun
- I don't want anybody to get ill
- Not to learn something useful
- Fear of speaking English, fear that I won't be able to understand anything

**d. Relating to the time after the course**

- Not to make close contacts with others so that it is possible to follow up further joint projects
- It'll be too hard to realise my project
- Lack of co-operation
- Losing contacts
- Unfinished projects
- Not being able to reach local authorities' attention
- Not to have a clear idea, plan

**e. Other**

- Not to get a T-shirt and a certificate

**Appendix 4 / SO 3: MAGIC CARPET GAME – Instructions**

**Description**

In the group there will be two blindfolded persons and one with tied arms and one with tied legs and arms.

The participants should turn the magic carpet over without anybody stepping off the carpet. If this happens they have to start the activity from the beginning.

It will be announced that the group has five minutes to define their strategy.

The exercise will take place outside on the grass. We should make sure that the "carpet" is an appropriate size (not too big, not too small).

**Questions for the debriefing**

1. How did you feel in this exercise?
2. How did those who were blindfolded and the ones who were tied feel?
3. What was your strategy?
4. How was it decided?
5. Who took the lead and how did this happen?
6. What did the participation of the group in the decision-making look like?
7. Did you face any problems in performing the task and what kind?
8. Could you make any parallel between the exercise and real-life situations?
9. Any conclusions that you would like to make?
10. Based on the discussion and the conclusions that you made, would you like as a group to set up any principles for the group work during the TC?

## **PARTICIPATION 1: INTRODUCTION**

### **Session**

- Introduction to participation – Setting the theoretical frame on participation and other relevant concepts
- Friday 16 June 2006, 9.30 a.m. to 1 p.m.

### **Background**

This particular session was following the first day of general introduction to the course, the setting, the frame and the participants. It was the first session on participation, which was going to be the topic for the following two days.

### **Aim**

The main aim of this session was to set a general framework to youth participation and to create a common understanding on the meaning of youth participation in the European context.

### **Objectives**

- To set the framework of the participation concept within the understanding of the Council of Europe (definition, keys to participation, role, etc.).
- To examine the link of the participation concept with other relevant concepts such as citizenship, diversity and human rights.
- To open reflection on current challenges faced by young people in relation to participation and on the possibilities of working to overcoming them.
- To provide space for exchange on the challenges to participation and the relevance of the concepts to the participants' realities.

### **Programme**

9.30 a.m.	Input by Peter Lauritzen: Setting the framework, questions and answers
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

Lunch was provided in the form of lunch packs as participants had to leave for their field visits.

### **Methodology and methods**

- Presentation in plenary
- Working groups working on three questions in small groups
- The results of the group work were summarised in a visual way on the wall (the so-called Participation Wall) presenting the answers to the three questions (see Appendix 2 / SO 4), which remained for the whole week, representing the ways of participating in a local reality, forms of participation and challenges.

### **Outcomes**

Participants were given a very broad introduction to youth participation, combining the political, social and historical implications of youth participation with a special focus on young people's realities and challenges in European societies.

In the second part of the morning the emphasis was put on participants' analysis of youth participation in their realities, what they need and what they already practice (see the results below). This wall remained all week and enabled participants to add elements throughout the course whenever new elements appeared.

## Evaluation

The input by Peter Lauritzen was very much appreciated by all participants, giving them a chance to make a direct link between Europe, theory and their lives as young people. Some of the topics of the input were present throughout the rest of the training course.

The second exercise was one of the first possibilities for participants to exchange information about their realities and difficulties in the various countries represented and to find common challenges and main differences. This interactive way of working and the visualisation of the results was appreciated.

## Appendices to session outline 4 (SO 4)

### Appendix 1 / SO 4: SUMMARY OF PETER LAURITZEN'S INPUT

- Participation throughout history
- National belonging
- Identity and participation
- Political participation
- The concept of “structural reform”: the group concerned makes the policies and decisions
- Dilemma of the definition of youth: floating concept for the clear setting of an age for defining youth
- Depending on the number of young people in a society, they are more or less taken into consideration (in Germany, the number of young people keeps decreasing, so that they are not listened to enough)
- Very different realities from country to country
- What other forms of participation are available now but weren't before?
  - Web as a contribution to democracy: difficulty of fitting this democratisation through the web into political decisions
  - Effective means to participation
  - Movements of any kind for specific causes (ecology, refugees etc.). But all these movements do not always try to be recognised by a political system
- Does participation require face-to-face contact?
- Concept of societal fluidity: people should not only be put into boxes
- Young people lose interest in being part of political decisions, which does not mean that they don't participate
- A fresh way of thinking through which young people could express themselves (through media or political participation) is not provided
- The International Convention on the Rights of the Child is the most universal document on participation of young people
- EU White Paper on Youth
- Lack of research in the field of youth participation
- Participation starts the day a baby learns to say “no”
- Societies we're living in are not all living in the same times
- Our commitment on a specific issue is limited in time
- We have to accept that nowadays we have multiple identities
- The state gives us the framework conditions to live in, but cannot address all needs
- Participation is about access to citizenship rights, elections, eligibility, freedom of speech, rights to an answer. But all this demands a minimum of living conditions
- A person who has to worry about surviving will not think about participation

Dear you,

This morning you have heard some thoughts about a possible framework of participation, about what participation is and is not, and under what conditions it can take place meaningfully.

Going from here, we would like to explore participation a little further, bringing together theory with practice.

We would like you to briefly share these questions within your group:

1. How do young people participate in your context?
2. What forms of participation are provided in your context?
3. What are the current challenges to youth participation in your context?

Please write your answers on cards – one answer per card please. If something comes up several times, one card will do. Thank you!

See you back at 12 noon in the plenary.

## **PARTICIPATION 2: FIELD VISITS**

### **Session**

- Field visits – Youth participation within the local reality
- Friday 16 June 2006, afternoon

### **Background**

Participants were expected to use the knowledge and experiences of the course afterwards in projects that they were running in their local environments. The course provided a lot of space for exchange of opinions and learning from each other, but it was also important to get to know real projects in order to get inspiration or a critical look at how the participation work was done by other organisations. Therefore a field visit was organised.

In the morning, the participants were introduced to concepts of participation, working on instruments and strategies as well as on challenges. Local field visits enabled them to compare the projects with their own realities and to identify good practice and possible problems.

### **Aim**

To get an insight into the local associative participation life of Strasbourg and identify good practice and challenges.

### **Objectives**

- To raise awareness about the challenges to participation faced by the young people in Strasbourg.
- To introduce the relevant strategies and youth participation projects implemented by some local organisations or structures.
- To provide space for reflection on any alternative practices of the local organisations in dealing with youth participation and for comparison with the participants' own practices and projects.
- To provide space for critical analysis of the projects presented (What works? What does not? What could have been better or different?).
- To initiate reflection on relevant strategies and instruments on promotion of youth participation.

### **Programme**

1.15 p.m. Departure from EYCS to different field visits  
2 p.m. Field visits with questions and discussion  
8 p.m. Dinner in town, meeting at the restaurant

### **Methodology and methods**

Participants were asked to choose between four local projects. Four groups of seven or eight people went in the afternoon to meet local actors, discover the local reality and projects and discuss the strategies, the level of participation in projects etc. Common debriefing took place in the EYCS the next morning.

### **Outcomes**

Unfortunately, owing to technical problems, one of the field activities was cancelled in the afternoon, so that a big group ended up visiting one project. Participants had very different experiences depending on their visit, which enabled them to compare results, observations and critiques afterwards. In general the field visits were an important element of the programme as they enabled participants to put the discussions and sessions into a real context.

## **Evaluation**

In general, all participants were very satisfied with their field visit and learnt various things. The radio group was very impressed with the courage of the volunteers to continue to fight for participation although they had many financial challenges. The participants who went to Schiltigheim could see a model of a municipality very actively involved in the youth field, with its advantages and disadvantages. Finally the last group at AMSED benefited less from the visit because of the size of the group. Nevertheless, they got a good insight into the initiatives and projects of the association.

## **Remarks, comments, suggestions**

ARPOMT and AMSED are two local NGOs which are representing minorities and implementing youth projects.

The “Maison du jeune citoyen” is part of the town of Schiltigheim, including also the Youth Council.

Radio Bienvenue Strasbourg is a local radio station with and for young people, with a participatory approach and a strong focus on migrant youth.

## **Appendices to session outline 5 (SO 5)**

### **Appendix 1 / SO 5: GUIDELINES FOR FIELD VISITS**

- What challenges is the organisation facing in dealing with local youth participation?
- What strategies and/or instruments are used by the organisation for promoting youth participation?
- Which strategies work particularly well?
- What kind of support is provided to the organisation by the local authorities?
- What kind of co-operation does the organisation have with other stakeholders?
- What could be done differently?

## **PARTICIPATION 3**

### **Session**

- Strategies and forms of youth participation
- Saturday 17 June 2006, 9.30 a.m. to 1 p.m.

### **Background**

This was the third session in the participation block. It followed the introduction to youth participation and other related concepts by Peter Lauritzen, the working groups on identifying the challenges, opportunities and forms of youth participation in the local contexts of the participants, and the field visits to local projects in Strasbourg. In this session the participants presented their feedback on the visits, followed by input on the ladder of participation and an exercise on "Where do I stand on the ladder of participation?". The following session aimed at experiencing youth participation and drawing conclusions regarding quality youth participation projects.

### **Aim**

To provide an opportunity for reflecting and broadening the participants' perceptions on possible strategies and forms of youth participation applicable to their youth participation projects and to their work in general.

### **Objectives**

- To feed back the results from the field visits of local projects in Strasbourg and to draw conclusions regarding relevant strategies and approaches in promoting youth participation.
- To reflect on participants' own strategies and approaches in working on youth participation and youth participation projects.
- To raise awareness on where the participants stand with their projects and work on the youth participation ladder (what forms of youth participation they are promoting with their projects and how they are involved in participating).

### **Programme**

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

### **Methodology and methods**

- Feedback from the different groups on the field visits + debriefing
- Completing the Participation Wall from the previous day (on the basis of the experience of the visits)
- Introduction in plenary
- Exercise on "Where do I stand on the ladder of participation?"

### **Outcomes**

- The participants had the chance to exchange their impressions and observations from the visit and to compare it to their own experiences and projects related to youth participation.
- Furthermore as a result of the visits the participants had an opportunity to learn more about the reality of Strasbourg in relation to Youth Participation and other related concepts, and to identify some of the challenges that the young people and their

- organisations are facing and to get acquainted with the strategies and instruments that the local projects are using to address these.
- Participants were familiarised with the ladder of participation concept.
  - They were provided with space to become aware on where they stand with their projects and work on the youth participation ladder (what forms of youth participation participants are promoting with their projects and how they are involved in participating).
  - Furthermore their awareness on the limitations of this concept was raised.

## **Appendices to session outline 6 (SO 6)**

### **Appendix 1 / SO 6: WALL OF PARTICIPATION – HOW?**

The participants have come up with the following ideas:

- Impacting on services that affect them through decision-making and implementation. The vehicle allowing this to occur is a formal or official agreement using formal methods
- Youth Councils (local, regional, national)
- Schools Councils
- Student Government and Council
- Peer education
- Young people sit on the organisation's board to have a say on policy and strategy
- There is a passive participation of young people in projects that are implemented by local/regional/national authorities which run projects without involving young people in decisions
- Active participation within the associations and organisations (in managing and implementing different kinds of project activities)
- Political participation
  - o Being a member of a political party
  - o Being a member of youth councils under legislative or executive bodies
  - o Being involved in a political promotion
- They vote and demonstrate
- Operate an open democratic process
- General assembly
- Intergenerational dialogue
- Open meetings for members
- Communication strategy
- Project development
- Informal events/meetings
- Classes
- Local Agenda 21
- Community service

### **Appendix 2 / SO 6: WALL OF PARTICIPATION – FORMS**

- Through co-operation with media
- Intercultural events
- Voting
- Participate in a project
- Manifestation
- Youth Council at national, federal and regional level
- Co-management in the field of university and student issues
- Youth debates
- Elections
- Youth organisations, centres
- Local authorities

- Youth Councils
- Non-formal training courses, seminars
- Festivals
- Youth camps
- European youth programmes
- Student unions, clubs
- Religious groups
- Alternative social centres
- Voting interviews
- Research databases

### **Appendix 3 / SO 6: WALL OF PARTICIPATION – CHALLENGES**

- Problem of choosing the right partners
- Project management training for development
- Professional training
- Lack of information, especially in rural areas
- Youth priority becomes a victim of political discussions
- How to motivate them to participate in realities experiencing social and economic problems
- To find structures broad enough to effectively engage minority groups and give them a voice
- To reach communities and to be more visible
- To extend target groups and fields of activity
- To overcome self-exclusion
- Empower – support young people to use resources
- Spreading information
- Catch attention
- Build up confidence
- Reach marginalised groups
- Political participation
- Long-term involvement
- Partnership with (local) authorities
- Local networking
- Different expectations between partners
- Bureaucracy
- To make the youth policy attractive
- How to promote women in leading positions
- Lack of co-operation and interaction between children and youth councils
- Give to youth more decision power
- Create disappointment + frustration if nothing happens
- Challenge of political priorities
- Overuse of “stars” of participation leading to under-representation
- Lack of resources – staff, budget, accommodation
- Training and development
- Lack of incentive and interest
- To find appropriate programmes
- No active membership

## Appendix 4 / SO 6: INPUT ON PARTICIPATION

Content of the presentation

### 1. What is youth?

#### General debate

- a psychological phase in the development of a human – persons in the making?
- a biological phase, a fact of life that passes by and everyone passes through?
- a group of the population with problems of one kind or another?
- a part of the citizenry without the right to vote, and thus disregarded by politics?

#### Contemporary social science

- young people as protagonists taking part actively in the social process
- young people as active social agents in their own right

#### Contemporary European politics

- young people as a resource and potential, not a problem – no deficit model: what can they do?
- youth policy: transversal, complete and holistic approach cutting across many policy areas

#### Reflection questions

How are young people seen in your organisation: as problems, as victims, as intervention targets or as active social agents?

How can you prove or verify the approach: how does it show?

### 2. Context of youth work on participation

Youth work on participation tends to be decontextualised ... but only contextualisation recognises complexity and facilitates meaningful approaches to youth work.

One needs to see youth and participation in relation to youth initiatives, youth work and social context in general.

#### Reflection questions part 1

How aware are you and your organisation of the social contexts of your target groups?

How do social context, youth work and youth initiatives influence the participation of the young people you work with?

#### Reflection questions part 2

What skills do you think are needed to enable a youth worker to recognise, comprehend, analyse and interpret social context?

Which of these skills are part of the youth workers' training in your country and/or context?

### 3. Triangular dimensions of youth participation by Marc Jans and Kurt de Backer

The three elements mentioned below are closely related with each other (and therefore they are illustrated by a triangle, where each element is placed on the top of one corner of the triangle).

- Challenge a personal or social theme a young person is attracted by and devoted for a self-defined aim: not defined by youth work, youth research shows: felt challenges are plenty!
- Capacity – the power to influence things meaningfully, to make a difference (power), the potential to engage to the best of own capacity (empowerment)
- Connection – a feeling of connection with others, a community of shared perceived challenges, a need going beyond young people: support also by the public domain, but without taking power away

### **Reflection questions**

What is the relationship of the three dimensions “challenge, connection, capacity” within the target group you work with?

How was that relationship unbalanced in the last project which failed?

#### **4. More dimensions of youth participation (Marc Jans and Kurt de Backer)**

- Internal/external participation
- Direct/indirect youth participation

### **Reflection questions**

Do the projects of your organisation focus more on the external or internal dimension of participation?

Is youth participation in your context more direct or indirect?

Does your project focus more on direct or indirect participation?

#### **5. Youth participation as a question of power – The ladder of participation**

- Sherry Arnstein, 1969. Roger Hart, 1992
- What is the top form of participation?
- Youth is not a homogeneous group
- Social and economic exclusion
- Adequacy of participation approaches
- De-contextualised, theoretical

### **Reflection questions**

Where were the young people involved in yesterday’s project on the ladder?

- in your community/context in general?
- in your most participatory project?
- in your least participatory project?

## **PARTICIPATION 4**

### **Session**

- Experiencing participation and conclusions on indicators for youth participation projects
- Saturday 17 June 2006, 2.30 p.m. to 6.15 p.m.

### **Background**

The session was related to all previous sessions on participation. It was concluding the participation block and the entrance point to the next programme block.

### **Aim**

- To provide space for experiencing the challenges to youth participation and related concepts such as citizenship, diversity and human rights.
- To provide space for identifying indicators for quality youth participation projects.

### **Objectives**

- To raise awareness on participants' own attitudes and limits in working on the issues.
- To broaden participants' perspectives and approaches in dealing with youth participation.
- To draw conclusions on indicators for quality youth participation projects, which the participants can use as point for reflection of their individual projects.

### **Programme**

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

### **Methodology and methods**

- Statements exercise with debriefing. See the appended statements and questions for the debriefing.
- Indicators (quality criteria) for youth participation projects at local level:  
The participants were provided with individual time to reflect and a handout with some guiding questions for this reflection.

Five themes for work in the groups were proposed, according to the themes of projects indicated in participants' application forms:

- a. Socio-economic participation (inclusion – exclusion)
- b. Children's rights and participation
- c. Intercultural dialogue and minority work
- d. Intercultural learning and leisure time enrichment
- e. Political participation

Five groups were composed according to the interest and the working experiences of the participants:

- a. Socio-economic participation (inclusion – exclusion)
- b. Intercultural dialogue and minority work
- c. Two groups on intercultural learning and leisure time enrichment
- d. Political participation

## Outcomes

See reports from the groups on indicators (quality criteria on youth participation projects). One working group has not managed to prepare any set of quality criteria. The participants explained that the task was too abstract for them and they did not really understand what quality criteria could be.

## Remarks, comments, suggestions

- Keep the session on the indicators for a later point in the programme.
- Dedicate more time for the session on the indicators for youth participation projects – for example half a day in the programme.
- Review the handout with the guiding questions.

## Appendices to session outline 7 (SO 7)

### Appendix 1 / SO 7: STATEMENT EXERCISE

Statements used:

- a. Young people participate only when they have problems.
- b. Local authorities support youth participation when it is politically useful for them.
- c. Some young people are not participating because of their culture.
- d. All young people have the right to participate.

Questions for the debriefing of the Statements exercise:

1. How did you feel during this exercise?
2. Was it difficult to make a choice where to stand? Why?
3. What sorts of arguments were used? Those based on facts or on emotions?
4. Which were more effective?
5. Do you see any parallels between what people did and said during the exercise and the reality?
6. Are the statements valid?
7. Was the exercise useful? Why?

### Appendix 2 / SO 7: QUALITY CRITERIA

#### YOUTH PARTICIPATION PROJECTS SHOULD BE:

Prepared:

1. Involvement (and role) of the young people in the project planning?
2. Aiming at?
3. What competencies (knowledge, skills, attitudes) are needed?
4. What types of resources are needed?
5. Other ...

Implemented:

1. Involvement (and role) of young people in the project implementation?
2. Co-operation with authorities?
3. Co-operation and involvement of other stakeholders (actors)?
4. Decision-making?
5. Methodology (approaches + instruments for consideration)?
6. Other ...

Followed up:

1. Involvement (and role) of young people in the follow-up of the project?
2. Projects, results and outcomes (how those could be used)?
3. Follow-up of the young people who were involved in the project?
4. Co-operation with the authorities and other actors?
5. Other ...

## INDICATORS FOR YOUTH PARTICIPATION PROJECTS

Guidelines for the groups:

Focus your group discussion on the following questions from the perspective of the thematic youth projects that you chose.

1. How a youth participation project should be **planned**?
2. How a youth participation project should be **implemented**?
3. How a youth participation project should be **followed up**?

Use the questions under each of the three headings as guidelines for your discussion. You may use all or only some of them. You may also add others.

Please indicate the outcomes (results) from your discussion on a flipchart.

You will have five minutes to feed back the results in the plenary session.

### Appendix 3 / SO 7: QUALITY CRITERIA – WG REPORT 1

#### PROJET INTERCULTUREL

Les jeunes doivent initier un projet eux-mêmes. Après on trouve des gens qui veulent faire la même chose, qui veulent créer quelque chose de nouveau.

Ensuite, on a besoin de personnes qui ont des compétences dans le domaine choisi. Peut être, on peut trouver des gens qui ont participé dans les projets interculturels.

Quand on choisit le sujet, on doit trouver de l'information sur ce sujet.

On peut chercher des partenaires qui ont des connaissances pour organiser ou participer dans les projets interculturels.

Il faut faire une analyse de la situation par ce qu'il faut savoir si ce projet interculturel est utile.

Le pas suivant – la recherche de l'argent (les fonds, les ministères, les autorités locales, d'autres ressources de financement).

Pour unir les gens de différentes cultures, les autorités sont intéressées par des projets interculturels. Elles peuvent aider les jeunes à trouver des partenaires, elles peuvent donner aussi de l'argent. Si on trouve un compromis, on peut faire la même décision avec eux.

Le projet est réalisé par les jeunes, ils doivent prendre les décisions finales. Mais chacun d'entre eux doit avoir son rôle. Quand les jeunes ont leurs tâches, ils se sentent importants et utiles.

#### Points principaux

##### PREPARATION

- L'initiative des jeunes.
- L'accord avec les autorités locales, avec les leaders des jeunes.
- Les jeunes décident eux-mêmes.

##### REALISATION

- Seulement les jeunes s'occupent de la réalisation du projet. Chacun a son rôle.
- Un filet de sécurité.

##### SUIVIS

- Passifs deviennent actifs.
- Une chaîne créée.
- On trouve de nouvelles idées.

### Appendix 4 / SO 7: QUALITY CRITERIA – WG REPORT 2

#### Developing youth participation projects

Intercultural learning; sport and leisure time enrichment

##### Preparation:

- Young people need to be involved in the whole process.
- They need to have a chance to participate.
- The idea should come from the young and be implemented by them, but with help of other actors

- Remember to consider the background of the people in your target group and the people you work with.
- The project should be aimed at the real needs of young people.
- The young should identify the aim.
- When developing a project you need:
  - ✓ convincing project proposals
  - ✓ skills in application writing
  - ✓ positive attitude
  - ✓ critical thinking
  - ✓ analytical thinking
  - ✓ to divide the work equally between colleagues
- Resources needed:
  - ✓ money
  - ✓ human resources
  - ✓ information access
  - ✓ social contacts
  - ✓ multipliers
  - ✓ participants

#### **Implementation:**

- Everybody should be able to participate in the preparation and in the event.
- Invisible barriers need to be broken down.
- Participants and team members need to get to know each other.
- Everyone should be kept involved from the beginning.
- Spread the word – multipliers.
- Decisions about the level on which we will work.
- Decisions on the authorities with which we will work.
- SMART-approach: the project needs to be specific, measurable, achievable, relevant and time bound.

Unfortunately we did not manage to finish our discussion in the time given.  
Esther, Elena, Ranko, Anna and Aga.

### **Appendix 5 / SO 7: QUALITY CRITERIA – WG REPORT 3**

#### **Social and Economical Inclusion Group**

##### **Preparation**

Nowadays society has a serious problem with unemployed young people who may or may not have education and qualifications. Unemployment itself brings social exclusion. As a non-governmental organisation we should take an active part in this issue. In a participatory project a target group that we may call “unemployed youth” could take part actively in the process of creating the project. In this case, we should bring to the project the needs and wants of the young people. We are aiming to make young people directly involved in such projects.

It is important to have sustainable, self-motivated partners in the process of doing long-term projects. It is important to have serious people who can take the initiative in the long term. Also, organisations that work on economical and social inclusion must have human resources: professionals as well as a mentoring system, specific courses for youngsters to increase their skills and competence to be hired by the companies.

##### **Implementation**

The youngsters who have actively participated since the first stage of the project should implement projects. We think that co-operation with local authorities is very important in achieving the goals. A successful partnership takes place when every partner could collaborate in terms of his or her organisational capacity. At that point it is important to ask other partner organisations in which way and stage they can participate in the project. After the partnership, all decisions must

be made with all partners taking place in the process. Using mentors and partners in such projects is important for solidarity and successful sustainable projects. Also in such projects concrete activities are important such as giving necessary training to young people and bringing together the employers and young people who are seeking a job. For example, AMSED organises breakfasts once a month where they invite unemployed youngsters and employers. It is very important to bring target groups together to meet in the same stage.

### **Follow-up**

Organising regular monthly activities and controlling every step of the project is very important for the project's success. It is important to have some statistics to see how many youngsters got trained, how many of them found temporary or permanent jobs, how they function in their jobs, what are their employers' ideas about the youngster, etc, and these should be taken into consideration. Success doesn't mean finding jobs for all youngsters. It is good to check the strategies in the project at every step and to make an objective analysis of the project. Also it is important to have regular meetings with all partners and young people to have good feedback for future projects.

Written by  
Pinar Burcu GUNER, Khalil RAIHANI

## **Appendix 6 / SO 7: QUALITY CRITERIA – WG REPORT 4**

### **Intercultural learning and minorities**

#### **1. Plan**

- Identify the needs of the migrants → street workers, “mapping”
- Identify the specific group you want to focus your work on
- Define a clear framework/parameters for the possible project
  - o Make constraints visible (political, budgetary, opportunities ...) → what is possible and what is not, be realistic
- Take into consideration cultural differences
- Consider working with an intercultural mediator
- Take into consideration the situation of the minority and try to aim at integrating them → intercultural dialogue

#### **2. Implementation**

- Work with intercultural mediators

#### **3. Follow-up**

- Work with intercultural mediator

#### **Lessons learned:**

- Find a common language and (conceptual) understanding within our group composed of people from different cultures and with different backgrounds and experiences.

In the group were: Antonela, Giorg and others ...

## CHARTER 1: INTRODUCTION TO THE CHARTER

### Session

- Introduction to the revised European Charter on the Participation of Young People in Local and Regional Life
- Sunday 18 June 2006, 9.30 a.m. to 1 p.m.

### Background

- The participants learnt more about different concepts and approaches to youth participation and they were able to relate it to a youth policy level as well as to their work with young people. This session introduced a block of three sessions in total focusing on the Charter.

### Aim

To introduce the Charter and its approach to youth participation, namely the RMSOS approach (rights, means, space, opportunities, support).

### Objectives

- To introduce the Charter in general:
  - o what is it?
  - o what is the basic idea?
  - o where does it come from?
  - o what is its role?
  - o who was involved in the development?
- To introduce the contents of the Charter:
  - o What are the main issues relating to lives of young people addressed by the Charter?
- To introduce the approach of the Charter
  - o Participants get to know and understand the RMSOS approach of the Charter
  - o Participants discuss the five elements of the RMSOS approach
  - o To enable participants to explain the RMSOS elements to others
- To link the Charter to participants' projects
  - o Who is the Charter for?
  - o To introduce the youth-friendly version of the Charter

### Programme

9.30 a.m.	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 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 of the element in the group
12.15 p.m.	Five groups think about a creative way to explain "their" element to the rest of the group.

### Methodology and methods

- The specific methods used were:
  - o lecture or presentation
  - o working or discussing in small groups
  - o creative work

## **Outcomes**

The participants learned more about the content and recommendations in the Charter. They got to know the RMSOS elements and they had to find a common understanding of each element in order to prepare a creative presentation of these elements to the rest of the group.

## **Remarks, comments, suggestions**

- The groups need enough time for the discussions.
- Team members should have facilitated group discussions on RMSOS elements (at least at the beginning) to ensure a certain quality of outcome and to avoid misunderstandings in the task.

## **Appendices to session outline 8 (SO 8)**

### **Appendix 1 / SO 8: CHARTER PRESENTATION**

The content of the presentation:

#### **What is the Charter?**

- Adopted by the Congress of Local and Regional Authorities of the Council of Europe, CoE, 2003
- Non-legally binding, but with moral force
- Principles to which the Congress subscribes
- Principles that local and regional authorities should uphold

#### **Background**

- CoE adopted first Charter on the Participation of Young People in Local and Regional Life in 1992
- Conference held in March 2002 in Krakow to mark the 10th anniversary of the Charter and to review progress
- Original Charter had very limited impact, not widely disseminated or known
- Good basis, but limited in certain aspects
- It was agreed that the Charter should be revised and updated to take account of experience to date and new developments

#### **Revision and Adoption of the Charter**

- Established in autumn 2002
- Comprising representatives from the CoE Advisory Council on Youth, other youth representatives, representative from CLRAE, other youth experts
- Equal representation of young people and older people on working group
- Submitted draft text to CLRAE, Revised Charter was adopted by CLRAE on 21 May 2003
- Draft Recommendation on the promotion and implementation of the Charter adopted in November 2004 by the Committee of Ministers of the CoE

#### **Contents of the Charter**

- Introduction, preamble and principles
- Part 1 covers sectoral policies
- Part 2 covers instruments for youth participation
- Part 3 covers institutional participation by young people in local and regional affairs

#### **RMSOS**

- Rights: laws, consultation, participation co-decision-making
- Means: social cohesion, basic living needs, housing, healthcare
- Space: physical space, institutional framework, involvement in processes
- Opportunity: information, youth-friendly processes, opportunity to participate

- Support: financial, moral, institutional, recognition by authorities

### **Principles**

- Promotion of participation by young people must constitute part of a global policy by local and regional authorities to promote participation by all citizens
- All sectoral policies must have a youth dimension
- The Charter applies to all young people without discrimination

### **Potential of the Charter**

- Young people want to have their say, to be consulted, to participate.
- Survey by EU Commission "Young Europeans in 2001" found that the highest percentage, 46%, felt that the best way to promote active citizenship was to consult young people before making decisions.
- Participation as defined by the Charter is wider and deeper than most definitions of participation, which focus more on political participation, voting, participation in organisations and goes beyond consultation: it calls for full participation, for a culture of participation.

## **Appendix 2 / SO 8: EXPLANATION OF THE RMSOS APPROACH**

### **RMSOS Approach**

Youth participation can only take place when the right conditions are created. That is summarised by the five keywords: rights, means, space, opportunity and support.

### **Rights**

An ideal situation would be where there is a law at local and/or regional level stating that young people have to be consulted and have the right to participate in issues, actions and decisions affecting them. However, even in circumstances where no such explicit law exists, young people have an implicit right to take part in issues, actions and decisions affecting them. In other words it's not dependent on local or regional authorities bestowing such a right, but it's a fundamental right that all young people have and should demand.

Keywords: laws, consultation, participation, co-decision-making

### **Means**

Life can be more difficult for young people who are unemployed or living in poverty because they do not have enough money and may feel isolated and left out of society. As a result young people in such circumstances may and can find it more difficult to get involved. Therefore, in order to support young people to get involved it has to be ensured that basic living conditions are met. These include sufficient social security, education, housing and healthcare.

Keywords: social cohesion, basic living needs, housing, healthcare

### **Space**

This is not only about physical space in terms of providing, for example, facilities for young people to meet, but much more about space within the institutional framework. This essentially means that young people's views, recommendations and conclusions should have an impact on decisions that are made. Too often we see situations where young people are involved in processes where they have little possibility to impact and shape the final outcome. This is what is called token representation.

Keywords: physical space, institutional framework, involvement in processes

### **Opportunity**

In order to be able to engage and participate young people need to be provided with the opportunity to do so. This requires that young people first have access to information in terms of how to get involved and what opportunities exist; second the events, decision-making processes

and systems need to be youth-friendly. Therefore it has to be ensured that young people have the opportunity to participate in terms of having sufficient time and supportive structures.

Keywords: information, youth-friendly processes, opportunity to participate

### **Support**

In order that youth participation is lasting, meaningful and has an impact, young people should have access to a number of supports. These include financial, moral and institutional support. Given the limited means of young people authorities need to provide adequate support in terms of finances to cover expenses and structural costs. Furthermore there needs to be access to moral support and advice, in the form of a guarantor, youth worker, etc. Lastly the institution as a whole needs to support and recognise the importance of and contribution of youth participation not only for young people but public authorities and society in general.

Keywords: financial, moral, institutional, recognition by authorities

## CHARTER 2: PRACTICAL USE OF THE CHARTER

### Session

- Practical use of the Charter
- Sunday 18 June 2006, 2.30 p.m. to 6 p.m.

### Background

- The participants had so far received an introduction to participation; they developed a common deeper understanding about it and were able to relate it to a youth policy level as well as to their practical work with young people. After the block (three sessions) on the Charter the participants were trained in project management and other skills they needed to further develop their youth participation projects.
- Within this block (three sessions) the Charter and its specific approach to youth participation was introduced as a tool.
- In this session participants got acquainted with the RMSOS approach and the practical use of the Charter.

### Aim

To familiarise the participants with the five elements of the RMSOS approach, to enable them to use the Charter as a tool in their work.

### Objectives

- To understand deeper the five elements of the RMSOS approach and what they mean in practice
- Practical use of the Charter:
  - o to enable participants to use the Charter as a tool
  - o to enable participants to relate the RMSOS approach to participatory youth work projects
- Link Charter to reality and participants' projects:
  - o to enable participants to define what specific steps should be made to promote the Charter and put it into practice, especially if local and regional authorities are not interested
  - o to reflect on the impact of the RMSOS approach on their project/work-reality

### Programme

2.30 p.m.	Creative presentations of the five working groups (five RMSOS elements)
4 p.m.	Coffee break
4 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 or work and individual results, what should be changed (next steps) and consult among themselves
6 p.m.	Reflection groups

### Methodology and methods

- The participants work independently in small groups or individually to review what they learned and to discuss how to put the RMSOS and other concepts into practice.
- The specific methods used:
  - o creative presentations
  - o small working groups
  - o peer group discussion

- individual reflection

### **Outcomes**

After the presentations, every participant was familiar and acquainted with the five RMSOS elements. The participants could put into practice what they experienced and learned so far and further develop their project or their way of working.

### **Remarks, comments, suggestions**

Participants should get support in the preparation of the content of the presentation. After the presentation the team must clarify the elements again and make sure that there are no misunderstandings after the presentations. Complete the presentation.

## **Appendices to session outline 9 (SO 9)**

### **Appendix 1 / SO 9: REFLECTION ON PROJECTS**

Dear you,

You have heard, seen, spoken, discussed and done a lot during the past three days. Among other things you have:

- explored the personal and organisational background of other participants;
- heard and discussed possible elements of a framework for youth participation programmes and action plans;
- enjoyed a momentary and critical glimpse at some of the many youth work realities in and around Strasbourg;
- looked at and buzzed about some concepts of youth participation, such as the triangle of youth participation and the ladder of participation;
- discussed and debated a number of ambiguous statements on and around youth participation;
- exchanged some initial reflections about possible quality criteria for adequate projects on youth participation; and, last but not least,
- discovered and critically reflected upon the approach of the Charter.

Now is the moment, after the first three and a half days with all their discussions, explorations, searches, debates, thoughts and observations, to devote some more time to your own work and projects.

By asking you some questions for individual reflection, we invite you to think back to what you learned and discovered. See from there, whether any element of your project can and should be changed and improved.

The order of the questions is chronological. Where you start is your choice, though. Use the concept most useful for you as an entry point. Leave questions which are not relevant to you. Add questions as you see fit. Adapt and adjust the following pages to your needs!

Once you are done, you will have the chance to discuss your answers and thoughts in a peer group.

#### **1) From Peter Lauritzen's paper on youth participation**

"In a nutshell, participation means to be involved, to have tasks and to share and take over responsibility. It means to have access and to be included."

Does your project respect this? How?

If not, what would need to change?

## **2) From the triangle of youth participation**

Is your project balanced?

Does it take on board a challenge defined by young people themselves? How? If not, how could it?

Does it address a situation in which young people have the power to change? How? If not, how could it?

Does it provide young people with training and empowerment? How? If not, how could it?

Does the project facilitate the growing of a connection? How? If not, how could it?

## **3) From the ladder of participation**

Where is your project situated on the ladder of participation?

Where should the project be located ideally on the ladder?

Is the project adequate in your context?

What would need to change for your project to be more adequate?

## **4) From your working groups on quality criteria**

Are aims and objectives clearly defined?

Were young people involved in their definition?

Is the project embedded in its political context? Are there relations to the relevant political environment? Is there political support to ensure sustainability and recognition of outcomes?

What are the obstacles to participation in your project? How do you address them?

In what way are young people involved in the decision-making? Who decided about their involvement?

Are there enough resources? Is the funding diversified?

## **5) From the Charter and its RMSOS approach**

Thinking about Rights, Means, Space, Opportunities, Support (RMSOS):

Is there anything that your project is lacking? What?

Is there anything that is missing in your city, region, country? What?

If so, how could you, with your work, address the missing aspects?

**CHARTER 3: THE COUNCIL OF EUROPE AND THE CHARTER**

**Session**

- The Council of Europe and the Charter: practical examples
- Monday 19 June 2006, 9.30 a.m. to 1 p.m.

**Background**

- The participants so far received an introduction to participation; they developed a common deeper understanding about it and that was why they were able to relate it to a youth policy level as well as to their practical work with young people. After the block (three sessions) on the Charter the participants were trained in project management and other skills they needed to further develop their youth participation projects.
- Within this block (three sessions) the Congress of Local and Regional Authorities of Europe, the role of the Council of Europe in the process and the practical use of the Charter were introduced.

**Aim**

To get acquainted with the institutional background of the Charter and to discuss the practical use of the Charter.

**Objectives**

- To get to know the role of the Council of Europe in the process of implementation of the Charter into practice
- To get to know the history of the Charter
- To discuss and discover possibilities of co-operation between local authorities, youth workers and youth organisations
- To get acquainted with the Charter, manual and CD-Rom
- To get an impression on how the Charter can be used in practice

**Programme**

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 (intro by Didi with examples), discussion in plenary and mind map
12.45 p.m.	Introduction to the free afternoon

**Methodology and methods**

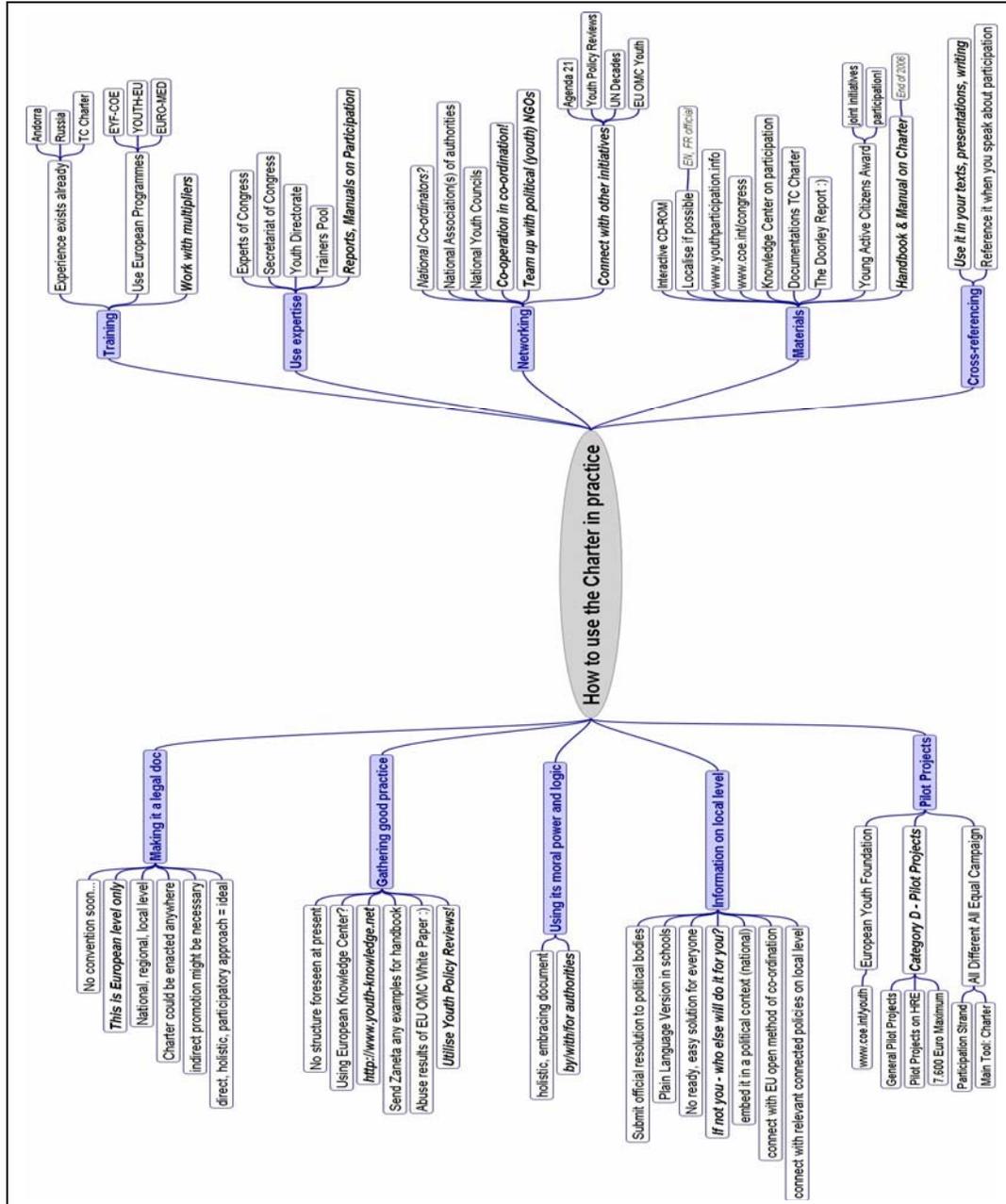
- The approach to this block was to actively involve participants in the "thinking process" of how to use the Charter in practice and what local authorities can do.
- Specific methods used:
  - o role play
  - o keynote speech on examples
  - o discussion
  - o mind mapping
- Role play: a spontaneous role play – a Committee of Education of the Congress: Meeting of experts debating possible ways of using the Charter in their countries.

## Outcomes

Within the role play participants came up with a lot of proposals on how to promote, use and implement the Charter on a local level.

## Appendices to session outline 10 (SO 10)

### Appendix 1 / SO 10: PRACTICAL USE OF THE CHARTER



## PROJECT MANAGEMENT CYCLE

### Session

- Introduction of the Project Management Cycle and Needs Analysis of participants regarding skills training
- Tuesday 20 June 2006, 9.30 a.m. to 1 p.m.

### Background

- The participants have so far received an introduction to participation and the Charter. Before they went on with the further development of their projects, they needed an introduction to project management and an analysis of related skills.
- After that block the group worked on skills development and further development of the projects.

### Aim

To introduce the project management cycle for the future work on participants' projects and for analysing their needs concerning skills development.

### Objectives

- To introduce the project management cycle and its individual steps
- To find and discuss related skills, values and attitudes linked to the single steps
- To assess skills, values, attitudes and to start the process of the needs analysis

### Programme

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)

### Methodology and methods

- First a theoretical input was given on the project management cycle
- Next the participants were asked to reflect on their learning needs relating to different phases in the project management cycle. As it seemed to be very confusing (several participants did not understand the difference between competencies and skills or were unable to identify examples of skills or attitudes) the team decided to identify together with the whole group different competencies, skills and attitudes needed in specific phases of project management. The result of the brainstorming was put in the form of a mind map

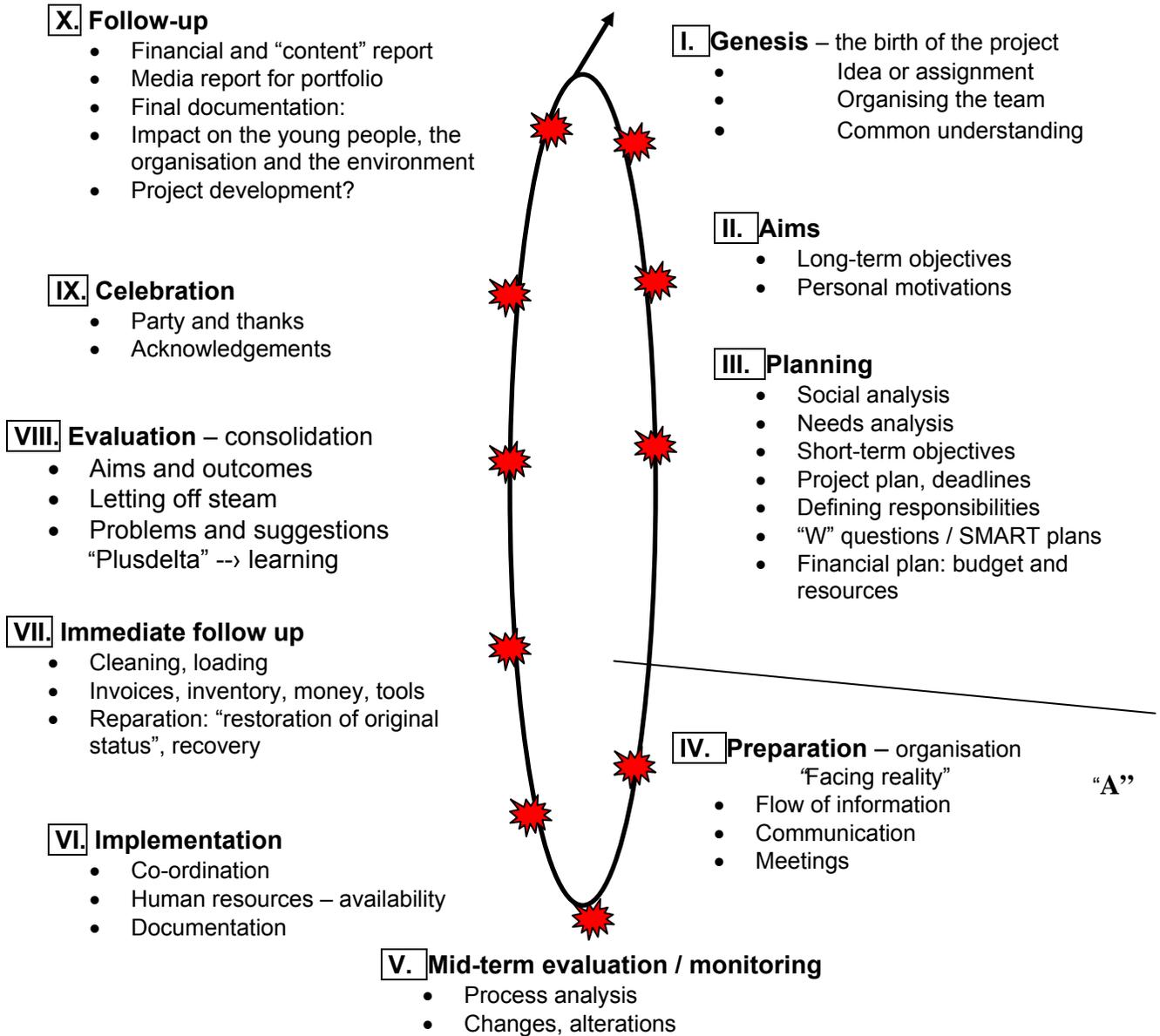
### Outcomes

The participants understood the cycle of project management and got a structured overview about what to do when, and what does that mean in practice (examples).

The process of identifying the skills, attitudes and values was very challenging for the majority of participants. The process was not finished in the planned time frame (before lunch) and had to be continued in the afternoon.

**Appendix 1 / SO 11: PROJECT MANAGEMENT CYCLE**

**PROJECT MANAGEMENT CYCLE**



**Notes:**

- With **careful planning and knowledge-transfer** that can reach 80% of the time spent with the project, we can save a lot of time, money and relationships.
- You can easily stop the project until **line “A”** without risking a serious amount of time, money and outside resources. Crossing this line will mean that we step out of our own environment, we involve outside resources, people, money and other people’s time, etc.

- Projects are often planned only until stage VI. (implementation). In this case we cannot be sure that there will be any human resources for the follow-up. This might lead to burn-out of the few people who feel really responsible for the project or for the organisation, therefore it is crucial to have concrete plans until the end of the project.
- Phases **IV. V. and VI. are strongly interrelated**. In long-term projects they run parallel and we apply monitoring, which is a frequent, systematic observation and feedback on implementation. The project team might meet quite often in this phase to clarify the progress.
- If you want to build onto this project a new one, things will be much easier if the **documentation** and the **evaluation** of the present one are well designed and implemented.
- **Celebration** is **very** important. We tend to forget to recognise ourselves and our efforts. A party with the full team and whoever was involved in the project is good for group spirit, and can be a useful tool for lobbying, contact making, and creating synergetic new visions of the future.

**Appendix 2 / SO 11: IDENTIFYING LEARNING NEEDS – CHARTER**

	<i>W</i>	<i>L</i>	<i>D</i>	<i>C</i>		<i>P</i>
Workshop, lecture, discussion, consultation						Priority

## IDENTIFYING PARTICIPANTS' LEARNING NEEDS

### Session

- Identifying participants learning needs
- Tuesday 20 June 2006, 2.30 p.m. to 7 p.m.

### Background

In the previous session the participants got introduced to the project management cycle and they got more information about specific steps. On the basis of this input they were to identify competencies and skills that they needed in order to develop and run a participatory project. It was clear, however, that the participants did not understand very clearly the link between the project management cycle and identifying competencies needed to follow it. There were also numerous questions about the difference between competencies, skills, and attitudes. Therefore the team decided that it was necessary to continue with this topic in the next session so that the participants were prepared to step into the next phase in the course programme – the Dynamic Learning Space.

### Aim

To support the participants in the process of identifying their own learning needs related to project management.

### Objectives

- To clarify what were competencies, skills, attitudes
- To make a list of competencies relating to each step in the process of project management
- To provide a structured way to assess participants' learning needs in the area of project management

### Programme

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

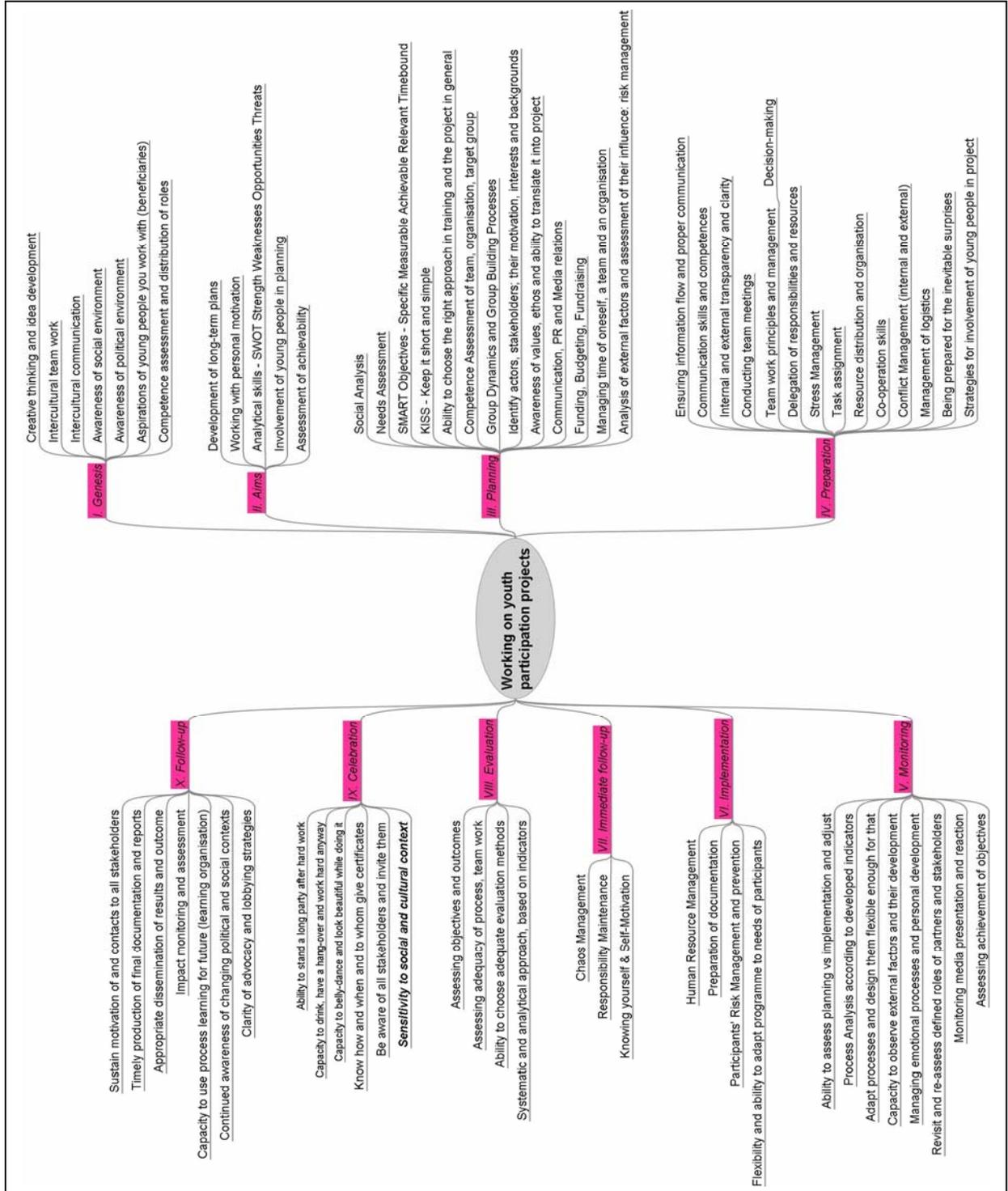
### Methodology and methods

- The first part of the programme was run in the form of a guided reflection, where the results were immediately placed on a mind map
- Worksheets for individual work to assess individual learning needs

### Outcomes

- Mind map in the attachment
- More clarity about what competencies and skills are
- Awareness of personal learning needs in relation to project management

Appendix 1 / SO 12: COMPETENCIES MIND MAP



## **DYNAMIC LEARNING SPACE 1 and 2**

### **Session**

- Dynamic Learning Space
- Wednesday 21 June 2006, 9.30 a.m. to 1 p.m.
- Wednesday 21 June 2006, 2.30 p.m. to 7 p.m.

### **Background**

Course participants represented different backgrounds, levels of experience and interests; therefore the range of learning needs within the group was very broad. The team decided to create space in the course programme where the participants could freely choose the topic they wanted to address in more depth as well as the format of learning (e.g. workshops, discussion groups, etc.)

### **Aim**

To provide the participants with learning opportunities fitting best their learning needs and learning styles.

### **Objectives**

- to introduce the methodology of Dynamic Learning Space
- to present the programme of the first DLS round and make necessary arrangements
- to encourage the participants to take an active role in DLS (by running or facilitating some programme elements)
- to allow the participants to gain knowledge, improve their skills through different educational approaches: workshops, lectures, discussion groups and consultations
- to provide space for exchange of the participants' experiences

### **Programme**

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

### **DLS content**

#### Workshops:

- Conflict prevention and management
- Motivation
- Non-formal educational methods
- Project management, monitoring and evaluation
- "Hot air balloon" technique
- Working with disadvantaged youth
- Participation in action

#### Lectures:

- European citizenship

#### Discussion groups:

- Human resource management
- Socio-political apathy
- Fundraising
- Conflict resolution

Consultations with the following team members:

- Didi
- Iris
- Nadine
- Andreas

### **Methodology and methods**

There were different formats of sessions proposed to participants, run in parallel by different team members (and one participant):

- a. Workshops
- b. Lectures
- c. Discussion groups (either self-managed or facilitated by team members)
- d. Consultations

Everybody had to decide which topics are the most suitable for him or her and choose the right sessions. If two or more sessions of interest for a participant were run at the same time, the participant had to prioritise his or her needs and choose the sessions accordingly. More details about the DLS methodology are in the appendix.

### **Outcomes**

As far as the DLS is concerned, the majority of participants have admitted that they benefited from different learning opportunities offered during different sessions. They appreciated the choice they had and took responsibility for meeting their learning needs. Content and outcomes of specific sessions can be found in the reports attached.

### **Remarks, comments, suggestions**

Signing up for the different activities offered for the participants lasted longer than expected. Early workshops started 30 minutes late. Basically this day of the training course was not properly managed timewise. To be able to run the 60-90-100 minute workshop needs a lot of preparation. I think it would add safety and further quality to the training process, if the content of the workshops and lectures were discussed with at least one (other) senior trainer, too.

### **Appendices to session outline 13 and 14 (SO 13 and 14)**

#### **Appendix 1 / SO 13 and 14: DYNAMIC LEARNING SPACE (DLS) DESCRIPTION**

#### **DLS – Dynamic Learning Space (source of the description: TC Charter 2005 Final Report)**

##### **Objectives and Concept**

**Dynamic** 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 at different times

**Learning** as an individual process, as egocentric activity – as people go and ask exactly for the information they need to know. Participants are responsible for their own learning points and processes. The DLS takes place at the end of this training course, therefore all the unsolved expectations (concerning knowledge) might be met during this moment.

**Space** as everybody is obliged to stay in the same space (the room is arranged in a certain way), even when not interested or not busy. There is no cigarette break. Space also as the room is divided in different corners (see below) with different kinds of activity. Participants can zap from one space to another.

## **Methodology**

The participants should analyse their own learning needs: What do you need to learn to be able to further develop and implement your project on youth participation with the Charter as a framework?

1. Participants should think about what they:

- want to receive
- can contribute or offer

2. Participants are introduced to the concept of “DLS”

- acronym is explained
- room setting and functioning is explained in detail
- time is set
- the offers are collected – i.e. team, participants and others get a chance to indicate their interest in the things offered to get an idea of what must be in the programme and what has to be dropped. This interest should be given according to some basic rules e.g. you cannot be in two places at one time, so don't choose everything.
- participants are given a short break so that the team can develop the final programme and schedule
- this is then presented to participants
- everyone works out where they want to go and why, and signs up for the lectures and other inputs they want to attend.

3. Participants spin around and shop for the information they need -> they go and ask for consultancy, they attend or organise lectures, present movies, work with other colleagues, consult resources according to their particular interest.

4. During the action the trainers and other input givers sit at the designated consultancy tables. When the time for their lectures has arrived (if any), they close the table and are “back in 10 minutes”.

## **Materials and required room setting**

The Space is arranged with tables and corners fulfilling different functions (they should be visible among themselves, with the exception of the workshop area with specific enclosed space so as to ensure concentration).

## **Consultancy spaces**

These are spaces occupied by trainers, on different topics and according to knowledge and competences.

## **Working groups**

Several spaces are just empty. These are spaces where participants can sit together to work on a topic they choose to (i.e. work on a project together, as they find partners and want to start to develop a common real project).

## **Lecture corner**

A timetable was hung in a corner. This is the space where trainers deliver lectures. Lectures last 10 minutes followed by 20 more minutes on questions and further clarification.

## **Workshops proposed by the team and participants**

Specific workshops were offered on concrete needs identified by participants and team. Space is also allocated for participants to propose their workshops.

Workshops can be run for 45 minutes each in consecutive order to allow participants to attend them. A maximum and minimum number of participants are required in order to run the workshop.

## **Timetable boards**

- Workshop proposals and timetable
- Lecture timetable

- Consultancy spaces timetable
- Working groups timetable

### **Closing of DSL**

- Reactions about the work
- Did you gain anything?
- Focus on the needs
- What is relevant for your project?

## **Appendix 2 / SO 13 and 14: WORKSHOPS ON CONFLICT PREVENTION**

### **WORKSHOPS: DLS, Wednesday 21 June 2006 Conflict prevention and management**

#### **Aim**

To get participants to explore conflict and possible approaches of conflict resolution

#### **Objectives**

- To explore the dynamics of conflict, its various sources and the types of conflict.
- To raise awareness of own behaviours in various conflict situations.
- To exchange experiences on dealing with conflict in different situations.
- To explore various conflict resolution and conflict transformation mechanisms.

#### **Programme**

##### **10.20 a.m. – 11 a.m. Reflection exercise on own behaviour in conflict situations**

The participants were asked to work in pairs with people they had not worked with yet during the course. Each pair was given a set of 10 questions about their own behaviour in conflict situations, and asked to discuss these between themselves (see questions attached).

Then all participants came together again and discussed the exercise.

##### **11 a.m. – 12 noon Statues on conflict**

In groups of four, participants were asked to tell the others about a real conflict they had faced. They then had to choose one of these and to present it in the form of a statue. Other participants were asked to guess what the different people of the statue were thinking, and to change the people's position in order to resolve the conflict. The method used was based on August Boal's forum theatre.

The workshop ended with a general round on feelings, impressions and questions to think about.

#### **Outcomes and results**

Through this workshop, participants were invited to think about their own reactions in conflict situations, and to compare these to other people's reactions in order to think about different strategies, their advantages and defaults. Two methods were used for this purpose. Participants were able to reflect on themselves, to identify possible reasons for conflicts and to work on solutions through external examples.

This enabled them to become aware of some of the reactions they have in dealing with others. A brief introduction to modern theories like the attribution theory and Rosenberg's "non-violent communication" gave them an insight into various ways of considering conflict.

#### **Evaluation**

A dartboard was used to evaluate participants' impression of the workshop on four levels: feeling good, personal development, group dynamics and contents. Whereas the first three elements

were equally evaluated as very positive by all participants, the opinions on the quality of the content varied from participant to participant. Most of them mentioned that the time had been too short to enter the topic more deeply, so that they could get a first taste but would have wished to go further.

### **Additional material 1**

Questions for the behaviour reflection

Look at these different situations and talk about them with your partner. Both of you should be giving an answer to each question ...

- 1) I get angry when ...
- 2) When I get angry, I ...
- 3) When someone I like hurts me, I ...
- 4) What I do to calm down is ...
- 5) When I see people fighting I ...
- 6) Now I feel ...
- 7) Conflict can be positive for me when ...
- 8) I think that when you are openly confronted in front of other people, you ...
- 9) When my boss gives me less responsibility because I'm a young person, I ...
- 10) To improve my conflict resolution strategies, I have to ...

### **Additional material 2**

PowerPoint presentation "Violence and conflict – Where does it come from? What is it?"

Objectives of the session ...

- to explore conflict based on participants' experience
- to clarify the terminology related to "conflict"
- to develop a better understanding of how conflicts affect young people
- to analyse how conflict leads to violence

What is conflict?

- in the most violent form
- conflict through the media
- conflict in your immediate environment, in your work, in your organisations
- conflicts within yourself, e.g. when your personal values clash with the environment you live in

Conflict can be:

- inter-, intra-personal
- cultural, ethnic, religious, socio-economic, political, class, etc.
- inter-community, inter-group, organisational
- gender, homosexual/heterosexual, generational, minority/majority
- civil, local, national, regional, international
- military, armed, violent

How can we understand conflict?

- Who are the parties involved?
- What are the parties' interests, needs?
- What are the conflict's causes?

Reasons for conflicts:

- personal: needs for confidence, trust, appreciation, etc. challenged
- values: personal, cultural, political values which are worth dying for
- interests: how to share resources (money, space, things, time)
- instrumental: disagreements on goals, methods, structures, and procedures

Conflict can be defined negatively:

- a fight or a struggle
- a disagreement between people with different ideas or beliefs
- a clash of ideas, interests, behaviours or two or more individuals or groups

But also ... positively:

- an honest confrontation that honours diversity creates environments where differences can be expressed
- an integral dynamic in the growth and development of individuals and groups
- conflict as a process of learning and growth?

Conflict as a natural process?

- Conflict can also be defined as a natural interaction between two individuals and/or groups with different values, interests or needs, which changes over the time.
- Can conflict be a negative experience with a positive outcome?

Approaches to dealing with conflict ...

- Conflict avoidance
- Conflict prevention
- Conflict resolution
- Conflict management
- Conflict transformation ...

Conflict transformation:

- a process by which a conflict is changed in a creative way so that it is no longer destructive and becomes constructive
- a process that allows people to express diversity and deal responsibly with conflicts that arise in their environment

Language and behaviour that ... escalate the conflict:

- interrupting
- asking closed questions
- ignoring
- rejecting body language
- focusing on the person (blaming)
- generalise
- focusing on the past
- making "you" statements
- 

Language and behaviour that ... de-escalate the conflict:

- listening
- asking open questions
- show interest
- open body language
- focusing on the problem (show understanding)
- give specific/concrete examples
- focusing on the future
- making "I" statements

Non-violent communication:

- Marshall B. Rosenberg: "Non-violent communication"
- separate observations from judgments
- learn to formulate
- observations
- feelings

- needs
- demands
- example: "You don't love me anymore" (judgment and observation are mixed, we talk about the other person's feelings). This judgment could be replaced by: "I have the feeling that I am missing your love and I need more tenderness and care."

#### Conflict ≠ violence

Here is a table describing different types of violence and conflict, going from small-scale violence to full-scale wars:

Domestic violence – Group violence – Violence throughout the society – Violence of a state against its citizens – War within a country – Regional war – International war

However, not all conflicts are violent.

#### Perceptions in conflict with the other:

- Negative – the others have a different culture, they can't understand us, they are the ones to blame.
- Positive – the others are cleverer than us, they enjoy more privileges.

#### Perceptions in conflict with oneself:

- Negative – I have no power to do anything in this conflict.
- Positive – we are the honest and truthful party in this conflict.

#### Attribution theory ...

- In-group favouritism
- Out-group discrimination
- Common goals as conflict resolution?
- Sherif, M. (1966): Summercamp experiments
- Zimbardo: Stanford prison experiment
- What does it tell us?

## Appendix 3 / SO 13 and 14: WORKSHOP ON MOTIVATION

Duration: 90 minutes  
When: 21 June 2006, 2.30 p.m. to 4 p.m.  
Number of participants: seven

### Aims

- To develop the motivation skills of the participants in order to enable them to stimulate young people, volunteers and other people to work more effectively within participatory projects.

### Objectives

- To get to know some basic motivational theories and models
- To create a common understanding of motivation
- To clarify that participants do already apply several motivational tools

### Programme

Welcome and introduction

### Expectations

- How to motivate: team members, myself, business partners to participate in different projects,
- How to sustain the motivation of young people and volunteers  
Applied method: brainstorming

### Agreement on the planned programme

Motivation in brief: theories and models

- What is motivation in general?
- "There is no magic"
- The starting point: "What do I want?"
- Where can I motivate? Everywhere and anytime
- The "egg model" of fluctuation and interest
- The "stick and carrot" model: who is responsible?
- Frederick Herzberg's hygiene and high motivation factors

### Group division

Group No. 1 for role play to show how **not** to motivate young people

Group No. 2 for creative collection of the possibilities of motivation tools of young people

Dramatic play of Group No. 1 and debriefing

Introduction of the findings of Group No. 2 and comments

The 12 fundamental approaches to motivating volunteers

Evaluation: likes and dislikes, and possible applications

### Outcomes

The participants have learnt that they already use several tools to motivate people. The role play enabled them to understand the responsibility of the co-ordinator, leader, and the importance of the right approach. Participants became motivated to motivate their peer.

### Remarks, comments, suggestions

The method and the steps were already tested in Hungary, and they proved their applicability, even amongst extreme conditions. I think the combination of the different methods makes the most of the effect.

### Additional material

**Frederick Herzberg (1923-2000)**

Proposed the Two factor theory of human motivation. According to his theory people were influenced by two factors. **Satisfaction** and psychological growth was a factor of motivation factors. **Dissatisfaction** was a result of hygiene factors. Essentially, hygiene factors were needed to ensure an employee was not dissatisfied. In order to motivate an employee into higher performance motivation factors were needed. Some of his fellow psychologists don't agree with his work, arguing that Herzberg used faulty methodology.

**Hygiene factors include:**

- working conditions
- salary
- status
- security
- interpersonal relations

**Motivation factors Include**

- achievement
- achievement recognition
- responsibility
- advancement
- growth

The combination of hygiene and motivation factors can result in four conditions:

- High hygiene / high motivation: the ideal situation where employees are highly motivated and have few complaints
- High hygiene / low motivation: employees have few complaints but are not highly motivated. "The job is a pay cheque" situation
- Low hygiene / high motivation: employees are motivated but have a lot of complaints. A situation where the job is exciting and challenging but salaries and work conditions are not up to par
- Low hygiene / low motivation: the worst situation. Unmotivated employees with lots of complaints

See also:

- Hawthorne effect – throws light on the difficulties of measuring motivation
- external links
- Herzberg's Theory of Motivation and Maslow's Hierarchy of Needs

## Appendix 4 / SO 13 and 14: WORKSHOP ON NON-FORMAL EDUCATION

Duration: 100 minutes  
When: 21 June 2006, 4.40 p.m. to 6.20 p.m.  
Number of participants: six

### **Aims**

To develop the understanding of the non-formal education through experiencing different methods and analysis. Non-formal education is the recognised framework to work with young people and to generate participatory projects.

### **Objectives**

- To familiarise participants with the basic concepts of non-formal education.
- To try new methods that were not yet examined in the training course.
- To present the KOLB model of experiential learning as a framework for non-formal education.
- To gain a common non-formal education experience that provides issues for the participants for further discussions.

### **Programme**

Welcome and introduction

Warming up: the voices of feelings

### **Expectations**

Work, self-reflection, content, new things, fun, growing fun, difference, to be with the people, not-school-like experience, not: formal learning, things that I can bring home, friendship, complexity, emotional experience

### **Applied method**

Creative brainstorming with drawings

### **Agreement on the planned programme**

The formal and non-formal educational continuum, theory + key terms

The KOLB Model of the experiential learning

An outdoor experience: blindfolded square

Debriefing

Close

### **Outcomes**

The participants have learnt some new non-formal education methods, and gained some experience. During the preparation phase they have already reached a certain level of frustration, and during the exercise it has grown further. Failing in the game to complete the square out of a rope might have caused the group further frustration. This led to a certain conflict within the group, and it would have needed more time for proper debriefing.

## **Appendix 5 / SO 13 and 14: PROJECT MANAGEMENT, MONITORING, EVALUATION**

Duration: 60 minutes

When: 21 June 2006, 12.20 p.m. to 1.20 p.m.

Number of participants: 12

### **Aims**

To develop the general project management, monitoring and evaluation skills of the participants in order to enable them to organise more effective participatory projects.

### **Objectives**

- To introduce further PM methods: brainstorming, who-what-when chart.
- To introduce the concept of monitoring, and the possible applications of the who-what-when chart.
- To understand the importance and the role of monitoring within the project management.
- To clarify the connections between planning (creating clear indicators) and monitoring (ongoing evaluation based on the indicators).

### **Programme**

Welcome and introduction

### **Expectations**

Evaluation and monitoring methods, handouts, role play, case study, new methods, practice (collecting them through brainstorming)

Agreement on the planned programme

The place of monitoring in the project management cycle

“Planning the journey” and monitoring

- Planning the checkpoints
- Formulating clear indicators (SMART)
  1. Checking: “To see what is going on”
  2. The health of the project: keeping track
  3. Recording
  4. Spreading the information
  5. Changes: giving new directions.

Exercise: creating SMART goals for themselves (within their own project)

The who-what-when chart: how to complete it, and how to use it for monitoring

How to use the method “Plus delta”

Endings: one word

### **Outcomes**

Though we had a really short time, and the length of the workshop changed slightly, still participants gained some methods, and understood the basics of monitoring.

### **Remarks, comments, suggestions**

I decided to apply the SMART-goal creation, because, as they reported, only two out of 12 had created SMART goals for themselves, ever. This indicates that without proper goal setting none of them would be able to create meaningful indicators that would be the basis for the monitoring.

The who-what-when chart that was also introduced is also perfectly useful for managing small-scale projects, and participants liked it.

## Additional material 1

Sample for “Plus delta”:

“Evaluation of the XYZ programme”

+ Positives of the programme	Δ Things that should have been done differently ...
<ul style="list-style-type: none"> <li>• The preparation was well implemented</li> <li>• There was enough human resource for the programme</li> <li>• We were on time generally</li> <li>• Etc.</li> </ul>	<ul style="list-style-type: none"> <li>• The guests were late, people had to wait, probably sending a taxi to pick them up from the station</li> <li>• The placards did not make much difference, we could ask an expert graphic designer to volunteer for this part</li> <li>• Etc.</li> </ul>

## Additional material 2

Who-what-when?

Number of task:	Who?	What?	Task details	Partners	Deadline	Who helps?	When?
1.							
2.							
3.							
4.							

Contacts:

## Additional material 3

### The brainstorming method

**Aim:** To collect as many ideas as possible in order to solve a problem – involving a whole group of people.

**Rules:**

- We mustn't criticise each other
- The trainer writes down every idea
- We express every idea (even they seems to be crazy)
- We do not discuss the ideas, just do the brainstorming
- We speak briefly
- The trainer keeps the process moving at a good pace

**Steps:**

1. Group is collected, built up, sitting in a circle, that is opened towards the flipchart and the trainer
2. A concrete question is written on the flipchart

3. Trainer makes sure that every participant understands the same topic and aim.
4. Trainer explains the rules.
5. Start the process (preparatory self-brainstorming is possible)
6. Collecting all the ideas mentioned (in a bigger group an assistant is writing while the trainer is facilitating the group process and formulating), trainer helps the group members to express themselves (the more shy participants), the trainer writes them on the flipchart
7. Finish the brainstorming
8. Rough estimation
9. Follow-up

**Needs:**

- A group (minimum number: four to six people)
- Trainer
- Flipchart or wrapping paper and wall, tape
- Chairs for the people
- Markers
- Time, interest in a common topic

## Appendix 6 / SO 13 and 14: HOT AIR BALLOON TECHNIQUE WORKSHOP

Duration: 45 minutes  
When: 21 June 2006, 2.30 p.m. to 3.15 p.m.  
Number of participants: 12

This experiential workshop used a simple image of a hot air balloon to depict the range of considerations necessary for planning a successful project in an accessible and participative manner.

On this occasion we focused on planning an inclusive “end of course” party as a project that all participants could engage with.

We asked a series of questions and recorded the responses on appropriate areas of our illustration.

- 1 The basket – who needs to be on board? The group identified all course participants, trainers, interpreters, etc.
- 2 The body of the balloon – what needs to be in place for the project to take off? Suggestions included: drinks, food, music, space, cleaning ...
- 3 On the ground below the balloon – what might hold the project back? Ideas ranged from feelings that people might have with regard their differing abilities to contribute to conflicts and insufficient drinks ...
- 4 Directly above the balloon – what will make the project really fly? The group felt that qualities of people taking part were important – energy, enthusiasm ...
- 5 Alongside the balloon – what might blow the project off course? We listed potential problems that might arise during the course of the party: conflicts with neighbours – too much noise, drunkenness, fights ...

We completed the workshop by exploring the potential difficulties identified and asked whether there was anything that could be done beforehand to prevent them becoming problems. Suggestions included: agree basic ground rules, monetary contributions should be anonymous and according to means, a range of activities to suit all tastes ...

At the end of the workshop the group felt pleased with their work and suggested that the results should be shared with the whole group so that they could be taken into consideration before arrangements for the party were finalised.

## **Appendix 7 / SO 13 and 14:**

### **WORKING WITH DISADVANTAGED YOUTH – WORKSHOP**

Duration: 90 minutes

When: 21 June 2006, 10 a.m. to 11.30 a.m.

#### **Objectives**

- To examine participants' definition of disadvantaged young people and to conclude on a working definition for the workshop.
- To provide space for exchanging relevant experiences and practices of the participants.
- To discuss and draw relevant strategies and approaches to promote the participation of disadvantaged youth.
- To introduce and experience the "seven dynamics of change" exercise and to draw relevant conclusions for the work of the participants and their organisations on the inclusion of minority youth.

#### **Programme of the workshop**

1. Expectations
2. Definition of disadvantaged young people
3. Case studies
4. "seven dynamics of change" – introduction

#### **1. Expectations**

- Methods/approaches to contact young people from minorities
- Obstacles to overcome
- Types of activity to involve young people in the work of the organisation
- Empowerment to participation + from exclusion to inclusion
- Share experiences

#### **2. Definition of disadvantaged young people**

Drawing image exercise

Outcomes on characteristics of disadvantaged young people:

- live under social care
- delinquency
- are not expressing themselves
- cannot speak the language of the country where they live well
- seek alternative ways of recognition
- anger, violence, crime
- neglected, invisible
- lacking social and communication skills including writing skills
- can be disabled young people
- insecure, avoidance behaviour

#### **3. Case studies**

Outcomes

- The content and the extent of the activity we are intending to organise
- The context in which we are going to work (limits)
- The level of acquaintance + relationship with the community/young people
- The level of participation
- Isolated activities do not have a long-term effect
- What does it mean for the young people you work with?
- ICL + ICL exchange
- Mediators
- Use + adopt best practices

- Approach existing structures
- Consider alternative actors + direct contacts with the young people
- Folklore!
- For – with – by young people
- Background information
- Leisure activities + entertainment
- Role models to involve young people in the activities of the organisation
- Twinning of projects
- Umbrella organisations
- Open, transparent working approaches
- Community work to assist applicants
- Summer festival of intercultural exchange
- Exchange by sharing experience
- Eight-day programme

**4. Seven dynamics of change**

- People are confused – why change?
- Different attitudes
- Fear of not having sufficient resources
- Lose/gain
- Individual/group
- Process – too quick – revolt
- Pressure finished – returning to original position

### Objectives

- To analyse “why young people are and are not participating in the projects/organisation of participants?”
- To complement participants’ understanding of the concept of youth participation by introducing the keys (pre-conditions) to participation.
- To introduce an example for a step-by-step approach in involving young people to participate in youth projects/organisations.
- To provide space for exchange of participants’ experiences and concrete examples (cases) related to the above objectives.

### Programme

1. Round of expectations
2. Short introductory video clip
3. Picture exercise on “why young people are participating?” and “why they are not?”
4. Introduction to keys to youth participation
5. Introduction to step-by-step approach to involve young people in youth projects/organisations
6. Discussion
7. Evaluation

### The “picture exercise”

#### Task

The participants were provided with different images of young people in action as well as some objects and some famous people. Their task was to choose one or several images representing the answer to the following questions: “Why are young people participating (in your projects/organisations)?” and “Why are they not participating?”.

### Outcomes

Why young people **are** participating (in your projects/organisations)

- To learn something new
- To establish new relationships/friendships
- To gain skills
- To acquire experience from team work
- To promote social change
- To get opportunities to travel
- **To influence policy making**
- To get recourses for the organisation/s
- **To have fun**
- To get a chance to express themselves and their opinions
- To be with others, to socialise and form social networks
- Because of the need to share values, beliefs
- To participate in socio-cultural activities/life
- Because of an opportunity to participate in sport activities
- To find their place in life
- Because they are sharing certain ideology
- To solve their own concrete problems (both individual and community issues)
- To strengthen their identity
- To have access to IT

- Self-development
- As an opportunity to protest
- Due to peer pressure

Why young people **are not** participating (in your projects/organisations)

- Lack of time
- They are not taken seriously
- Low self-esteem
- Language barriers
- Different/other priorities
- Intergenerational problems (because of their parents, who do not understand the work of the organisation or the project)
- Peer demotivation
- Lack of information
- Lack of cultural sensitivity
- Lack of motivation
- Lack of access (for example the overall socio-economic situation)
- Lack of documentation
- Legal barriers
- Life style

### **Introduction to the keys (preconditions) to participation**

The keys to youth participation were introduced in relation to the outcomes of the “picture exercise” and as complementary to the RMSOS approach introduced in the TC and reflected in the Charter:

- Structure
- Access
- Motivation
- Competencies
- Resources

### **Step-by-step approach in involving young people to participate in the project/organisation**

An example for involvement of young people in youth projects was used to visualise the step-by-step approach. The different steps of the approach and some tips were introduced to participants. The introduction was followed by discussion on the approaches used by the participants in their youth work practice and in the possibility to consider this approach in their future activities.

- Initial contact
- Familiarisation
- Socialisation/trust building
- Involvement
- Participation
- Participation II (empowerment)

## Appendix 9 / SO 13 and 14: INPUT ON EUROPEAN CITIZENSHIP

European citizenship – a broad, complex and contested concept ...

### Introduction

Different understandings of the term throughout Europe

### Ancient times

Greeks and Romans > free resident men > civitas – win or lose > disconnected from democracy / human rights > Plato: Democracy is the best form of civil society > Aristotle: Citizens want more than just to survive. The whole is greater than the sum of its parts > Agora

### Medieval times

Citizenship disappears ... > and returns > 16th century > Renaissance > Venice. Live and pay taxes for 15 years ...

### Enlightenment

18th century movement > rationality, control > Voltaire > Hume > Smith > JJR > all citizens should contribute to political decisions > French Revolution > Declaration of the rights of man and citizen > American constitution > European constitution > JFK: Political action is the high-test responsibility of a citizen

### Liberalism

Liberty of individuals > liberty of collective society > connection of liberty and freedom with collective responsibility and equality of people > citizens are not born, they are made

### Citizenship has not always been a notion connected with democratic values

#### Taxes and voting

- USA: 1870 – 15th Amendment declares poll taxes to be discriminatory and unconstitutional. Grandfather clause: any adult male whose father or grandfather had voted ...
- 1964 – 24th Amendment outlawed the use of any tax as a precondition for voting in elections

#### Immigration and taxes

- Canada: 1885 – Chinese Immigration Act. Head tax of \$50.
- 1900 – increase to \$100, and to \$500 in 1903.
- 2006 – tax still exists.

#### Immigration and citizenship

- Germany: 2005 – Immigration Control Act. Non-EU non-asylum-seeking immigrants need a job offer.
- UK: 2005 – five years of legal residence before **and** five years of citizenship without jail – probation ...
- Life in the UK test based on book “A Journey to Citizenship”
- Estonia: 2006 – Russian minority 26% of the population – two-thirds with undefined citizenship or alien status.

#### Citizenship and nationality

- Jus soli (right of soil) vs jus sanguinis (right of blood). Homo Sacer. Stateless people vs multiple citizenship.
- European Convention on Nationality. Ratified by 14(!) member states.

**Citizenship today is inseparably connected with democratic values, but does reality live up to it?**

#### Citizenship – a broad, complex and contested term

- many publications, conferences, articles, books, pieces of research – and many different understandings

### **Citizenship – a legal status by the state?**

- You get a passport, you can vote, you are entitled to protection by the state
- Straightforward relationship between citizen and state – rights and responsibilities

### **Contemporary citizenship – multidimensional**

- Feelings, morality, multiple senses of belonging, identity
- Citizen – state > citizen – community > citizen – citizen
- Voluntary engagement in community > civil society

### **Definitions of citizenship**

- “Citizenship is the practice of a moral code – a code that has concern for the interest of others – grounded in personal self-development and voluntary co-operation rather than the repressive compulsive power of the state intervention” (Hayek, 1967).
- “Citizenship is a status bestowed on all those who are full members of a community. All who possess the status are equal with respect to the rights and duties which the status is endowed. There are not universal principles that determine what those rights and duties shall be, but societies in which citizenship is a developing institution create an image of ideal citizenship ... Citizenship requires a direct sense of community membership based on loyalty to a civilisation which is a common possession. It is a loyalty of free men endowed with rights and protected by a common law” (Marshall, 1973).
- “Citizenship is the peaceful struggle through a public sphere which is dialogical” (Habermas, 1994).
- “Citizenship is not just a certain status, defined by a set of rights and responsibilities. It is also an identity, an expression of one’s membership in a political community” (Kymlicka and Norman, 1995).
- “Citizenship is a complex and multidimensional concept. It consists of legal, cultural, social and political elements and provides citizens with defined rights and obligations, a sense of identity, and social bonds” (Ichilov, 1998).
- “Citizenship is the active membership and participation of individuals in society who are entitled to rights and responsibilities and who have the capacity to influence politics. Therefore citizenship has to be more than a political and juridical status; it also is a social role” (Cesar Birzea in June 2002 at the 2nd Pilot Course on European Citizenship).

### **Common elements**

- Question of belonging to a community (shared values, identical rights and obligations, sense of identity)
- Geographically: local community – place in which one lives > nation state – country to which one belongs
- Citizens have equal rights and responsibilities to be exercised in public and democratic spaces respecting others

### **Differences**

- Democratic citizenship > active citizenship
- European citizenship > territory vs values and rights

### **Deficits**

Failure to describe the complexity of modern multidimensional citizenship

### **Recap**

- Discussions we have had about aspects of European Citizenship (citizen, Europe, citizenship, European citizenship)
- Framework of discourse throughout Europe: diversity of terminology, language, history, understanding, interpretation
- Historical contextualisation: ancient and medieval times, enlightenment, liberalism. Citizenship and democratic values.
- Present citizenship practice: immigration. Inseparable connection of citizenship and human rights in ambiguous realities.

- Contemporary, multidimensional citizenship: definitions by Hayek, Marshall, Habermas, Kymlicka, Ichilov and Birzea.
- Common elements / differences => citizenship remains a complex, contested term and a concept under construction.

### **Where to from here?**

- Citizenship as a dynamic, complex and integral concept. Elements of complexity and their connections. Framework.
- Coming back to institutions and politics: how do institutions understand the concept? How does action reflect that?
- Looking at the bigger picture: Global, socio-political and/or institutional developments with an impact on citizenship.

### **Citizenship as a dynamic, complex and integral concept**

#### **European Union – politics**

A subjective and incomplete selection of some key political moments and documents:

- 1973 Heads of State Summit officially envisages the building of a European identity as an aim of the Union
- 1984 European Council coins the phrase “People’s Europe” (Euro-lottery, Euro-stamps, Euro-flag, Euro-citizenship)
- 1992 Treaty of Maastricht introduces the concept of European citizenship as a legal practice for the first time
- 1998 Treaty of Amsterdam: Schengen agreement was introduced, European Parliament was strengthened
- 2004 Heads of State Summit signs the European Constitution
- 2005 French and Dutch citizens reject the constitution, EU enters into a “period of reflection”

In relation to youth:

- 2002 Commission White Paper “A new impetus for European Youth”: develop active citizenship
- 2005 European Youth Pact, youth policy development subject to the open method of co-ordination
- 2006 After long negotiations, finally the new generation of youth and citizenship programmes is adopted

#### **European Union – programmes**

- EU Programme “Citizens for Europe” 2007–13: €235 million; 460 million citizens; €0.51 per citizen
- EU Programme “Youth in Action” 2007–13: €915 million; 70 million young people; €13.00 per citizen
- For polemic comparison: the average dairy cow in the EU receives €700 every year.

#### **Council of Europe – politics**

A subjective and incomplete selection of some key political moments and documents:

- 1964 Resolution (64) 11 on civics and European education
- 1975 European Youth Centre Strasbourg opens, co-managed by young people
- 2002 Recommendation Rec 12 on education for democratic citizenship
- 2003 Recommendation Rec 8 on the promotion and recognition of non-formal education/learning of young people
- 2003 Congress adopts the Charter for Participation of Young People in Local and Regional Life
- 2005 Year of Education for democratic citizenship
- 2006 European Youth Campaign for Diversity, Human Rights and Participation “All Different – All Equal”

### **Council of Europe – programmes**

- Youth Directorate study sessions: 15-20 sessions each year
- Training programme: 40-50 courses each year
- European Youth Foundation Support to projects and organisations €3 million per year

### **European Union**

- EU citizenship is clearly and strictly conditioned: citizen of a member state = citizen of the EU
- Still lots of politicians talk about European citizenship, simply and merely meaning the legal citizenship of the EU
- Overconfident and self-centred. Only at convenience is it understood beyond these limits (learn to live democracy)

### **Council of Europe**

- European citizenship as a value-based concept. Human rights, democracy, rule of law.
- Convention of Human Rights protects any human being in the geographical area covered by the convention

### **Youth sector: we have made Europe, but how do we make Europeans?**

- EU: individual intercultural experiences, voluntary service, direct dialogue with young people
- CoE: intercultural group experiences, intercultural learning in protected environments, multipliers
- Partnership: trying to bring the two approaches together and create something new

### **Why is European citizenship liked so much these days? ... Is it liked that much?!**

Current research shows that:

- the identities of citizens of all European countries (whether EU or CoE or beyond) are detaching from nation states. Reasons range from dissatisfaction with political leadership through development of additional entities (community, EU, CoE, UN) to globalisation
- citizens of the EU want European citizenship to be strengthened, because they miss a vision to adhere to at this moment in time. Economic integration and legal relations are no longer enough.
- 32% of EU citizens believe that the best way to strengthen European citizenship is through strengthening the European social welfare system
- 21% of EU citizens believe that being able to vote in all elections of the state in which one lives, would strengthen European citizenship

### **Looking at the bigger picture**

- Socio-political developments  
9/11, security debate, biometric passports, Iraq, Afghanistan, EU constitution blowup, Turkey, Russia ...

#### **What else?**

- Institutional developments  
White paper follow-up, debates around constitution, Youth Pact, Youth in Action, Participation resolution ...  
COMPASS, HRE Programme, European Year, Green Book, Charter ...  
Partnership: EU-CoE enlarging and blossoming more than ever ...

#### **What else?**

### **Which questions do you see in a different light now?**

**Appendix 10 / SO 13 and 14:**  
**DISCUSSION GROUP ON HUMAN RESOURCES MANAGEMENT**

**Discussion group: human resources management**

This activity (discussion) was facilitated by Andreas and the participants talked about several important points on human resources management.

**The expectations** of the participants are as follows:

- Team mixed volunteers, professional (20+)
- Co-operation/externals
- Experience with team was strange
- Share and exchange of experience
- Involving the importance of team members
- Training education and empowerment of participants to grow in organisation

And afterwards, the participants had a discussion on the good experiments in this field.

**Good experiences**

- Involvement of people according to their capacity and interest (shared)
- Expect the bad
- Frequent and permanent communication
- Annual review + evaluation + evolution interview
- Regular open meeting with team members
- Be open
- Check people's backgrounds + motivation, and check who you teach
- Decisions involving other people's resources
- Support + training schema

At the end, the participants with the facilitator tried to find solutions to the problems within the organisations of the participants.

Khalil RAIHANI

**Appendix 11 / SO 13 and 14:**  
**DISCUSSION GROUP ON SOCIO-POLITICAL APATHY**

Wednesday 21 June 2006, 12.45 p.m. to 1 p.m.  
Six participants, facilitation: Iris

**Aims and objectives**

The participants chose this theme as the topic for a discussion within the Dynamic Learning Space, in the frame of skills development.

**Summary of discussion**

The main topics discussed were:

- the passiveness of actors in youth participation linked to the question who should be active: the government, the NGOs, the young people or all together?
- Are people indifferent, passive, or don't they see a possibility to be active?
- Do NGOs only do what they want to do and/or what they feel is important?
- Do governments give weight only to big NGOs with influence? Are there any strategies to avoid this?
- Different problems of the co-operation on governmental level (e.g. inactive regional government)
- How to lobby governments

## Remarks

This topic opened a huge range of questions which could not all be discussed in detail. However, it was very enriching for the participants to discuss this in a European setting as on one hand the situations in the different countries are different and on the other hand it helped the participants to get a distance to their reality and to find a new point of view to judge things.

## Appendix 12 / SO 13 and 14: DISCUSSION GROUP ON FUNDRAISING

Fundraising – where to get the money from?

Short-term projects:

European Youth Foundation

- How it works
- How and where to apply

EYF vs Youth Programme:

- Much more flexible
- Less paperwork
- More effective
- Possibility of personal consultation

Long-term project (six months to two years)

For Eastern European or/and Balkan countries!

Usually:

- No application form, no deadlines
- Only organisation and institutes can apply (you need strong background)

1. Charles Mott Foundation (mott.org)
2. Ford Foundation (fordfound.org)
3. American Development Fund (adfusa.org)
4. National Endowment for Democracy (ned.org)
5. USAID
6. Swedish Helsinki Committee
7. Balkan Trust For Democracy (gmfus.org)

## Appendix 13 / SO 13 and 14: DISCUSSION GROUP ON CONFLICT RESOLUTION

	Issues	Comments
Topics discussed	1. Conflict prevention 2. Conflict resolution 3. Variants of behaviour in a conflict situation and reasons for choosing these variants	
Summary of discussions and comments	1. There are “conflictible” and “non-conflictible” people	1. People from the first group are not afraid to show their feelings even if it brings them into a conflict situation The second group includes people who feel themselves to be uncomfortable in a conflict situation and try not to produce such situations themselves and even to avoid people who are “conflictly dangerous”

	<p>2. There are a few ways to avoid or to resolve a conflict:</p> <p>a) to identify the “type” of person (see 1.)</p> <p>b) to make a joke from the conflict</p> <p>c) to look for a source of the conflict</p> <p>d) to agree with an opponent</p> <p>e) to understand an opponent</p>	<p>2. We should mention that point d) means to take another person’s position willing to run away from the conflict, and point e) means to try to “walk in your opponent’s shoes” and to understand his type of behaviour in a concrete situation</p>
Conclusions	<p>1. Conflicts discover people</p> <p>2. Conflict is not always a fight on the open field</p> <p>3. Conflicts can be a tool for manipulation or just an emotional reaction</p>	<p>1. So sometimes conflicts are even necessary</p> <p>2. So sometimes we can be involved in a hidden conflict</p> <p>3. So the type of behaviour (see point of the Summary) depends on the kind of conflict</p>

#### **Appendix 14 / SO 13 and 14: CONSULTATIONS REPORT**

Participants came for consultations related to the following topics:

- Information about EYF pilot projects
- Information about campaign, how to get involved
- How to plan a project together with partners
- What are the conditions/regulations for study sessions
- Can a society function without a leader?
- What to do if the national campaign committee is very inactive and does not involve local contexts? How can one contribute to the campaign?
- Planning a study session on HRE with youth workers who are active in the suburbs would need educational support from the DYS. We discussed possible involvement from the side of the educational advisors
- What kind of support is there and where can it be obtained if an organisation wants to run some activities relating to the Charter?

## **DYNAMIC LEARNING SPACE 3**

### **Session**

- Dynamic Learning Space
- Thursday 22 June 2006, 9.30 a.m. to 1 p.m.

### **Background**

It was the continuation of the two previous DLS sessions held the day before.

### **Aim**

To provide the participants with learning opportunities best fitting their learning needs and learning styles.

### **Objectives**

- to allow the participants to gain knowledge, improve their skills through different educational approaches: workshops, lectures, discussion groups and consultations
- to provide space for exchange of the experience of participants

### **Programme**

9.30 a.m.	Energiser and intro 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 info concerning the free afternoon

### **DLS content**

#### Workshops:

- fundraising, funding, budgeting
- lobbying, PR, media and communication
- human rights education
- social analysis
- interpersonal skills

#### Lectures:

- chaos management

#### Discussion groups:

- monitoring

#### Consultations with the following team members:

- Szilard
- Alexandra
- Nadine

### **Methodology and methods**

- As on the previous day there have been different formats of sessions proposed to participants, run in parallel by different team members
- The dynamic closure was done in form of a game – everybody had to express how they feel after the DLS block using a gesture and a sound

### **Outcomes**

As far as the DLS is concerned, the majority of participants have admitted that they benefited from different learning opportunities offered during different sessions. They appreciated the choice they had and took responsibility for meeting their learning needs.

Content and outcomes of specific sessions can be found in the reports attached.

## Appendices to session outline 15 (SO 15)

### Appendix 1 / SO 15: FUNDRAISING WORKSHOP

Workshop on Fundraising, Funding and Budgeting

Thursday 22 June 2006

11 participants; workshop facilitator: Iris

#### **Aims and objectives** (related to training course)

- this workshop was part of the DLS skills training and asked for by participants
- the main aim was to give participants an overview on the three topics, to define the contents and to link all three topics to participants' reality.

#### **Programme**

9.50-10 a.m.	Intro to the workshop, expectations, focus
10-10.15 a.m.	Brainstorming fundraising possibilities in three groups on three different kinds of funding: <ul style="list-style-type: none"><li>- Own resources, revenues and fundraising from individuals</li><li>- Public sources</li><li>- Independent funders</li></ul>
10.15-10.30 a.m.	Collect ideas on flipchart
10.30-10.45 a.m.	Share in group: who has been particularly successful/unsuccessful in fundraising from any of these sources
10.45-11 a.m.	Financial management: <ul style="list-style-type: none"><li>- what do you need the funding for?<ul style="list-style-type: none"><li>→ first think about what to achieve, then about how to find money</li><li>→ Mission: the broad purpose and direction of your organisation or project</li><li>→ Strategy: the bigger steps you need to achieve your purpose</li><li>→ Sustainability: the ability to keep your project going for the whole of its intended life</li></ul></li><li>- How to get at the funding<ul style="list-style-type: none"><li>→ preparing a budget</li><li>→ translating your project into the funder's language</li><li>→ approaching funders / applications</li></ul></li><li>- Spending the money<ul style="list-style-type: none"><li>→ knowing obligations</li></ul></li><li>- Accounting for it<ul style="list-style-type: none"><li>→ budgeting, financial controls, monitoring, recording</li></ul></li></ul>
11.00-11.30 a.m.	Budgeting <ul style="list-style-type: none"><li>- what is a budget?<ul style="list-style-type: none"><li>→ financial plan, providing details on expected costs</li><li>→ estimating income and expenses</li><li>→ (ready for adaptation)</li></ul></li><li>- four stages in budgeting<ul style="list-style-type: none"><li>→ producing outline (what goes out what comes in)</li><li>→ filling in the figures</li><li>→ review the figures</li><li>→ make contingency plans (what if something goes wrong?)</li></ul></li><li>- golden rules<ul style="list-style-type: none"><li>→ gather as much info as possible</li><li>→ involve three or four people in drawing up the budget</li><li>→ decide responsibilities</li><li>→ get general support and commitment</li><li>→ share responsibilities</li><li>→ balanced budget</li></ul></li></ul>

Results (what happened, what did participants learn, conclusions)

- only few experience, passive listener
- knew already, clearer now
- useful, not only fundraising
- useful
- brainstorming very good, seems to be so easy now

**Remarks and feedback**

The participants found the workshop very useful; for some it was a completely new topic, others already knew something about it but it helped them to structure their knowledge and experience. For the fundraising part it was important to collect as many ideas as possible, after that participants felt that it's not that difficult any more. Also the exchange of best practice motivated the participants to try out more things to raise funds. For the budgeting there were some concrete questions and examples.

## Appendix 2 / SO 15: HUMAN RIGHTS EDUCATION WORKSHOP

When: Thursday 22 June 2006

### Aim

Introduce participants to human rights, human rights education and main instruments for the protection of human rights

### Objectives

- To introduce participants to the concepts related to human rights and to different instruments used for promoting the respect of human rights
- To raise various issues on the non-respect of human rights in various situations
- To discuss how human rights are related to participants' work in their organisations and to their private lives
- To experience the violation of basic rights through a simulation
- To think about participants' possible involvement in fighting for the respect of people's rights

### Programme

**10-10.30 a.m.**

#### **What do you see?**

Participants were presented different pictures/drawings from Compass (Pancho), all related to different human rights issues. They were asked to look at all of them, to choose one that they felt they particularly related to and to explain why they made this choice, how the issue related to them and their life.

After each of them had presented their choices, a general discussion started on the different forms of violations of human rights in the participants' countries.

**10.30-11.15 a.m.**

#### **Take a step forward**

Through this exercise from Compass, participants were given roles to play. Statements on different rights were read, and if the person ("played") had this right, he or she could take a step forward, otherwise had to stay in his/her place. Quickly, it became clear that not all of them had the same rights, and that some participants almost did not move at all.

After the simulation, participants gathered for debriefing.

**11.15-11.30 a.m.**

#### **Introduction to different instruments for the protection of human rights**

The universal Declaration on Human Rights, the UN Convention on the Rights of the Child and the European Declaration on Human Rights were introduced to participants. A brief discussion took place on what they, as citizens, could do to defend human rights in their local realities.

### Outcomes and results

For most of the participants, the concept of human rights and HRE was very abstract and they didn't necessarily think about it very often.

The simulation made them realise how isolated one can be when one's rights are not respected and when they compare themselves to other people in society who have their rights.

Participants also noticed that we very often only think about our rights when we lose them.

Finally, all participants agreed that advocacy and education is the first step to ensure that human rights are respected, and that they need to be more conscious of it.

Some participants realised that their rights were very often violated, but that they had never noticed because they were so used to the violation that it became normal (for example war in former Yugoslavia)

### Evaluation

Participants appreciated the workshop and the issues raised. They expressed regret that no more time was available for the workshop, as a whole training course could have been run on this

topic. Still, for some participants, this experience was a real motivation to do something in their country, especially for the protection of minorities.

### **Appendix 3 / SO 15: SOCIAL ANALYSIS WORKSHOP**

When: 22 June 2006, 12 noon to 12.45 p.m.

Duration: 45 minutes

11 participants

#### **Aims and objectives**

In the frame of the DLS skills development we offered a workshop on social analysis as this concept is not very well known but an important tool in the assessment of the social environment the participants are active in.

#### **Programme**

What is social analysis?

Why social analysis?

When to do it?

Which methods can be used?

Questions/first steps when planning a social analysis

#### **Results and remarks**

For organisational reasons we had only 45 minutes for this “workshop”, which is definitely not enough for such a complex theme, introducing it to people who have never been working with it.

#### **Evaluation and feedback**

Participants felt that it was useful that after the workshop they knew that such a method existed, when to use it and what methods can be used. Tips for further reading are requested.

### **Objectives**

- To provide some theoretical background and tips for lobbying in/for youth participation projects.
- To provide space for sharing experiences and practices related to the theme of the workshop.
- To examine a concrete/real situation proposed by the participants and to draw up a relevant action plan.

### **Programme**

1. Round of expectations
2. Intro and adaptation of the workshop plan
3. Introduction to lobbying and tips for lobbying in youth participation projects
4. Sharing experiences + discussion
5. Case study and tips

### **Expectations**

- How to include PR in the project?
- Lobbying in general
- Lobbying tips
- How media can be used as an evidence for success?
- Publicity for NGO

### **Adaptation of the workshop plan**

In the initial plan of the workshop proposed by the trainer, there was included a simulation exercise on lobbying. However, after reviewing the plan together with the participants it was decided to organise the workshop more as a discussion group focused on lobbying. Additional materials on working with media were provided to the participants.

### **Introduction to lobbying and tips for lobbying in youth participation projects**

Content of the presentation:

a) What is lobbying? – Influencing decision-making process to include your views. Why lobby? – Because you are right and things have to change. When to lobby? – All the time. Who to lobby? – Everybody. How to lobby? – No rules ... all weapons allowed.

b) 10 points for effective lobbying: Determine priority issues (political participation of young people, socio-economic participation, participation of minority young people, etc.). Get more information (Very important! Information is power!)

In asking yourself questions about the core of the problem you will also identify some of the information you are missing. One key part of any successful lobbying is the quality of the “research work”. The first contact you will have with people (maybe future lobby targets) will simply be to ask them questions. This will allow you:

- to get used to contacting people
- to formulate clear queries
- to identify supportive/non-supportive persons
- not to take risks ... You simply ask questions. To get a better picture of your environment and existing “resources”. Empower workers The discussions you will have, the effort you will put into determining the core of the problem, the phone calls you are going to make, the information you are going to get will make you feel stronger and less isolated. People know what you are talking about, you meet organisations working on similar issues therefore it is important that all workers are involved to share these positive feelings – the “mobilisation of troops” will be then easier. Set clear goals. After the preparatory phase and depending on the information that you have obtained you should be able to set clear goals.

You can have a different set of objectives:

Short term + long term: make a list of your “lobby targets” or “who makes the decisions”. Try to make your list as large as possible. It is always good to ask everybody you are contacting if they know other people/organisations that could be interested/help/not help on this issue.

6. Building alliances
7. : lobby smaller targets first so they can become your allies, which will bring you a step further in “promoting” your issue How to transform your lobby targets in allies Prepare you weapons
  - Letters, faxes, leaflets, phone calls. The biggest strength is your determination and your absolute certainty that you cause is just Become a master in the art of communication and diplomacy or “how to make people completely change their mind without even noticing ...” Always start by presenting who you are: describe the situation you are denouncing and prepare your arguments
  - Test the words that generate emotions/reaction/absolute urge to help: adapt your speech to each person; Explain what the main problems that you encounter are Always finish with a “dynamic proposal” – conversation, letter
11. Use the momentum or create it ... A way to create such momentum is also to organise a meeting, to invite people to speak, organise demonstration, etc ...

### **Case study and tips**

The statement of the Minister of Education of Poland regarding COMPASS and the reactions of some human rights NGOs were discussed. Possible steps in an action plan to be undertaken by the National Youth Council (NYC) of Poland were proposed.

1. Open letter from the participants in the training course
2. Position paper prepared by the NYC
3. Debates in the universities
4. Question to the representatives of the CLRAE, which will be present at the final session of the training course
5. Allies with HR organisations and the professional unions of the teachers
6. Address DG IV – education and ECRI at the Council of Europe

Additional materials on how to work with media were distributed at the end of the discussion group.

## Appendix 5 / SO 15: INTERPERSONAL SKILLS WORKSHOP

Duration: 100 minutes  
When: 22 June 2006, 10 a.m. to 11.40 p.m.  
Number of participants: five

### Aims

To develop the interpersonal skills of the participants in order to enable them to communicate and co-operate better with young people, and to help participants to reflect on themselves more easily.

### Objectives

- To be able to identify personal and group interests.
- To give participants applicable self-reflection tools and gain experience on self-disclosure and feedback.
- To improve the communication skills of participants.
- To understand the basic steps of giving effective feedback.

### Programme

Welcome and introduction

### Expectations

- Stress management, working with different people, working with a group, working with conflict, dealing with difficult situations.

Applied method: visual brainstorming

What do we mean by Interpersonal skills (silent debate)

Agreement on the programme

Sensing ourselves, sensing the other, relying on the other ...

Models for self-reflection and gaining self-awareness:

- The cycle of self-reflection: what I want to change, do more, stop doing or bringing into my life?
- The Yohari window (keywords: trust, feedback, intimacy)

Communication exercise (Key expressions: "What do you mean by that?" "I do not understand you ... I am not with you ...")

The steps of effective feedback:

1. Observations on the facts, pure reality, behaviour of the other
2. The impact on you: feelings, emotions of self
3. Future prospective:
  - a. negative aspects
  - b. consequences
  - c. needs
  - d. how will I feel?
4. Agreement (if possible) or changes

Evaluation and applicability verbally + Emoticons

Closure

### Outcomes

The participants have learnt two self-reflection models which may help them to accelerate their self-awareness process. They could apply them in different situations. They also gained the knowledge of the well-designed feedback.

### Remarks, comments, suggestions

Because of the original issues that were integrated into this workshop theme, while the initial phases of the DLS were so diverse, first I had to understand the motivations of the participants, and then to familiarise them to the common issue.

Additional material

# eMotions

 aggressive	 alienated	 angry	 annoyed	 anxious	 apathetic	 bashful
 bored	 cautious	 confident	 confused	 curious	 depressed	 determined
 disappointed	 discouraged	 disgusted	 embarrassed	 enthusiastic	 envious	 ecstatic
 excited	 exhausted	 fearful	 frightened	 frustrated	 guilty	 happy
 helpless	 hopeful	 hostile	 humiliated	 hurt	 hysterical	 innocent
 interested	 jealous	 lonely	 loved	 lovestruck	 mischievous	 miserable
 negative	 optimistic	 pained	 paranoid	 peaceful	 proud	 puzzled
 regretful	 relieved	 sad	 satisfied	 shocked	 shy	 sorry
 stubborn	 sure	 surprised	 suspicious	 thoughtful	 undecided	 withdrawn

Source:

<http://www4.informatik.uni-erlangen.de/~msrex/how-do-you-feel.html>

**Chaos management**

Things fall apart; the centre cannot hold. (W.B. Yeats: The Second Coming)

**What is chaos?**

All you need to know about chaos is contained in the introduction of the book. However, in order to understand the introduction you will first have to read the rest of the book. (Gary Morris)

**Chaotic systems**

- sensitive dependency on initial conditions
- butterfly effect: "One flap of a seagull can change the course of weather forever" – 1963
- "Does the flap of a butterfly's wing in Brazil set off a tornado in Texas?" – 1972
- popular theory: Homer Simpson, Jurassic Park, Lord of the Rings, Sliding Doors ...
- the path is never the same (w3)
- complex and non-linear

**Chaos theory**

- 1898 Jacques Hadamard – chaotic motions of particles
- 1961 Edward Lorenz – weather forecast predictions
- 1975 James A. Yorke – term "chaos" coined

In physics, when we do not understand something, we give it a name.  
(Matthias Neubert)

**The 4 C-theories**

- Cybernetics theory
- Catastrophe theory
- Chaos theory
- Complexity theory

**Complex systems are chaotic. Chaotic systems are complex.**

- Engineering, production, manufacturing – control and controllability
- Thinking, feelings, senses – chaos and complexity
- Values, attitudes, behaviours – unpredictable issue storms

**Chaos and education. Chaos in education?**

- not predictable
- not determinable
- not reproducible
- not educible
- not directly causal
- not protectable
- not independent

**You as an agent of chaos**

- dialectical
- dialogical
- complex
- long-term
- chaotic
- uncertain
- decisive
- prepared
- open, calm
- confident

- natural

## **Appendix 7 / SO 15: CONSULTATIONS REPORT**

Participants came for consultations related to the following topics:

- organisational management
- management of human resources – team and volunteers
- technical aspects regarding the preparation of training activity which is taking place soon
- general information regarding EYF and the pilot projects
- examining the possibilities to submit youth participation project within the pilot projects
- the situation of the Roma IDPs in Montenegro, Podgorica. Approaches to address their challenges and to improve their situation
- project management skills
- relationships with project partners

## RECOMMENDATIONS

### Session

- Session on Recommendations for different actors related to youth participation
- Friday 23 June 2006

### Background

Participants worked all week on their projects, on participation, on the Charter and on how to improve youth participation in their local realities. It was now time to start thinking about concrete expectations and to formulate concrete recommendations for different actors at different levels. These recommendations were then to be presented to an official, and later to various authorities of the participants' countries at local, national and European level.

### Aim

To formulate concrete recommendations at local, regional and national level in order to enhance youth participation.

### Objectives

- To formulate clearly what young people need and expect in order to participate actively
- To summarise the work of the week in formulating concrete recommendations to various stakeholders and actors in the youth participation sphere
- To present these recommendations to the Director of the Subcommittee on Youth of the Council of Europe, who is also a mayor

### Programme

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

### Methodology and methods

The morning was run in interactive group work with facilitation by team members.

The afternoon was composed of presentations by participants, comments, questions and answers to/by Mr André Schneider.

The last part of the afternoon was common work in plenary.

Details about the recommendation groups:

- Participants were asked to work in various groups on recommendations to various actors to support the development of youth participation (projects)
- Participants had to choose on which level of actors they wanted to work:
  - a. **Local level:** local authorities / NGOs / young people / youth workers / youth leaders

- b. **National level:** ministries / governments / National Youth Councils / young people / national NGOs
  - c. **European level:** Council of Europe (including the EYC, the Congress of Local and Regional Authorities of Europe / INGOs / young people / youth workers / youth leaders
- The groups were facilitated, with a maximum of six participants in each group.

### **Outcomes**

Participants came up with various general but very well formulated recommendations. These will be finalised and sent to the Subcommittee on Youth of the Council of Europe.

Furthermore, participants will re-adapt these general recommendations to their specific realities in order to transmit them to their local, regional or national authorities.

### **Evaluation**

Participants enjoyed working on concrete recommendations, as it demanded a specific formulation of their needs and expectations in regard to youth participation.

They encountered difficulties with working on the national and local level, as each participant's realities and political systems are very different, so that it was not easy to formulate common expectations that could fit for all participants. Therefore, the choice was made to formulate these recommendations in a general way, and to then adapt these more specifically to their own reality later.

Participants were very disappointed with the visit of Mr Schneider, who did not listen at all, was not interested in participants' outcomes and made a rather patronising speech about youth. Although this was a disappointment initially, it enabled participants to work on the difficulties that can be encountered when working with authorities, and strategies that can be used to get over these barriers, so, in the end, participants were satisfied with the day and the results.

## **Appendices to session outline 16 and 17 (SO 16 and 17)**

### **Appendix 1 / SO 16 and 17: RECOMMENDATIONS OF PARTICIPANTS**

#### *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 necessary infrastructure, such as transport, communication, etc. in order to facilitate the access of youth 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 competences of young people, knowledge, skills, and 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 / 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 skills and competency for active participation in decision making processes and 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 trainings, 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 at European level*

1. To make youth participation a political priority.
2. To work on youth participation in co-operation with and support for 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) e.g. 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 / more solidarity to share and more attention to listen (people involved in youth work).
14. To provide to the greatest 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 stakeholders with real power to decide rather than passive users only.
26. To address with the programmes also young people who are against Europe.

#### *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.

## **Appendix 2 / SO 16 and 17: BETTER COMMUNICATION WITH AUTHORITIES**

Possible strategies identified by participants in order to better communicate with authorities:

- Political lobbying
- Find people who listen to you
- Challenge the authorities
- Make them realise what they gain out of it
- Work on a common project together
- Include the media
- Contact them just before elections
- Have sex with them or talk to them!
- Bring young people and politicians together
- Intergenerational work
- Be patient
- Wait for a clash
- Speak to them on informal occasions (reception etc ...)
- Emphasise visual presentation – give them something (paper, handouts)
- Give them reports
- Approach them step by step: start small and concrete
- Relate to their situation (do they have children ...?)
- Speak their language
- Invite them to your activities
- Play angel and devil
- Lobbying in the DYS and institutions

## IMPACT OF THE COURSE

### Session

- "All Different – All Equal" campaign
- Knowledge transfer
- Saturday 24 June, morning

### Background

On the last day of a training activity it was essential not only to evaluate the whole learning process and outcomes, but also to focus on planning how the new knowledge could be used in participants' own contexts.

### Aim

- To work on the course experience transfer
- To relate the course experience to participants' work

### Objectives

- To provide more detailed information about the "All Different – All Equal" campaign.
- To explore possible ways of involvement in the campaign.
- To create space for individual reflection on participants' learning achievements.
- To reflect on participants' further work on youth participation.
- To plan how the knowledge and the experience from the course will be used after the course in participants' local realities.

### Programme

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.	Coffee break (included) Peer consultation groups
12.15 p.m.	Personal action plan
1 p.m.	Lunch

### Methodology and methods

- presentation
- individual reflection
- peer consultation groups
- individual work on a questionnaire

### Outcomes

The participants became familiar with some more detailed information about the campaign, which resulted in a high level of interest related to organising activities in the frame of the campaign. Some participants even took the initiative to establish or activate their national campaign committees.

Individual reflection on the projects and discussions in peer groups helped the participants to identify what they want or need to change in their project or work as a result of their new level of knowledge and experience and was a good preparation to the evaluation process that was continued after the lunch break. At the end of the session the participants worked on personal action plans that were to be a list of tasks to undertake after the course in order to use and transfer the knowledge obtained in Strasbourg. The plans were copied so that the team could analyse them at a later stage.

**Remarks, comments, suggestions**

The presentation of the campaign took place quite late in the programme and therefore some participants had rather limited time to collect more information from different people working on the campaign before their departure.

**Appendices to session outline 18 (SO 18)****Appendix 1 / SO 18:****PRESENTATION OF THE “ALL DIFFERENT – ALL EQUAL” CAMPAIGN**

The presentation focused on the following points:

- information on the campaign from 1995
- symposium in 2005 celebrating the 10th anniversary of the campaign
- main topic for the new edition of the campaign
- partners in the campaign
- target groups
- time line
- management of the campaign
- activities and events at the European level

The details concerning the mentioned above points can be found at <http://alldifferent-allequal.info>

## **FOLLOW-UP AND FINAL EVALUATION**

### **Session**

- Final evaluation
- Saturday 24 June, afternoon

### **Background**

The follow-up of the TC session provided space to the participants to reflect on different aspects such as: the follow-up of their learning and the multiplication of their knowledge and skills acquired during the TC; the networking within the group; the follow-up possibilities provided by the DYS, etc.

The last evaluation session enabled participants to draw conclusions on the course in general, for themselves, about the programme, the methods used, the expected follow-up, the trainers, etc.

It was the final possibility to exchange opinions and give feedback as a whole group (not in reflection groups).

This session enabled the participants to put the week together concretely, go through the various elements and evaluate what was useful for their future implementation, what was difficult, what should have been developed more, etc.

### **Aim**

- To reflect and discuss possible follow-up of the TC on different levels (individual, group, the participants' organisations, DYS, etc.).
- To provide participants with time to reflect on the whole programme of the course and discuss the relevance of different programme elements to the participants' learning process and their work realities.

### **Objectives**

- To review the whole course by going back through each session.
- To draw general conclusions about the course.
- To draw personal conclusions about the usefulness of the course for participants' projects and realities.
- To share impressions about the various sessions.
- To give some feedback about the input, the programme lines, the trainers' competences, the methods used.
- To close down the session officially.

### **Programme**

2.15 p.m.	Presentation of the afternoon programme + 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 final energiser
8 p.m.	Certificate ceremony + Party-cipation

### **Methodology and methods**

- introduction to follow-up

- discussion in plenary
- individual evaluation on paper
- evaluation exercise
- photo session of the course

### **Outcomes**

- The group decided to communicate through an internet platform. This will be organised by team members.
- The group also decided to establish a yahoo e-group.
- The outcomes of the TC will be followed by DYS.
- Some participants will be involved in the campaign launch and implementation.
- Updates on the project's development and impact are welcome by the team.

### **Remarks, comments, suggestions**

In order to make sure that the evaluation includes the whole course and does not only focus on strong moments, we should go through an overview of the course day by day.

The exercise on presenting the course in five minutes could be organised in a way that each group presents one day in particular. This would ensure both variety and an overall look at the course.

### **Appendices to session outline 19 (SO 19):**

#### **Appendix 1 / SO 19: PRESENTATION ON THE FOLLOW UP AND SUPPORT**

Content of the presentation

#### **What can we do?**

- CD-ROMs and Documentations 05 and 06
- Distribution of conclusions
- Handbook on Charter 2007
- Interactive CD and website
- Other publications of the CoE on participation
- European Knowledge Centre
- European Youth Foundation, study sessions, training courses, symposia
- "Young Active Citizens" Award (deadline: October 2006)
- Educational support and contact
- Frame for exchange and communication

#### **What can you do?**

- Contact, exchange, feedback
- Peer support and backup
- Share – and listen as well
- Share info on opportunities
- Use Charter in your work
- Use Charter as a lobby tool
- Work on youth participation in co-operation where possible or in conflict where necessary
- Feedback to team on experience
- Participation in impact evaluation

#### **What can you do? Use the Charter**

- Local and regional authorities should undertake to put in place the appropriate structures or arrangements enabling the participation of young people (Part III, para 57).
- They should create the conditions for genuine dialogue and partnership between young people and local and regional authorities and they should enable young people and their representatives to be full actors in the policies affecting them (Part III, para 58).

## What can you do? – Go for it!

### Appendix 2 / SO 19: SHOW INSTRUCTIONS

Instruction for your show ...

1) Please review the programme grid.

Your task will be to present the **first three days of the training course** (opening day, two days on participation) in form of a **hip hop song**. You will have twenty minutes to prepare it, and five minutes to present it.

Instruction for your show ...

2) Please review the programme grid.

Your task will be to present the **two and a half days on the Charter and project management** of the training course (Sunday, Monday, Tuesday morning) in the form of a **modern ballet**. You will have twenty minutes to prepare it, and five minutes to present it.

Instruction for your show ...

3) Please review the programme grid.

Your task will be to present the days on the **DLS** (Tuesday afternoon, Wednesday, Thursday morning) in form of a **comedy**. You will have twenty minutes to prepare it, and five minutes to present it.

Instruction for your show ...

4) Please review the programme grid.

Your task will be to present the **day on recommendations and this morning** (Friday, Saturday) in form of a **Greek theatre play**. You will have twenty minutes to prepare it, and five minutes to present it.