



“HAVE YOUR SAY!”

Report of the study session held by
Rural Youth Europe
in co-operation with the
European Youth Centre
of the Council of Europe

European Youth Centre Budapest
2nd – 9th March 2008



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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Executive summary

This study session is a follow-up activity to the “Change the Village – Challenge Yourself!” project in 2005–2006 which gathered information about the situation of young people in rural areas in Europe. One of the main recommendations from the study was youth participation – how can young people in rural areas become more active and make a difference? With this study session we wanted to make participants more aware of their role in their communities and ways they can be more active, have their say as individuals and through their organisations. The Study Session “Have your say!” was organised in the European Youth Centre in Budapest, 2nd – 9th March 2008.

The study session gathered together 34 participants (including the preparation team) from 13 different European countries. The participants are all actively involved in youth organisations and interested in the theme of youth participation. The topic was explored through a variety of methods and tools. The week started off by focusing on building the group into a team through ice-breakers and trust games. The participants were also introduced to Rural Youth Europe and the Council of Europe. The week continued by taking a deeper look into youth participation, starting with the fundamental rights, definitions and examples of youth participation and finally concentrating on project development, where participants worked on projects they will implement within their own organisations.

The last three working days concentrated on giving participants practical skills which they can use within their organisations when working with the issues raised. Through different workshops participants developed their skills on communication, advocacy, influencing, motivation, working with groups, debating and networking. Theoretical inputs on the different parts of project development were also given, the main emphasis being the work with individual/group project plans. As an outcome of this group work, 17 different project plans were created – several ideas about groups exchange, seminars and other trainings were planned. Several of these projects are currently being implemented by Rural Youth Europe and our member organisations. The intensive working week ended with concrete follow-up plans and a very thorough evaluation. Participants truly enjoyed the week and gained information which they can put into practice in their own organisations and local communities.

This report with its appendices is aimed at youth organisations and young people interested in the issues raised during this seminar. It is also aimed at the participants of this study session to remember the things that were achieved and issues that were discussed during the week, to help them use the knowledge and experience gained within their own organisations. It should be possible to use this report as a resource or at least as an inspiration in organising activities dealing with youth participation. Moreover, the report is also aimed at the Council of Europe readers to get a better understanding of the activities of Rural Youth Europe.

Rural Youth Europe has worked in co-operation with the Council of Europe on youth participation issues for several years and is committed to supporting the work of the Council of Europe and the Directorate of Youth & Sports.

Introduction

Aims of the study session:

- To raise awareness on the situation of young people living in rural areas in Europe and reflect on common local, regional, national and European issues
- To identify the barriers to equal participation in all sectors of public life and political processes
- To promote the importance of taking ownership within your own community
- To promote the importance of democratic process at all levels within Europe
- To promote and multiply experiences that support the inclusion of young rural people into society, from the local to the European level
- To concentrate efforts in improving the situation of young people living in rural areas and implementing effective means on a continuing basis

Objectives of the study session:

- To encourage participants to become active citizens and to become multipliers in their own local communities
- To raise awareness regarding the opportunities available in the countryside to assist the development of projects facilitating the inclusion of young people living in rural areas
- To explore the concepts of Human Rights, European citizenship, equal opportunities in relation to participants' realities.
- To strengthen networking and cooperation between rural youth organisations and their members
- To promote intercultural learning through participative youth work.
- To promote the outcomes of the Change the village, Challenge yourself - project

Profile of Participants

Participants represented diverse range of youth organisations across Europe, covering 13 different countries (16 different youth organisations). These included Armenia, Denmark, Estonia, Finland, Germany, Hungary, Ireland, Latvia, Macedonia, Portugal, Sweden, Serbia and the United Kingdom. They were all interested in the theme of youth participation, in becoming active at the European level and motivated for a possible follow up and multiplication of the topics of the seminar. The participants were selected for the study session as they were key multipliers active at local/regional/national level in a (rural) youth organisation, including Rural Youth, Young Farmers' or 4H Clubs or other youth/minority organisations. The participants were all aged 18–30 with good English skills.



Main Outcomes of the study session

Main results for the organiser of the study session

- Realistic project ideas which address different aspects of youth participation, active citizenship and intercultural learning (17 new projects in total). These projects are currently being implemented in local communities and at the European level. The international secretariat of RYEurope is following up a number of the projects developed during the study session.
- Network of 16 rural organisations, personal links and contacts, which has resulted in common projects developed together.
- Promotion of the revised European Charter on Participation of Young People in Local and Regional Life.
- Development of skills that can be used back in participants communities.
- Intercultural experience, awareness about the diversity of cultures in Europe – for a number of participants this was the first experience of working and learning together with like-minded people from all over Europe. In the evaluation, some of them stated that they gained significant knowledge and respect for the other regions of Europe (especially Eastern Europe).
- Feeling “European” - many participants stated that for the first time in their life they felt really European (as normally they are focused on their local communities and isolated from the European level).
- Better understanding how Rural Youth Europe functions at the international level and the opportunities available for involvement.
- Knowledge and understanding about the Council of Europe and its role in the European context.

Main learning points for participants

With regard to knowledge:

- CoE, DYS, Rural Youth Europe, the Charter on Youth Participation
- Participation (what it is, concepts and approaches, ladder of participation, discussing needs and demands of different stakeholders at the local level with regards to youth participation)
- Human Rights (what these are, getting to know basic documents)
- Project development cycle
- Sharing best practices from across Europe

With regard to skills:

- Project development,
- Leadership skills like communication, working with groups, motivating, debating, negotiating, advocacy

With regard to attitudes:

- Open-mindedness towards other cultures
- Respect for other cultures,
- Valuing diversity

Description of projects developed during the session

Participants were asked to arrive at the seminar with an idea of possible project they can implement within their own organisation, in local, regional, national or international level. These project ideas

were further worked on during the seminar. Ideas included projects e.g. promoting youth exchanges, certain activities in their own clubs, local level projects and projects targeting inactive youth to participate.

Follow-up activities

Rural Youth Europe will follow up this study session with a seminar taking place in Northern Ireland in Autumn 2008 with the theme of “Democracy – Your Vote – Youth’s Voice!”. Articles and reports from the study session were published in the local newsletters and websites of many of the participants. Furthermore, many projects were created during the study session and will be implemented within our member organisations at the local, regional, national and European levels, and will be supported by Rural Youth Europe. Together with the created network, these will lead to the further development and enlargement of Rural Youth Europe’s work in the fields of intercultural learning and youth participation.



**“Have your say!”
Rural Youth Europe – Study Session
European Youth Centre, Budapest
2nd – 9th March 2008**

Day-by-Day Reports

Monday 2nd March

1. TITLE OF THE SESSION

- Introduction to the study session
- Team-building

2. AIM AND OBJECTIVES

- to welcome the participants of the study session
- to introduce the aims, objectives and the programme of the course
- to introduce Rural Youth Europe, Council of Europe and the Directorate of Youth and Sport
- to present the results of the project “Change the village - Challenge yourself”
- to get to know the facilities of the European Youth Centre Strasbourg
- to get to know more about each other
- to learn more about participants expectations and fears



3. PROGRAMME

9:00 - 13:00	Introductions and practicalities - Getting to know: each other, RYEurope, CoE and DYS, the aims, objectives and the programme of the course, Hungary and Budapest
13:00	Lunch
15:00 - 18:30	Team-building – Budapest Treasure Hunt
18:30 - 19:00	Reflection groups
19:00	Dinner
20.30 - 21.30	Budapest Treasure Hunt results – creative presentations

4. EDUCATIONAL METHODS USED

- Individual and group work (e.g. Ponchos, station activity, re-groups)
- Presentations and inputs
- Budapest Treasure Hunt – participants were divided into small groups and each group received a number of tasks to be carried out in different locations in Budapest. The groups come back to the centre and present their findings in a creative way. The debriefing was done in reflection groups.

5. THEMATIC DISCUSSIONS OR INPUTS

A short summary of the presentations of expectations and fears:

The participants expressed their expectations in relation to the following areas:

- Networking – contacts, friendships, RYEurope networking
- Language skills - improving English.
- Information and knowledge – new information and knowledge, info about other countries, share experience, understanding how RYEurope works
- Inspiration – find solutions, looking at things from a new perspective, interesting discussions, making a change back in local communities
- Entertainment – good time and great memories
- Other – quality of facilities in the EYCB, visiting Budapest

The participants expressed a number of fears, especially in relation to the following aspects:

- Food and accommodation – quality of food, working and living conditions in the centre
- Personal well-being – health conditions, age, self-image in the group, contact with family, amount of sleep and relaxation, proper clothing, flying

- Language problem – not being able to communicate in English
- Participation – understanding the subjects, preparation, timing, tiredness
- Communication – misunderstanding and communication in general
- Content and methodology of the seminar – the amount of material, overload
- Other – intercultural differences, special orientation in Budapest, meeting the expectations of the sending organisation

6. EVALUATION, CONCLUSIONS AND FOLLOW-UP

The participants appreciated all the introductory information they received and they found it very useful that presenting the information was done in such a way that they could get to know the building and the facilities of the Youth Centre. It was suggested that more time could have been allocated to getting to know each other as not all the participants managed to talk to their colleagues. The Budapest Treasure Hunt was evaluated as a very effective way to get to know each other and start working as a team. The participants also indicated that they found it very interesting to find out more about the city already on the first day.

This is a rhythmical summary of the *Banana team's* adventure on Monday afternoon:

Budapest Bizarre!

We set out today to find our way
to Parliament Buildings so far, far away,
Snap shots and clickety click
of our Banana bunch in this wonderful pic!
We saw with amaze this beautiful maze of towers and turrets,
Measuring up and down like a bunch of muppets!
Turrets that were ever so tall
and amazing arches that made a great fall!
The 'Messiah' sought redemption in pubs and clubs,
Hassling Hungary barmaids without having grub!
We walked and rambled on avenues and streets
Thumping our feet to the city beat,
Collecting beer mats on a wing and a prayer,
And refusing taxis with overpriced fares!
So here's to a day of drama and delight,
To celebrate our collection of coasters alright!!

7. RESOURCES USED

- Hungary in a nutshell -factsheet
- Description of the Budapest Treasure Hunt (Appendix 1)
- Powerpoint presentation of Rural Youth Europe

Tuesday 3rd March

1. TITLE OF THE SESSION:

- Getting to know your rights
- Getting to know about youth participation
- International Buffet + organisation market

2. OBJECTIVES:

- to learn about fundamental human rights
- to become aware of how far rights are warranted or violated in one's own environment
- to reflect on different understanding, concepts and dimensions of 'youth participation'
- to analyse the place and role of young people in local communities (are youth just a decoration or do they play a significant role?)
- to introduce the revised European Charter on the Participation of Young People in Local and Regional Life as a tool to promote youth participation at the local level



3. PROGRAMME

9:00 - 13:00	Getting to know your rights
13:00 - 15:00	Lunch
15:00 - 18:30	Getting to know youth participation
18:30 - 19:00	Reflection-groups
19:00	Dinner
	International Buffet + organisation market

4. EDUCATIONAL METHODS USED

- plenary session
- individual and small group work (e.g. statement exercise, snowball method, group puzzle technique, drama)

5. THEMATIC DISCUSSIONS OR INPUTS

Participants were split up into several groups, each given different texts in which human rights were described or proclaimed, namely: "I have a dream" speech, German basic law, US Declaration of Independence, EU Charter, French Declaration of the rights of men and of the citizens. The groups were asked to get to know the text and to find out what rights were defined. In the second step, the groups could use the library and the internet to find out something about the historical background under which the text was written. A third step then was to prepare a little play to present content and background to the whole group.

After the presentations new groups were assembled, consisting of one participant from each old group. The participants were asked to tell about right-violations in their home countries. One of these cases was then picked by each group and presented at the plenary afterwards. The presentations were done in different media styles, for example, an old-fashioned yellow press newspaper, a TV documentary programme, and one group even managed to act as a website. The cases presented included a travelling community in Ireland or a group of poor people in South America, to where one organisation had good contacts.

In the afternoon participants created their own definitions of youth participation, first with an individual definition, then agreeing on a common definition in pairs, then in groups of 4 and finally in groups of 8. Definitions were presented and commented. Afterwards participants discussed how participatory this method was and how to create the best ways for participation.

Later in the session, input about youth participation was given by the trainer, Zaneta Gozdzik-Ormel (Appendix 2), also introducing the “ladder of participation” (Appendix 3). This was followed by a statement exercise, where participants had to agree or disagree with statements about youth participation. The statements were:

1. Young people should participate in their local communities
2. Everybody can participate
3. Burning cars in Paris or Copenhagen is a form of participation of young people
4. Local authorities support youth participation when it is politically useful for them
5. Young people do not learn at schools how to participate in social, political, economic life

6. RECOMMENDATIONS AND OUTCOMES OF GROUP DISCUSSIONS

Participants’ definitions of participation:

- Becoming actively involved in and positively contributing to any given activity.
- Taking part in an activity or getting involved whether actively or passively.
- To be involved in an activity/event, whether voluntary or involuntary, and with a specific goal or objective.
- Taking part. To take an active role in an event or decision making process. To be proactive as part of a group or event.

7. EVALUATION, CONCLUSIONS AND FOLLOW-UP

After the definitions of participation a debriefing took place about the process itself. For participants it was very interesting to realise that during the process they had been actually participating! In the statement exercise participants had to share their own individual opinions. It was noticed that there was no common agreement for each of the statements but different views and points were discussed.

The day was finalised with refection groups and later in the evening specialities were offered at the International Buffet and Organisational Market.

8. RESOURCES USED

- “I have a dream speech” by Martin Luther King
- German basic law
- US Declaration of Independence
- EU Charter
- French Declaration of the rights of men and of the citizens
- “Have your say!” Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life
- Input of youth participation (Appendix 2)
- Ladder of participation (Appendix 3)
- Clarity model of participation (Appendix 4)



Wednesday 4th March

1. TITLE OF THE SESSION:

- Getting to know Youth Participation & the best practices for youth participation

2. OBJECTIVES:

- to learn about active citizenship and participation
- to enter into a spirit of the given role – to put oneself in somebody else’s place
- to understand and reflect on needs and demands of different groups of society
- to learn how to convince other part of society about the necessities of concerned group
- to evaluate and accept the proper demand of other groups



3. PROGRAMME

9:00 - 11:00	Getting to know youth participation “Making links”
11:30 - 13:00	Getting to know best practices about youth participation
13:00	Lunch
	Free afternoon
19:00	Dinner

4. EDUCATIONAL METHODS USED

- Open discussion groups
- Smaller group work with role plays
- Presentations made by participants and prep team members

5. THEMATIC DISCUSSIONS OR INPUTS

5.1. Getting to know youth participation “Making links” (Appendix 5)

The session was about youth participation and how local groups can all work together. The group was split into two groups. The smaller group was divided in four groups representing the “actors” of society: NGO, Government, Youth and Entrepreneur. Each group was asked to think out what each group can potentially offer for the community.

Entrepreneurs:

- Donate money and sponsor local events
- Offer young people part time jobs
- Train and skill workers
- Help create business in the local community

Young People:

- To participate in local events
- To self-educate
- To become more active in the community.
- To stop anti-social behaviour
- To seek employment in the village

Government

- Honest government
- Support local businesses with grants
- Invest in education in the community
- Representative of youth bodies on government boards

Youth Worker:

- To provide information to young people
- To work in partnership with local groups
- To set up groups and given young people a place to go

Afterwards each group was asked to brainstorm what they require from each of the other "actors", in order to carry out their own functions. These demands were discussed between the different actors and then agreed or not agreed by the actors involved.

5.2 Getting to know best practices about youth participation

After our group work in the morning, experiences were built by taking part in a Best Practices in Participatory Projects seminar. The session was very beneficial as it clearly defined what a project is, its purposes and most importantly what makes a youth project. Luis Gaspar, who is a member of a youth organisation from Portugal, told us about his own experience being involved in youth participation and told us about the 'Village International' booklet which he was involved in writing. The participants received a copy of this booklet and were encouraged to read it as it contains very interesting projects carried out by young people for young people. There was also an open discussion where we exchanged details about projects that our own local organisations are involved in or have carried out in the past. This was particularly helpful as it allowed all participants to exchange ideas and get a better understanding as to why particular projects are important in certain areas.

6. RECOMMENDATIONS AND OUTCOMES OF GROUP DISCUSSIONS

During the "Making the links" activity participants realised it was vital that each actor in society work in harmony to create a successful society. If the different actors did not agree with the requests being made, it was up to the other participating groups to convince them. Most of the offers and requests were accepted but some strong discussions were held between the non-organised youth and local authorities.

7. EVALUATION, CONCLUSIONS AND FOLLOW-UP

The role play on youth participation was seen to be very useful. It made participants realise the role of different actors in society and made them understand and look at their own roles from a different point of view. Participants also improved their debating skills and the whole activity was seen as very important and interesting as it taught how different networks can be created and used in real life.

The Best practices session gave participants knowledge about projects and especially good examples of youth participation projects that have already been implemented. This encouraged participants to come up with their own ideas, which they can implement in their own organisations.

8. RESOURCES USED

- Making links: Compass – A manual on Human Rights Education with Young People (<http://www.eycb.coe.int/compass/en/contents.html>) (Appendix 5)
- Powerpoint presentation of youth participation projects (see Word version in Appendix 6)
- Village International –booklet (<http://www.salto-youth.net/VillageInternational/>)

Thursday 5th March

1. TITLE OF THE SESSION:

- Inventory skills
- Communication skills
- Motivation
- Working with groups
- Debating
- Advocacy
- “Selling the sand”



2. OBJECTIVES:

- to make an inventory of personal skills
- to learn about different methods of communication and to understand how communication can help solve some relation problems
- to recognise motivation and attitudes as a factor in influencing the success of a project
- to recognise self-motivation as a key to motivate others and to provide self-motivation techniques
- to analyse various aspects of co-operation in team work and to discuss how to work in intercultural teams
- to introduce the concept of advocacy and familiarise the participants with steps in advocacy process
- to present advocacy as a systematic process
- to develop the skills of convincing
- promote self confidence and public speaking and highlight the importance of the skill of debating and gain experience in debating
- to identify the benefit of debating in promoting activities in their own organisation
- to identify the meaning of networking and creating your own network

3. PROGRAMME

9:00 - 11:00	Skills development: inventory skills
11:30 - 13:00	Skills development –workshops - Communication skills - Motivation - Working within groups
13:00	Lunch
15:00 - 16:30	Skills development –workshops - Debating - Advocacy - Convincing
17:00-18:30	Networking
18:30-19:00	Refection groups
19:30-12:00	Study visit

4. EDUCATIONAL METHODS USED

- individual work
- group work (e.g. buzz groups, “broken square”, ”Building Blocks Communication Skill Game”, debating)

5. THEMATIC DISCUSSIONS OR INPUTS

Skaidrite Dzene, one of the prep team members, presented the first Inventory Skill of the day which was on the topic of leadership. The group was given 5 minutes to think of the ideal characteristics of good leaders. Then small groups of four or five participants got together to exchange opinions. The collective findings were gathered and placed onto a picture chart in the shape of a key hole in two categories, character skills inside and physical skills outside.

The group was then given a drawing of two keys with seven teeth. They were asked to represent their strengths and weaknesses regarding Leadership qualities. Participants then choose two of the following workshops to attend for the rest of the morning and the afternoon to strengthen their weaker leadership qualities.

Workshops

1. Communication Skills

The main idea was to learn how to express you and how to make yourself understandable for everyone. At the beginning activities took place which concentrated on listening and remembering a story and other significant things which happened afterwards as correctly as possible. This was followed by "Building Blocks Communication Skill Game" which illustrated the importance of clear communication and allowed the group to explore their communication styles and make improvements as necessary. (Appendix 7)

2. Motivation

During the workshop participants explored their own motivation/lack of motivation, and experienced different motivation techniques. Through self assessment they recognised their strengths and gained information on how to motivate themselves and others.

3. Working with Groups

In the "Broken Squares" activity, the group was divided into groups of 3–6 persons. Each person received an envelope with different pieces of the square. The goal was for each person to put together a complete square. In order for this goal to be reached, there had to be some exchange of pieces. The difficulty was that group members were not allowed to talk or to take pieces from someone else's envelope. They are allowed only to give away their pieces (one at a time). This was followed by individual reflection and then group debriefing. (Appendix 8)

4. Debating

The session took the form of a debating competition, with participants taking the roles of speakers for and against a subject for debate. The 'Brains Trust' debating competition guidelines from the National Federation of Young Farmers Clubs in England was used as the model for the activity (Appendix 9). Based on this model, one member held the position of chairman to control what was going on, there was one speaker for the argument & two against, the topics for discussion were:

1. Which was the best "Hoff" TV programme? a) Knight Rider b) Baywatch?
2. Does Santa Claus exist or not?

5. Convincing - "Selling the sand in the desert" or "...the ice in Antarctica"

Participants were divided in small groups and given equal amount of ingredients to make a product, for example, candy wraps (folio), gluestick, piece of straw. Each ingredient had a price. Ideas were not only competing in goodness, but also how profitable they were. All final products had the same price. Being profitable is one way of convincing others about your good idea. After the products were finished groups tried to convince the others to buy their product. Finally products were placed on a table in numerical order. Participants were given a piece of paper where they put the number of the product which they liked the most. The winning product was not the one getting most votes but the one being most profitable.

Networking

The session started with a debate about what a network was & how to use it. Sabine Klocker took participants on an imaginary journey with closed eyes ... on a magic carpet out of Budapest, flying back home to the local areas. Participants were asked to imagine what the ideal network or youth organisation would look like and then write this on a coloured paper star to post on the wall. Sabine presented a fantastic mind map which showed the breakdown from the European Council to the European Rural Youth organisations to which all participants belong to. Then everyone drew a Heart, a Hand & a Foot on separate post-it notes to represent where our heart lies, where we think we can give a hand & what kind of things we think we will be doing in the near future. These were placed near the relevant organisations on the mind map. (See appendices 13 & 14)

Evening study visit

Participants had a chance to visit “Seresznye” (Cherry!) a Youth Information point housed within a bar and set up by young people for young people. This establishment has been open for only one year but is a thriving example of the success of bringing information to young people. They have approximately 200 people per month through their doors.

6. RECOMMENDATIONS AND OUTCOMES OF GROUP DISCUSSIONS

Inventory skills - leadership

Participants were asked to think about the ideal characteristics of a good leader. These findings were gathered together and many of the statements written down were similar to physical attributes, i.e. tall, powerful voice, confident, good-looking, etc. Some of the characteristics had a tendency to match emotional qualities, for example, good organiser, mentally strong, observant, intelligent, etc.

Working with Groups

The group discussed the questions from individual reflection. It was noticed that some participants were frustrated because they couldn't finish their puzzles and not being able to communicate by speaking. Some groups started to cooperate when realising they need help from others, some just continued individual work. It was pointed out, that when working with groups it's important to realise your own role and to support the others so that a common goal can be achieved.

Debating

During the workshop participants gained knowledge about debriefing, self-confidence and experience in public speaking. They also realised how they can use debating skills when promoting activities in their own organisation.

Convincing

The session was concluded with a common discussion, pointing out that when promoting one's own organisation's idea about something you really have to be able to convince the authorities, sponsors and such of the benefits of the idea. Many ideas have been buried because people who presented them were not able to convince others.

Networking

A network is a group of individuals connected to each other because of a common experience and through some communication channels. In this sense, all the participants are members of the Rural Youth Europe Spring Seminar 2008 Network. Participants can all refer to the same activities, discussions & methods used & can use the new network of friends in these three main ways:

- As a social tool
- As a support function
- As a resource, to be drawn on when we have future needs.

7. EVALUATION, CONCLUSIONS AND FOLLOW-UP

The day was seen as full but very useful. All the workshops provided useful information and experience for participants to develop their skills, which are needed within their own organisations.

8. RESOURCES USED

- Advocacy Source: “Networking for Policy change, An Advocacy Training Manual” The Policy Project 1999, p.1-1)
- Building Blocks Communication Skill Game (Appendix 7) www.mftrou.com
- Broken Square (Appendix 8)
- ‘Brains Trust’ debating competition guidelines (Appendix 9)
- Powerpoint presentation by Sabine Klocker (handout appendix 10)

Friday 6th March

1. TITLE OF THE SESSION:

- Project development

2. OBJECTIVES:

- to provide participants with a step-by-step approach to project development according to the approach developed in the T-Kit on Project Management and 'Have Your Say! Manual on the revised European Charter
- to analyse participants' projects from the point of view of specific phases of project development
- to implement learned knowledge into personal project plans

3. PROGRAMME

9:00 - 13:00	Project development
13:00	Lunch
15:00 - 18:30	Project development
18:30 - 19:00	Reflection groups

4. EDUCATIONAL METHODS USED

- plenary sessions
- small group work (project planning)

5. THEMATIC DISCUSSIONS OR INPUTS

As an introduction to project development, Zaneta handed out a puzzle to participants so that they could define the order of different steps of a project. Solving the puzzle was done individually and results differed because participants had different views about what a project is and what steps should be taken. After finishing the puzzle participants were asked to compare their placement of the puzzles to the steps presented during the project development overview.

During the day inputs were given in the plenary and more detailed discussions took place in the small groups. Before splitting into the groups, Zaneta continued working on project development by concentrating on the first steps: the background work before going further into project planning. The first step presented was social analysis, meaning that through finding out about the social context you are in, you can adapt your project to that one particular space and time. Through needs analysis you will understand the needs of people living in that space and understand what kind of questions / problems there are which your project can solve. By finding out the needs you can set realistic aims for your project which should be met during the implementation of your project.

Zaneta continued to go deeper into the steps of project development. What are the objectives of your project? What is the question in which your project will provide a solution? When formulating objectives one should always be SMART with objectives: Specific, Measurable, Achievable, Realistic, Timed. On the topic of methodology there was some discussion because it was not so familiar to the audience. The chosen methodology gives the answer to how participants will reach the objectives of the project: What kind of activities will be used? However this is not the same as methods, which are specific ways of doing things.

A plan of activities was also shortly presented: what kind of activities will your project have and how they will be executed? Implementation and putting projects into practice was skipped because this phase comes when the participants start their projects.

6. RECOMMENDATIONS AND OUTCOMES OF GROUP DISCUSSIONS

The participants were divided into five smaller groups to work on their preliminary project plans:

- "Me, Myself and I" - working on developing skills
- "Mobil" - working on exchanges and projects increasing mobility

- “Pro –Motors” - working on projects promoting their own clubs, activities or even organising a concert to shine the tainted shield.
- “Easter bunnies” - working on local level projects
- “Village People” - working on projects targeting inactive youth to participate

Each group was facilitated by one prep team member assisting and facilitating.

After an initial discussion, participants started to work individually in defining the actions to be done for each step of the individual project. Participants also presented their project through the steps. During the group work all participants shared their ideas, and received feedback and support from the group and prep team.

7. EVALUATION, CONCLUSIONS AND FOLLOW-UP

Reflection groups took place at the end of the day. The day was felt to be hard but very useful; participants gained plenty of useful information. It was also pointed out that not so often projects are planned and implemented this thoroughly even though they should be. Working in small groups was also appreciated, this way more support and different points of views was received.

8. RESOURCES USED

- T- Kit 3 Project Management
www.youth-partnership.net/youth-partnership/publications/T-kits/T_kits
- Step by step project development (Appendix 11)
- Planning a participation project -presentation



Saturday 7th March

1. TITLE OF THE SESSION:

- Project development
- Follow-up
- Evaluation

2. AIMS AND OBJECTIVES

- to provide the participants with a step-by-step approach to project development
- to ensure a continuation of the topic of youth participation within Rural Youth Europe and its member organisations
- to make participants reflect individually and within the group about their personal learning experience
- to evaluate and gather feedback from the seminar

3. PROGRAMME:

9:00 - 9.15	Energiser
9.15 - 11:00	Project Development: work in small groups
11.30 - 13.00	Celebration of completed projects
13:00	Lunch
14:00 - 18:00	Follow-up and evaluation, reflection groups
20:00	Final Party

4. EDUCATIONAL METHODS USED

- individual work
- group work
- presentations in plenary

5. THEMATIC DISCUSSIONS OR INPUTS

Project development continued and Zaneta gave input in the plenary on:

- evaluation
- follow up



Small groups continued their work, having deeper planning and discussions about the topics in their projects. Later on all the planned projects were presented and celebrated.

Follow-up and evaluation of the Study Session

Letter to myself

Each of the participants was invited to write a letter to themselves, highlighting what they have enjoyed and achieved and more importantly about their project, how they expect to achieve it. Included in the letter as a reminder is the action plan for the project, together with the co-worker agreement. This letter will remain at the office of Rural Youth Europe for a period of five months after which time it will be posted to each of the participants. The idea behind this letter is that participants can review their letter and examine where they are in relation to completing their projects as outlined at the seminar.

Rural Youth Europe follow-up to this Study Session

RYEurope will follow-up this study session with articles on the website and Newsletter. There will also be follow-up at the following activities:

- European Rally “Nature and technology – the challenge for youth in Europe to find the balance”, 26th July to 2nd August in Switzerland; hosted by Swiss Rural Youth.

- Autumn Seminar “Democracy – Your Vote – Youth’s Choice”, 25th October – 1st November 2008, Northern Ireland, hosted by Young Farmers Clubs of Ulster
- Future activities in 2009-10 (seminars and Rally) will also follow-up on this Study Session

More information can be obtained from the following website www.ruralyoutheurope.com.

6. EVALUATION, CONCLUSIONS AND FOLLOW-UP

RYEurope will follow up the seminar with upcoming activities such as the Rally and Autumn Seminar. An article about the seminar will be placed on the website and in the Rural Youth Info magazine. Furthermore, RYEurope wishes to follow-up the projects created by receiving information about their implementation.

Co-worker

As follow-up of participants’ projects, each participant was asked to choose a co-worker, to whom they will report about the progress of the project and to share ideas with.

Rucksack

Participants were asked to draw themselves with backpack and to put inside their bags the ideas/experiences they want to take home with them and to leave behind bad experiences/attitudes on the ground. The most important thing people are taking home in their rucksacks are friendship, new ideas, new and good experiences and because of this a greater knowledge. The things left behind included Hungarian food (for some participants), lack of sleep and some cultural misunderstandings.

Acting out

Each reflection group was asked to come up with a short play of the week (what they’ve learned, their feelings etc.) in a certain style to present to the other participants, for example, a children story, an opera, a musical. The groups were only given a short time for preparation so a great deal of problem solving and team work was required.

7. RECOMMENDATIONS AND OUTCOMES OF GROUP DISCUSSION

Expectations and fears expressed by the beginning of the week were reviewed. All the expectations were fulfilled and fears that were not realised included the following:

- not understanding because of the language
- not having a good idea for a project
- cultural barriers
- information overload
- something wrong with accommodation/food

Evaluation Questionnaire (Appendix 12)

Participants were asked to feedback on their own personal views, thoughts and experiences.

8. RESOURCES USED

- T-Kit on Project Management



List of participants
RYEurope Study Session “Have your say!”
2nd – 9th March 2008, EYC Budapest

Mr/Ms	Surname	First name	Organisation	Country
Ms	Martirosyan	Gayane	Armenian Rural Youth	Armenia
Mr	Hedin	Tobias	Swedish 4H	Sweden
Ms	Sandström	Camilla	Swedish 4H	Sweden
Ms	Brice	Cheryl	National Federation of Young Farmers Clubs	UK
Ms	Lumley	Rachel Louise	National Federation of Young Farmers Clubs	UK
Ms	Vunk	Küllli	Estonian 4H	Estonia
Ms	Lepist	Liisa	Estonian 4H	Estonia
Ms	Kukkonen	Heidi	Finnish 4 H Federation	Finland
Ms	Palkkimäki	Susanna	Finnish 4 H Federation	Finland
Mr	O'Donoghue	James	Macra na Feirme	Ireland
Ms	Whelan	Rosemary	Macra na Feirme	Ireland
Ms	Brikmane	Ieva	Latvian 4H	Latvia
Mr	Skesters	Ervins	Latvian 4H	Latvia
Mr	Jones	Aled	Wales Young Farmers Clubs	UK
Ms	Thomas	Edith	Wales Young Farmers Clubs	UK
Mr	Snickovskis	Maris	Latvian Young Farmers Clubs	Latvia
Ms	Ērmane	Kristine	Latvian Young Farmers Clubs	Latvia
Ms	Bonnar	Louise	Young Farmers Clubs of Ulster	UK
Mr	Richardson	Philip	Young Farmers Clubs of Ulster	UK
Ms	Blume	Bianka	German Rural Youth	Germany
Ms	Pollmann	Nicole	German Rural Youth	Germany
Ms	Lindedam	Stina	Danish Young Farmers Clubs	Denmark
Ms	Purgel	Nóra	Agricultural and Rural Youth Association - AGRYA	Hungary
Ms	Dzinovic	Amina	Young Farmers Clubs	Serbia
Ms	Eleskovic	Jasmina	Young Farmers Clubs	Serbia
Mr	Stamenov	Zlatko	Union of Club of Young Farmers and Youth in Rural Area,	Macedonia
Mr	Dodevski	Branislav	Union of Club of Young Farmers and Youth in Rural Area	Macedonia
Mr	Gaspar	Luis	Open City Foundation	Portugal
Prep team				
Mr	Joutsenvaara	Jari	Finnish 4H Federation	Finland
Ms	Dzene	Skaidrite	Latvian Young Farmers Clubs	Latvia
Mr	Sumner	Herbert	National Federation of Young Farmers Clubs	UK
Mr	Schwab	Michael	German Rural Youth/RYEurope	Germany
Ms	Kauniskangas	Eija	RYEurope	Finland
Ms	Gozdzik-Ormel	Zaneta	CoE, external trainer	Poland

Appendices

APPENDIX 1: City hunt

Budapest Treasure Hunt

Participants are divided into 6 groups and given set tasks to carry out, as part of a team and individually within their group, all within the city of Budapest.

Tasks

Group 1 –

- Group photo outside of Parliament Building
- How long are the white neo-gothic turrets and arches that stretch along the Danube embankment?
- How many steps are there between the ground floor and the fourth floor in the youth centre?

Group 2 –

- Group photo outside the Opera House
- What are the timings and costs of the next show?
- Where is the nearest shop to the Youth Centre Building, and what are its opening times?

Group 3 –

- Group photo outside the Basilica of St Stephen
- The church houses the Countries heaviest bell, how heavy is it?
- Where can you buy stamps and send a postcard?

Group 4 –

- Group picture on Chain Bridge
- How long and how wide is the bridge?
- Where is the nearest Bureaux de Change and what is the exchange rate for euros to Forint?

Group 5 –

- Group photo outside Gresham Palace
- Which Hotel chain now owns the Palace and what is the standard rate for a room in the hotel?
- How many people can stay in the Youth Centre at any one time?

Group 6 –

- Group photo outside the Central Synagogue
- Heros Temple, next to the main building, seats how many people?
- Which metro station is nearest the Youth Centre if you want to head into the city centre, and how much is a return ticket?

Each Group will also complete the following –

- Collect as many different beer mats as you can. The team with the most beer mats at the end of the day wins (but there will be a penalty if you are late back to the centre)!
- During your mission you have an individual task: find one unique thing about your fellow team members. Note that when you are asked about a unique thing about yourself you cannot say the same thing twice to different members of the group.
- Each group will have to learn 2 sentences in Hungarian i.e. Hello, my name is..... or Can I have a drink please.
- You will need to return to the European Youth Centre no later than **6pm**

The internet is not allowed to be used to look up facts and figures.

The groups will arrive back at the EYCB with the findings. The debriefing of the activity will take place in reflection groups in the evening.

Each group will then present their findings to the whole seminar group in the evening, after dinner. Once completed, one group will be declared the winner.

APPENDIX 2: Input on participation

YOUTH

viewed as...

- persons 'in the making'
- protagonists who by going to school, working, being members of families, having friendships, and making choices, are very much a part of the social process

Buzz group reflection:

- *How are the young people seen in your organisation / institution: as victims and /or objects of intervention or rather as actors in a social life?*
- *How do you know?*

Youth Participation Context

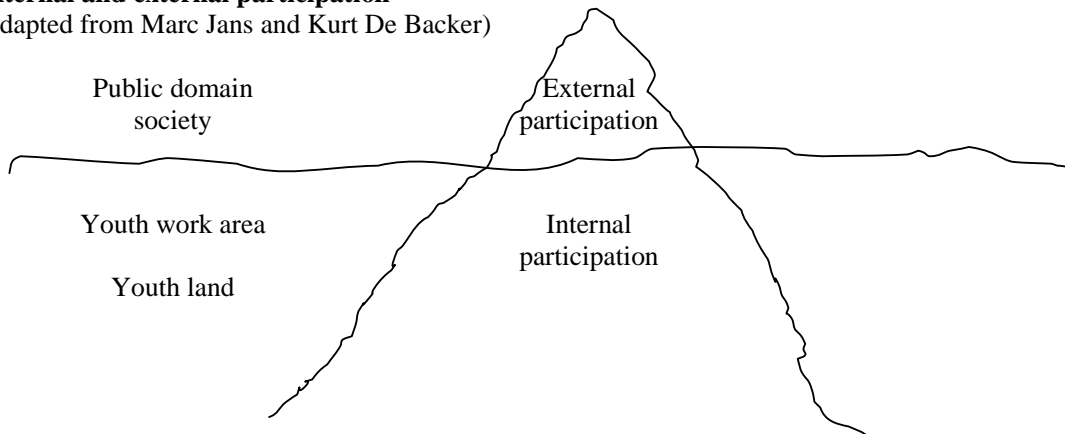
Social context
Youth work
Youth initiatives
Youth and participation

Buzz group reflection:

- *How do the social context, youth work and concrete youth participation initiatives influence the participation of youth that you are working with?*

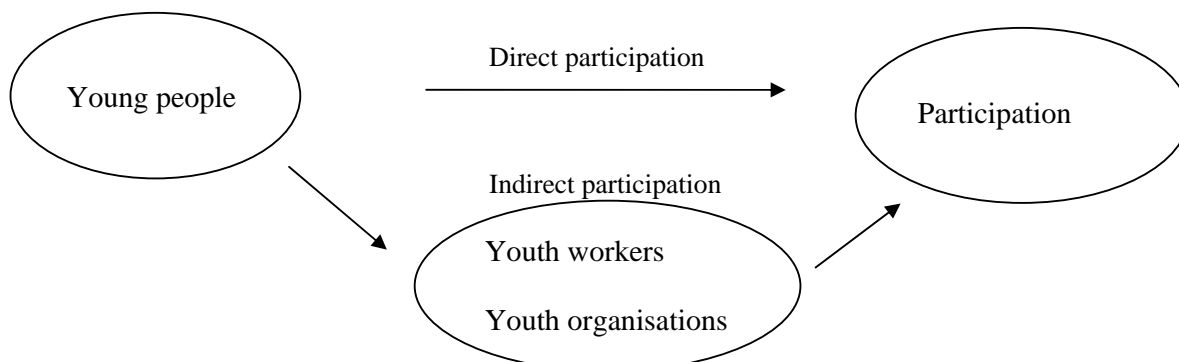
Internal and external participation

(adapted from Marc Jans and Kurt De Backer)



Direct and indirect participation

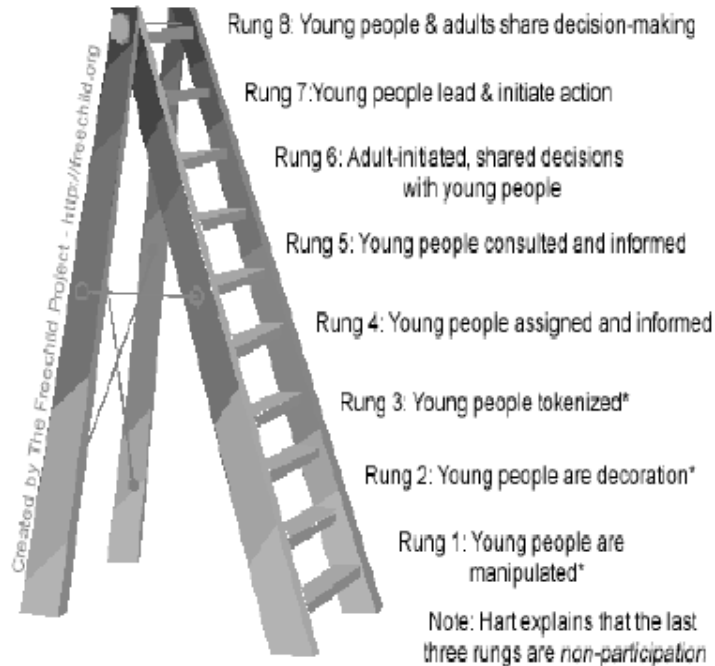
(adapted from Marc Jans and Kurt De Backer)



Buzz group reflection:

- Do the projects of your organization focus more on external or internal dimension of participation?
- Do your projects focus more on direct or indirect participation?

Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*.
Florence: UNICEF Innocenti Research Centre.

Buzz group reflection:

- Where is the youth that you are working with on the ladder of participation (in your context)?

Core concepts in youth participation

- Power
- Right to participate
- Youth participation and citizenship
- Governance – to be at the table
- Marginalisation and exclusion
- Youth development and community development
- Youth participation and educational process

APPENDIX 3: Ladder of participation

	LADDER OF PARTICIPATION
Title	The Ladder of Participation Source: Training Course on the Development and Implementation of Participation Projects at Local and Regional Level, EYC Strasbourg 2005
Theme	Implementing participatory projects
Taster	How 'participatory' is your project??
Group size	Any
Time	90 minutes
Objectives	<ul style="list-style-type: none"> • To reflect on possible degrees of youth participation in frame of a project • To introduce the concept of the ladder of participation • To provide a framework to assess the degree of young people's participation in projects • To collect ideas for criteria of participatory projects
Preparation	A big picture of a Ladder of Participation of Roger Heart should be drawn on a piece of paper (or made of tape on the floor)
Materials	None
Instructions	<ol style="list-style-type: none"> 1. Introduce the concept of degrees / levels of youth participation and the model of Ladder of Participation 2. Ask the participants to think, which rung of the ladder of participation represents best the degree of participation of young people in their project 3. Ask the participants to stand by the relevant rung 4. Interview the participants: where is your project on the ladder of participation? How do you know this? 5. Invite the participants to brainstorm on possible ways of ensuring that young people can more fully participate in the project 6. Individual reflection: Which of the ideas generated during the brainstorm can I use in my project? Why and how?
Debriefing and evaluation	<ol style="list-style-type: none"> 1. How useful do you find the model of the ladder of participation in your own work, in your own reality? 2. What are the limitations of this model?
Tips for the facilitator	Clarify that the aim must not be to be on the highest rung! Highest rung does not necessarily mean the best rung! You can also use the rungs without numbers and in a different form than a ladder (e.g. a flower).
Variations	This activity can relate not only to youth projects, but also to youth involvement within different institutions or organisations.
Attached documents	The description of the concept of Ladder of Participation (source: Chapter 1 of the Manual)

THE LADDER OF PARTICIPATION - explanation

Roger Hart defines 8 degrees of youth involvement, each of the degrees corresponding to one ladder's rung:

Rung 8: **Shared decision-making**

Projects or ideas are initiated by young people, who invite the adults to take part in the decision making process as partners.

Rung 7: **Young people led and initiated**

Projects or ideas are initiated and directed by young people, the adults might get invited to provide a necessary support, but a project can be carried out without their intervention.

Rung 6: **Adult initiated, shared decisions with young people**

Projects are initiated by adults but young people are invited to share the decision-making power and responsibilities as equal partners.

Rung 5: **Young people consulted and informed**

Projects are initiated and run by adults, but young people provide advice and suggestions and are informed how these suggestions contribute to the final decisions or results.

Rung 4: **Young people assigned but informed**

Projects are initiated and run by adults, young people are invited to take some specific roles or tasks within the project, but they are aware of what influence they have in reality.

Rung 3: **Tokenism**

Young people are given some roles within projects but they have no real influence on any decisions. There is a false appearance created (on purpose or unintentionally) that young people participate, when in fact they do not have any choice about what they do and how.

Rung 2: **Decoration**

Young people are needed in the project to represent youth as an underprivileged group. They have no meaningful role (except from being present) and as it happens with any decorations – they are put in a visible position within a project or organisation, so that they can be easy to spot for outsiders.

Rung 1: **Manipulation**

Young people are invited to take part in the project, but they have no real influence on decisions and the outcomes. In fact their presence is used to achieve some other goals like winning local elections, creating a better picture of an institution or securing some extra funds from institutions supporting youth participation.

APPENDIX 4: Clarity model of participation

CLARITY MODEL OF PARTICIPATION

Source: Clare Lardner, Clarity company, www.clarity-scotland.pwp.blueyonder.co.uk

Adults initiate the idea of the Project		Young people initiate the idea of the project
Adults decide on agenda (on what is discussed)		Young people decide on agenda (on what is discussed)
Adults make decisions		Young people make decisions
Adults have most of information necessary for decision-making		Young people have most of Information necessary for decision-making
Adults take actions to Implement decisions		Young people take actions to implement decisions
Structure of participation replicate adult ways of doing things (rather formal)		Structure of participation replicate youth ways of doing things (rather informal)
Adults have power	Power shared in between	Young people have power

APPENDIX 5: Making links

MAKING LINKS

What is civil society - and who does what, for whom?

Themes	Citizenship , Democracy , General human rights
Complexity	Level 4
Group size	8 - 20
Time	90 minutes
Overview	This activity involves negotiation about the rights and responsibilities of citizens, the government, NGOs and the media in a democracy.
Related rights	<ul style="list-style-type: none">• The right to vote; to serve and to participate in the running of the• country• Freedom of information and expression• Duties to the community
Objectives	<ul style="list-style-type: none">• To develop an understanding of the link between rights and responsibilities• To develop a feeling for the complex relations between the different sectors in a democracy• To promote co-operation and civic responsibility
Materials	<ul style="list-style-type: none">• A large sheet of paper (A3) or flipchart paper for each group• 2 markers of different colours (e.g. green and red) for each group• A ball of string or wool (preferably green)• A roll of sticky tape (Scotch tape or cello tape) for each group• Scissors
Preparation	<ul style="list-style-type: none">• Cut up about 24 strands of wool into 1.5m lengths. Instructions

Instructions

1. Explain that the purpose of the activity is to draw a "map" of the different relations between four sectors within (an ideal) democratic society.
2. Divide the participants into four equal-sized groups to represent four "actors" in a democracy: the government, the NGO sector, the media, and citizens respectively.
3. Hand each group a large sheet of paper and markers and tell them to spend 10 minutes brainstorming the role that their "actor" plays in a democratic society, that is, what are the main functions it performs. They should list their five most important functions on the large sheet of paper, using the red marker.

4. Bring the groups together to present their ideas. Let the groups share their reactions. Ask them if they agree about the main functions of these four "actors". Allow the groups to amend their lists if they wish to in the light of the feedback.
5. Now separate the four groups again and ask them to brainstorm what they require from each of the other "actors", in order to carry out their own functions, that is, what demands they make of each of the other "actors". They should list these demands under separate headings using the green marker. Give them fifteen minutes for this task.
6. When the time is almost up, ask the groups to prioritise up to six of the most important demands, and hand each group a roll of tape and strands of wool to represent these demands.
7. Hand out the copies of the "Rules of play", go through them and make sure everyone understands what they have to do next. Ask the groups to bring their sheet of paper into the middle of the room and to lay them in a square about 1m apart (see diagram). Ask members of each group to position themselves near their "corner".
8. The rounds of negotiation now begin. You should allow 10 minutes for each round. Remind people that when a demand is accepted one piece of wool should be taped between the two papers to signify acceptance of responsibility.
9. By the end of the process, the four "actors" should be linked up by a complicated web of wool. Move on to the debriefing and evaluation while people are still sitting around the chart.

Debriefing and evaluation

Ask the participants to look at the web they have created and to reflect on the activity.

- Was it hard to think of the functions that the government, NGOs, media and citizens perform in a democracy?
- Were there any disagreements within the groups about which claims should be accepted or rejected?
- Which of the claims made on other groups did they not accept as responsibilities? Why was this? Do you think that such cases would cause any problems in reality?
- Were there responsibilities that each group accepted but which they had not recognised before? How do they feel about this now?
- Did the activity show people anything new about democratic society that they did not know before? Were there any surprises?

Tips for facilitators

In step 4 of the instructions, after the groups have drawn up their list of functions, don't spend too long discussing the issues as a whole group. You should use this more as a prompt for the next small group work they will be doing. Groups may want to make a note of the other groups' functions.

When they draw up their lists of demands (step 5), tell them not to be unrealistic in their demands on the other "actors"! These responsibilities will need to be acceptable, so they should not make unfair or unreasonable claims.

When the groups start negotiating (step 8), this should not be presented as a "competition", nor should this stage occupy too much time. Emphasise to groups that they should see themselves as co-operating with each other: the purpose is to establish a society in which all "actors" work together for everyone's satisfaction. Therefore, the transactions should be relatively quick: tell groups to accept claims if they seem to be reasonable, and otherwise to reject them, with any controversial ones to be discussed at a later stage.

Variations

The activity may be made more or less complicated by using different numbers of "actors" within society: for example, you may want to add "businesses", "minorities", or "disadvantaged groups".

However, this will make the negotiation process a lot more complicated, and you may not want all of the groups to exchange demands with each of the others. You could also use different categories with more direct relevance to young people's reality - for example, replace "citizens" by "young people" and "the government" by "school".

The activity could be simplified by removing one or more of the groups: for example, by working with only "citizens" and "the government". This may be preferable if you have a small group.

You may want to try the activity without the use of the chart: during the negotiation process, someone from the first group should hold one end of the piece of wool, and offer the other end to someone in the second group. If people keep hold of their ends, the whole "society" should be physically linked up by the end of the process!

APPENDIX 6: Participatory projects

Best practices in participatory projects

What is a youth project?

What is a project?

The Oxford English Dictionary defines “**project**” as “An individual or collaborative enterprise that is carefully planned and designed to achieve a particular aim.

- Projects
 - have a purpose
 - are realistic
 - are limited in time and space
 - are complex
 - are collective
 - are unique
 - are an adventure
 - can be assessed
 - are made up of stages

What makes a project to be a Youth project?

- Purpose of the project
 - The project aims at fulfilling needs of young people
 - The aims and objectives of the project come from the youth or have been negotiated and agreed with youth
 - Youth are aware of possible benefits from participating in the project
- The youth are involved in different stages of the project
 - Youth have been involved in initiating the project or the initiative is from them
 - Youth are involved in the preparation of the project
 - The youth get information about and from the project
 - The youth are involved in the implementation of the project
 - The youth are involved in the evaluation of the project
 - The youth are involved in the follow up of the project
- The project is designed in that way that
 - the youth understand what the project is about
 - the information about the project is easily accessible for young people who could be interested in getting involved
 - there is a necessary support for the participation of the youth and/or the participative youth
 - the activities take place in a location accessible for the youth
 - the procedures and policies within the project are understandable to the youth
 - documents related to the project are understandable to young people

Ideal Youth Project

A project initiated by the youth for the youth

APPENDIX 7: Communication skills

Building Blocks Communication Skill Game

Effective communication in business is essential. Use this fun communication skill game to improve communication within your team.

Purpose – to illustrate the importance of clear communication, and allow the group to explore their communication style and make improvements as necessary.

Materials and Preparation – 2 matching sets of children’s building blocks (e.g. Lego), with 10 blocks and 1 base board in each set. Using one set of blocks, build a random object using the 10 blocks, onto the base board. Optional – 2 bags to contain each set of building blocks.

Time – 45 mins

Group Size – minimum 3 people, up to about 7

(Can have duplicate exercise running in parallel if group is larger, but will need more sets of building blocks).

There are 4 roles in this communication skill game.

Person A - director

Person B - runner

Person C - builder

Person(s) D – observer(s)

Person A is given the built-up set of blocks, and is the only person who can see the object. It is the director’s job to give clear instructions to person B, the runner, so that person C can build an exact replica of the model.

Person B listens to the director’s instructions and runs to a different part of the room to where person C is sitting. The runner then passes on the building instructions, without seeing the building blocks, to Person C, the builder. The runner can make as many trips as required within the time allowed for the exercise.

Person C listens to the runner’s instructions and builds the object from the set of building blocks. The builder is the only person who can see the object under construction, and building materials.

Person(s) D observe the communication game, and make notes about what works, what doesn’t work, and how people behaved under pressure etc., to pass onto the group later.

Set a time limit for the exercise of 10 minutes. When the time is up, allow the group to compare the model and the replica, and see how closely it matches. Generally, the replica will bear little resemblance to the original, which usually causes heated discussion! Allow the group to reflect on how the exercise went, and agree 1 thing they did well, 1 thing that didn’t work, and 1 thing they would do better next time.

Run the exercise again, either switching or keeping original roles, and see if any improvements have been made. Make sure you de-construct the “original” model and create a new design!

This simple communication skill game can be run many times without losing learning potential. Teams can add layers of sophistication to their communication by making use of aids such as diagrams, codes, standard procedures and using active listening techniques.

By Lyndsay Swinton, 'Management for the rest of us' (www.mftrou.com)

APPENDIX 8: Broken squares exercise

Broken Squares

Objectives: Students will be able to

1. Analyze certain aspects of cooperation in solving a group problem.
2. Become sensitive to some of their own behaviour which may contribute toward or obstruct the solving of a group problem.
3. Identify the role of trust building in cooperation situations.

Group size: any number of groups, 5-6 people per group.

Time required: 45 to 90 minutes.

Materials needed: one set of broken squares for every six participants and observer's instructions for one member of each group.

Instructions: Divide the participants into groups of six. Five members of each group should form a small circle so they can work with the squares. The sixth person is the observer and should be given the observer's instructions. Give each group an envelope containing one set of squares. The set of squares is broken down into five sets of pieces, each set being all the pieces labelled by one of the letters A, B, C, D, E. These sets are given to the group, one set per member, in individual envelopes within the larger envelope. Do not let the group open the envelope until the instructions are read. Read the following instructions aloud: "In each envelope there are five sets of pieces of paper for forming squares. When I give the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him or her a perfect square of the same size as that held by others.

Specific limitations are imposed upon your group during this exercise. They are:

- No member may speak.
- No member may ask another member for a piece or in any way signal that another person is to give him or her a piece.
- No member may take a piece from another member.
- Members may, however, give their pieces to other members.

"Are the instructions clear?" (Questions are answered at this time.) "The observer in each group will enforce the rules. Begin working."

Debriefing Questions

1. How did you feel during the exercise? Why?
2. How many were frustrated? Why? (The usual answer to this question is, "I couldn't communicate." Suggest this is not true, but rather their normal patterns of communication were disrupted. They could communicate by giving away appropriate pieces.)
3. Ask the observers if anyone mentally dropped out when they had completed their square? Why? (For westerners with an individualistic orientation, we hear the instructions as individuals. Not everyone hears them this way.)
4. Was there any critical point at which the group started to cooperate? What was the cause?
5. What are some principles for successful group cooperation?
 - Each individual must understand the total problem
 - Each individual should understand how he or she can contribute toward solving the problem.
 - Each individual should be aware of the potential contributions of other people.
 - There is a need to recognize the problems of other individuals, in order to aid them in making their maximum contribution.
6. How was trust developed or broken down within the whole group?
7. What was necessary to build trust within the group context?

Broken Squares Exercise

Instructions for the Observers

Observer: Your job is part observer and part judge. Make sure each participant observes the following rules while playing the game.

1. No talking, pointing, or any other kind of communicating among the five people in your group.
2. Participants may give pieces to other participants but may not take pieces from other members.
3. Participants may not simply throw their pieces into the centre for others to take; they have to give the pieces directly to one individual at a time.
4. It is permissible for a member to give away all the pieces to his square, even if he has already formed a square.

Observations: As an observer, please record the following observations on this paper. You may record the names of individuals in your group who identify with a particular question. The participants are not to see these questions.

1. Who is willing to give away pieces of the puzzle?
2. Did anyone finish their puzzle and then somewhat divorce himself/herself from the struggles of the rest of the group?
3. Is there anyone who continually struggles with their pieces but yet is unwilling to give any or all of them away?
4. How many people are actively engaged in mentally putting the pieces together?
5. Periodically check the level of frustration or anxiety--who's pulling their hair out?
6. Was there any crucial turning point at which time the group began to cooperate?
7. Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle?

APPENDIX 9: Debating brains trust

Guidelines for National Brainstrust Competition

OBJECTIVES

- To speak to an audience
- To express one's thoughts and views clearly on a given subject
- To create entertaining discussion

CHAIRMAN

1 PREPARATION

- Come prepared with postcards and pen
- Ensure you choose questions to suit your panel
- Select questions that provide adequate scope for discussion
- Make a list of as many salient points as possible to support both sides of the discussion
- It is advisable that the question you intend putting to your panel first, is the one which they will feel most comfortable answering

2 PERFORMANCE

- Await Judges' signal before commencing
- Formally introduce yourself and the team
- Sit up smartly in a business-like way and be pleasantly in charge of the team and the audience
- Read the question clearly and meaningfully
- Ideally, each member should be asked to speak first on one of the questions
- Allow 5 minutes (approx) per question (including your summary) and 5 minutes for your introduction and closure of the meeting
- Ensure no individual dominates the discussion. Try not to over-dominate yourself
- Do not allow any panel member to 'dry-up'; bring in another panellist if this happens
- Try to listen carefully to what members are saying
- Make notes as the discussion proceeds
- Prompt the team and keep them on the subject
- The introduction, summaries and conclusion should be addressed to the audience. Make summaries brief and to the point
- Stand to introduce the team and when closing the meeting
- Formally conclude the meeting

PANEL

- Long speeches are not desirable
- Look at, and speak mainly to the audience
- Avoid the use of abbreviations that the audience may not understand
- Ensure that your comments relate to the question
- Avoid total agreement – some discord promotes discussion
- Use humour – but not to excess

TEAM - OVERALL

- Approach and leave the stage in a quiet and orderly fashion
- Sit facing the audience (**NOT** to each other) and about 2 feet apart
- Sit upright, but not too rigidly and be interested in the proceedings
- Avoid undesirable mannerisms, e.g. excessive hand gestures
- Speak loudly and clearly and in such a way that you appear to be talking to each other and every person in the audience
- Look tidy – appearance counts
- Don't forget – all the rules for good public speaking apply

- Keep discussion lively to keep the audience interested – each member must be careful to stay with same line of argument throughout

TRAINING

- Read the papers
- Practice with current affairs questions:-
 - Agriculture
 - Rural issues
 - Social issues

SPECIAL NOTES FOR JUDGES

The end of the competition is always hectic and time is very limited for all concerned. There will not usually be time or a need, therefore, to quote from lengthy prepared notes. However, the following may be helpful:-

- Comment and criticism from judges should be constructive
- Whilst it is probably unwise to mention particular participants by name when offering criticism, there is no harm in doing so when referring to good points
- Judges can offer to see individuals after the competition to discuss their performance
- To avoid time consuming repetition and possibly confusion, it is probably best that only one judge comments on the performance of participants, whilst the other announces the results
- Make notes of particular points as the competition progresses, because of time limitation at the end. Ensure timing is correct.

APPENDIX 10: Networking handout

Networking & Multiplying

One cannot change the whole world on his own

Since it is impossible to work with all youth workers in Europe, the RYEurope / DYS study sessions are aimed at people that will **multiply** and use the information and skills they have gained in their activities back home and spread the ideas, skills and also motivation to colleagues and friends. This is the responsibility that every participant is invited to take up when returning back to his/her home country.

But people in your organisation & project back home have not been through this week long experience, so they have not gone through the same development and might be a bit reticent towards too big changes at one time. Therefore, when multiplying it is important to...

- Be patient but persevering
- Avoid being over-ambitious and not want too much in too little time (energy and resources are limited)
- Take small steps at a time, taking into account that your colleagues need time for change and that they might have different ideas to incorporate in yours
- Keep your motivation & courage to make a difference (enthusiasm is contagious)
- Talk to many people about your ideas and new projects (you can find your allies in the least expected places)
- Look for needed support from colleagues (or team & participants of this course)

Networking because 30 brains are smarter than one

A network is a group of individuals that are connected to each other because of a common experience and through some communication channels (discussion group, email list, chat sessions, website,...). Why is a network useful?

- Since you all went through the same experience of the Training Course, you create a historical basis for the group. You can refer to the same activities, discussions and methods used. It can be a nice souvenir from the time in Budapest. Perhaps you met some interesting people that you want to keep in contact with. So a network is a **social** tool.
- The network might also serve as a soundboard for problems or joys encountered during the transition between ideas from the course to the reality in your project, organisation or country. In that sense it serves as **support** function.
- The network contains all people that share a common interest and expertise on the theme of the topic of the Training Course. So when you are stuck with a project, when you are looking for ideas, materials, methods or partners, you can turn to the network as a **resource** for the needs you have.
- The network will also be drawn upon for **evaluation** purposes

The only thing it takes is an **effort** from your side!

The more you put in, the more you can get out of it...

Contacts and References for future work on European level...

Continuation of multiplying + networking 😊😊😊

www.ruralityoutheurope.com

office@ruralityoutheurope.com = contact to RYEurope office = Eija Kauniskangas, Secretary General (for general info, contributions to website, newsletter/Rural Youth Info, Rally, Training Courses, Study Sessions, nominations to other courses/institutional events and courses,..)

Other contacts:

- > Chairman: Delme Harries
- > Vice-Chairman: Robin Swann

Directorate of Youth and Sport of the Council of Europe

www.coe.int/youth

www.coe.int/eycb and Strasbourg youth centre; Two youth centres (Strasbourg, Budapest)
Training Courses, Publications / Training Materials, Study Sessions, Symposia, Campaigns, Language Courses,...

European Youth Foundation (funding opportunity) > www.coe.int/eyf

> direct contact to educational advisor: Annette Schneider annette.schneider@coe.int

> to external trainers of the DYS trainers pool: Sabine Klocker s.klocker@gmail.com
and Zaneta Gozdzik-Ormel

European Commission

YiA – Youth in Action Programme (funding for youth exchanges, youth initiatives, publications,... all kind of innovative youth projects) – special support for rural youth / young people with fewer opportunities!

<http://eacea.ec.europa.eu/youth/> or contact your NA (National Agency for the YiA-Programme)

SALTO = stands for

Inclusion Resource Centre, South and Eastern Europe, Participation...

Salto Website www.salto-youth.net

For Training Courses, Training Tools, Finding a Trainer, Resources etc.

Publication: www.salto-youth.net/VillageInternational/

European Youth Forum (umbrella organisation of European Youth NGOs and National Youth councils.. almost 100 member organisations)

Get involved and informed about:

COMEMs / GA Assemblies, Youth Policies, Info Days, Campaigns, European Youth Week, European Presidency Events, POT (Pool of Trainers)...

Direct contact and info at: www.youthforum.org

For participation in specific events: contact Eija (nomination through RYEurope)

MIJARC (Mouvement International Jeunesse Agricole Rurale Catholique)

MIJARC Europe is the **International Movement of Catholic Agricultural and Rural Youth.**

www.mijarc.org/europe/

RYEurope worked very closely with MIJARC Europe during the past years, especially in the

“Change the village, challenge yourself” project > www.change-the-village.org

Download the publication – best practise book – of the project:

CEJA (European Council of Young Farmers)

www.ceja.org

IFYE

RYEurope also has a partnership with the IFYE-Programme (International Farm/4H Youth Exchange)

www.ifye.org

APPENDIX 11: Step by step project management

Step-by step: planning and managing a youth project

Timing:

Friday 7 March, morning:

- Introduction to project groups (10 min)
- Input on project development:
 - Social analysis
 - Needs analysis
 - Aims of the project
- Project group work in relation to the above mentioned elements (elements taken one by one)

Friday 7 March, afternoon:

- Input on project development:
 - Objectives
 - Methodology
 - Plan of activities
 - Implementation of activities
- Project group work in relation to the above mentioned elements

Saturday 8 March, morning:

- Input on project development:
 - Evaluation
 - Follow up
- Project group work in relation to the above mentioned elements
- Preparation for the final presentations
- Final presentations and evaluations

Basic principles:

- the project phase is a space for practical work on participants projects. Therefore the projects will be the basic learning tool in this phase.
- this phase will be run in small project groups, each group 5-7 participants
- each exploration group works in its own space within the Youth centre in Budapest
- the work of each working group will be assisted / facilitated by 1 team member
- to insure a comparable approach to all the participants and their projects, each facilitator will use the reflection guidelines provided in this document.
- as a result it is expected that each participants has a short description of a project that s/he intends to implement back at home
- project groups work on specific phases of project development one by one (e.g. first all the group works on social analysis, then all the group works on needs analysis etc.)

Roles of different actors:

Team members as facilitators:

- introducing project cycle phases and worksheets
- facilitating group discussions
- providing expertise, sharing experience
- providing feedback
- asking relevant questions to help participants to explore the key areas
- managing the time of group meetings

Participants:

- taking part in every meeting
- respecting the ground rules of working in the project group

- filling in the worksheets
- presenting the results of their work to the other participants of the exploration group
- providing feedback and constructive criticism to other participants

Programme flow in relation to each phase of the project development cycle:

- Step 1 (if needed)
 - Brief introduction by a team member to a specific element of the project development cycle.
 - Participants share their understanding and knowledge about this focus area
- Step 2
 - Introduction to the worksheet with questions for individual work
- Step 3
 - Individual reflection time – the participants answer the worksheet questions in relation to their project
- Step 4
 - Group discussion – each participant’s project is discussed by the project group (mutual constructive criticism)

Step 1

Getting to know the local community and situation

Youth projects take place in a specific community and they aim at creating a very concrete and visible social change. Therefore before any project can start, it is necessary to find out more about the situation and main challenges within this community, especially for young people. Knowing how the life looks like in a specific place, potential opportunities, concerns of the local population, will be very helpful in assessing the needs of young people living there as well as the needs of the whole community regarding the involvement of these young people.

Reflection time (related to step 1)

1. What is the situation of young people in your local context? (percentage of the population, background, financial situation, schooling, free time activities etc.)
2. What are the opportunities for young people to participate in the life of your community?
3. What are the main problems that young people face?
4. Which youth projects or initiatives are currently run in your community? By whom?

Step 2

What are the needs of young people you want to work with?

Youth projects can be organised for a variety of reasons, but these reasons should relate to a large extent to the needs of young people and the needs of the local community in general. It is not enough just to want to organise something! If a project should bring a real change, it needs to address some specific problems or deficits experienced at the local level and the task of a project carrier is to identify these challenges, as well as to decide which ones should be addressed further by the project. Although project organisers sometimes underestimate or even neglect this step, it is in fact one of the most important ones in the whole process of project preparation, because it indicates what the aim of the project should be.

Reflection time (related to needs of young people)

1. What are the main challenges that young people face in your community, especially in the field of participation in local life? What causes them?
2. How do you know about them? What is your source of information?
3. What does your project aim to change for the young people in question, which aspect of their situation?
4. Why is your project important for young people and the whole community?

When a youth project is being organised, there are different motivations involved. It has been already mentioned that the most important ones should be related to some local needs or needs of young people, but the motivations of individuals working on a project also play a very important role as project organisers have an enormous influence on different dimensions of their project.

Reflection time (related to step 2)

1. Why is youth participation important for you?
2. Why are you personally interested in organising this project? What do you think you will gain?
3. Is your motivation in line with the motivation of your institution to undertake this project?
4. What is your experience and expertise in the field of youth participation?

Step 3**Defining aims**

Two previous steps provide more explanation about the situation of a local community and why the project is necessary in that specific context. The next step is then to define what the project plans to achieve, especially in a long-term perspective and what the purpose is towards which the project is directed. The aims usually refer to an ideal situation in which the project achieves absolutely everything that has been expected and that the planned social change happens in reality. The aims remain at a rather general level, so at the end of the project it is very difficult or even impossible to check or measure to which extent they have been achieved, but still they give a sense of direction throughout the whole project. Some project managers say that a good formulation of aims is in fact like a very short project summary, as it highlights its most important aspects. The aims are an element of the project that does not change. What can change, are the objectives or specific methods, but if the aims are changed this means that a new project has been created.

Reflection time (related to step 3)

1. What does your project intend to change in the field of youth participation of young people in your local community?
2. Whom should you involve in the project (which parties)?
3. Who will benefit from the project and in which way?
4. What is the geographical scope of the project?
5. How are you going to do this? (it is not a question about activities or methods, but about a methodology)

Step 4**Formulating objectives**

As the aims of the project remain rather general and it is not possible to measure to which extent they have been achieved it is therefore necessary to formulate more concrete goals or objectives that will tell the project organisers and all the actors what they are supposed to do in order to achieve the social change they are heading for. If objectives are to be guidelines, they need to be as concrete as possible, so that it is clear what needs to be done and it can be easily checked if something happened or not. There are different ways of formulating project objectives, one of them being an acronym called SMART objectives. The objectives are SMART if they are:

- Specific: stating precisely what you intend to do or achieve
- Measurable: it is possible to check if they have been met and to which extent
- Achievable: the project does not attempt too much
- Realistic: they can be reached within the context you are in and with the resources you have
- Timed: stating when the objectives will be fulfilled

Reflection time (related to step 4)

1. What precisely will be done to meet the needs of young people targeted by your project?
2. How realistic are these plans?
3. How and when can you check if these actions have taken place?
4. How will these actions contribute to reaching the overall aim of the project?
5. How will you empower young people to take an active role in your project?

Step 5**Choosing methodology**

It has been already explained what a methodology of a project is and it has been mentioned how important this project element this is, especially when organising a project on youth participation. One should not mistake methodology for methods however, because methods are concrete tools or just ways to do things (like some types of activities or exercises). When planning the methodology of a participatory project, it is very important to ensure that:

- young people have the ownership of the project
- young people understand what the project is about and what it wants to achieve
- young people have influence on different elements of the project
- young people have responsibilities within the project
- young people have meaningful tasks to perform
- young people have space to express their opinions and views about the project
- young people have an opportunity to learn the skills necessary to participate in the project
- young people are treated as project partners, not as objects or victims
- the types of activities run within the project are suitable for young people

Reflection time (related to step 5)

1. How would you describe the methodology of your project?
2. To which extent does this methodology create a space for a meaningful participation of young people?
3. What is your experience in working with a methodology focusing on youth participation?
4. Do you need to develop some special skills or competencies to work more efficiently with such a methodology? What are these?
5. Where can you get a necessary support to gain these skills and competencies?

Step 6

Making plan of activities

This is a moment in the whole process of project preparation, when the previous steps should be built up into a plan of all the activities that will take place in frame of the project. At this stage it is also handy to prepare a list of tasks that need to be accomplished in relation to each activity so that all the stakeholders are clear about the amount of work necessary to accomplish everything. This can help to make a realistic estimation of the time needed, as well as other resources (like finances). The place of activities within a project is sometimes compared to an iceberg, as only this part of the project is visible to the outside public. The whole process of project preparation and running is however much broader and includes a lot of tasks and steps that might be visible only to the parties directly involved.

Reflection time (related to step 6)

1. What is the flow of activities within your project?
2. When exactly do they take place? Where and with whom? Is everything planned in such a way that it ensures a meaningful participation of young people?
3. Who should be responsible for carrying specific activities?
4. How does each activity relate to the objectives of the whole project?
5. Is your plan achievable and realistic? Why do you think so?

Step 7

Implementing activities

When all the planning is done, it is time to start the work and move forward in order to achieve the results you want. Implementing activities means also fulfilling all the different tasks needed to prepare them and to close them down as well as managing the whole project, which includes for example:

- managing people involved and making sure that their talents and strengths are used efficiently
- supporting young people to take on responsibilities and tasks within the project
- managing other resources available: finances, infrastructure, know-how, time etc.
- taking daily decisions related to different aspects of the project
- making sure that the things happen according to the plans
- evaluating different aspects of the project on a regular basis
- ensuring a good quality of cooperation with and among young people
- adjusting the project to new circumstances if needed
- dealing with unexpected developments and factors that cannot be controlled by a project manager

Reflection time (related to step 7)

1. Who is going to be responsible for the implementation of the overall project?
2. What are the roles of different actors (for example young people involved)? Are all of them clear about their role and the expectations towards them?
3. Do the actors have enough competencies and skills to implement the project? What kind of support will they need and how can this support be ensured?
4. What are the resources needed to implement your project?
5. Where will you get your resources?

Step 8**Evaluation**

Before all the project is finished, there needs to be an evaluation done to find out to which extent the objectives have been fulfilled, how all the project process looked like and to think of some conclusions and recommendations for the future for a similar type of initiatives. The evaluation is often perceived as a negative process (collecting the list of things that did not work), therefore it is quite important to plan it carefully so that it becomes an opportunity to make a good quality assessment, which will point out all the achievements as well as indicate weaknesses. Young people should be active participants in evaluation and this can be achieved by applying a participatory approach to project evaluation. Participatory evaluation should be based on the following principles:

- the evaluation process provides space for young people to take the responsibility for meaningful tasks
- young people are clear about their role in the evaluation
- young people are aware of what evaluation is and what are its purposes for the project
- the evaluation is planned together with young people
- young people need to get a necessary support to be able to play a meaningful role in the evaluation process
- views and opinions of young people have the same value as the opinions and views of adults
- the evaluation is useful to young people
- the evaluation focuses on the present, past and future of the project

Reflection time (related to step 8)

1. What is the purpose of evaluation for your project?
2. Which aspects and dimensions of the project do you plan to evaluate?
3. How are you going to do this? Are you planning to use some specific evaluation techniques and methods? Which ones and why these?
4. To which extent did young people participate in the planning of the evaluation?
5. What is the role of young people in the evaluation process?
6. What are the needs of young people in relation to evaluation competencies and how are you going to meet these needs?
7. What is your expertise and experience in running a participatory evaluation?

Step 9**Follow-up**

Youth projects aim at creating some positive change in a local context, so when they are successfully finished, the local community and / or young people witness a new situation or a development that has not been a part of the life of this community before. This means that ideally the project does not just stop, but secures the sustainability of the results in a longer term.

Reflection time (related to step 9)

1. How are you going to insure that the results of your project will be long lasting?
2. Who needs to be involved in this follow-up and how will you insure this involvement?
3. What will be the role of young people in securing the continuity of the project achievements?

APPENDIX 12: Evaluation form

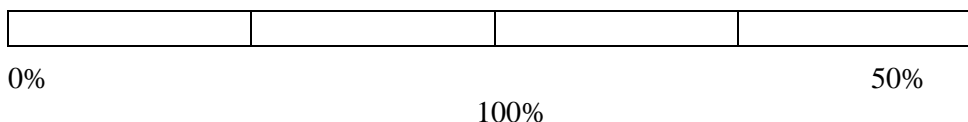
Rural Youth Europe Spring Seminar

“HAVE YOUR SAY!”

Date: 2nd – 9th March 2008

Venue: European Youth Centre, Budapest

What is your general level of satisfaction with the activity?



Comments:

Please evaluate the different programme elements by ticking boxes below. If you did not attend that session, please leave it blank)

Programme element	Learning achievements					How did you like it?		
	++	+	o	-	--	☺	☹	☹
Sunday								
Welcome Evening/Ice breakers								
Monday								
Introduction to the theme, seminar & programme of the week, RYEurope, Council of Europe, Hungary								
Expectations & Fears								
Team Building (“City hunt”)								
Tuesday								
Morning – “Getting to know rights”								
Afternoon - “Getting to know youth participation”								
Afternoon – “Getting to now youth participation” roleplay								
Evening - International Buffet & Organisational Market								
Wednesday								
Morning – “Getting to know best practices about youth participation”								
Afternoon – free afternoon								
Evening – dinner in a restaurant								
Thursday (tick the workshops you took part)								
Morning – workshop “inventory skills”								
Morning – workshop “communication skills”								

Morning – workshop "motivation"								
Morning – workshop "working with groups"								
Afternoon – workshop "debating"								
Afternoon – workshop "advocacy"								
Afternoon – workshop "convincing"								
Afternoon – workshop "networking"								
Friday whole day – project development								
Saturday Morning – project development								
Afternoon – "Follow-up and evaluation"								
Whole week evening programme								
re-groups								

Any comments about the different programme elements:

What do you think about the methods used during the activity?

How do you evaluate your own contribution to the seminar?

What in your opinion is the most important thing you have learned during this week? Please explain why.

How can the experiences & knowledge you have gathered from this seminar be of benefit to you or your organisation?

How do you evaluate the work of the prep team?

Please evaluate the facilities in the Youth Center (accommodation, food, working rooms etc.)?

From your experience in this Study Session, please tell us about any changes you would like to see made in future seminars:

General Comments

Thank you for taking the time to complete this questionnaire, the results of which will be used in planning future Study Sessions.

The info underneath is OPTIONAL:

Participant Name: _____ *(USE BLOCK CAPITALS)*

Member Organisation: _____