



Youth culture and pARTicipation

Report of the study session held by
Cooperation and Development Network Eastern Europe AISBL
in co-operation with the
European Youth Centre Budapest
of the Council of Europe

European Youth Centre Budapest
28 November – 5 December 2010



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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Acknowledgements

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EXECUTIVE SUMMARY

In the upcoming pages we will try to summarize and transfer in the best way our experience from Study session “Youth culture and pARTicipation”, that took place from 28th of November to 5th of December 2010. This project was organized by Cooperation and Development Network Eastern Europe (CDN) in co-operation with European Youth Centre Budapest of the Council of Europe.

Event gathered participants from Albania, Armenia, Austria, Azerbaijan, Bulgaria, Belarus, Croatia, Czech Republic, France, Georgia, Germany, Italy, Moldova, Montenegro, Romania, Russian Federation, Serbia, Slovak Republic and Spain.

International preparatory team was formed on base of an open call and consisted of Antonina Yelistratova (Green Generation, Belarus), Mihaela Niga (Romanian Young Greens), Nicolas Scheafer (Luxembourg Young Greens/ Federation of Young European Greens) and Vesna Jusup (Cooperation and Development Network Eastern Europe AISBL / Course director). External educational adviser was Nik Paddison (United Kingdom) and internal educational adviser Annette Schneider (CoE-EYCB).

This Study Session resulted out of yearly work of CDN Culture working group that has as its main aims to organise cultural and educational activities in order to Promote Green idea and multiculturalism, examine notions of cultures and youth and their return impact and influence on society. The project aimed to gather young people active in their societies to explore deeply these issues and create common ground for future actions, by either supporting it with experience and knowledge gained, either through a pool of ideas for actions or by establishing contacts and co-operations. The study session also provided the culture working group with wider experience and resources ensuring new sparkles and motivation for future work.

Results of this project are expected to support CDN member organisations in dealing with similar topics or working in this field, and participants for an extension of their involvement in national and international youth movement, young people Europe (and worldwide) in their work.

In this report the aims, objectives and methods will be explained closely and in more detail. It is hoped that it will be sufficient to understand the flow of the programme, connection of objectives, methods used, activities and resulted outputs and outcomes. We hope that the impact we made will be motivating enough for others to use our experience, disseminate the results and help us to better understand cultures, promotion of youth activism and strengthening youth role in society.

INTRODUCTION

2a. Background

As stated before, the project was initiated by CDN Culture working group. This group was established after CDN Summer Camp 2008 “Youth culture as a sustainable path towards democratic society” held in Zlaca, Bosnia and Herzegovina. During the summer camp it was underlined that culture and art can and should be powerful tools for promotion of active role of youth, reaching and motivating young people. Working groups were formed aiming to organize or provide a platform for cultural/ artistic event that will wide Eastern Europe promote Green principles, youth activism and multiculturalism. Photo exposition on Youth Participation was conducted, following role of youngsters during the history from ancient Greek and Roman times till Modern age, in Zagreb, Bratislava and Belgrade until now. Still, productiveness of group was stagnating because of internal discussions and disagreements what the culture is, what youth culture represents in its independent meaning and how does it reflects in society, what are indications and reasons of its acceptance or rejection...Etc., leaving much more questions than answers. Understanding that there is no correct answer but rather different views and experiences WG wrote a project that has main aim to examine these notions and their connections with youth participation and active role of youth in society.

2b. Aims and Objectives:

Stated aims and objectives in project application were kept and sustained during preparation period and event itself. Members of preparatory group found themselves devoted to this aims and stated that motivation for applying and taking role in this organisational team was for big part due to agreement with aims of the project and desire to work on their fulfilment. They were presented to participants also during introduction session, using colourful method and joint agreement was made with all to work on aims and objectives as they are.

AIMS:

1. Explore and discuss concepts of Youth (sub)culture, its elements, relations to social categories and survey its cultural impact in society towards social inclusion of youth.
2. Examine notion of Youth activism, as part of youth culture that is directly affecting on positive change on society in which young people are truly able to express political thoughts and ideas.
3. Learn about public art as way of expressing identity and forming youth culture and promote it as tool for improving youth participation in civil society as much as using classical art heritage for same purpose.

OBJECTIVES:

- We want to identify main aspects of youth culture, its connections to social categories such as age, social classes, gender, ethnicity, sexuality and ways how society is perceiving youth, determining its role and impact.

- Understanding youth culture as ways how young people differentiate themselves from the mainstreams, denoting will for expressing personal stand points and thoughts, we want to stress importance of diversity and mutual understanding for active involvement and participation of youth, evading tokenism and manipulation of youth.
- We want to encourage direct action against different forms of discrimination (sexism, racism, xenophobia, anti-Semitism, homophobia), against authoritarianism and against hierarchical order in society, where an artistic approach can be a very successful tool in sending message to the youth, but also very attractive opportunity for active participation.
- In the course of the study session, we would like to promote the activism of youth, through organisations or youth non formal groups in post-communist countries, and in general, enhance the active citizenship of the youth by offering them tools to take active part in democratic processes.
- Speaking about youth activism, we yearn to promote public art and artistic activism as a way of expressing and transmitting democratic values to youth, and wider society. Also to show culture and arts like nonviolent and original ways for young people to participate in realness of society.
- We want to contrive participants to upgrade their experience and knowledge in field of youth activism, enabling them to learn from each other, and transfer that in their own organisations and societies, acting as multipliers.
- We want to make working atmosphere closer to young people from eastern countries and at the same time keeping the short distance with general methods that western participants are used too.

Study session also contributed to CDN organizational goals. We did strengthen links with and among CDN Member organizations and their members. Young people active in other organizations were introduced to CDN, our aims, activities and members. We established base for future co-operation on international level. This event helped CDN in building of information network between Eastern and Western European countries in order to get support for future activities of participants and member organisations of CDN in the fields of human rights, peace keeping, democracy, gender equality, environmental protection etc. It also aimed to attract people to Culture working group membership and information receivers, creating wider European platform for dissemination of results and activities of working group.

2c. Preparation team and profile of participants

CDN maintains long practice of involving people of different experience in the organization of projects. Therefore in the preparation team there was balance between experienced and less experienced members, which usually leads to higher and faster learning process. Holding event in European Youth Centres additionally contributes to this process due to support of educational adviser. All members of prep team had different backgrounds, vision and understanding of topics and methods to be used. Members of prep team came from civil or political youth movements with high experience in intercultural learning and non formal education. Our level of organizational skills and methods experience was varying, but this was smoothed by mutual support and direct and up to time communication.

Profile of participants determined by project topic and described in Open call was very wide and was aimed to search for young people active in their communities with interest in topic and satisfactory level

of communication skills including possibility to use English as the working language. On the open call we received more than triple number of applications than places available. High number of applications from Caucasus region was followed by extreme disagreement in gender balance, with almost 75% of female applicants. A Second call was sent out after the first aimed to reach mainly male applicants from Western Europe. Selection criteria of participants was among others to reach a geographical and gender balance, the motivation of applicants and their vision of the project follow up, targeting creativity, pre-thinking process and future engagement in same field. At the end selected participants were almost perfectly balances within geographical and gender range, in a slight advantage of Eastern European female participants (see table bellow.). All participants had organizational background, being active in Student organizations, Youth organization and civil movements, Youth of political parties, LBGT movements. As expected, due to the name of the event, some of participants had artistic background, being artist, art historians or working in a sphere of art management.

Caucasus	4f	2m
Balkan	5f	4m
Central Europe and Ex- Soviet	3f	2m
Western Europe	3f	5m

2c. Programme flow and list the main contents/issues discussed

Study session consisted of six working days, each having three working sections: morning, afternoon and informal program in the evening. As key points for discussions and sessions cornerstones prep team presented to participants following words and concepts: Youth, Culture, Subculture, Social categories, inclusion, activism and participation, art, identity, adolescence, social change, political thoughts and acts. Program was based around four pronouns that we asked participants to role themselves in, in order to discuss topics and go towards aims

ME – who am I and how do I fit in social surrounding

US – what connects me with others in it

WE – how we act and what are our rights, responsibilities and actions

YOU – knowing all that, what each one of us can do to improve

First day was dedicated to introductions to project itself (background, aims and objectives, preparation team, agenda), to the Council of Europe and Cooperation and Development Network, exploration of expectations and fears and team building activities. The day concluded with an introduction to the topic and an organizational fair. Second day we explored notions of youth, culture, subculture and society and its categories. The third day was dedicated to connections of us and society, what are elements of society that affects life of young people and influence their active participation in it. Sessions of this day should also examine role of young people and question how critical towards society we are and how we should be. For the fourth day the programme continuing with theories on adolescence, we explored their needs and their reflections. Afternoon was free of official program, but with arranged museum visits and tasks for participants in order to introduce them with the concepts of art and youth in art. Next, fifth, day we discussed art as medium of change, as social language of youth participation both in creating new and

transforming of articulating what is concerned under classical art. Last day was dedicated to follow up and sustainability of results, manifesting through open space workshops and future project planning, statement and publication final discussions, voting and official adoption by all participants. Evaluation of project was done in interactive and interesting way followed with written evaluation. Farewell party was official closing of the program.

We also organized Committees, which participants joined voluntarily and worked on specific tasks during event. There were Report (**see attached report committee pattern on daily report**), Statement (**see attached statement**), Social and Publication (**see attached**) Committee.

Home Evaluation Groups (reflexion groups) also took place regularly, were about 5/6 participants were in a group facilitated by prep team member evaluating previous day, its sessions, social relations and technical issues.

PROGRAMME - INPUTS AND DISCUSSIONS

Day 1 – 28th November

- ... - 19.00 Registration and accommodation of participants
- 19.00 – 21.00 Dinner
- 21.00 – 22.00 Welcoming session, Get to know each other, name games
- 22.00 - ... Welcoming party

After arriving and registration on desk in EYCB, group gathered in the disco, were prep team organized introduction session, starts with an energizer. Name games followed, through which prep team introduce themselves to the participants and the participants present themselves to everybody. We went around associating our names with an individual movement; every syllable must correspond to a part of this choreography. Then everybody repeats the name and the choreography of the person. The game helps participants feel closer with each other and it was relaxed and funny atmosphere. Then paper ties of different colours are passed around for everyone to write their name, three true facts about themselves and one lie. People attach their ties with scotch and go around the space meeting everybody trying to guess the other person's name and the false fact. Several name games are played until each name is heard by everyone at least 4-5 times. Then since every participant has just arrived in Budapest and are quite tired, the prep team offers us some drinks and some appetizers before we go to sleep, with appointing meeting time and place in morning.

Day 2 – 29th November

- 7.30 – 9.00 - Breakfast
- 9.30 – 9.40 - Energizer, name game
- 9.40 – 11.15 - Welcoming and introduction session
 - Welcoming speech from director EYCB
 - Prep team members introduction
 - Welcoming CDN
 - Presentation of aims of the Study session
 - Presentation of agenda
 - Committee's explanation
 - Folder content
 - How to survive a conference-signs
- 11.30 – 13.00 - Expectation, hopes and fears session
- 13.00 – 15.00 - Lunch break
- 15.00 – 17.45 - Group building
- 18.00 – 18.30 - Introduction to topic
- 18.30 – 19.00 - HEG
- 19.00 – 21.00 - Dinner

21.00 – 22.00 - Organizational fair (including FYEG and CDN presentation)

22.00 - ... - Free time/ social committee night

Second day of program was dedicated to introduction session. The Director of the European Youth Centre Budapest gave a welcoming speech, presenting in short the Council of Europe, the European Youth Centres, facilities and possibilities of EYC in Budapest, wishing luck and good work to all. After that the preparation team welcomed once again all participants, presented themselves and their role and tasks during the session, enabling participants to address certain issues to particular member of prep team. Representatives of CDN also welcomed the people and expressing their gratefulness towards participants to share work in reaching aims of the project and CDN in general. Following this, aims and objectives were represented, by listing and marking key words as concepts and topics that will be discussed during the study session. This was done in the form of a general discussion, enabling everybody to participate. Main issues were written on colour papers and stuck to the wall to be reminder of our aims at every moment. Similar method was used to present the agenda. Participants could find under their chairs paper with names of one session (excluding breaks and meal) and then while one member of prep team was explaining the flow of program, participants moved around the circle depending on the place of the session, written on the paper, in the week programme that they had in their arms. It was a good exercise and ice breaker. There were several questions from participants about the agenda, which were answered and explained by prep team. After, prep team members explained concept of committees (report, publication, statement, social), their tasks, time schedule and procedure of joining. Explanation of HEGs followed and previously made division was presented. Last part of introduction session was reserved for presentation of internal CDN document “How to survive the conference”, talking about special signing system, used on our events in order to facilitate and moderate communication easier, ensure democratic and equal participation, and remarks that supposed to decrease useless usage of resources (electricity, water...).

After this our group moved to Room A in order to meet other study session participants and prep team, we played several name games and made official division of space and time (previously prepared jointly by both prep teams) in order to easier do the time and space management.

Next session was about participants expectations, fears and topics of interests. This session aimed to give guidelines to prep team on the beginning, in order to answer some of mentioned points during the rest of project. Three groups were formed, each dealing with all questions during group discussion, with special focus on one. Participants were asked to present discussion point, but through some artistic forms (painting, theatre, singing ...). During presentation other participants joint with their comments and remarks, creating a joint paper with answers on expected, feared and desired notions.

Afternoon session started with Group building activities. Prep team organized the Swamp game, problem solving oriented session, where participants had to pass swamp field, standing only on marked places that they had to discover during the process. They had to stay connected and speechless all the time and every mistake was bringing them back to beginning. Dynamic of the group was good, ups and downs of motivation and interests could be seen, but also and support and help that participants were giving to each other. Evaluation of game brought many comments and conclusions about team work and during rest of the days this was many times quoted. In the evaluation forms this session was one of the best rated. One

more, shorter game of trust was conducted, where in relaxed atmosphere participants were standing in circle, one of them was eye covered and rest of participants were directing its movement through circle. Later several more blinded people were introduced into the middle of the circle. Participants had to pay attention on safety and responsibly deal with their action in order to maintain order in middle of circle and successfully deal with task. Prep team members too participated and were blind folded at some moments, which found positive reactions among participants. Evaluation of game followed and everyone had a chance to express their feelings and thoughts about the game, conclusions they made or anything else they wanted to share.

Just before dinner, we started to slowly direct the program towards the topic as we held the session that introduced participants to the topic. Participants were given 5 different photos with 2 questions on each paper. Questions that provoked them to think, to feel, to see without limits and borders. It was a brainstorming where everyone could share his own opinion and everyone got the opportunity to do so. The 5 groups were divided quickly, so basically there was a general balance in gender and geographical background in all groups. All the groups had about 15 min to discuss and explain their points of view in front of the whole group in plenary. The first group discussed the topic of what is (if there is such thing) National art. Their common conclusion was that though art could come from a certain nation and country, its wide idea and message is not narrowed, so art is for all and should not be considered as something that could be limited and put into borders. The second group had the task to look at a picture and discuss the topic of high culture, fine art and subculture street art. Their question was defined as “Who defines the art?” And their simple but true answer was: “Public”. As to if art relates to any social categories, the thesis of the group was quite common: that art is not only for rich people but for everyone who enjoys it and everyone can see it in the art galleries and art saloons. The third group debated on the questions related to subculture and underground culture as well as the limit between subculture and mainstream. The conclusion was quite funny: That underground is a subculture without good marketing. The fourth group was charged with the task to estimate the role of the artist in society and also if art can say something about the society. Everyone agreed that an artist has a special position in society though he/she is not always appreciated and understood. Everybody also agreed that art can be seen as reflection of society values but also can be heralds of change. The last group had the topic: relation between art and rules, in any sense group wanted to define rules (either as legal, moral or any other frame). The main idea of all the members of the group was that art likes breaking the rules and this is probably one of its main functions. As to the question: “Is art chaos?” – The answer was “Sometimes”. The provocation locked between the pictures and questions were also very interesting, showing that art can express itself not only through simple manner but shocking is also a working method to think twice and read between the lines.

Night program started with the organizational fair, in the form of the World cafe method. Participants (re)presented their organizations, aims, methods, and membership...etc. providing participants with promo material.

Day 3 - 30th November

7.30 – 9.00 - Breakfast

9.30 – 10.00 - Energizers – Introduction to the day

10.00 – 13.00 - Defining youth, culture and subculture (including coffee, tea break)
13.00 – 15.00 – Lunch
15.00 – 18.00 - Pyramid of society (including coffee, tea break)
18.00 – 18.30 - Committee meetings
18.30 – 19.00 - HEG
19.00 – 21.00 - Dinner
22.00 - - Intercultural evening I

After introduction to the day and energizer we started first session that supposed to give overview on understanding of concepts of youth, culture and subculture. We tried to make a common agreement on definitions of these concepts, enabling same (or at least) similar base when this terms are used and discussed in the further programme. Participants were divided in three groups, each having to define and give written definition on one of these 3 terms. Then after a short plenary discussion participants divided again on voluntary base in 3 new groups to discuss concepts of Youth culture, Youth subculture, and relation between culture and subculture, based on previous group discussions. Main problems occurred in the Culture discussion group, since conclusion was that the term is used in many meaning, it is highly dependable on local, national, regional realities and personal experience, that is defined by sociological theories but these one are rarely applicable to real life and common usage of term. The Youth discussion group also found many irregularities and misleading phrases in the “official”, or let’s say offered, definition of youth. The concept of Youth was usually based on age, expected performances and approached from the outside look on youth as a group. This topic was once again tackled with lectures about adolescence theory. Youth culture and subculture are very often seen as frame in which young people are expected to act on specific way and sometimes bear negative connotation. Especially in context of subculture, which is by post-modern and consumer society often commercialized and “sold” to young people rather than invented by youth itself.

The afternoon session, broaden up this concepts talking about society and understanding of roles, categories, rules and path that youth is facing while growing up, becoming more and more contributing member of society. Participants were divided into four small groups in order to discuss previously mentioned issues. The participants were asked to keep in mind the earlier discussed notions of youth, culture, subculture and encouraged to be creative and to use all available materials to construct a pyramid which would represent the conclusions of their discussions and the groups view on the society as it is or as they would like it to be. They discussed the need to change the existing social pyramid and recognized the oppression and discrimination which it entails. Some groups were more concentrated on finding alternatives and finding the youth role in changing the society. The other groups made a representation of the societies they come from, to display what they believe should change in order to make the world a better place for the youth. Almost every group marked political systems as hard to understand and access by young people. Religion institutions were marked as questionable concepts and sometime extremely conservative. It was clear that participants gave a low position to abstract values (peace, freedom, love) in organization of society and its institutions. Huge attention was dedicated to gender issues and system of dominance and to problems of sexual, ethnic and other minorities as important problems which are addressed by youth or should be tackled by youth (activism). Participants made pyramids which were explained in plenary and kept on visible place during whole session.

Night program brought Intercultural evening I, during which half of represented countries had time to present themselves. In order to make this more interesting preparation team made guidelines in advance stating that no video material was allowed, time was limited to 7 minutes per country and cheese was obligatory (meaning participants could mention cheese, bring it or use it metaphorically ...)

Day 4 – 1st December

7.30 – 9.00 - Breakfast

9.30 – 10.00 - Energizers – Introduction to the day

10.00 – 12.45 - Problems: domination and discrimination systems (including coffee, tea break)

12.45 – 13.00 - Feeding the beast – your adolescence sins

13.00 – 15.00 – Lunch

15.00 – 15.45 - Theory on adolescence

15.45 – 16.45 - Workshop: sins and beast

16.45 – 17.00 - Coffee, tea break

17.00 – 17.45 - Systematic thinking

17.45 – 18.30 - Committee meetings

18.30 – 19.00 - HEG

19.00 – 21.00 – Dinner

21.00 - ... Intercultural evening II

After introduction to daily agenda and energizers the morning session that followed was devoted to domination and power systems in society. Participants created a tight circle, while soft music was playing, each participant was supposed to share some story from their personal experience about when they were faced with discrimination based on cultural background, age, etc. The member of the preparation team leading the session and was creating a so called safe space atmosphere. She gave a general introduction and explanation on session. She explained the right to say PASS and to not speak, and explained the need for confidence and trust among the group. On the floor there were several random pictures which supposed to inspire participants on specific case. A pen was introduced as microphone and only the person holding it could speak. Participants mainly shared their stories, honestly talking and sharing it with group. The reaction of the group was supportive and showed solidarity. Stories were coming from school and university, mainly about teachers and professors using power over students, from families about conflict of concept of children and expected reactions and roles. But also stories were shared about friendships and people we meet who misuse our trust or respect. After the microphone passed the whole circle, we played a short mind energizer, meditation based, to get out of the hard feelings and come back to the wider circle in order to reflect on and evaluate the experience and information that was shared. Exact conclusions could not be drawn but it was said that social categories, many when it comes to young people, children, are indicating almost universal expected behaviour. In case that expected behaviour is not followed society developed defence system, based on punishments (psychological or physical). Also, important characteristics of that expected way of acting and reacting is passivity, exclusion and non-criticism, which learned and practised in childhood lead to adoption and practice during whole life. After a short break we

talked about opposite case when we were the one oppressing others and concluded that the reasons are the same, that our expectations are based on learned and adopted behaviour and values from childhood.

The afternoon session was about adolescence. The lecturer was Nik Paddison, our external educational adviser who is professional in this field. He presented different concepts of adolescence, paying attention on several aspects. Terms such as Psychosocial Development, Cognitive, Emotional, Physical, Social Changes, Peer Development, Storm & Stress, Self Esteem / Rejection and Isolation, Parenting Styles, Generation Gap, Identity were explained, brought to connection with concrete examples that we all lived through during growing up and interconnected with other social categories and phenomena. Participants reacted positively on the used method; where three flip chart boards were used in order to parallel follow chronological development of theories themselves and their content. After that we had a workshop questioning adolescents as the victims and instead being active in maintaining that position and the perpetrator, being dominant, manipulating and victimizing others.

Last part of the daily session contained a short presentation on critical thinking and brief general discussion on what does it mean being critical. We raised the question if being critical is in our nature or we learn it, what are the preconditions and what are the consequences of (not)being critical. Mainly participants concluded that being critical is a social skill, that educational system and social awareness are affecting a lot our ability to be critical. It was also concluded that thinking outside of the box is a nice concept but it works only when you notice where are borders of the box. Than followed a discussion on should we improve or change society (example of Green New Deal was presented). This philosophical dilemma was dividing participants into two groups but everybody agreed at the end that it does not matter if you are changing or improving, as long as you are aware of negative sides and have solution or proposal that will lead to positive change.

That evening Intercultural evening II took place, again a wide range of cheeses and funny stories about it were presented. Music from each country was played and at some point we merged with intercultural evening part of the other study session group.

Day 5th - 2nd December

7.30 – 9.00 - Breakfast

9.30 – 10.00 - Energizer and introduction to the day

10.00 – 11.00 - Need theory with personal reflection

11.00 – 11.15 – Coffee,tea break

11.15 – 13.00 – Needs exploration

13.00 –.... Lunch – take away, Museum visits with answering questions

19.00 -....Dinner in town

This day started with some confusion and was overall messy due to the move of the group to a smaller plenary because of the visit of the group of eminent person of the Council of Europe meeting. Most of these things were announced in advance but still affected the group dynamics and program flow. Still the program was respected and we devoted the morning session to the exploration of needs going from

general to personal level. Nik Paddison presented several theories like Abraham Maslow's pyramid of needs, William Glasser's choice theory and Mia Kellner Pringle's theory which speak directly about youth. The notions from each theory were briefly discussed in order to encourage participants to recognize their own personal and collective needs in the context of youth and being a youth. After the break participants were divided in several groups discussing and exploring their needs, and needs of young people in general. Most of the answers were connected to presented theories, referring to biological, emotional needs. Some groups isolated the need for being active as part of young people needs, affected by other needs (belonging, safety, and responsibilities) and practised through specific methods. After a short break in which participants could take a picture with the group of eminent people we presented the museum study visit, which was part of the free time but also included certain tasks. Participants choose one of the three Museums offered by the European Youth Centre Budapest based on their preferences. The assignment for the groups was to pay attention on youth issue in the museum. How are the young people represented on art pieces and how did different times understood and see young people? But also how are youth approached and represented in museums in today society, either as worker, spectator...etc? Later that day the whole group met and had joint dinner with free time afterwards which most of participants used for going out.

Day 6 - 3rd December

7.30 – 9.00 - Breakfast

9.30 – 10.00 - Energiser and Introduction to the day plus evaluation from Museum session

10.00 – 13.00 - Image theatre (react famous art piece) (including coffee, tea break)

13.00 – 15.00 - Lunch

15.00 – 18.00 - Art and politics – successful marriage (including coffee, tea break)

18.00 – 18.30 - Committee meeting

18.30 – 19.00 - HEG

19.00 – 21.00 - Dinner

21.00 – 22.00 - Gender session

The day started with a reflection on the museum visits. One of the group was very annoyed by the fact that their museum was closed, but they joined another group and still fulfilled their task. Participants reflected on the task assignment and their participation in the task. Most of them said that it was really hard to follow and move with the whole group because each and every person had a personal way of dealing, understanding and confronting the art pieces, which led to the realisation that that every human is receives messages differently and that this should be taken into account when planning future activities. One of the groups met a school class and they reflecting on how the teachers were imposing thoughts and theories to children not motivating neither encouraging discussions. A short round was made about being confronted with „traditional” art and trying to compare the social frame and time when it was made with today. This was just an introduction to the session in which participants were faced with several famous European art works and supposed to react to them in such a way that will send a message about youth participation. Participants were given time, some basic guidelines and encouraged to use any materials that they need, being as creative as possible. Little information was given to participants about the original piece they were working on. One of the examples was extraordinary. A picture of Van Ajck about Lod and his wife

was chosen by a group with all Muslim participants, while all meanings in the picture were derived from Christian symbolic. It raised many new issues that we did not aimed to discuss within this session, but still led to fruitful conclusions and remarks. After every group silently presented their image, the rest of the group described what they saw and how they interpreted this image. After discussion the group presenting was allowed to explain and further continue the discussion. The general conclusion was that it is not easy to send message which will be clear and not misinterpreted. The understanding of the message is highly dependable on background and experience that young people have. It was also concluded that using classical models can be good tool because they are well known and we can either reinforce common meaning or use it as metaphor and irony to de-construct the very same meanings and their reflections on social issues. One of the illustrating examples can be the Last supper by Leonardo da Vinci, where there were two results. Both were speaking about youth organization meetings, on which on one of them they were sitting in circle, using Apostolic gestures to emphasize role of moderation and speakers list and listening each other and the other one was picturing a meeting on which everyone was doing something else, telephone talks, make up things and so one stating low level of motivation, true participation and critical thinking and at the end belief in power of youth. After the break we came back to topic of art and politics. The participants were asked to bring back some terms used in the past days, focused around our common needs: the participants said: love, activism, remember your dream, sex & shoes, be part of decision making process, equal rights, freedom of expression, arguments, communication, struggles, self-determination, be motivated, need for actions to be recognized, NGO financial needs, personal development, need to learn & teach, need to be creative.

The preparation team suggested to gather freely in one of the different artistic media that were offered: Photography, creative writing, sculpture, painting, theatre and some blank spaces for participants to come up with their own ideas, such as: Pluri-disciplinary experimentation. We were asked to prepare a creative presentation or performance that would bring up the idea of the common or the specific needs of youth. What came up was: a drawing of a human body which was half male half female and onto which everyone could draw on. The creative writing group decided to explain to the other participants why they didn't succeed in coming up with a good idea. Their art work was a collective word and drawing game, communicating positive messages to the group. In direct response, they were thanked for their honesty and courage. They were also stressed to communicate their difficulties after rather than before the performance. Another group made a series of photos in which they were seen acting as chess pieces getting violent to one another, in order to express the inner violence that often occur in a community. Another group played a song that they had just wrote with a guitar and their voices, the message was also very positive. The song would be played on the closing night and become the anthem of the study session. Another group gave a performance/ improvisation in which they hugged trees, laughed, dressed up in an eccentric way, pretended to play music and were reciting poetry. A controversy emerged with this performance due to the fact that no clear message was delivered in the piece. The situation led to a discussion on how youth react on different methods, and how we can enhance creativity. One of the conclusions was that youth organizations should make their activities and work more open and inclusive for other youngsters how maybe cannot permanently be involved in organizations but would like and be able to devote to certain activity or certain aim. Sustainability and progress of individuals but also organizations was discussed but everybody agreed that art and performances are good method for initial involvement. After dinner a session on the topic of gender was held, in plenary A, for which the other

group was invited to join. The session was dedicated to explore women roles in art and art role in creation (or dissemination) of women roles in society. Groups were given quite controversial pictures of female artist with headlines, at same time and topics to be discussed such as representation of women in art, on border of pornography or concepts as feminist art and similar. This was good opportunity to put in practice previous discussions about art and politics and activism on specific topic. It also illustrated how methods are just methods and that there should be clear aims behind them. Even though it was very late participants fully committed themselves to this session and supported the gender working group.

Day 7 - 4th December

7.30 – 9.00 - Breakfast

9.30 – 10.00 - Energizer and Introduction to the day

10.00 – 12.00 -Open space (included coffee, tea break)

12.00 – 13.00 - Statement discussion

13.00 – 15.00 - Lunch

15.00 – 15.30 - Publication committee presentation

15.30 – 16.30 - Gods of evaluation

16.30 – 17.30 - Written evaluation

17.30 – 18.00 - Closing session

18.00 – 20.00 - Dinner

21.00 -... - Farewell party

Last day was dedicated to future cooperations and plans and to evaluation the study session. Open space technology was used in order to initialize new projects and motivate participants to work on specific issues jointly in the future. Participants were divided in several groups; they presented their ideas and receiving comments from the group. (Project ideas is listed in section on outcomes)

The day continued with sum up of the week and we had Statement and Publications discussion where participants amended both document and voted upon, agreeing on way how will be spread around. (**see both document attached**). Both of these documents were result of work of relevant committee and were produced by participants during the week. Meetings of Committees were used for general agreements and work on content. Participants were taking notes during sessions and cooperating with Report Committee and included those materials in both of these documents.

Evaluations started with role play called Gods of Evaluation. Each preparation team member played one of the Gods. Mist and Fog for what was missing and was unclear, Heaven for things learnt, Earth to self-evaluation and memories, Ice for what they would like to preserve and Fire for what they would like to forget. Each God has specific décor and performance making participants laugh and have fun, but also be relaxed and enjoy this process. On small papers they wrote their thoughts and gave them to the Gods. The activity gave evaluation results but also helped in structuring thoughts for written evaluation form (**see the summary attached**). After both evaluation activity and the written evaluation were completed we went out of the building and had a closing ceremony with last circle of sharing moments and burning the box of God of Fire. After dinner the farewell party started which lasted till the early morning hours.

Day 8 - 5th December

8.00 – 9.00 - Breakfast

10.00-... Departure

Lunch....

Evaluation of prep team

Preparation team held their last meeting to evaluate their joint work and the results. Conclusions of this meeting (apart from personal introspective details) were included in report of Course director and can be found in this report.

MAIN OUTCOMES OF THE STUDY SESSION

During the study session different outcomes were achieved on several levels. In the evaluations, participants dedicated special attention to their personal development, the group in context of CDN and finally on the field of youth cooperation and participation.

The Statement and Publication (**see attached**) that were produced during the study session; we got heard from participants later, has been translated and disseminated within their local networks or organization, discussed and published further. Participation working in committees that focus on the items discussed in the study session stated the study session was good practice in formulating learned knowledge, gained experience and expression of political stand points, even though the topic was not politically challenging. Some participants commented that the statement and publication discussions, has raised level of motivation for further participation and usage of these methods in their future activities.

As for CDN this study session resulted, as hoped, with renovation of the Culture group, the working group that has as its aim to explore and deal with concepts of culture, its elements and reflections. The group explored the youth role in forming and changing cultures and multiculturalism as also to organize artistic events across Eastern Europe. They aim to give support to local organizations that are dealing with Green issues, such as gender questions, nonviolence, environmental justice and social justice. After the study session there was an open call for new members for the group and out of the ten applications eight were participants of this study session. This group now has its own mailing list. They passed through the introduction phase and are planning future activities, aiming to organize cultural festival next to Summer camp 2011, that will take place in Serbia. The activities are planned to incorporate 100 participants and address the concept of sustainable living.

The main learning points for participants were identified in the evaluation form and during the evaluation game. Almost all participants mentioned that this study session affected a lot their personal skills; it raised their level of critical thinking, solidarity and tolerance. The gained knowledge on the topic was explained as good, being less theoretical, much more practical. Received information on adolescences and theory of needs was judged by participants as valuable, new and well introduced. It was stated that most of them never connected these issues or these theories with notions of youth culture and that this gives certain scientific backup to further discussions. Many were indicating that these topics should be explored more and understood better by both, youth workers and young people themselves. Furthermore it was said that connecting youth, art and participation is obvious and that this session provided good platform for discussion. Participants said that in their organizations they are using art methods, but it was good to discuss how these can be improved, more systematic and used as youth tools, attacking and motivating young people to be active. Working methods were evaluated as more than appropriate and on demand of several participants session outlines have been shared in order to be able to use the same methods in their own work.

The study session also led to several plans for future cooperation. These plans were sparked by the organizational fair, further worked on during discussion, and were finally finalized during the open space

workshop where participants were brainstorming their ideas and developing them further jointly. The project ideas developed during the open space session are:

1. **GENDER PROJECT possible name 'TRANS EUROPE'**

- Aims:
 - bringing to the light the topic of trans gender and intersex persons
 - attract men to get involved in topic
 - involve transgender and intersex persons
- Participants:
 - Everyone, up to 30 in total, previous knowledge and experience can be different
- Idea
 - Introduction on differences of sex and gender, Trans and intro gender people, Queer theory, Specific topics: employment, education, family relations.
 - Follow up: educational publication about seminar and topics, Trans dictionary

2. **CULTURE ART GROUP**

- Aims:
 - Strengthen culture groups and artist communication among NGO world
 - Develop patterns for communication and mobilization of artist from NGO and their activities
 - Examine mutual reasons for activism and dedication to social work and social issues
- Participants:
 - Artist with NGO background, up to 35 in total, level of experience can be different
- Idea:
 - They come and study there, explore notion of artist obstacle of acceptance in society, discrimination and possible solutions towards it, put in artistic practice discussions and combine it with NGO work
 - Follow up: build the network for artist from smaller communities and make them as multipliers, Making network and information data base.

3. **4th generation of human rights (smoking right)**

- Questions of personal freedom
- Question of collective and personal responsibility
- Personal freedom and human dignity
- Stigmatism of young people
- Question of free will
- Campaigns and anti-campaigns

New dimension of preservation of human dignity

-Aims: to explore and discuss question of human right issue
Tackle modern perspective on drug policy as modern human right issues

Lectures: doctors, smoking activists :)

Target group: everybody

Comments from the group - this is really important issue about 4th generation of Human rights and personal rights (health or privacy or whatever)

4. Youth mobility - campaign

- Aims:
 - Change and promote the way of travelling in more eco-friendly way
 - Discuss obstacles that youth have now days-Visa regime, expenses,
 - Promote interest of youth in diverse ways
 - Foster youth participation
 - Disseminate information and results of youth campaigns
- Participants:
 - Young people, who are already traveling by any means or reasons, young activists, participants of other events
 - 4 teams-4 people each
- Idea:
 - Doing campaign on the way, visiting local groups by doing it, Multiplying on the way, Youth hostel as platforms for spreading information, web pages, Generally every traveller is multiplier, by sharing stories around, supporting youth work and NGO initiatives

Ask Nik about mobile seminar experience, CoE and EU are putting lots of effort in youth that has problem with mobility (discrimination on base of ethnicity, gender, Economics...)

5. Green Information Technology

- Aims:
 - Reduce carbon footprint, reduce time and increase effectiveness
 - Improve skills of information technology usage of young people
 - Promote Open source and values of share
 - Increase level of knowledge on these issues
 - Support NGO which cannot financially support licenced IT
- Participants:
 - Young activists, would be good if some level of IT expertise possessed.
- Idea:

- to share, learn, combine, deliver to rest of NGO and youth sphere, tackle the Gender perspective in this
- Follow up: more NGOs with knowhow knowledge, further promotion of OSIT, further programs of trainings and education, women empowerment

6. Training course on democracy (comment from group Maybe to wide, needed to be narrowed)

Train multipliers on how to develop youth democracy on local level
 Give youngsters tools to apply gained knowledge in their local communities
 Raise awareness on importance of democracy
 Critical thinking and problem solving
 Focus on media and how to enter this world

target group: Youth workers
 Special focus on countries that are in conflict situations

FOLLOW-UP ACTIVITIES

The follow up of this project can be tracked on level of CDN, personal involvement of participants and their organizations. As for creation of Culture working group, providing knowledge and skills to its members and ensuring sustainability of the group will lead to future projects. These are tackling topic of study session on almost all levels, practicing youth participation, creating and enabling space for involvement of other youngsters, by using culture, art at the same time as topic and as method. For now as stated previously, Culture festival during summer camp will be organized, with aim to motivate local community to deal with youth issues, motivating youth to be participative and with side program providing knowledge and skills. Festival should contain music, photography, sculpturing and movie making workshops and presentations, on direct topic of summer camp which is Antimilitarism and European security police, trough focus of youth position in it and towards it. Apart from this event, Culture group is having a web page which should serve as an online platform for young active people to discuss and share thoughts and methods, results and announcements directed towards youth culture, identity, art and participation through it.

One of the projects from Future project session (about youth mobility) is already further developing through the efforts of several participants whom wants to connect it to summer camp too, and use it as pre-activity towards it. Their idea is the transform all participants on their journey to the camp spot to youth mobility agents who will disseminate in advance provided materials and promote youth mobility and participation through their personal example.

Since CDN member organizations are based in Eastern Europe and there was great input from this perspective concerning position and possibilities of young people in this region. Therefore the results shall

be used to improve level of participation in their organization and to develop more efficient tool in order to integrate and motivate young people not active yet.

Finally the follow-ups such as actions, seminars and conferences initiated and developed during the study session and through the work of the CDN Culture working group will be implemented on local level by CDN member organizations. Using the help of CDN and the working group they will be equipped with necessary and helpful tools dealing with topics related to youth and culture issues. Last but not least it has to be mentioned how important the experience of the working condition of the study session was for CDN and participants. Most of the first seen instruments and tools being introduced through the external educational advisor will be used for future work. The high level of productive and creative work reached in the study session will be an example for possible more professional approach for dealing with issues of youth and their position and role in society. It will be shared with the CDN member organizations through the educational section of CDN web page with updated session outlines and guidelines.

FINAL CONCLUSIONS AND RECOMMENDATIONS

The Study session results indicate that understanding of terms youth, culture, subculture, arts and their interaction is very broad and need to be explored further in order to find crucial points for motivating young people to be active on local, national or international level. Also tools and methods, which were very much discussed, are subject of further development and projects like this to enable exchange of experience and possibilities to learn from each other very effectively. More holistic approach to question of young people in society is required and needful in order to understand it, explain it and possible affect. As for art, it is assigned as one of the most effective methods to each young people. Both referring to produced art and using it in order to develop critical thinking among youngsters either using its essence and methods to sparkle young people creativity and need for expression and self-identification. Actions, campaigns, projects that are actively oriented towards practises of art, with clear human rights, environmental, or any other message are highly recommendable to be used by individuals, organizations, networks an international and intergovernmental institutions.

ANALYSIS OF THE SESSION

Participant filled evaluation form (see attached) as one of the last sessions. Before that they expressed their impressions and thought during the evaluation game Gods of the evaluation. Here are the main points:

- Personal gain (patience, ability to express, form ideas, self-esteem)
- Good group dynamics
- Positive that there was no hierarchy among participants,

- Like not using of power point so much by preparation team
- Knowledge on adolescence, needs theory were very interesting and useful
- Many new activities learned and experienced, will use in own work
- Understanding art as something that anyone can use, close to young people
- Feeling very motivated for further work on these issues
- Workshops very liberating and good for self-analyses and critical approach
- Small group, very intimate atmosphere and memories
- Home Evaluation Groups good method, needs more time
- Not satisfied with level of participation on whole group level
- Not satisfied with level of socialization of some participants, language blocks
- Missing Hungarian moments, perspective, local organization
- Sometimes too much discussion, lack of conclusions in group works
- More needed about art as tool for social change
- Missing national perspective on youth position from some participants
- Too much stress around some technical issues
- Reader missing

Prep team was having daily meetings after the programs, which were short and directed mostly towards next day and final checks. Last day, after departure of participants team held evaluation meeting. Here are the main points.

Preparation team work:

- Felt supported by other members all the time
- Learning quickly and a lot
- Motivating for the group
- Following speakers list on good way and included rest of the group
- External educational adviser presence makes us confident
- More than happy with level of support, involvement and space given by external educational advisor
- Preparation team room plays important role, giving ability to take short breaks but still be around
- Short preparation team meetings
- Flexible and divers
- Skype conferences in meanwhile very useful
- Should better manage confusion on group of eminent persons meeting day

Program:

- Good program, if done again only small changes
- Sometimes too generous with given time to small groups discussions
- Mistake with two lectures on same day, when tomorrow two workshops in a row
- Missing better connection of sessions
- More interactive session on aims presentation needed, in order to feel more as their own by participants

- External lecture missing, maybe would leave different impression than only preparation team input
- Organizational fair should not be on first day
- Sometimes lacking more deeper discussions, no time given
- Never done discussions in pairs
- Should all the time write down instructions for particular session

Participants:

- Not all of them understood themselves as representatives of their organization
- Level of participation good, some of them too active, taking too much time
- Couple of participants a bit distractive in small groups
- Gender balance good, geographical still on side of western and central Europe
- They attended the course for its entire duration (there were a few exceptions but in the limits accepted by the Council of Europe's regulation)
- Some participants were constantly late (Prep team members talked in private with these person in their Reflection groups, stressing importance of group being on time, respect towards other participant time and efforts of prep team member in charged for session. This gave results)
- Very creative

APPENDICES

1. CALL FOR PREP TEAM

»Youth culture and pARTicipation«
CDN Study session 2010

The call for the members of the International Preparatory group

Cooperation and Development Network Eastern Europe (www.cdnee.org) is announcing a call for members of the international preparatory group (prep team) of the study session »**Youth culture and pARTicipation**«. This project will take place from 30th of November to 5th of December 2010 in Budapest, Hungary at European Youth Centre and is so far financially supported by the Council of Europe, the European Youth Foundation.

The call

This call is open for applicants coming from any of the Council of Europe member or candidate states. The prep team member should be interested in the topics of this event, willing to take active part in the preparations, implementation and follow up of the project and be available to take part in the preparatory meeting in October and the seminar itself. The advantage (but not the condition) is to have green organisation background and the experience with the topics of the event. Considering that this is a youth event the members of the prep team will not be younger than 18 and older than 30. The selection of the prep team will be done by the Executive Committee of CDN on 21st of September 2010.

DEADLINE for submitting the application (filled in applications form attached to the call) to office@cdnee.org is **20th of September 2010 at 11 PM CET.**

Please note that preparatory team meeting will be very soon, mid of October latest, in Budapest, Hungary at CoE Youth Centre. Please take this into consideration when applying.

Role of the prep team

Prep team will take the responsibility for development, coordination, implementation and reporting of all the program and technical activities related to the project. Their work will be supported by educational advisors, or an external trainer with requisite experience, to assist in the preparation, running and evaluation of each of the activities in its programme.

In preparation period the prep team will be in regular communications via e mail, several phone conferences will be organised based on the need of the team. and the prep team will take place at least one month prior to activity start at the location of the event. The follow up of the event will be coordinated by the prep team in December 2010 and January 2011.

Project information

AIMS:

1. Explore and discuss concepts of Youth (sub)culture, its elements, relations to social categories and survey its cultural impact in society towards social inclusion of youth.
2. Examine notion of Youth activism, as part of youth culture that is directly affecting on positive change on society in which young people are truly able to express political thoughts and ideas.
3. Learn about public art and street activism as way of expressing identity and forming youth culture and promote it as tool for improving youth participation in civil society.

OBJECTIVES:

We want to identify main aspects of youth culture, its connections to social categories such as age, [social classes](#), [gender](#), [ethnicity](#), sexuality and ways how society is perceiving youth determining its role and impact.

Understanding youth culture as ways how young people differentiate themselves from the mainstreams, denoting will for expressing personal stand points and thoughts, we want to stress importance of diversity and mutual understanding for active involvement and participation of youth, evading tokenism and manipulation over youth.

We want to encourage direct action against different forms of discrimination (sexism, racism, xenophobia, anti-Semitism, homophobia), against authoritarianism and against hierarchical order in society, where artistic approach can be very successful tool in sending message to the youth, but also very attractive opportunity for active participation.

In the course of the study session, we would like to promote the activism of youth, through organizations or youth non formal groups in post-communist countries, and in general, enhance the active citizenship of the youth by offering them tools to take active part in democratic processes.

Speaking about youth activism, we yearn to promote public art and artistic activism and way of expressing and transmitting democratic values to youth, and wider society. Also to show culture and arts like non violent and original ways for young people to participate in realness of society .

We want to contrive participants to upgrade their experience and knowledge in filed of youth activism, enabling them to learn one from each other, and transfer that in their own organizations and societies acting as multipliers.

We want to make working atmosphere closer to young people from eastern countries same time keeping the short distance with general methods that western participants are used to.

2. APPLICATION FOR PREP TEAM MEMBERS

CDN Culture Working Group

Youth culture and pARTicipation

CDN Study session 2010

The application form for the prep team members

➤ Name:		➤ Surname:	
➤ Sex (Male or Female):		➤ Age:	

➤ Nationality and country of residence:	
Home address (postal address):	
Home telephone number:	
Mobile phone number (if applicable):	
E mail address (contact address):	

➤ Name of your organisation: (in local language and in English)	
➤ Your role in the organisation: (member, activist, volunteer, position)	
➤ Phone number of your organisation:	
➤ E mail address of your organisation:	
➤ Web site of your organisation:	
Give us a short description of your organisation (aims, activities, members):	
Please explain your motivation to take active part in preparation of this event:	
Please list and explain previous experience (if any) with the topics of this event:	
Please read aims and objectives of the project and give your overview on the topics addressed: (not more than 500 words)	
Please explain how you think that you can contribute to the work of the preparatory team (special skills, knowledge, contacts, etc.):	
Please explain how do you see follow up of this event and what do you think your role could be:	
Your working languages:	

I herewith confirm that the information given in this application are correct and that I will be available for all the planned preparatory activities, implementation and follow up of the project (preparations period 20.9.2010-30.10.2010 e mail and phone work and one prep team meeting participation, implementation period 30.10.2010-5.12.2010, participation, and follow up period 6.12.2010-6.2.2010 e mail work).

Name of the applicant:

Date:

DEADLINE for sending your candidacy to office@cdnee.org is 20th of September 2010 at 24.00 CET.

Within 5 days you will receive a confirmation e mail that your candidacy has been received (if you do not get such e mail you will need to re-send your candidacy).

ONLY APPLICATIONS RECEIVED ON THIS FORM WILL BE TAKEN INTO CONSIDERATION.

3. CALL FOR THE PARTICIPANTS

» Youth culture and pARTicipation «

CDN Culture group Study session 2010

28. November – 05. December 2010

Call for participants

Cooperation and Development Network Eastern Europe (www.cdnee.org) is announcing a call for participants of the study session »**Youth culture and pARTicipation**« (please, find more information about it below). This project will take place from 28th of November to 5th of December 2010 in Budapest, Hungary at European Youth Centre and is organized in cooperation with the Directorate of Youth and Sport of the Council of Europe (DYS).

Profile of participants

This call is open for applicants coming from any of the Council of Europe member state (listed bellow) and Belarus. The participants should be interested in the topics of this event, willing to take active part in the planned activities and open for new experiences and people. The advantage (but not the condition) is to have green organisation background and the experience with the topics of the event. The study session is in principle designed for participants between 18 and 30, but, a maximum of 25% of the group may be over the age of 30. For participants under the age of 18, written permission by parent/legal guardian and written confirmation by sending organization is necessary (at this stage of preparations you should fill and send only application form and in case you are accepted these letters will be asked from you).

The selection of participants will be completed by the Preparatory team at its meeting on 16th – 17th October 2010.

We would like to keep participation open for people of different educational levels and with different backgrounds. Important is the diversity of experience and knowledge. The allocation of participants will also be based on gender and geographical balance.

If you are interested please fill in the application form attached to the call and send it to office@cdnee.org
The **DEADLINE** is **23th of October 2010 at 12 a.m. CET.**

Within 7 days you will receive a confirmation e-mail, that your application has been received (if you do not get such e-mail you will need to re-send your application)

General conditions

If accepted as participant to this event, you should arrange your travel in most environmental friendly and economic way.

The organisers will reimburse your travel expenses upon presentation of all the original receipts and within a certain limit, aiming to reimburse 100% of your travel costs. A strict management of travel costs expenditure is crucial. The documents concerning travel arrangements will be sent out as soon as selection process is over.

Accommodation, meals, educational materials and refreshments will be provided by the organisers for the entire duration of the activity.

Enrolment fee

The enrolment fee for a study sessions is € 50 per participant. The fee is deducted from the refund of travel expenses. All persons attending a session must complete a travel reimbursement form even when there are no travel expenses and pay the enrolment fee due to the DYS.



Project information

Working language: English

Number of participants: 40

Project summary:

AIMS:

1. Explore and discuss concepts of youth (sub)culture, its elements, relations to social categories and survey its cultural impact in society towards social inclusion of young people.
2. Examine notion of youth activism, as a part of youth culture that is directly affecting on positive change on society in which young people are truly able to express political thoughts and ideas.
3. Learn about public art and street activism as a way of expressing identity and forming youth culture and promote it as a tool for improving youth participation in civil society.

OBJECTIVES:

We want to identify main aspects of youth culture, its connections to social categories such as age, [social class](#), [gender](#), [ethnicity](#), sexuality and ways how society is perceiving youth determining its role and impact.

Understanding youth culture as a way for young people to differentiate themselves from the mainstream, expressing personal stand points and thoughts, we want to stress importance of diversity and mutual understanding for active involvement and participation of youth, evading tokenism and manipulation of youth.

We want to encourage direct action against different forms of discrimination (sexism, racism, xenophobia, anti-Semitism, homophobia), against authoritarianism and against hierarchical order in society, where artistic approach can be very successful tool in sending message to the youth, but also very attractive opportunity for active participation.

In the course of the study session, we would like to promote the activism of youth, through organizations or youth non-formal groups in post-communist countries and in general, enhance the active citizenship of the youth by offering them tools to take active part in democratic processes.

Speaking about youth activism, we yearn to promote public art and artistic activism and way of expressing and transmitting democratic values to youth, and wider society. Also to show culture and arts as non-violent and original ways for young people to participate in realness of society.

We want to contrive participants to upgrade their experience and knowledge in the field of youth activism, enabling them to learn from each other, and transfer that learning in their own organizations and societies by acting as multipliers.

We want to make working atmosphere closer to young people from eastern countries while at the same time keeping the short distance with general methods that western participants are used to.

With Best regards,

CDN Office

Cooperation and Development Network Eastern Europe
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E mail: office@cdnee.org, **Web:** www.cdnee.org

This project is organized in partnership with the DIRECTORATE OF YOUTH AND SPORT
www.cdnee.org



Cooperation and Development Network Eastern Europe

The Council of Europe Member States:

Albania	Lithuania
Andorra	Luxembourg
Armenia	Malta
Austria	Moldova
Azerbaijan	Monaco
Belgium	Montenegro
Bosnia and Herzegovina	Netherlands
Bulgaria	Norway
Croatia	Poland
Cyprus	Portugal
Czech Republic	Romania
Denmark	Russian Federation
Estonia	San Marino
Finland	Serbia
France	Slovakia
Georgia	Slovenia
Germany	Spain
Greece	Sweden
Hungary	Switzerland
Iceland	"The former Yugoslav Republic of Macedonia"
Ireland	Turkey
Italy	Ukraine
Latvia	United Kingdom
Liechtenstein	

4. APPLICATION FOR PARTICIPANTS

» Youth culture and pARTicipation «

CDN Culture group Study session 2010

28. November – 05. December 2010

Application form for participants

1. Name:		1. Surname:	
2. Sex (Male or Female):		2. Age:	

3. Nationality and country of residence:	
4. Home address (postal address):	
5. Home telephone number:	
6. Mobile phone number (if applicable):	
7. E mail address (contact address):	

8. Name of your organisation: (in local language and in English)	
9. Your role in the organisation: (member, activist, volunteer, position)	

Give us a short description of your organisation (aims, activities, members):
Maximum 200 words

10. Phone number of your organisation:	
11. E mail address of your organisation:	
12. Web site of your organisation:	

What is your motivation to take active part in this event?

What is your experience (if any) with the topics of this event
Please explain how do you think that you can contribute to the event (special skills, knowledge, contacts, etc.)?
Food preferences (Vegetarian/Vegan/Allergies etc.) and other conditions we should know of (functional disabilities/chronicle illness etc.): Please note that this will NOT be an obstacle or disadvantage for your application!!!!
Your working languages:

I herewith confirm that the information given in this application is correct and that I will be available for all the planned activities from 30.11.2010 – 05.12.2010, as well as accessible by e mail and phone during the preparation period. I also, herewith, accept the general conditions of the event expressed in the Call for the participants.

Name of the applicant:	Date:

DEADLINE for submitting the application to office@cdnee.org is 14th of October 2010 at 2.00 CET.

Within 7 days you will receive a confirmation e mail that your application has been received (if you do not get such e mail you will need to re-send your application).

ONLY APPLICATIONS RECEIVED ON THIS FORM WILL BE TAKEN INTO CONSIDERATION.

5.Participants list:

Denisa Jahaj	Albania	Centre for Political Studies
Anna Pluzyan	Armenia	Armenian Center for Youth Exchange
Lusine Grigoryan	Armenia	European Movement in Armenia
Lucas Beiglboeck	Austria	junge grüne/ junge alternative
Sarkhan Aliyev	Azerbaijan	GreenAZ
Farid Asgerli	Azerbaijan	Azerbaijan Young Greens
Anna Goncharova	Belarus	Youth Organisation “Next Stop – New Life”
Alexandra Georgieva	Bulgaria	Cooperation for Voluntary Service
Marino Cajdo	Croatia	Zagreb Pride
Morana Starcevic	Croatia	Zelena Akcija
Veronika Boxanova	Czech Republic	Czech Young Greens
Milos Janicki	Czech Republic	World Youth Wave
Mathis Collinse	France	French Young Greens
Sophio Mchedlishvili	Georgia	Georgian Young Greens
Tamuna Zandukeli	Georgia	CDN Executive Committee
Sarah Benke	Germany	GRÜNE JUGEND
Davide Forotti	Italy	AEGEE
Francesko Leone	Italy	Cultural association Madart
Sanda Daniela Alexcius	Moldova	NEOVITA Youth Friendly Centre
Stefan Aleksic	Montenegro	NVO “Infomont”
Nicolae Dragos Ioan	Romania	Asociatia Verzii
Vlad Barbalata	Romania	Asociatia Verzii
Kirill Babichenko	Russia	Youth human rights movement
Jelena Petrovic	Serbia	Serbian Young Greens
Marina Pejovic	Serbia	Serbian Young Greens
Marek Lenc	Slovakia	Slovakian Young Greens
Pau Simo	Spain	Spanish Young Greens

6.PREP TEAM MEETING AGENDA

Friday, 15th October 2010	Saturday 16th October 2010	Sunday 17th October 2010
Arrival	Breakfast	Breakfast
	<ul style="list-style-type: none"> • Brainstorming main activities of the study session – topic blocks • Creation of the draft Agenda 	<ul style="list-style-type: none"> • Selection of participants – final selection • Finalizing tasks list and plan till study session • Evaluation of the meeting
Lunch	Lunch	Lunch
<ul style="list-style-type: none"> • Introduction/Getting to know each other • Defining main aims/objectives of the study session 	<ul style="list-style-type: none"> • Sharing / division of tasks • Lecturers to be invited; Reader for pax; Information sheet; Communication with participants • Technical preparations – meeting rooms, equipment to be used, list of the necessary materials 	Departure
Dinner	Dinner	
<ul style="list-style-type: none"> • Selection of participants – reading the applications 	<ul style="list-style-type: none"> • Selection of participants – reading the applications 	

7. PARTICIPANTS AGENDA

Sunday 28 th	Monday 29 th	Tuesday 30 th	Wednesday 1 st	Thursday 2 nd	Friday 3 rd	Saturday 4 th	Sunday 5 th
	Breakfast 07.30 to 09.00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Arrival	It's about WHO Intro Session Aims & Programme Technical Info Expectations	It's about ME Culture & Sub Culture What is Youth	It's all about ME Discrimination Against ME Discrimination by ME	Or is it about US Needs Theory Our Needs Explored	It's about WE Theory of Art Changing the Classics (Art pieces as window of change)	Now YOU The Future – Open Space Session Study Session CDN Statement	Departure
	Lunch 13:00 to 15.00	Lunch	Lunch	Lunch	Lunch	Lunch	
	It's about WHO Team Building Intro to the Subject HEG Time	It's about ME Pyramids What Society Says Committees HEG Moments	It's all about ME Adolescence? Systematic Thinking Committees HEG Occasion	Museum Mission & Free Afternoon	It's about WE Art, Politics & Youth Committees HEG Occurrence	Now YOU Report Report Publications Evaluations Closure	
Dinner 19.00 to ...	Dinner 19.00 to ...	Dinner	Dinner	Dinner in Town	Dinner	Dinner	
Welcom e Evenin g	Organisation Fair	International Evening 1	Gender Session		International Evening 2	Farewell Party	

8. 10 Commandments

1. **Take care about yourself**, others and working space.
2. **Respect the TIME.** We have 518 400 seconds and a bit more to spend here. Sounds a lot but it isn't. We dared to be bit bossy.
3. Electricity is not produced by itself. Neither we are producing it. So try to keep your energy efficiency on high level and energy usage on very low. **Turn off lights** when you do not need them.
4. If you did not know – smoking kills. Also we heard some rumours that some participants or prep team members do not smoke. We also got information that it is really COOL to smoke outside. Please **do not smoke in closed area**, use balcony and garden, but stick to the ashtrays. That is as we heard best place to enjoy cigarettes the best.
5. Test your responsibility. Ask one of your eye always to be on **key card**. If you loose it or forget it in the room you will have to ask reception/security guys to open it up for you. Right sentence is: **tud opn szobámba kérem, én elfelejtettem a gombot, vagy hogy van stucked a szobában.** You wanna risk your chances???
6. **Love your prep team.** Love them by your heart and soul. Love them so much. Love them as you never loved before. Love them in the morning, love them during the day, love them around dinner time.
7. Human being is defined as species with lots of need for sleep. Seminars are proving that this is wrong. Still we do not want to go neither to Guinness book, neither to Biological phenomena 2010 book. So please use some amount of mentioned 518 400 seconds for sleep, but also **respect desire (or need) of others** if they want to do such a strange thing and go to sleep.
8. Budapest is nice town. People are nice too. Police is nice also. But please to not test their patience (neither of this groups) by **screaming from the balcony** or garden space. (if you think on something else than screaming – please do not do that either)
9. There will be some people in this building that are not participants of these event. They are nor aliens, nor spies, nor optical illusion. Be nice to them, maybe you get the candies :). If you see them working, maybe it is not perfect time for football, weather or fashion stories. In breaks on the other hand **be as communicative and friendly as you can**
10. And for the end..... **respect all previous**☺

9. STATEMENT

Statement

We the participants of the CDN Study session held in Budapest from 30th November till 5th of December 2010, shared a week-long common experience around the theme of "Youth culture and pARTicipation"

Our thought process started by intensely debating and analyzing the concepts of youth, culture and subculture as well as the connections between them and within society. It was important to us, during this process to critically challenge our own views by engaging with people from different cultural backgrounds in an open-minded way. As a result, we do not see culture as something that can not change, being used to divide people. Growing conscious of the diversity within our group, the most important thing to us became the attitude towards this diversity. We want a society based on the principle of inclusion, which guarantees the freedom of every individual to express him or herself. There should be space for everyone to be heard and nobody should be excluded from decision making processes. Democratic and open societies should be capable of dealing with complex identities and not impose one single way of being.

A second topic we considered was the definitions and theories around the concept of youth. By comparing different theories and definitions of adolescence, we felt that many of the boundaries created by these theories are very artificial and we do not feel comfortable being labeled by society on this basis, losing our right to define ourselves. After sharing our personal experiences of discrimination and exclusion we found many similarities concerning the causes, manifestations and our feelings on it. Our collective experience and knowledge enabled us to learn about many different ways how to fight against discrimination.

This also allowed us to discuss and express our common needs and translate them into ideas for collective action. Shifting from the individual to the collective perspective we found that artistic creation was a rich method. Each one of us was able to express in a direct, honest and deep way and share thoughts with the group. We also asked ourselves whether Art can generally be a tool for us as activists. Through our analysis and discussions of classical art, visits to museums and space for our own creativity we started to see Art as a very complex sphere. In Art we found both expressions and traces of the structures of discriminations we face and a potential to overcome them. While everyone experiences Art individually, it also expressed many things we all shared.

Artistic expression is space where experimentation is crucial and mistakes are allowed and wanted. We see entering this space as empowerment of individuals. Art allows us to look differently at a world that we want to be different. In our activism and different struggles for a better society we should therefore make use of art, to surpass the purely individual perspective and express our dreams and common values.

10. REPORT COMMITTEE DAILY PATTERN

Report committee

Session report

Please fulfill this as detailed as possible.

Any abbreviation (acronyms or any other type) need to be explained on the same page.

Do not hesitate to use names if it is needed to explain some parts of session better.

Do not need to be poetic, but avoid writing in theses.

- Name of the session
- Time and date
- Short descriptions
- Study session aims tackled in this
- Topics discussed

13. General participation and level of inclusion

14. Gender balance respectability

15. Geographical balance respectability

3. Lecturer, speaker, presentator

4. Handouts used

5. Sources, literature, links

Thank you for your help

11. EVALUATION FORM

Evaluation of the CDN Study session 2010 Youth culture and pARTicipation (28th of November. – 5th December 2010, Budapest, EYCB)

Please, take the evaluation seriously. It is really important for us to know your opinion about the camp. If you need more space, take a blank paper and attach it to the form. Evaluation is 100% anonymous so don't hesitate to share all of your problems with us. Remember that you can help future participants! Thank you!

1. How did you like the program of the study session?

Very good

--	--	--	--	--	--	--	--

Very bad

Please describe:

2. Did you learn something during the study session ? And what?

Very much

--	--	--	--	--	--	--	--

Not at all

Please describe:

3. Did you get new skills and methods during study session that you can use in your future work?

Very much

--	--	--	--	--	--	--	--

Not at all

Please describe:

4. Did you learn from the other participants? What? How?

Very much

--	--	--	--	--	--	--	--

Not at all

Please describe:

5. Did you feel that your opinion wasn't taken into account? Did you have problems talking to the bigger group of people?

Very much

--	--	--	--	--	--	--	--

Not at all

Please describe:

6. Please evaluate training methods. Write the ones you liked best and worse.

Very good

--	--	--	--	--	--	--	--

Very bad

Please describe:

7. Please evaluate the facilities (hotel, plenary, food, tents, toilets...)

Very good

--	--	--	--	--	--	--	--

 Very bad

Please describe:

Please evaluate the group atmosphere and define activities that did the best group building.

Very good

--	--	--	--	--	--	--	--

 Very bad

Please describe:

8. Please list 3 activities that did the best group building.

1/

2/

3/

9. Did you like the work of the prep team?

Very good

--	--	--	--	--	--	--	--

 Very bad

Please describe:

10. Would you add anything to the program? Would you use different working methods?

Big change

--	--	--	--	--	--	--	--

 No change

Please describe:

11. How did you like possibility to explore the city and museums?

Very good

--	--	--	--	--	--	--	--

 Very bad

Please describe:

12. How did you like the study session in general?

Very good

--	--	--	--	--	--	--	--

 Very bad

Please describe:

13. Which things from this study session you would like to remember and which to forget?

Please describe:

14. Do you have anything else to add?

12. PUBLICATION





28 November – 5 December 2010, European Youth Center Budapest

the first official day of the CDN session “Youth culture and pARTticipation” the group of 27 participants were warmly greeted by the EYCB executive director Antje ROTHEMUND.

Later on, both pARTicipants and prep team expressed their expectations and hopes for the coming studying days, we must admit, in a creative way.

During the first day, the team faced a very challenging task – to cross a swamp full of mutated Budapestian monsters. In spite of swarming frogodiles, ducks and fish, the team survived the battle and proved that there is nothing impossible if youth is participating. Satisfied with the achievement, the team discussed their keys to success and agreed that to be in a team means to look both forward and behind themselves.

After substantial dinner, the pARTicipants introduced the organizational fair, when the organizations all over Europe had a chance to get acquainted and exchange contacts for the further networking after the study session. The organizational fair smoothly turned into a party. The official day finished with a special present to the study group of MoE (see illustrated below). ☺

The pARTicipants chose **the most amusing part of the day** - team building, which turned out to be funny and nerve eating.



➡ **The most amusing pARTicipant of the day:** Pau; during the time building he put so much positive energy and gave support to the other members of the team. ➡

The most amusing prep team member: Mickey, she was so sensitive and smiling during the whole day. ➡

How did you find the team building? ➡

It was interesting, it helped to see how people comport in the situation with pressure. But we succeeded to create a group not team because there wasn't enough time.

What did you learn from team building? ➡

The participants agreed that it is very important to share responsibility and stay focused on the problem.

During the **Organizational fair**, did you discover any new organization, maybe you found any ideas for future projects? ➡

Not so much because of the football game. 😊



inally in the second day of the seminar, after a long journey from one side of the Danube to another, participants have reached to safe place to discuss the Culture, Subculture and Youth Culture. First participants were divided in to three groups by applying special technique so called "The Most Awful Method" and surprisingly it worked out well. After the division, each group was asked to discuss one of the above mentioned concepts. During the first round of discussions it turned out that even defining these three tricky concepts chosen by the "Holly Prep-Team Council".

New Settlement of Pyramids on the Danube



Having in mind the fact that discussions raised more questions rather than providing answers, participants decided to share their findings and doubts with other groups. This made the situation even more complicated, that is why it was decided to spend couple of more days to explore the topic in details. In order to be able to stay in the safe area for longer period of time, the Holly Prep Team Council announced that “The only way out from current situation passes from establishing a new settlement on the safe side of the Danube and continue discussions.”¹



Youth Ville

¹ Insider Information, the source preferred to stay anonymous.

During the afternoon sessions participants were again divided in to four construction tribes and asked to build a pyramids to stay in. Highly concerned with the morning sections discussions each tribe ended up with building four pieces of modern art that reflects all tricky paradigms / notions of Culture, Sub-culture and Youth Sub-Culture. All construction works finished around 19:00. Though everybody was quite hungry, people were able to find a strength and choose a name for new settlement. In order not to be late for dinner all participants agreed on the name “Youth Ville” and went directly to dining room to enjoy fresh frogodiles and other mutant alga for vegetarians.

Later in the evening people ended up with Inter-Cultural Evening I, where participants had a chance to present their countries to newly gained friends. No one is pretty sure about what happened after the Inter-Cultural Evening I.

Definition

Youth Culture - young adults (a generational unit) considered as a cultural class or subculture (source: <http://www.thefreedictionary.com/youth+subculture>)

Youth – 1) The part of life that succeeds to childhood; the period of existence preceding maturity or age; the whole early part of life, from childhood, or, sometimes, from infancy, to manhood. 2) A young person; especially, a young man (source: <http://www.brainyquote.com/words/yo/youth241247.html>)

3) [in singular] the period between childhood and adult age 4) [mass noun] the qualities of vigour, freshness, or immaturity as associated with being young. 5) an early stage in the development of something

6)[treated as singular or plural] young people considered as a group (Source: <http://oxforddictionaries.com>)

Culture - 1) the arts and other manifestations of human intellectual achievement regarded collectively 2) a refined understanding or appreciation of culture 3) the ideas, customs, and social behaviour of a particular people or society 4) the cultivation of plants (Source: <http://oxforddictionaries.com>)

Sub-culture: In [sociology](#) , [anthropology](#) and [cultural studies](#) , a subculture is a group of people with a [culture](#) (whether distinct or hidden) which differentiates them from the larger culture to which they belong, for example, if a particular subculture is characterized by a systematic opposition to the [dominant culture](#) , it may be described as a [counterculture](#) . (Source: wikipedia.com)

Quotes about the Youth

I live in that solitude which is painful in youth, but delicious in the years of maturity. [Albert Einstein](#) Youth is easily deceived because it is quick to hope. [Aristotle](#) The duty of youth is to challenge corruption. [Kurt Cobain](#)

Construction works
Mutant Alga

Views from Youth Ville



It's all about me

On Wednesday we started the morning with an interesting psychological session. Firstly we were asked to sit in a close circle then to think in the silence about our own experience of discrimination, marginalization and exclusion from the society. We were also given different types of pictures as a hint. After 5 minutes we started one by one to share with the group how we were discriminated or excluded and what we were feeling being an outsider.



After the discussion we were divided into several groups based on our stories to discuss how can we change and be the change and how can we include those who are discriminated and to present the outcome in a silence mute. The participants were really creative and the results were amazing.



Gender night session

After going through the concept of adolescence with Nick and having general overview on Systematic thinking with Vesna the stage was given to CDN Gender Group. The Gender Group is mostly focused on educating and involving young people, on enriching the understanding of human rights, gender roles, gender stereotypes and gender equality, Feminist art etc. We started the night session with discussion about Feminist Art in general, and then we were introduced to some female artists. Afterwards we were divided into 4 groups and each of us received a piece of Feminist art to discuss and prepare an artistic presentation of our look on the ideas implied in the pictures! The pictures were about Oppression of Women, traditional Art versus Feminist Art, Pornography in Art etc. It was nice to see how the participants managed to present their understanding of Art pieces in a creative way. Some of them wrote poem, some of them expressed it through Music...

Interview:

Funniest participant: Farid - he was so happy being a butterfly

How did you feel sharing your personal stories? I enjoyed to share story and to listen to the other participant and not to have a possibility to replay but just listen.

Feminist Art-definition

The feminist art movement refers to the efforts and accomplishments of feminists internationally to make art that reflects women's lives and experiences, as well as to change the foundation for the production and reception of contemporary art.

Source: http://en.wikipedia.org/wiki/Feminist_Art

What about Thursday?



On Thursday morning session a lecture about need theory with personal reflection was introduced to the group. We were made familiar with the popular Maslow „hierarchy of needs pyramid“, which is portraying needs in a hierarchical structure from the most to the least fundamental (starting with physiological needs, then safety, love& belongingness, esteem, cognitive, aesthetic, self-actualization needs). Also different

„need theories” of W. Glasser and Mia K. Pringle were introduced to the group. After giving this short introduction to the topic a huge discussions in smaller groups were taking place. While sharing the outcomes we found out that the needs to take active role in the societies, to be accepted and to be heard, to love and be loved, to find your own way, to see the meaning of our actions, the need for freedom of expression, movement, privacy and recognition, are the most important and common ones for the group.

Little characteristic of the day

1. the funniest part of the program?

answer: closed museum

2. the funniest participant

Veronika’s answer: I don’t need sex I need a good sex

3. the funniest prep team member?

Nic S. way to run the session is great.



MUSEUM PART of THE DAY

After being equipped with „life saving lunch packages” , we were ready to go to the streets of Budapest and explore the beauty of the city while fulfilling the secret missions given from our lovely prep team. All participants were after using all the democratic techniques effectively divided in three groups – each of them „supposed” to visit one of the three (okay, let’s say two) museums.



< - on the left group number one in Ludwig museum/ second group was not that lucky at all (picture above)/ group number three visited the Fine Arts Museum in Budapest

Interview:

1. Did you enjoy visiting the museum? Yes, but I didn’t have enough time. It was very cool to be in contact with art.

2. Did you find any connection between art and youth?

In my opinion, most modern tendencies in art are produced in order to be reflection to the current system from the perspective of youth.

Let's not forget the great dinner we had in Markiz de Salat restaurant, which made this day perfectly balanced with different kind of activities and we all enjoyed it a lot.

Friday



A group of young artists arrived in EYCB with the series of art performances. Each group interpreted the classics in their own way and tried to convey their message about the youth participation to the public. Each presentation attracted different opinions and different interpretations.

During the break time some people were interviewed:

How it was to translate your message, feelings, ideas, needs through art?

Very good, it is the method more closer to the **yogurt**.

But we must be careful and take responsibility of the interpretation.



After the break started the second part of the performances during which the participants were asked to use art as a tool for sending their message. It was a very interactive presentation and it included in itself several sessions: photography, painting, music, multimedia etc. It was amazing to see that everybody did their best to be creative while making the presentations. Here is another feedback from the participants.



What was the funniest part of the program?

The part of workshop when we should use one instrument of art to send our message about youth and what are our needs.

I liked that all members of the group were involved and participated

The evening ended up with the 2nd part of the international evening, where everybody had an opportunity to taste food and drinks from different countries as well as to learn traditions and customs of the countries represented.

13. NIK PADDISON LECTURE 1: Adolescence

Adolescence

from the session by Nik Paddison

What does it mean?

Comes from the Latin word: Adolescere
which means 'to grow into adulthood'

Transition Theories

Biological Transition

1. Growth Spurt

Rapid gains in height and weight. During a one-year growth spurt, boys and girls can gain an average of 4.1 inches and 3.5 inches in height respectively. (Steinberg, 2007)
This spurt typically occurs two years earlier for girls than for boys. Weight gain results from increased muscle development in boys and body fat in girls

2. Development of Primary Sex Characteristics

Internal organs for reproduction develop as well as external organs

3. Development of Secondary Sex Characteristics

Male

- Growth of body hair, including underarm, abdominal, chest, and pubic hair
- Growth of facial hair
- Enlargement of larynx [Adam's apple] and deepening of voice[3]
- Increased secretions of oil and sweat glands, often causing acne and body odor [3]

Female

- Enlargement of breasts and erection of nipples.[4]
- Growth of body hair, most prominently underarm and pubic hair
- Menarche – first period
- Increased secretions of oil and sweat glands, often causing acne and body odor [3]

4. Changing in Body Composition

Male:

- Greater mass of thigh muscles in front of the femur, rather than behind it as is typical in mature females
- Increased stature; adult males are taller than adult females, on average
- Heavier skull and bone structure
- Increased muscle mass and strength
- Broadening of shoulders and chest; shoulders wider than hips[4]
- Coarsening or rigidity of skin texture, due to less subcutaneous fat
- Higher waist to hip ratio than prepubescent or adult females or prepubescent males, on average

Female:

- Greater development of thigh muscles behind the femur, rather than in front of it
- Widening of hips[5]; lower waist to hip ratio than adult males, on average
- Upper arms approximately 2 cm longer, on average, for a given height[6]
- Changed distribution in weight and fat; more subcutaneous fat and fat deposits mainly around the buttocks, thighs and hips

5. Changes in the Circulatory and Respiratory System

Strength and stamina, enlarged heart, lungs, veins etc.
Marshal, 1978

Cognitive Transition

1. Thinking about possibilities

- individuals become better able than children to think about what is possible
- no longer limiting their thought to what is real
 - children's thinking is oriented to the here and now (i.e., to things and events that they can observe directly)
 - adolescents are able to consider what they observe against a backdrop of what is possible—they can think hypothetically

2. Thinking about abstract concepts

- individuals become better able to think about abstract ideas
 - adolescents find it easier than children to comprehend abstract logic inherent in puns, proverbs, metaphors, and analogies
 - advanced reasoning
 - logical processes to social and ideological matters
 - increased facility and interest in thinking about interpersonal relationships, politics, philosophy, religion, and morality
 - abstract concepts as friendship, faith, democracy, fairness, and honesty

3. Thinking about thinking

- thinking more often about the process of thinking itself, or metacognition
 - display increased introspection and self-consciousness
 - adolescents develop a sort of egocentrism, or intense preoccupation with the self
 - acute adolescent egocentrism sometimes leads teenagers to believe that others are constantly watching and evaluating them

4. Thinking in multiple dimensions

- thinking tends to become multidimensional, rather than limited to a single issue
 - children tend to think about things one aspect at a time, adolescents describe themselves and others in more differentiated and complicated terms and find it easier to look at problems from multiple perspectives
 - understand that people's personalities are not one-sided
 - social situations can have different interpretations, depending on one's point of view, permits the adolescent to have far more sophisticated and complicated relationships with other people

5. Adolescent relativism

- adolescents are more likely than children to see things as relative, rather than absolute
 - more likely to question others' assertions and less likely to accept "facts" as absolute truths

Keating, 1990

Social Transition

1. Changes in interpersonal status

2. Changes in political status

3. Changes in economic status

4. Changes in legal status

- although relations with age-mates exist well before adolescence, during the teenage years they change in significance and structure
- there is a sharp increase during adolescence in the sheer amount of time

individuals spend with their peers and in the relative time they spend in the company of peers versus adults

- in the United States, well over half of the typical adolescent's waking hours are spent with peers, as opposed to only 15 percent with adults, including parents
- second, during adolescence, peer groups function much more often without adult supervision than they do during childhood, and more often involve friends of the opposite sex

- peers during early adolescence coincides with changes in individuals' needs for intimacy
- as children begin to share secrets with their friends, loyalty and commitment develop
- during adolescence, the search for intimacy intensifies, and self-disclosure between best friends becomes an important pastime
- teenagers, especially girls, spend a good deal of time discussing their innermost thoughts and feelings, trying to understand one another
- the discovery that they tend to think and feel the same as someone else becomes another important basis of friendship

- One of the most important social transitions that takes place in adolescence concerns the emergence of sexual and romantic relationships
- in contemporary society, most young people begin dating sometime during early adolescence
- dating during adolescence can mean a variety of different things
- from group activities that bring males and females together (without much actual contact between the sexes)
- to group dates, in which a group of boys and girls go out jointly (and spend part of the time as couples and part of the time in large groups)
- to casual dating as couples
- to serious involvement with a steady boyfriend or girlfriend
- more adolescents have experience in mixed-sex group activities like parties or dances than dating, and more have experience in dating than in having a serious boyfriend or girlfriend

- Most adolescents' first experience with sex falls into the category of "autoerotic behaviour," sexual behaviour that is experienced alone
- the most common autoerotic activities reported by adolescents are erotic fantasies and masturbation
- by the time most adolescents are in high school, they have had some experience with sexual behaviours in the context of a relationship

Cliques and Crowds

- adolescence marks the emergence of larger groups of peers, or crowds
- crowds are large collectives of similarly stereotyped individuals who may or may not spend much time together
- in contrast to cliques, crowds are not settings for adolescents' intimate interactions or friendships, but instead serve to locate the adolescent (to himself and to others) within the social structure
- as well, the crowds themselves tend to form a sort of social hierarchy or map, and different crowds are seen as having different degrees of status or importance

Dunphy 1969 – study of Australian young people.

Described two groupings of adolescents:

- Cliques
- Crowds

- Cliques – friends, small groups, which give support, companionship, re-affirm self-identity.
- Crowds – Widest category, generally same age group and gender. Within crowds are sub cultures – punks, druggies, Goths, religious, sporty. These peer groups set the norms of adolescent behaviour for those who are attracted to these sub cultures. This influence is mostly done through media imaging. Crowds may be impersonal but they still offer values. Signs and symbols are worn for identification. Young people are pressured to conform to each sub culture and do so willingly so they can be part of the group.

Maffesoli – 1996 has pointed out that in today’s society there is far more dipping in and out of different groupings. All of which can possess different values and behaviours.

As children grow up they learn that relationships with adults are vertical. Adults hold the power, the young person has to conform and obey. Peer relationships are horizontal, more equal and less hierarchical.

Culture

Margaret Mead 1925, studied adolescence on the Island of Samoa.

Stanley Hall concluded that adolescence is a purely biological phenomena, she concludes adolescence is not biological but socio-cultural!

Her theory states: When cultures provide a smooth gradual transition from childhood to adulthood, little storm and stress is experienced in the period.

Meads concludes:

Cultures that:

- allow adolescents to observe sexual relations
- see babies born
- regard death as natural
- do important work
- engage in sex play
- know clearly what their adult roles will be

Promote a relatively stress free adolescence

Recently Meads work has been criticized as biased and ill informed and Samoan adolescence is as stressful and problematic as western adolescence. Other researchers have defended her work.

Parenting Styles

Diana Baumrind – 1971

Developed a research on parenting styles. It is still the main base for all researchers of this area.

Two dimensions to Parenting:

- Parental Responsiveness – The degree to which the parent responds to the child needs in an accepting and supportive manner.
- Parenting Demandingness – The extent to which the parent expects and demands mature responsive behavior from their child.

Parenting Styles

- Authoritarian – place high value in obedience and conformity. Favor more punitive, absolute and forceful disciplinary measures. Do not encourage autonomy.

- Authoritative – Warm but firm. Set standards, hold to boundaries. Give reasons and explanations for any discipline. Value autonomy and self direction.
- Indulgent – Behave in a benign way, accepting but passive. Unlikely to set standards. Child has high degree of freedom. Parents see themselves as a resource child may or may not use.
- Indifferent – They know little of what their child is doing. Try to minimize the time they spend with their child. In the extreme they are neglectful. Rarely converse with their child or include them in any decision making.

Results of Parenting Styles

- Authoritarian – adolescents here are dependent, passive, less socially adept, less self assured, less intellectually curious.
- Authoritative – adolescents are more likely to be psychosocially more competent, more responsible, more self assured, adaptive, creative, curious, socially skilled and successful in school.
- Indulgent – adolescents are more likely to be less mature, more irresponsible, more conforming to their peers, less able to assume positions of leaderships.
- Indifferent – Adolescent are often more impulsive, more likely to be involved in delinquent behaviour, more likely to experiment in drugs sex and alcohol.

Erickson & Marcia

These theories provide the basis for understanding the process of forming an identity during adolescence

Erickson:

Eight stages of human developmental theory

Erikson (1959) described eight psychosocial stages of development, each stage consisting of both physical and psychological development set in a social context. Each stage represents different developmental tasks that we all face during a lifetime, with identity as the primary psychosocial task of adolescence (Erikson, 1959, 1969).

Erikson viewed identity as built upon childhood identifications but as being more than the sum of these. He describes the process of identity formation as being built upon the childhood processes of introjections and identification—i.e. during childhood we incorporate the image of our parents (or other significant relations) and their roles, values, and beliefs

Marcia:

Marcia extended Erickson's undertakings where it was identified few similarities and difficulties that appear during adolescent's identity formation.

According to Marcia, basic criteria for accomplishment of identity mature stage are based on two variables:

- Crises/ exploration
- Commitment

Crises/Exploration

This aspect is referring on period during adolescence when individual is actively involved in exploring developmental possibilities and difficulties regarding identity. In this period adolescents start to question aims and parents values, and in addition they start to seek for personally suitable alternatives regarding interests, aims, values and beliefs.

Commitment

This aspect is referring on the degree of personal involvement and commitment toward accomplishment of own aspirations, aims, values and beliefs.

Marcia formulated four different identity statuses that describe different ways of forming an identity:

- Identity diffusion
- Foreclosed identity
- Moratorium
- Identity achieved

Identity diffusion

No matter if identity-diffused individuals experienced crises or not, their main characteristic is lack of desire and commitment to make final orientation. They are not interested in any permanent orientation. Different possibilities and options are always appearing and they are all equally attractive for these individuals. Some diffusions have a "playboy/playgirl" attitude to life; they seem to drift aimlessly and carefree. Thus, these individuals rather stay in indefinite position. Identity-diffused individuals have the most difficulty thinking when under stress and use less complex cognitive styles than do moratoriums and achievements.

Foreclosed identity

Foreclosures have never experienced identity crises and they are the least anxious of the statuses. In interviews they strike one as goal-directed and well behaved, although inflexible and defensive. They are strongly committed, but their commitments are not the result of exploration. Foreclosed persons have adopted goals, values, and beliefs from parents or other authority figures without much critical thought. It has been experimentally determined that foreclosures are authoritarian, approval-seeking, and somewhat rigid in their thought processes.

Moratorium

Moratoriums are currently in the process of exploration. This is period where different values, roles and aims are mixed and adolescents seem to be occupied with issues that for them seem to be impossible to solve. These individuals actively struggle to arrive at commitments (this is main difference when comparing with identity diffusion). However, moratoriums' struggle to achieve identity is an ambivalent one. They hesitate between rebellion and conformity. Empirical studies have shown that moratoriums are more anxious than the achieved or foreclosed individuals

Identity Achievement

Identity-achieved individuals have gone through a period of exploration and have made identity-defining commitments. They are assumed to have successfully resolved the psychosocial task of adolescence. Identity-achieved adolescents seem thoughtful and introspective, and able to articulate how they have made their choices and why. From experimental studies we know that identity-achieved individuals perform well under stress, reason at high levels of moral development, and score high on measures of autonomy. Identity-achieved individuals are shown to be more creative and rational than other statuses.

Research on identity status has repeatedly shown that persons who have undergone the exploration-commitment process are more relation competent and mature than those who have not (Marcia, 1993b). The identity statuses are generally regarded as representing different levels of sophistication. Diffusion is considered the least advanced of the statuses, followed by foreclosure, moratorium, and identity achievement (Adams et al., 1989). Furthermore, the developmental assumptions are that the amount of identity achieved by individual increases with age, and that relatively few late adolescents should

be diffused (Adams et al., 1989; Waterman, 1993a).

The key question for adolescent in process of identity formation:

- Who am I?
- Where do I belong?
- Where do I want to get?
- What do I want to achieve?
- What kind of a person do I want to become?

	Crises	Without crises
Resolved	Identity achieved	Foreclosed identity
Unresolved	Moratorium	Identity diffusion



15. NIK PADDISON LECTURE 2: “Youth Culture and PARTICipation”

Needs Theories
from the session by Nik Paddison

Mia Kellmer Pringle – Needs Theory

One way of looking at developmental needs has been put forward by Mia Kellmer Pringle. She suggests that there are four significant developmental needs:

- a. The need for love and security
- b. The need for new experiences
- c. The need for praise and recognition
- d. The need for responsibility

(Mia Kellmer Pringle, *The Needs of Children*, Hutchinson, 1980)

Five Basic Needs Taken from Dr William Glasser’s Choice Theory

William Glasser, in his 'Control Theory' (later renamed to 'Choice Theory') detailed five needs that are quite close to [Maslow's Hierarchy](#) , but with some interesting twists.

1. Survival

Food, shelter, clothing...

This is similar to Maslow's Physiological and Safety level. They are basic needs which are of little interest unless they are threatened

2. Belonging (Love and Loving Sex)

Feeling accepted and loved by others... This is the same as Maslow's Belonging need and recognises how important it is for us as a tribal species to be accepted by our peers

3. Power

Feeling important...

This mirrors to some extent Maslow's Esteem need, although the Power element focuses on our ability to achieve our goals (which is perhaps a lower-level control need)

4. Freedom

Free to choose what we want to do with our lives...

This is the ability to do what we want, to have free choice. It is connected with procedural justice where we seek fair play

5. Fun

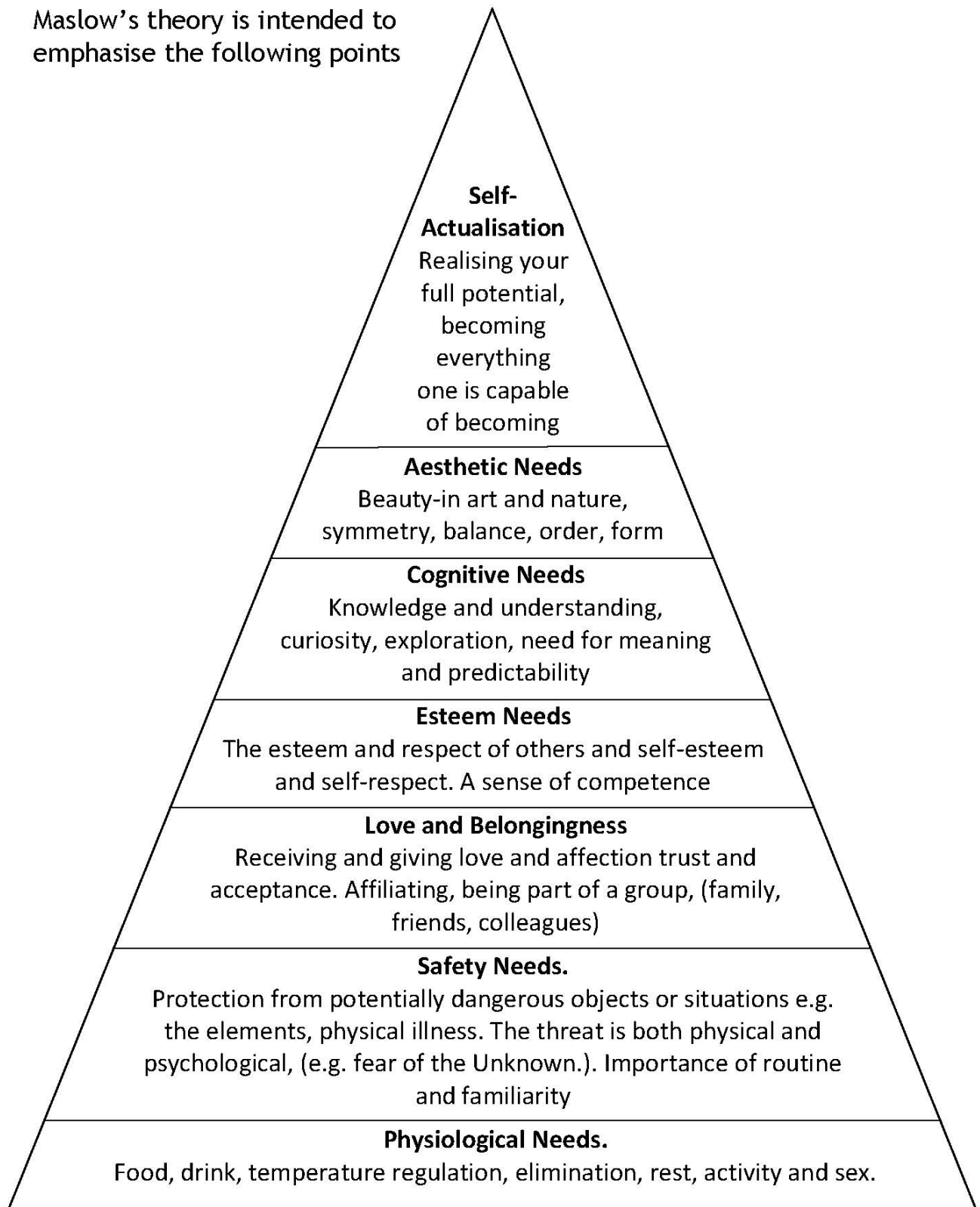
The ability to find enjoyment in life by learning and playing...

An interesting ultimate goal. When all else is satisfied, we just (as Cyndi Lauper sang) 'want to have fun'. If you enjoy learning and laugh a lot when you do, you have a high need for fun. We learn best when we enjoy what we are being taught (and by someone we enjoy learning from).

Maslow – Needs Theory

The hierarchical nature of Maslow’s theory is intended to emphasise the following points

Maslow's theory is intended to emphasise the following points



Self-**Actualisation**

Realising your full potential, becoming everything one is capable of becoming

Aesthetic Needs

Beauty-in art and nature, symmetry, balance, order, form

Cognitive Needs

Knowledge and understanding,
curiosity, exploration, need for meaning and predictability

Esteem Needs

The esteem and respect of others and self-esteem and self-respect. A sense of competence

Love and Belongingness

Receiving and giving love and affection trust and acceptance. Affiliating, being part of a group, (family, friends, colleagues)

Safety Needs.

Protection from potentially dangerous objects or situations e.g. the elements, physical illness. The threat is both physical and psychological, (e.g. fear of the Unknown.). Importance of routine and familiarity

Physiological Needs.

Food, drink, temperature regulation, elimination, rest, activity and sex.

