External Evaluation Report
of the Youth Peace Ambassadors Project

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Executive Summary

This report analyses the main outputs and outcomes of the Youth Peace Ambassadors project (2011-2014), launched by the Council of Europe's Youth Department, and aimed at promoting and supporting the role of young people in peace-building activities that contribute to living together in dignity and dialogue.

Main conclusions are that there has been an intensive personal growing processes and a significant number of projects implemented in the local communities (32 out of about 70 participants). At the same time, due to the ambitious and broad scope of the project, some of its objectives have been less realised than planned.

The main achievements and shortcomings of the YPA project are highlighted in the following table:

	Evaluation fields/criteria	Achievements	Shortcomings
EVALUATION BY OUTPUTS	**Participants learning**	· Participants and trainers identify of new learning in a large variety of fields. · Participants have put into practice learning related to awareness raising for human rights and to project management. · A lot of emphasis was put in the development of attitudes and skills	· Too broad scope, insufficient integration of Human Rights, Intercultural Dialogue and Peacebuilding issues, insufficiently focussed on how peace or its absence influence youth needs. ·Lack of self-reflection over the learning process, and lack of ability to define their learning as a competence
	Participants' projects definition	· At least half of the participants designed local projects in line with the overall aims of the YPA project	· Quality criteria were insufficiently helpful to improve the quality of the projects · In general terms, projects had weaknesses in their needs assessment and concrete outcome and follow up

E V A L U A T I O N B Y O U T C O M E S	**Impact in the community**	· At least 32 projects were implemented in the YPA framework in conflict affected communities · The human rights and intercultural dialogue dimensions are usually well defined in the projects	· The peace-building specificity of the projects is in general terms quite weak
	Learning outcomes of participants	· Around two thirds of participants felt clearly ready and prepared to take action at local level after the training · About 20% of the implemented projects include minorities among their participants, a few of them have also targeted youth affected by conflict, as internally displaced, or divided communities · Participants launched at their own initiative joint advocacy issues related to peacebuilding (regarding Northern Ireland and violence in Ukraine) and human rights (rights to education and media freedom)	· Participants replicated the kind of projects they knew (most of them have been training courses, and very rarely exchanges, partnership building or advocacy projects), not the ones that were more meaningful to their context
	YPA network	· 3 working groups are taking action, in which 15 to 20 people are actively involved · About 80% of the activities that were planned in the consolidation seminars have been implemented · The members of the network share a common identity feeling · The network succeeds to reach 900 youth stakeholders through its Facebook page	· The general objectives of the network are still quite loose and there is a gap between the general objectives and the working groups which make difficult the meeting of objectives · The level of representation of the YPA members regarding their organisations is quite weak · There is quite a lot of concern over the sustainability of the network
	Political and institutional impact	· At least 7 Council of Europe field offices have been contacted · Partnerships are being built with new youth organisations · Participants have been involved in other Council of Europe initiatives as the No Hate Speech Movement, youth peace camps, and others.	· Cooperation with the participants' organisations, with the grassroots local community, or with peacebuilding or human rights organisations has been less than expected · There is a lack of reflection over how violence affects youth, and about the role of youth in peacebuilding that could lead to youth policy demands · Most of participants are not aware of the existing advocacy channels for influencing youth policy

The recommendations associated to this analysis follow each evaluation field/criteria. For this executive summary, with slightly different formulations, they have been clustered differently, as follows, according to their applicability:

For the design of similar future courses

- The choices done for defining the format of the course in its first definition (particularly the design of an educational programme for the purpose of creating a reliable and sustainable network, the number of participants, groups and parallel courses) have directly influenced the learning outputs. We recommend to the staff and the Advisory Council to revisit those decisions and try to draw some conclusions for a better translation of a political decision into an educational programme.; it is probably more adequate that the Advisory Council sets the objectives and not the formats of such educational processes.
- When Human Rights, IC Dialogue and Peace building are combined, in one way or another, in future projects, to identify and work on the synergies-intersections between those three fields (e.g. working on peace building and towards interculturalism in conflicts which make impossible the respect to human rights) avoiding a too general and divergent approaches in the projects.
- To collect lessons learnt from other long term training courses to strengthen the educational aspects that did not function so well (e-learning platform, peer reviews, personal learning plan…)
- To the trainers, make sure that the policy dimension is sufficiently addressed if it is one of the objectives of the project.
- Training courses evaluation forms should not only evaluate the quality of the projects (if the objectives have been reached, or the satisfaction regarding he sessions), but should promote the participant's learning. We recommend trainers to add more questions in the TC evaluations to promote participants' reflection over their learning process (what did they learn, how was this relevant to them, what will they put into practice...).

In relation to local projects born in the frame of international courses

- For community oriented local projects born in the frame of an international course, to anticipate in their design the link and interaction between young people and the rest of the community and between the local and the international levels.
- To clearly identify and define the underlying notion of quality applied to participants projects and based on that to articulate in a motivating and operational way the quality standards and criteria linked to it.
- Define the quality criteria as a range of gradual degrees of accomplishment (rubric) rather than as a checklist (Yes/No), so that they can guide the continuous improvement of the project.
- Despite not all projects need funding, and despite there are several funding institutions, it would make sense to define the quality criteria together with the EYF. To make sure the criteria are concrete enough, and fit to some extent the EYF priorities and vice-versa.

- We recommend the EYF to consider supporting advocacy projects, which are usually very difficult to fund at national level, and are crucial to foster democracy in the member states.

In relation to peacebuilding activities

- In order to prioritise strategic fields of action, it would be relevant to identify and address the aspects related to armed conflict or other forms of violence which are affecting young people.
- To explore and plan how peacebuilding issues could be addressed through youth work.

For the general follow-up of the YPA course

- The Youth Department could launch a reflection process which would depart from individual learning (YPA participants and educational advisers), to build a common expertise of the YPA participants and of the Youth Department of the Council of Europe in the field of peace building.
- To conclude/update and improve the existing documentation of the course in order to consolidate the increased impact and developed expertise of the youth sector of the Council of Europe. Taking as a basis the existing consistent documentations different formats could be considered for the final valorisation of the course; the update of the web site, posting there the existing reports of the seminars, publishing the reports of the YPA projects in websites of culture of peace good practices (as CPNN- Culture of Peace News Network)…
- The elaboration of new documentation could also be promoted, such as an electronic publication with good practices, the elaboration of a reader friendly publication with personal testimonies together with an overall description of the achievements of the course...
- As a result of the evaluation of the YPA project to identify the key message - contribution of the YPA project to the existing youth policies at European level.
- To discern the most adequate tools, spaces and forum for promoting this key message within the Council of Europe structures and among other stakeholders.
- To promote youth policy, the triangle policy-research-practice should be reinforced: The Youth Department could launch and coordinate a field research with the help of the YPA participants on how violent conflict affects young people.
- The Youth Department should provide more information, and opportunities for practice to use the existing Council of Europe advocacy channels for Youth Policy (Youth Policy Reviews, etc.). YPA network

Specifically on the YPA network

- To strengthen the reflections and discussions on the long term vision of the YPA network. This should imply more specific objectives about the reality they want to improve, and 3-5 year action plan that would allow walking towards these objectives.

- Several logistical issues need to be dealt with urgently, such as improving internal communication (define what is the key information to be shared, and make sure it is sent to everyone on time), external communication (not only having an own website or an own twitter account, but also participating in external media channels), ensuring a fairer distribution of tasks to prevent the lost of motivation of those more actively involved in the network, how to get funding for a general networking meeting…

- To ensure the sustainability of the network regarding members, two strategies can be envisioned: strengthening the relation with the sending organisations (not only based on trust on individuals), and/or to open the door to new members, according to certain criteria.

- To set concrete mechanisms of cooperation -even if for the moment are just small concrete tasks- between the youth sector of the Council of Europe and the YPA network. Those initial experiences should contribute to shape and to define (from the practice) a possible frame of future cooperation.

- To strengthen the peacebuilding dimension of the network, YPA participants can contact peacebuilding organisations and find synergies to strengthen their respective goals and tasks.

- A more strategic relation with external actors could be envisioned beyond short term-project related actions. For this, it could make sense to revise the objectives of the network, and according to them identify in each case who could be the strategic key stakeholders.

- To identify, prioritise, and address the most relevant actors for the YPA network (local communities/ Council of Europe field offices/ NGOs / Youth policy representatives) and share with them the main results of the YPA project. The format of the No Hate Speech Movement campaign, with concrete actions that participants can undertake in their contexts could be very suitable way for YPA participants to promote the Council of Europe values. Further initiatives as this one related to peacebuilding could be envisioned.

Introduction

Following the guidelines of the Secretariat this final external evaluation of the Youth Peace Ambassadors Project focuses on its outputs and outcomes.

Therefore, in principle, this final external evaluation is not an evaluation by achievements, process or objectives but those dimensions have been considered when relevant for the outputs and outcomes. Additionally, since the objectives of the project were formulated mainly in terms of expected outcomes the findings of this external evaluation should be similar to an evaluation by objectives.

For this outputs and outcomes oriented final external evaluation 10 evaluation criteria and 31 associated indicators were developed in dialogue and consultation with the Secretariat. (See Annex 1).

The internal documentation of the course, the midterm evaluation, the projects description and the participants self assessment were analyzed at the light of those evaluation criteria and indicators. And finally specific final questionnaires were developed and distributed among participants, trainers and Council of Europe staff and Advisory Council members (See Annex 2). Not less than thirty six participants replied to at least one of the questionnaires, nine trainers (nine answers out of nine trainers), three Educational Advisors (three answers out of three Educational Advisors), and three members of the Advisory Council (three answers out of three members consulted).

The results of those final evaluation questionnaires were complemented by interviews to trainers and participants in the frame of a visit to the Study Session "Be active, be open, be YPA", follow-up of the YPA project. Specific questions were also asked to the representatives of the Council of Europe field offices, and to the European Youth Foundation.

A first draft of the questionnaire was presented and discussed on 31 March – 1 April 2014 at the European Youth Centre Strasbourg attended by a selection of participants, trainers, statutory bodies and members of staff of the Youth Department. As a result of the new information gathered and the discussions hold in the meeting with this variety of views, some issues of the report were clarified or further developed. Many recommendations that were formulated in the meeting have consistently enriched this report.

What?	The evaluation reports about the main outputs (learning and project implementation) and outcomes (impact on communities, capacity to put learning into practice) of the Youth Peace Ambassadors project.
Why?	**Aim:** To analyse critically the Youth Peace Ambassadors (YPA) project in the framework of the Council of Europe youth policies. **Objectives:** • To describe the features of the YPA project definition and implementation • To analyse the achievements and shortcomings of its main outputs and outcomes

	• To gain an insight into future Council of Europe youth strategies
Who?	Information gathered from 76 participants, 9 trainers, 3 educational advisors, 3 Council of Europe field offices, and 3 staff members of the European Youth Foundation.
When?	From March 2010, when the YPA project was conceived, until April 2014, when the YPA project hold its final evaluation meeting.
Where?	Strasbourg and Budapest training courses and study sessions, virtual online learning and activity, and in some participants' communities of origin, especially in those were there are Council of Europe country offices.
How?	Sources of information: • **Written documentation**: Official documents of the Council of Europe, Trainers' training courses evaluation reports, E-learning platform and Facebook activity, • **Questionnaires**: Two questionnaires addressed to participants, one addressed to trainers and educational advisers, and specific questions addressed to Council of Europe field offices and EYF staff. • **Interviews**: Focussed interviews to eight participants and one trainer and one educational adviser in March 2014. • **Group discussions**: During the evaluation meeting group discussions were helf with mixed groups of participants and trainers, to collect data and to discuss a first draft of the final evaluation report conclusions.

This report includes first a description of the Youth Peace Ambassadors project. Then we present, grouped by evaluation criteria, the most important findings offering possible explanations for them. Those possible explanations are the results of the triangulation of data and of multiple discussions and reflections including the ones who took place in the final evaluation meeting. Then we offer some future oriented recommendations to be considered in future activities.

Description of the Youth Peace Ambassadors project

<u>Background of the project</u>

The Youth Peace Ambassadors project has been a flagship project of the Advisory Council on Youth[1] of the Council of Europe's. As such, it was first defined by the Advisory Council, and then made operational by the Youth Department Secretariat. It was carried out to promote and support the role of young people in peace-building activities that contribute to living together in dignity and dialogue.

The Youth Peace Ambassadors are young people from across Europe, active in youth led civil society organisations and projects. Participants have been chosen due to their motivation to build a better world where a different peace is possible.

During the project, they learn about peace and human rights, they develop local projects for peace, and they advocate for human rights and dignity. Participants are also committed multipliers involved in an organisation or network, institution and/or informal group. They thus act as ambassadors for the values of human rights, peace, and intercultural dialogue, and they will also bring these values to youth work and to youth initiatives in their communities.

The conflict situations addressed by the participants are those where communities are experiencing or recovering from armed conflict, frozen conflicts, racism and aggressive nationalism and hate speech. Discrimination and human rights violations experienced by Roma communities or young migrants and internally displaced people are also covered by the project.

<u>Aims and objectives</u>

Aim:

- To promote and support the role of young people in peace-building activities that contribute to living together in dignity and dialogue through a network of specifically trained young people who strengthen the presence and promote the values of the Council of Europe in conflict-affected areas and communities.
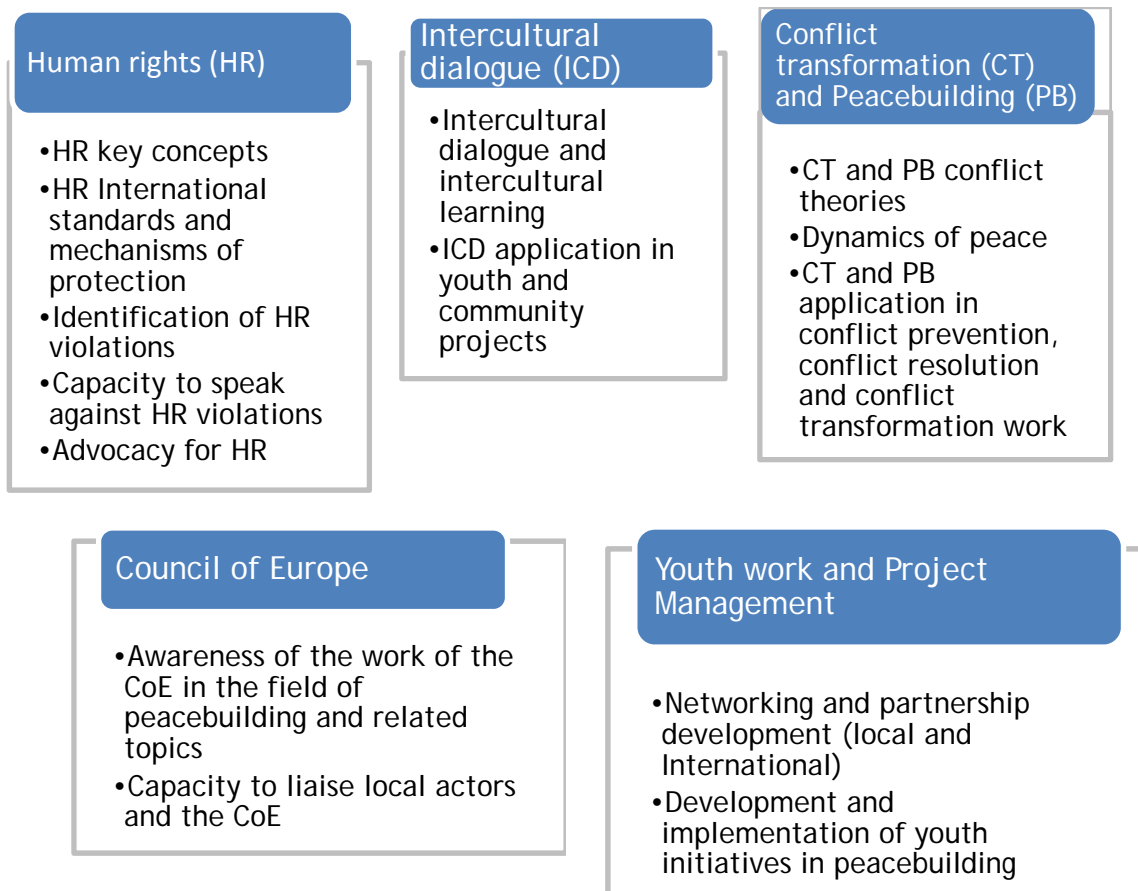
<u>Objectives</u>

- To promote the presence and the role of young people as positive actors of change in peace-building processes;

- To strengthen the role of young people in identifying and speaking up against human rights violations, including discrimination, hate speech and those human rights violations affecting especially young people and children;

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[1] The Advisory Council on Youth is composed by 30 representatives from youth NGOs and networks that provide opinions and input on all youth sector activities. It is the organ that guaranties the voice of the young people in the Council of Europe. It is in charge to define, together with the European Steering Committee for Youth (CDEJ), whose members are ministry representatives and organisations responsible for youth matters, the priorities, objectives and budgets of the Council of Europe youth policies. More information at:
http://www.coe.int/t/dg4/youth/Coe_youth/co_management_en.asp#TopOfPage

- To support the field presence and activities of the Council of Europe by fostering cooperation with key stakeholders, partners, non-governmental organisations working in the field of peace-building in order to promote the values of the Council of Europe;

- To develop the impact and the expertise of the Council of Europe's youth sector in conflict affected areas through non-formal education activities with young people;

- To develop the competences of 50 *youth peace ambassadors* in human rights promotion and protection, conflict transformation, peace-building and intercultural dialogue, as well as other specific competences according to the participants' needs, related to their role as future ambassadors;

- To support and give visibility to at least 50 local youth-led projects for peace-building in conflict-affected areas and communities;

- To enhance the *youth ambassadors* capacity to take action at a local level in environments affected by previous or ongoing conflicts;

- To advance youth policy's role in peace-building and conflict transformation;

- To create and support a European network of *youth peace ambassadors* to secure the sustainability and medium-term impact of the project.

The expected learning of participants, to be achieved through training activities and in the practice phase could be clustered as follows:

Human rights (HR)

- HR key concepts
- HR International standards and mechanisms of protection
- Identification of HR violations
- Capacity to speak against HR violations
- Advocacy for HR

Intercultural dialogue (ICD)

- Intercultural dialogue and intercultural learning
- ICD application in youth and community projects

Conflict transformation (CT) and Peacebuilding (PB)

- CT and PB conflict theories
- Dynamics of peace
- CT and PB application in conflict prevention, conflict resolution and conflict transformation work

Council of Europe

- Awareness of the work of the CoE in the field of peacebuilding and related topics
- Capacity to liaise local actors and the CoE

Youth work and Project Management

- Networking and partnership development (local and International)
- Development and implementation of youth initiatives in peacebuilding

Participants profile

Seventy-six young people, between the age of 18 and 26 years old were selected to be participants in the YPA project. Only one out of six applicants was selected.

Participants have been chosen because they respond to the following profile:

- Young: So that they stay longer in the YPA networking process.

- Community leaders: Participants belonged to community organisations

- Coming from conflict affected communities. Participants came from contexts that have suffered in the past, or that unfortunately are nowadays suffering or recovering from armed conflicts, frozen conflicts, or are in other ways faced with conflicts such as hate speech, aggressive nationalism, intercultural community tension and gender related violence among others.

Activities undertaken

The project was based on the training of the youth ambassadors using the experience with intercultural and non-formal education approaches of the European Youth Centres in Budapest and Strasbourg. The participants, divided in group A, B, and C, have been trained during residential seminars at the European youth centres, complemented by distance learning using an e-learning platform and mentoring, and by youth work practice in their organisations and communities.

Residential training seminars.

The participants of the YPA project, have followed a similar path of training, starting at different moments, but also meeting up to share experiences and support each other in learning, action taking and build up to act as a network.

The training program for each group has comprised two residential training seminars for groups A, B, and C separately and a third training seminar in 2013 aimed at consolidating learning according to the needs identified by participants as a result of their projects and initiatives, and which mixes participants from the three groups.

The trainings fully emphasise in their approach the principles of non-formal education, focusing on experiential and intercultural learning as basis for addressing topics such as human rights, conflict transformation and peace-building. It highlights the links between intercultural dialogue, human rights and conflict transformation as key elements in long-term sustainable peace processes, while exploring and developing participants' knowledge, skills, attitudes and values in each of these areas.

E-learning Units and mentoring.

Features and activities took place during the periods between residential seminars. E-learning is necessary to deepen participants' knowledge on the main themes of the project, to foster communication and cooperation and to share practices. E-learning units first addressed common learning areas and, at a later stage, were tailored to participant's learning needs and experiences. E-learning of the YPA is hosted on a Moodle platform adapted by the Youth Department.

Every participant was coached by a mentor, responsible of monitoring the learning process of the participants, and accompanying their project definition and implementation. Mentors, which were the four trainers in charge of each group's residential seminars, have been in charge of six or seven mentees, and have followed them all along the training process. These six or seven participants, also, formed mentoring groups, that had the function of peer to peer mentoring support.

Practice at community level

Participants were expected to transfer their learning into practice in their community, by initiating various activities to promote youth participation and to contribute to peace-building processes. Support is offered, in the form of peer group review and mentoring, to assist and contribute to reflection on the learning they can take out of the development and implementation of their projects.

All groups of participants have developed a project in their local communities. Groups A and B, in addition, have implemented a "practice phase", a first test of what a small initiative in their contexts.

Support measures and networking

The project has also included support to create and develop a network of youth peace ambassadors encompassing members of all three groups. The Networking seminar held in November 2012 should help to start-up the network by allowing participants to get to know each other, reflect, share and discuss the aim and role, objectives and initial action plans for the network.
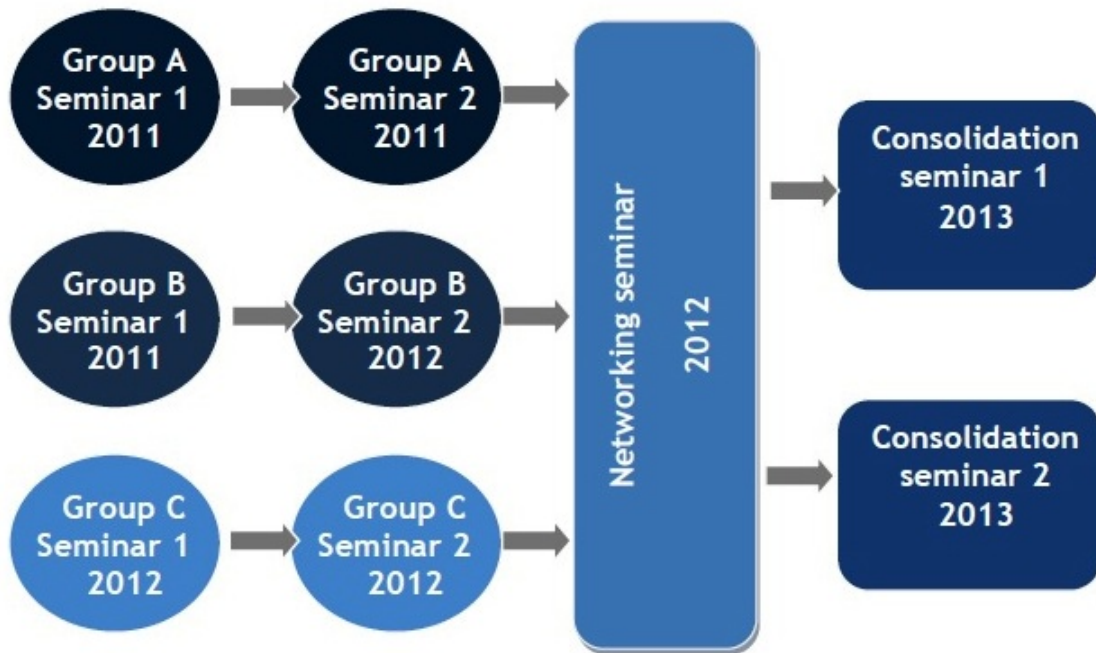
Schema of the educational activities undertaken by groups

Evaluation by outputs

In relation to the learning competences

Evaluation Criteria 1: The development of participants' competences in the fields of: human rights promotion and protection, conflict transformation and peace-building, intercultural dialogue and other specific competences according to the participants' needs.

Findings:

- All together the group of participants developed competences in the three different fields. This indicates that thematically, somehow, the three fields were explored during the course.
- But there was a clear unbalance in the weight of the three fields: for example, two groups explored quite superficially ICD and devoted a whole TC to peace-building. In many cases the declared learning on ICD comes through the intercultural experience in the group without being completed by other relevant educational strategies.
- Those unbalances are probably the reason why for almost no participant, the competences in the different fields are developed in a balanced and integrated way. Even considering the natural specificity of each participant in terms of interests and of learning achievements, this could mean a certain fragmentation or at least an insufficient integration of Human Rights, Intercultural Dialogue and Peacebuilding in the curriculum and educational activities of the course.
- Educational activities – training courses and e-learning units - seem insufficiently focussed on peace. They targeted more conflict than peace in positive terms, and when they addressed peace they did it in a general manner, not sufficiently linked to youth needs. This is probably due to the fact that peacebuilding is still a relatively new field for the Council of Europe Youth Department, to the fact that the diversity of meanings that "peace" can have in the local reality of participants, and to the fact that trainers had not a sufficient vision on how to address it.
- During the course participants were able to assess and identify their learning achievements mainly through self assessment and mentoring. But after the course, participants have difficulties to describe them in questionnaires, interviews and when reflecting about the use-transfer of their learning into their projects and contexts. This probably indicates that the learning achievements in terms of gained competences are not so high or not so consolidated to be transferred-used in other contexts.
- Probably, this has to do with a lack of self-reflection over the learning process, and also an insufficient monitoring from the trainers to "correct" the exercises, promote debate in the platform, and do follow-up of the personal learning plan.
- Within the referred lack of clarity in the transfer of the learning achievements into the projects, the ones related to, human rights and project management were in most cases much more transferred into the practice than the ones related to intercultural dialogue. Intercultural dialogue was mostly taken as an "approach" or linked to the participation of minorities but insufficiently tackled in its transformative and political dimension.

- The analysis of the learning achievements in terms of attitudes, skills and knowledge, shows that some attitudes (as motivation to learn more about conflict affected countries, openmindness towards intercultural and minority issues) and skills (as project management, training, a bit on advocacy and insufficiently for campaigning) were very much developed. Knowledge seems to be the weakest dimension; despite some participants declare that they are satisfied with the knowledge, many others express that it was not sufficient and/or vague. Some participants even deplore the lack of monitoring over their learning, to feel more forced to study and clarify concepts and theories.
- While training courses and mentoring for project implementation are well appreciated by participants for learning reasons, the personal learning plan, e-learning platform and peer groups do not seem to have contributed significantly for learning.

Recommendations:

- The choices done for defining the format of the course in its first definition (particularly the design of an educational programme for the purpose of creating a reliable and sustainable network, the number of participants, groups and parallel courses) have directly influenced the learning outputs. We recommend to the staff and the Advisory Council to revisit those decisions and try to draw some conclusions for a better translation of a political decision into an educational programme.; it is probably more adequate that the Advisory Council sets the objectives and not the formats of such educational processes
- Articulate better the relation between the three issues (ICD, HR, and PB), identifying more concretely the key aspects to be learnt from these broad three subjects.
- To collect lessons learnt from other long term training courses to strengthen the educational aspects that did not function so well (e-learning platform, peer reviews, personal learning plan…)
- Training courses evaluation forms should not only evaluate the quality of the projects (if the objectives have been reached, or the satisfaction regarding he sessions), but should promote the participant's learning. We recommend trainers to add more questions in the TC evaluations to promote participants' reflection over their learning process (what did they learn, how was this relevant to them, what will they put into practice...).

In relation to the participants projects

Criteria 2: Participants local projects designed according to certain quality criteria defined in coherence with the overall aims of the Youth Peace Ambassadors project.

Findings:

- As a result of the course (the learning developed, the support received and the motivation developed during the course) at least half of the participants[2] designed local projects in line with the overall aims of the YPA project.
- The quality criteria helped mainly as guidelines in the initial design of the projects and as orientations when adaptations have to be done (yes/no checklist to see if requisites and criteria are met or not). But it does not seem that they became the motivating "engine" that fosters the quality of the projects in a continuous way through feedback and evaluation. One reason for that is probably that in their conception and formulation there is an asymmetric combination of "minimum-basic requisites" (e.g. run by YPA, include non formal education, are planned, initiated during the YPA project) with "quality standards" (e.g. more than 1 activity, foresee a planned follow-up)_and with indeed "quality criteria"(e.g. are participatory and based on young people, impact on the community). This undistinguished combination made difficult a consistent and motivating use of them by participants and trainers.
- Participants don't seem to understand the real meaning of those indicators. When asked to assess to what extent their projects comply the quality criteria, the self-satisfaction is very high: when participants grade from 1 to 10 the compliance of their projects to each of the criteria, grades range from 7,5 to 9,4, which seem to be quite high rates, especially for some project criteria as "link with existing initiatives", "supported by YPA participants and their organisations", or "are documented and public".
- Similarly, the applications submitted to the EYF were -according to the EYF analysis shared with us- in general terms too weak in the needs analysis (why is this project needed – how is it responding to needs at local level); in the content in the programme (problem with a clear focus and narrowing down the topic), and in the (lack of) concrete outcome and follow-up with the participants, considering that quality criteria were too weak to sufficiently enable participants to present a clear, coherent and convincing grant application. Some participants have highlighted the challenge to be funded by the EYF as a learning opportunity to improve their projects.

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[2] Out of the 33 participants that answered the questionnaire "Project Description", 32 had undertaken their youth project. The number of projects is probably higher tan 32, but it is difficult to estimate it, as the proportion of participants that have not implemented a project is probably much higher among the non-respondents.

Recommendations:

- To clearly identify and define the underlying notion of quality applied to participants projects and based on that to articulate in a motivating and operational way the quality standards and criteria linked to it.
- Define the quality criteria as a range of gradual degrees of accomplishment (rubric) rather than as a checklist (Yes/No), so that they can guide the continuous improvement of the project.
- Despite not all projects need funding, and despite there are several funding institutions, it would make sense to define the quality criteria together with the EYF. To make sure the criteria are concrete enough, and fit to some extent the EYF priorities and vice-versa.

Evaluation by outcomes

In relation to the impact of the participants on their organisations and community

Criteria 3: Implementation of youth-led projects for peace-building in conflict-affected areas and communities.

Findings:

- At least 32 participants implemented a youth led project in the frame of the course and in general terms in line with the aims of the project.
- Thematically, out of the seven proposed topics by the online survey proposed by the trainers, 32% the projects are about human rights issues, and 29% about intercultural dialogue. Peace-building is tackled by 11% of the projects, and youth policy by 3%. A big proportion (25%) doesn't match with any of those criteria, while the two other proposed categories of conflict transformation and reconciliation do not seem to be addressed by participants.
- The peacebuilding dimension in projects is not always sufficiently visible from the whole YPA project point of view. While there are quality criteria referring to human rights, to the intercultural dimension and prejudice, there is no criterion that mentions peacebuilding. This might be due the fact that it is taken for granted, or also to the fact that trainers and educational advisors have not the peacebuilding dimension sufficiently in mind, considering it is a new field of action.
- If we analyze how those different themes are explored in general terms the focus on Human Rights is clearly defined, IC Dialogue is a kind of approach with some special attention when minorities groups are involved. Even with a wide understanding of it, the peace-building specificity of the projects is in general terms quite weak.
- In most cases, the adaptations of the project for their implementation were not thematic but oriented to improve the involvement of the local communities and NGOs; some changes had to do with simplifying the format of activities, or with focussing target groups and partners.

Recommendations:

- When Human Rights, IC Dialogue and Peace building are combined, in one way or another, in future projects, to identify and work on the synergies-intersections between those three fields (e.g. working on peace building and towards interculturalism in conflicts which make impossible the respect to human rights) avoiding a too general and divergent approaches in the projects.

In relation to the learning outcomes for participants

Criteria 4: The participants' capacity (back in their context after the project) to take action at a local level in environments affected by previous or ongoing conflicts. This capacity to take action would be based on the learning of participants: if the participants learned from the YPA course and changed their behaviours/attitudes in their own community setting and make an impact on the community.

Findings:

- Around two third of participants, after the training course, felt clearly ready and prepared to take action at local level. Even the ones expressing some doubts or precautions are convinced and motivated for it.
- At the same time, when taking actions beyond the projects, more significant and more transformative actions and long terms strategy are often missing. A large majority of projects are related to the educational dimension (57,1% of the defined YPA projects are training courses, 21,4% are awareness raining activities)), rather than advocacy-related actions (7,1% of the projects refer to campaigning, and 3,6% to advocacy)). This is probably due to the fact that participants have live examples of TC in the seminars, and not so many live examples of advocacy activities, and also to the fact that Funding opportunities (EYF, Youth in Action…) are more likely to fund trainings, exchanges, or partnership building activities, than policy monitoring or advocacy campaigns. Advocacy can also mean a bigger risk for participants in certain countries, what justifies, again, a bigger international support.
- Most of the projects have a local and international dimension but they rarely transcend the youth directly participating in the project; the grassroots community dimension is not addressed in many projects.

Recommendations:

- For community oriented local projects born in the frame of an international course, to anticipate in their design the link and interaction between young people and the rest of the community and between the local and the international levels.
- We recommend the EYF to consider supporting advocacy projects, which are usually very difficult to fund at national level, and are crucial to foster democracy in the member states.

Criteria 5: Strengthening of the presence and the role of young people as positive actors of change to take a stand against different kinds of violence, to transform conflict, and to promote peace-building processes.

Findings:

- The projects implemented at local level were a very valid instrument for strengthening the presence and role of young people to take stand against different kinds of violence. Having said this, it is relevant to remember that only 11% of the participants consider that their projects address peacebuilding issues, and none conflict transformation issues.
- The most specific target groups of the projects related to peacebuilding and conflict transformation are internally displaced people (two projects in Georgia, one in Azerbaijan). as well as bringing together people from different sides of a conflict, in the case of older conflicts (this has been the case in several conflicts in the Balkans, or between Armenia and Turkey).
- Regarding advocacy, participants were able to take a stand for short term initiatives (awareness raising initiative against the use of teenagers in the frontline of violent demonstrations in Northern Ireland, letter to Ukrainian embassies which succeeded in getting an answer from Azerbaijan).
- For transforming conflicts and promoting peace-building processes, more transformative and long term initiatives would be needed like the creation of youth peacebuilding platforms or partnerships or the involvement in existing youth peace structures.
- In the same line the initiated projects and initiatives are open to new youth NGOs, similar to their ones of participants but for the moment without envisaging the cooperation with bigger international-intergenerational ones.

Recommendations:

- In order to prioritise strategic fields of action, it would be relevant to identify and address the aspects related to armed conflict or other forms of violence which are affecting young people.
- To explore and plan how these issues could be addressed through youth work.
- To strengthen the peacebuilding dimension of the network, YPA participants can contact peacebuilding organisations and find synergies to strengthen their respective goals and tasks.

Findings:

- Almost all of the projects and further initiatives contributed to strengthen the role of young people in identifying and speaking up against human rights violations. This was a clear success of the project. About 20% of the projects have succeeded involving people from minorities as participants in their projects.
- The projects tackling human rights were the most diversified (55% HRE, 33% awareness raising and 11% advocacy).
- Some advocacy initiatives have also been launched, mostly short term (awareness-raising on International Days, letters of protest for the banning of Twitter in Turkey…). There is motivation and a big potential for speaking up against human rights violations and advocacy.
- Regarding the Hate Speech Movement there was not a clear organic articulation with the YPA project beyond the natural cross fertilisation through the secretariat and through some participants of both.

Recommendations:

- To identify and address the aspects related to discrimination, hate speech or other violations of human rights which are affecting young people. We recommend the members of the YPA network to explore existing networks related to human rights, and find what issues are not yet tackled, to identify which could be their specificity.
- To explore and plan how these issues could be addressed through youth work?

In relation to the YPA network and its functioning

Criteria 7: Functioning of the European network of youth peace ambassadors and its contribution to the sustainability and medium-term impact of the project.

Findings:

- The network has started functioning: 3 working groups are taking action, 15 to 20 people are actively involved, and about 80% of the activities that were planned in the consolidation seminars have been implemented, including the organisation of two consolidation seminars about gender violence and peacebuilding.
- The general objectives of the network are still quite loose, this fact, together with a very comprehensive definition of peace implies that almost any youth project could fit in the network. Besides, this, there is a gap between the general objectives and the working groups: an action plan is missing, and there is not yet a strategic vision on how to reach the general objectives.
- Despite this unspecific vision or mission, the members of the network share a common identity feeling, related to their participation in the YPA project or due to friendship.
- The level of representation of the YPA members regarding their organisations is quite weak. It seems that they are members of the network more in an individual basis than as representatives of their organisations.
- From the 3 existing working groups –Partnership (linking to other organisations and to the Council of Europe), Communication (internal and external) and Engagement (Projects) the one that is more actively functioning is the one devoted to projects, launching study sessions and partnership-building seminars. The members of the network take very different amount of responsibilities, and there are traces of discouragement of those more actively involved.
- The YPA network has succeeded to reach a large group of youth stakeholders through the Facebook page managed by YPA, which reaches more than 900 young people (910 likes in September 2014) from all over the world (mostly European countries, but also US, Pakistan...), and a significant number of people from Azerbaijan (89 fans) and Armenia (65 fans).
- While there is quite a lot of concern over the sustainability of the network, some facts are promising: YPA members have been able to fundraise for quite a lot of projects, and its members are open to new forms of participation in the network, either by cooperating with new youth organisations, either by considering (not yet decided) to open membership to new members. Young people who have not participated in the YPA project itself, but in study sessions organised by YPA participants have shown repeated interest into integrating the YPA network.

Recommendations:

- To strengthen the reflections and discussions on the long term vision of the YPA network. This should imply more specific objectives about the reality they want to improve, and 3-5 year action plan that would allow walking towards these objectives.
- Several logistical issues need to be dealt with urgently, such as improving internal communication (define what is the key information to be shared, and make sure it is sent to everyone on time), external communication (not only having an own website or an own twitter account, but also participating in external media channels), ensuring a fairer distribution of tasks to prevent the lost of motivation of those more actively involved in the network, how to get funding for a general networking meeting…
- To ensure the sustainability of the network regarding members, two strategies can be envisioned: strengthening the relation with the sending organisations (not only based on trust on individuals), and/or to open the door to new members, according to certain criteria.
- To set concrete mechanisms of cooperation -even if for the moment are just small concrete tasks- between the youth sector of the Council of Europe and the YPA network. Those initial experiences should contribute to shape and to define (from the practice) a possible frame of future cooperation.

In relation to the political and institutional impact

Criteria 8: Increased cooperation with key stakeholders, partners, non-governmental organisations working in the field of peace-building in order to promote the values of the Council of Europe.

Findings:

- Cooperation with the participants' organisations has been less than expected. Many participants felt they were not supported by their organisations, but the transfer of in information from the YPA to their organisations seems also very weak. Although this was a common issue for many participants, and despite that this was a serious problem for the development of the projects, not enough measures were taken to counteract this fact.
- Despite it was an important objective of the network, the cooperation with actors has not much to do with local communities. This fact can be related to the lack of adequacy in the profile-selection of participants, and also to the fact that there are more funding opportunities for international work than for community work.
- At least 7 field offices have been contacted. Interaction with the Council of Europe field offices has been very different depending on the country, the involvement of the representative, or the needs of the YPA project. Relation has been very positive in some cases (Bosnian, Azeri, and Albanian, Serbian participants say they got positive answers from the representatives of their countries), but in other cases either participants got no satisfactory response from the offices (Georgian, Ukrainian and Armenian participants). In some other cases, participants did not feel any interest in contacting those offices. The synergies with field offices have depended, then on different factors (motivation of the Council of Europe field office representative, motivation of the YPA participant, and proposal of collaboration that would make sense for both). There was probably not a clear vision of what was expected from this interaction with the Council of Europe field offices.
- New partnerships are being built with organisations with very similar profiles than the YPA participants' (youth organisations). Synergies with other kind of actors or initiatives (such as No Hate Speech movement, right to peace) or actors (IWR, etc.) have not been considered as a network, but on individual basis.
- The opportunity to collaborate with existing initiatives of the Council of Europe (as peace camps, seminars on democracy, No Hate Speech Movement…) has been very positively appreciated by participants, and is a positive step towards a more sustainable commitment of participants with the Council of Europe values and activities.
- Participants used the opportunity of the support of the EYF in very different manners, out of a total of 16 submissions, 4 were from group A (25%), 3 from group B (19%), and 9 from group C (56%). Out of these 16 submissions, 9 were approved, 4 rejected, and 3 recommended for resubmission but were not conveniently resubmitted. The EYF regrets the lack of coordination between the mentors/educational advisers and them.
- It is still not very clear what a "key stakeholder" of the project is. Until now, the relation with external actors has been related mostly to the implementation of projects. While increasing cooperation with the field offices seem to be strategic for the Council of

Europe, it does not seem to be that crucial for the YPA participants. At the same time, the project aimed at reaching communities, through the support of the field offices, with the will to influence youth policy this might be a too ambitious expectation of which should be the key stakeholders.

Recommendations:

- A more strategic relation with external actors could be envisioned beyond short term-project related actions. For this, it could make sense to revise the objectives of the network, and according to them identify in each case who could be the strategic key stakeholders.
- To identify, prioritise, and address the most relevant actors for the YPA network (local communities/ Council of Europe field offices/ NGOs / Youth policy representatives) and share with them the main results of the YPA project. The format of the No Hate Movement campaign, with concrete actions that participants can undertake in their contexts could be very suitable way for YPA participants to promote the Council of Europe values. Further initiatives as this one related to peacebuilding could be envisioned.

Criteria 9: Increased impact and developed expertise of the Council of Europe's youth sector in conflict affected areas through non-formal education activities with young people.

Findings:

- The impact of the Council of Europe youth sector has been increased, through the implementation of projects by the YPA participants, either taking place in conflict affected areas, either addressing minority issues, broadly speaking. Key regions (Caucasus, Balkans, even Ukraine) have been the scenario of relevant initiatives.
- This increased impact relies mostly on an individual basis, and has not yet lead to a stronger relation with partner NGOs.
- Similarly, although participants' expertise has been strengthened, no individual or group reflexive process has taken place in order to explicit, structure and strengthen this disperse expertise in conflict affected countries.
- A lot of documentation has been collected (educational materials from the training courses and e-learning units, pictures and videos, reports from seminars, projects reports…), and can be useful for internal purposes. This documentation has a lot of potential for external use as well but would need to be processed for outer exploitation.

Recommendations:

- The Youth Department could launch a reflection process which would depart from individual learning (YPA participants and educational advisers), to build a common expertise of the YPA participants and of the Youth Department of the Council of Europe.
- To conclude/update and improve the existing documentation of the course in order to consolidate the increased impact and developed expertise of the youth sector of the Council of Europe. Taking as a basis the existing consistent documentations different

formats could be considered for the final valorisation of the course; the update of the web site, posting there the existing reports of the seminars, publishing the reports of the YPA projects in websites of culture of peace good practices (as CPNN- Culture of Peace News Network)…
- The elaboration of new documentation could also be promoted, such as an electronic publication with good practices, the elaboration of a reader friendly publication with personal testimonies together with a overall description of the achievements of the course...

Criteria 10: Strengthening of youth policy's role in peace-building and conflict transformation.

Findings:

- Youth policy was not addressed in any of the e-learning units, in any of the A, B, C groups. In the training seminars, it was addressed through two sessions. These sessions were about youth policy in general, not relating it to how conflict, violence, and peace affect youth, and how this can be translated into youth policy.
- Most of the actors involved in the YPA project agree that this objective is the one that has been more superficially addressed, if addressed at all.
- Most of participants are not aware of the existing advocacy channels for influencing youth policy (Youth Policy reviews, the possibility to contact Ministries of Youth, etc.).
- Regarding how youth policy can strengthen peace-building and conflict transformation, it is not clear which is the message that should be carried in the frame of the current youth policy priorities. Probably not enough reflexion has taken place (neither in the training courses, nor in the reports) to be able to state how youth policy can contribute to peace-building and conflict transformation.
- Thanks to the YPA participants increased capacities, and to the motivation shown by the Advisory Council to keep supporting such project, this criteria has the potential to be achieved, but is still far away from that.

Recommendations:

- To the trainers, make sure that the policy dimension is sufficiently addressed if it is one of the objectives of the project.
- As a result of the evaluation of the YPA project to identify the key message - contribution of the YPA project to the existing youth policies at European level.
- To discern the most adequate tools, spaces and forum for promoting this key message within the Council of Europe structures and among other stakeholders.
- To promote youth policy, the triangle policy-research-practice should be reinforced: The Youth Department could launch and coordinate a field research with the help of the YPA participants on how violent conflict affects young people.
- The Youth Department should provide more information, and opportunities for practice to use the existing Council of Europe advocacy channels for Youth Policy (Youth Policy Reviews, etc.).

Annexes

Annex 1. - Evaluation criteria and indicators

EVALUATION CRITERIA	EVALUATION INDICATORS
Outputs evaluation criteria	**Outputs indicators**
In relation to the learning competences	
Criteria 1: The development of participants competences in the fields of: • human rights promotion and protection • conflict transformation and peace-building • intercultural dialogue • specific competences according to the participants' needs	1.1. Participants know –in the frame of the course- what those competences consist of and are about 1.2. Participants, peers and trainers self assess and assess the development (or not) of those competences. Participants who have consistently developed certain competences should be able to use them in other contexts
In relation to the participants projects	
Criteria 2: Participants local projects designed according to certain quality criteria defined in coherence with the overall aims of the Youth Peace Ambassadors project	2.1. Number of participants completing the project design on time and according to the identified quality criteria 2.2. Nature and specificity or not of the quality criteria (minimum or quality criteria?) 2.3. Intensity and effectiveness of the educational interactions (feedback, peer support, "mentoring"...) for the design of the projects 2.4. Relevance? (to what extend does the project respond to a need of the community? How do these needs relate to HR or PB? (i.e. do they justify their projects using key HR or PB words?) 2.5. Coherence between methodology and objectives? (i.e. if a project wants to promote openmindness, it is not enough to do one 1h30 workshop) 2.6. Beneficiaries (do projects involve minorities (referred to HR and ICD)? Do projects involve the two sides of a conflict (referred to CT and PB)?)
Outcomes evaluation criteria	**Outcomes indicators**
In relation to the impact of the participants on their organisations and community	
Criteria 3: Implementation of youth-led projects for peace-building in conflict-affected areas and communities	3.1. Number of projects implemented 3.2. Mapping of the implemented projects (by themes or target group or other...) 3.3. Most relevant adaptations from the original project ideas

In relation to the learning outcomes for participants	
Criteria 4: The participants' capacity (back in their context after the project) to take action at a local level in environments affected by previous or ongoing conflicts. This capacity to take action would be based on the learning of participants in the participants learned from the YPA course and changed their behaviours/attitudes in their own community setting and make a impact on the community.	4.1 Does the participants' learning during the YPA course contribute to change their behaviours/attitudes in their own community setting and make a impact on the community? 4.2 Do participants feel "ready and equipped to act" after the course... Through the projects and beyond them? 4.3 Did they take part in other initiatives of others (inside and outside YPA)? Together with their projects, mapping of participants actions in environments affected by conflicts
Criteria 5: Strengthening of the presence and the role of young people as positive actors of change to take a stand against different kinds of violence, to transform conflict, and to promote peace-building processes	5.1. Number of young people involved in CT and PB projects and other actions implemented as a result of the YPA project. Distinguishing by countries 5.2. Youth peace organisations and/or structures actively involved in those projects and actions.
Criteria 6: Strengthening of the role of young people in identifying and speaking up against human rights violations, including discrimination, hate speech and those human rights violations affecting especially young people and children	6.1 Number of young people involved in the projects and actions related to HR –as specified- as a result of the YPA project. Distinguishing by countries 6.2 Relevant (new) strategies and mechanisms for that. Specific contribution of the YPA project on that HR related work.
In relation to the YPA network and its functioning	
Criteria 7: Functioning of the European network of youth peace ambassadors and its contribution to the sustainability and medium-term impact of the project.	7.1. Number of people regularly active in the network 7.2. Number of people less regularly active in the network –just reacting to certain issues- 7.3. Partnerships, projects ideas or cooperation born as result of the interaction of the network 7.4. Assigned roles or not in the network
In relation to the political and institutional impact	
Criteria 8: Increased cooperation with key stakeholders, partners, non-governmental organisations working in the field of peace-building in order to promote the values of the Council of Europe	8.1 To what extent has the objective of making links with the Council of Europe in different levels been achieved? 8.2 If not mapping of cooperation initiatives born in the frame of the YPA project.
Criteria 9: Increased impact and developed expertise of the Council of Europe's youth sector in conflict affected areas through non-formal education activities with young people	9.1 Was the capacity and outreach to conflict affected regions increased through the growing of a network of youth workers and organisations with which the Council of Europe can work on this topic? 9.2 Where the main outcomes of the project

	transmitted as a feedback to the statutory bodies and secretariat so that they can use them in their priorities setting and projects to support? 9.3 Was the "gained expertise" has been at first systematised and documented to be able to be used in the future. 9.4 Mapping of all the synergies with the wide non formal education youth sector of the Council of Europe.
Criteria 10: Strengthening of youth policy's role in peace-building and conflict transformation	10.1 Was there any expected concrete outcome behind the formulation of this objective? If yes, which one? Achieved or not? If not mapping of how the political dimension of the YPA project has been systematised to be able to be used in the future in the shaping of youth policy in relation to peace building. 10.2 Did the project influence any ongoing debate about the recognition of youth work and NFL as tools to promote dialogue, Conflict transformation in the regions/communities? If the project had any influence on the work on the Charter for EDC/HRE? 10.3 Mapping of any synergy with youth policy-peace building

Annex 2. – Evaluation questionnaires

Participants' questionnaire

Evaluation questionnaire

Regarding your learning process

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1. Please list the competences that you believe you developed in this course
2. From all the competences developed in the YPA course which ones have you developed the most? Explain with your own words what do they mean to you.
3. Have you been able to assess the development of those competences ((by yourself, or through guided activities) all along your learning process? How and when?
4. Which competences developed in the YPA course have you applied <u>more significantly</u> in your community and why?
5. Which competences developed in the YPA course have you applied <u>less significantly</u> in your community and why?
6. After the YPA course were you "ready and equipped" to act for human rights, peace building and conflict transformation-through the projects and beyond them-? If yes, what made you feel "ready and equipped"? If not, what did you miss?

Regarding your project and other initiatives in your communities

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7. To what extent did you feel supported by your mentor for the design of the project?
8. Explain the most relevant adaptations from the original project ideas, and explain why those changes were made.
9. To what extent were people from minorities involved in your project? (specify which minorities, proportion of people from minorities, and their roles (beneficiaries or others)
10. Did your project involve people from the "two sides" of the conflict? (if so, specify which sides, how much people involved from each side, and the roles of each group.

Regarding your contribution to the YPA network

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11. What are the 3 main fields your organization works in? (order by importance)
12. Place where YPA works (base city):
13. For how long have you been working on peace activism/human rights field?
14. What are your competences/areas of expertise? (max 3 choices)

☐ Youth policy

☐ Environment protection

☐ Advocacy

☐ Project development /Project management

☐ Encouraging activism and participation

☐ Intercultural learning

☐ Conflict management

☐ International and European institutions and organizations

☐ Capacity development of CSO's and non- formal groups

☐ Social inclusion

☐ Use of social media

☐ Youth employment and entrepreneurship

☐ Monitoring and evaluation

☐ Training of trainers

☐ Hate speech / tolerance education

☐ Human rights education

☐ Team building

☐ Communication and PR

☐ Fundraising

☐ Other: [   ]

15. In my organization I am most active: (For those who have organizations) / In my community I am most active: (For those without organizations) (max 2 choices)

☐ In project writing

☐ As a trainer

☐ In fundraising

☐ As project coordinator

☐ As a volunteer

☐ As logistics support

☐ In analyzing and researching

☐ Other: [   ]

16. I mostly work on:

☐ Local level

☐ Regional level

☐ National level

☐ International level

Regarding the broader impact of the YPA course

17. Did you develop besides the YPA participants' project, any other ideas or joint initiatives or new partnerships, with organisations or networks as a result of the YPA course?

18. As a consequence of the YPA course, do you know about or have you been involved in the creation or strengthening of links with other Council of Europe structures (national offices, other departments or programmes of the Council of Europe...)?

19. Do you think that the creation of the YPA network has increased your capacity and outreach to and within conflict affected regions? How?

20. Do you think the "gained expertise" of the YPA course as a whole has been systematised and documented to be able to be used in the future? If yes and/or no, please, explain how and possible alternative tools for that.

21. In your opinion, did the YPA course contribute to the recognition of youth work and non formal learning as tools to promote dialogue and conflict transformation in the regions/communities? How? Could you give any example?

YPA Trainers Evaluation questionnaire

Regarding the definition of the overall YPA project

1. What is your assessment of the overall YPA project? (briefly explain its main strengths and weaknesses)
2. Which objectives of the YPA course do they think have been better accomplished and which less?
3. How do you evaluate its outcomes and impact? (on participants dynamics, participants learning, participants projects, YPA project…)
4. Do you feel you were able to fully commit your competences and exploit the opportunities of the project and the course? If not, which limitations due to the set up, framework, lack of structure, links with other stakeholders etc. did you feel?

Regarding the participants learning process

5. Please list the competences that you believe were mostly developed in the course
6. How was the development of participants competences assessed in the course (individual assessment, guided activities)? How and when?
7. Which competences developed in the YPA course do you think that participants applied more significantly in their community and why?
8. Which competences developed in the YPA course do you think that participants applied less significantly in their community and why?
9. After the YPA course, do you think that participants were "ready and equipped" to act for human rights, peace building and conflict transformation-through the projects and beyond them-? If yes, what made them feel "ready and equipped"? If not, what was missing?

Regarding participants' project and other initiatives in their communities

10. Could you properly support your mentees in the design of their project?
11. Did the quality criteria have help to improve the shaping of the participants projects?
12. When adapting the original project ideas, which were the main changes? (e.g. theme, size-dimension of the project, target group, partners, links with the community...)
13. Did the projects involve people from minorities and from the "two sides" of a conflict?

Regarding the broader impact of the YPA course

14. Besides the YPA participants' projects, do you know about in which way other joint initiatives or new partnerships, with organisations or networks as a result of the YPA course have been improved?
15. As a consequence of the YPA course, in which way the creation or strengthening of links with other Council of Europe structures (national offices, other departments or programmes of the Council of Europe...) has been improved?
16. Do you think that the creation of the YPA network has increased the Council of Europe capacities and outreach to and within conflict affected regions? (e.g. growing of a

network of youth workers and organisations with which the Council of Europe can work on this topic)

17. Do you think the "gained expertise" of the YPA course as a whole has been systematised and documented to be able to be used in the future? If yes and/or no, please, explain how and possible alternative tools for that.

18. In your opinion, did the YPA course contribute to the recognition of youth work and non formal learning as tools to promote dialogue and conflict transformation in the regions/communities? How? Could you give any example?

YPA Staff and Advisory Council Evaluation questionnaire

Regarding the outcome and impact of the YPA project

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1. What is your assessment of the overall YPA project? (briefly explain its main strengths and weaknesses)
2. Which objectives of the YPA course do they think have been better accomplished and which less?
3. How do you evaluate its outcomes and impact? (on participants dynamics, participants learning, participants projects, YPA project…)
4. After the YPA course, according to the information received, do you think that participants were "ready and equipped" to act for human rights, peace building and conflict transformation-through the projects and beyond them-? If yes, what made them feel "ready and equipped"? If not, what was missing?

Regarding the broader impact of the YPA course

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5. Besides the YPA participants' projects, do you know about any joint initiative or new partnerships, with organisations or networks as a result of the YPA course?
6. As a consequence of the YPA course, in which way the creation or strengthening of links with other Council of Europe structures (national offices, other departments or programmes of the Council of Europe...) has been improved?
7. Do you think that the creation of the YPA network has increased the Council of Europe capacities and outreach to and within conflict affected regions? (e.g. growing of a network of youth workers and organisations with which the Council of Europe can work on this topic)
8. Do you think the "gained expertise" of the YPA course as a whole has been systematised and documented to be able to be used in the future? If yes and/or no, please, explain how and possible alternative tools for that.
9. In your opinion, did the YPA course contribute to the recognition of youth work and non formal learning as tools to promote dialogue and conflict transformation in the regions/communities? How? Could you give any example?