



## Report of Activities



### International Training Course

**“Empowering Youth - Inclusive Youth Participation”**

**July 30 – August 07 2014**

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**Misaktsieli, Georgia**



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## Project Background

The project idea is based on the observation that parts of the population in modern European states are excluded from political decision making processes. These groups are predominantly those that are commonly labelled as marginalised and excluded. Among youth those are in EECA region often IDPs and refugees as well as rural youth and young people suffering socio-economic hardships and educational difficulties. Within the EU, migrants and young people with migration background are amongst those that have significant problems in finding their place in the society.

The Flash Eurobarometer 375 (European Youth: Participation in democratic life) from May 2013 indicates that young people in the EU are not sufficiently integrated into political and social spheres. A few figures might illustrate this briefly:

- 15% are involved in a local organisation aiming to improve the local area
- 14% are active in a cultural organisation
- 64% believe that voting will not change anything
- 56% believe that the European parliament does not deal with problems that concern

Now if this is the situation in the EU, one can assume that the involvement of young people and their view on democratic life is not dramatically better in EECA region, but is rather described by more frustration and apathy due to the hardships of the political and economic transformation process.

In this context the proposed project is dedicated to European citizenship and youth participation to contribute to a cohesive and just European community that is based on inclusive participation of everybody. The training course has the following objectives:

- To identify and discuss current challenges that young people face in Europe
- To analyse conditions and opportunities for youth participation and active citizenship in European countries
- To frame a coherent understanding on youth participation and citizenship
- To recognise the power individuals and civic initiatives have to foster youth participation and inclusion of young people
- To develop youth-based projects in order to foster youth participation and social cohesion on local and European levels

Against the above described background and with the set objectives the project aims to respond to the fundamental question of justice. The current economic crisis in the EU as well as in the European countries outside of the EU challenges the concept of solidarity not only within the EU among the member states but also within each country – in and outside of the Union - among social groups. Thus, social justice understood as the societal ability to offer equal access to personal freedom and development opportunities for every individual is back on the political agenda in a situation in which those in power and with resources openly think to break the solidarity pact among social classes on which the European democracies are built and for the transforming societies in Eastern Europe strife.

In general and in the context of the problems that young people face in contemporary Europe, justice is not only equal treatment but includes including the accessibility of everybody to political decision making processes and the opportunity to influence political decisions and societal agreements on how resources, wealth and fundamental freedoms are equally distributed among all citizens.

In this contexts the training course wants to enable youth workers and youth leaders to empower and motivate young people to openly articulate their views and take an active approach towards the questions that their societies are facing. Two of those questions are those about direct and structural forms of discrimination and accessibility to political decision making process for young people on local and European level.

## List of Participants

No	Participants				
	Country	Organisation	Sex	First name	Surname
1	Armenia	Stepanavan Youth Center	F	Hasmik	Harutyunyan
2	Armenia	Youth Initiative Centre NGO	F	Marusya	Kalantaryan
3	Armenia	Youth Initiative Centre NGO	F	Araksia	Hakobian
4	Azerbaijan	Youth Public Union 'Bridge to the Future'	M	Nizami	Allahverdiyev
5	Azerbaijan	Education Center for Youth – Mingachevir Regional Office	M	Elvin	Suleymanov
6	Azerbaijan	Education Center for Youth – Mingachevir Regional Office	M	Rustem	Islamli
7	Croatia	Raplection	M	Damjan	Lustica
8	Croatia	Raplection	F	Adriana	Perojević
9	Greece	NGO 'System and G'	F	Chrysi	Ziridou
10	Germany	European Intercultural Forum e. V.	M	Farkhod	Giyasov
11	Germany	European Intercultural Forum e. V.	F	Sabrina	Hillmer
12	Germany	European Intercultural Forum e. V.	F	Silke	Steinbrenner
13	Georgia	Academy for Peace and Development	F	Veriko	Jgerenaia
14	Georgia	Academy for Peace and Development	F	Nino	Bezarashvili
15	Italy	Young Effect Association	F	Silvia	Tripolone
16	Italy	Young Effect Association	M	Stefano	Tisi
17	Moldova	See, Understand, Express Initiative Group	F	Lynn	Frances
18	Moldova	See, Understand, Express Initiative Group	F	Ann	Larrow
19	Poland	Centrum Inicjatyw Młodzieżowych Horyzonty	M	Tomasz	Kujawa
20	Poland	Centrum Inicjatyw Młodzieżowych Horyzonty	F	Iwona	Kaczka
21	Romania	Asociatia Tineri Parteneri Pentru Dezvoltarea Societatii Civile	F	Alina Loredana	Mihai
22	Romania	Asociatia Tineri Parteneri Pentru Dezvoltarea Societatii Civile	F	Anca Mihaela	Chifu
23	Russia	World for Youth	F	Gulfina	Sultanova
24	Russia	World for Youth	M	Andrei	Rabtcevich
25	Spain	Fundació Catalunya Voluntària	F	Daryl	Lucas
26	Spain	Fundació Catalunya Voluntària	M	Carlos	Mayans Torres
27	Ukraine	Center for European Initiatives	F	Alla	Kinchyk
28	Ukraine	Center for European Initiatives	F	Iryna	Novak
Project Team					
1	Georgia	Academy for Peace and Development	M	Giorgi	Kakulia
2	Georgia	Academy for Peace and Development	M	Shota	Danelia
3	Georgia	Academy for Peace and Development	M	Giorgi	Bukia
4	Latvia	Freelancer/ Trainer	F	Ieva	Grundsteine
5	Germany	European Intercultural Forum e. V.	M	Sebastian	Schweitzer

# Daily Programme: Overview

	Day 1 July 30	Day 2 July 31	Day 3 August 1	Day 4 August 2	Day 5 August 3	Day 6 August 4	Day 7 August 5	Day 8 August 6	Day 9 August 7
8:00-9:15	Arrival	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
09:45-11:30		Welcoming and Ice-breaking	Challenges for Youth	European Citizenship	Youth Empowerment	Participation Personal Pathway	Lessons Learnt - Solo	Youth Participation Project Planning	
11:30-12:00		Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	
12:00-13:30		Expectations & Learning Intentions	Challenges for Youth Country Analysis	Youth Participation	Mid-Term Evaluation	Ladder of Participation	Youth Participation Project Planning	Erasmus+	
13:30-15:30		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
15:30-17:00		15:00 Team Building	Challenges for Youth Regional Analysis	Youth Participation Pre-Conditions	Excursion and Free Time in Tbilisi	Motivation	Youth Participation Project Planning	Evaluation	
17:00-17:30		Coffee break	Coffee break	Coffee break		Coffee break	Coffee break	Coffee break	
17:30-19:00		Team Building	Role of Youth Work	Youth Participation Pre-Conditions		NGO and Tool Gallery	Youth Participation Project Planning	Free Time/ Preparation of the farewell evening	
19:00-19:30		Daily Reflection	Daily Reflection	Daily Reflection		Daily Reflection	Daily Reflection		
19:30 – 20:00	Dinner	Dinner	Dinner	Dinner	Traditional Dinner	Dinner	Dinner	Dinner	
21:00	Opening	Cultural Night	Free Evening	Movie Night		Free Evening	Free Evening	Farewell Evening	

## Daily Programme – Session by Session

### Day 1

The training course was opened by a short welcoming session.

After the project team briefly presented the project background and introduced themselves including their roles and responsibilities, the trainers proposed short name games.

To foster the involvement of the participants, the trainers also asked the participants to propose name games and warm-up exercises. Therefore, the participants were split into groups and after five minutes preparation time, each group facilitated their own exercises or name game with the whole group.

The evening finished with an informal welcome party during which the participants had the chance to get to know each other better.

## Day 2

The second day of the training course served as an introduction day for team building, assessing learning needs and becoming familiar with each other.

### **Session I – Welcoming and Ice-breaking**

#### Objectives

- To inform the participants about some administrative and practical sides of the course
- To get to know each other better
- To break the ice and contribute to forming a group

#### Activities

The day started with a welcoming by the project team and some technical and administrative information about the course. These information included details concerning the travel reimbursement and the arrangements for departure.

Once these details were communicated to the participants, the trainers took over and started with name games, get to know each other exercises and ice-breakers to support the group building process.

#### Outcomes

The participants got to know each other's names and became more familiar with each other.

### **Session II – Expectations and Learning Intentions**

#### Objectives

- To provide space and time for the participants to reflect on their motivation to participate in the course
- To assess the learning needs and interests of the participants

#### Activities

The second session started with a reminder on the objectives of the training course, a presentation of the methodological approach and how this approach translates into the planned daily programme.

Afterwards, the participants were split into groups and they received time to think about their expectations and possible contributions to make the training course a success for them.

#### Outcomes

The following were the results of the group work on expectations and contributions.

Expectations: Why are you here? What do you expect to learn, gain, experience?	Contributions: What can you share with others?
<ul style="list-style-type: none"><li>- Making friends from different countries</li><li>- New skills for youth work</li><li>- New partnerships and networks</li><li>- New projects</li><li>- Get to know other cultures</li><li>- Communication without borders</li><li>- Learn new languages</li><li>- Spending great time</li><li>- How to combine non-formal and informal education</li><li>- How to transfer newly gained knowledge into activities on local level</li><li>- To learn about Georgia</li><li>- Organisational development</li><li>- Intercultural exchange of experiences</li><li>- Gain experiences from other countries</li><li>- Develop team work skills</li></ul>	<ul style="list-style-type: none"><li>- Share knowledge and experiences</li><li>- Share cultures and traditional cuisine</li><li>- Yoga lessons</li><li>- Billiard lessons</li><li>- Croatian art and cultural lessons</li><li>- Cocktail making lessons</li><li>- Painting lessons</li><li>- Dance class</li><li>- Teach own languages</li><li>- To tell a fairy tale</li><li>- Time to listen to others</li><li>- Share methods and tools for youth work</li><li>- Free massage</li><li>- How to set up an NGO</li><li>- How to work with teenagers</li><li>- How to make bracelets</li><li>- Teach national dances</li></ul>

	- To stay in touch with each other after the course
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### **Session III & IV – Team Building**

#### **Objectives**

- To build trust and an atmosphere of understanding
- To get to know each other better and learn how to work as a team together
- To agree on a code of conduct for the training course

#### **Activities**

In the afternoon the participants were invited to cooperate in a few team building and trust building exercises in order to experience each other and to work together in solving complex exercises which would allow the group to draw conclusions for a commonly agreed code of conduct for the upcoming working days.

Therefore, four exercises were done with the participants during the double session:

1. Drivers – a classical trust building exercise in which the participants work in teams of two with one person being blind-folded and the second one guiding him/ her through a given space
2. Balloons – an exercise in which two people have to handle a balloon filled with water avoiding that it breaks
3. Two Feet – a group exercise for four to five people in which the group has to position themselves in a way that only two feet touch the ground
4. Crocodiles – an exercise for the whole group in which everybody has to cross an imaginary river

After each exercise a debriefing followed to provide space for sharing experience and impressions and to draw conclusion for the code of conduct which was established in group work at the end of the session.



#### **Outcomes**

The exercises were very much appreciated by the participants and helped them to better understand each other and to make their first experience in working with each other. For the code of conduct the following agreements were made:

- Create a plan/ plan before act
- Listening to all without interrupting
- Participate actively and openly
- Active participation in a collective manner
- Be creative
- Think out of the box
- Make sure you understand the task
- Be punctual, polite and respectful
- Attitude and Participation
- Be in a good mood and ready to work, positive attitude
- Our communication language is English
- Support each other and build trust
- Cooperation and Interdependency
- Share knowledge, experience and ideas
- Be curious

### **Family Groups – Daily Reflection**

The participants were split randomly into their daily reflection groups which were called family groups since every group received a Georgian family name representing a specific region of Georgia:

- Shengelia
- Merabishvili
- Kapanadze
- Khutsishvili
- Oniani

Every day from today onwards, the participants would meet in their families and discuss the day by responding to the following three questions:

- How are you? How was the day?
- What did you learn?
- Suggestions

Afterwards, every day a new member of the family would come to the project team and share the outcomes of the family meeting.

How are you/ How was the day?	What did you learn?	Suggestions
<ul style="list-style-type: none"><li>- Everybody is supportive</li><li>- Nobody is trying to dominate</li><li>- We need to get to know each other better</li><li>- All games allowed us to become part of the team</li><li>- Some people are shy or need more time to speak up</li><li>- Everybody is enjoying</li><li>- We feel very good</li><li>- Positively exhausted</li><li>- Hungry</li><li>- Satisfied</li><li>- So far so good</li><li>- Comfortable</li><li>- The day meet our expectations</li><li>- No conflicts yet</li><li>- We connected very quickly</li><li>- Very intense day</li></ul>	<ul style="list-style-type: none"><li>- We got to know each other and the other countries</li><li>- It was ok to be close to each other, even physically</li><li>- Not much of learning yet, underlying learning but we cannot recognise yet</li><li>- We came here with an aim and feel connected</li><li>- Sometimes better to act than to over-organise</li><li>- Different countries share common values</li><li>- Everybody is valuable</li><li>- Reflection/ debriefing is important to process experience</li></ul>	<ul style="list-style-type: none"><li>- Turn on the lights in the pool</li><li>- Get us bigger plates and more food</li><li>- Please give us milk during coffee break</li><li>- Keep up the good work</li><li>- Some people are not so active, they should be activated</li></ul>

### **Evening Programme**

In the evening the participants prepared and presented the cultural evening. Therefore, each country group was asked to identify 10 reasons why nobody should come and visit their country and to present these facts and figures in a short maximum 5 minute presentation.

After the presentations were done, the participants enjoyed an informal evening with some snacks and drinks as well as music and dances from their countries.



## Day 3

The third day of the training course was dedicated to understand the challenges of young people in Europe in order get an awareness for the need for inclusive and participatory youth work.

### **Session I – Challenges for Youth**

#### **Objectives**

- To raise awareness for the challenges for young people in Europe
- To understand how human rights violations affect young people
- To see the role of youth work in addressing challenges for young people

#### **Activities**

After the introduction to the daily programme and the feedback to the results of the daily reflection of the past day, the trainers proposed the classical exercise “Make a step forward”.

Therefore, each participant received a role card and whenever they could respond with a “Yes, I can” to a statement made by the trainer they were allowed to make a step forward. After 22 statements the facilitator asked the participants to take a look at their own position in the room and started the debriefing with the following questions:

- How do you feel now seeing your position in the exercise?
- Were you aware about the large differences in responses to the statements?
- What were the statements in the exercise about?
- What did you think about the others in the exercise?
- Do you have a similar diversity in access to human rights in your country?
- Who is responsible for the limited access to human rights in your countries?
- How are young people affect by this?

#### **Outcomes**

In the debriefing the participants reflected on the above stated questions and some of their statements are shown below:

- Enormous difference between my character and myself
- My character has no opportunities
- If I would be homosexual in my country I would not be respected
- Difficult to access existing services in my country
- We see existing social norms limiting our personal freedom
- People's perception discriminates others
- Lack of laws
- The problem is the mentality of people
- Frustration of people who are seeking for chance
- Structural obstacle exist to make use of legal framework
- It's a personal choice to use opportunities or not
- People are responsible for this inequality because they have traditional mind set

### **Session II – Challenges for Youth: Country Analysis**

#### **Objectives**

- To put the challenges for young people into our own context in our countries
- To identify what are young people and what are their challenges in our countries

#### **Activities**

Building upon the previous exercise, the participants were split into national groups and asked to answer the following questions:

- Who is a young person in your country?
- Which young people are marginalised in your country?
- What are the specific challenges that young people face in your country

## Outcomes

The following answers were given in the presentation of the group work results:

Who is a young person in your country?	Which young people are marginalised in your country?	What are the specific challenges that young people face in your country
<p>Different age groups were indicated as youth:</p> <ul style="list-style-type: none"> <li>- 14-18 (by criminal law)</li> <li>- 15-35</li> <li>- 18-35</li> <li>- 14-up to 30</li> <li>- 17-24</li> <li>- 15-30</li> </ul> <p>As a conclusion young people are those in a transition from childhood to adulthood.</p>	<ul style="list-style-type: none"> <li>- Rural youth</li> <li>- Young single parents</li> <li>- Youth with migration background</li> <li>- Orphans</li> <li>- Religious minorities</li> <li>- National minorities</li> <li>- Sexual minorities</li> <li>- Students and newly graduates</li> <li>- Ex-prisoners</li> <li>- Drug addicts</li> <li>- Illegal immigrants</li> <li>- Socially vulnerable youth</li> <li>- Roma</li> <li>- Disabled people</li> <li>- Sub-culture youth</li> </ul>	<ul style="list-style-type: none"> <li>- Gender inequality</li> <li>- Social norms and social pressure on youth</li> <li>- Brain drain</li> <li>- Access to higher education</li> <li>- Unemployment</li> <li>- Discrimination of any type of minorities (sexual, ethnic etc)</li> </ul>

## Session III - Challenges for Youth: Regional Analysis

### Objectives

- To increase the understanding of youth challenges in Europe by zooming in into a regional context
- To categorise youth challenges and put them into the context of different approaches of youth work

### Activities

The participants were split into three regional groups (Caucasus, Eastern Europe, and Western Europe) and to fulfil the following tasks:

- Discuss the youth challenges you have identified in your national groups and divide them into similar and different challenges in the regional context in which you are working now.
- Place the challenges in three areas: in control of young people, influence of young people, out of control and out of influence of young people

After 45 minutes of group work, the participants returned to the seminar room and presented their results orally and placing their challenges in the respective three categories which were arranged in the middle of the seminar room. Once all groups did their presentations, a closing discussion concluded the session.

## Outcomes

The participants presented the following categorisation of youth challenges:

In control of young people	In influence of young people	Out of control and out of influence of young people
<ul style="list-style-type: none"> <li>- No time for participation in social and cultural life</li> <li>- Lack of time</li> <li>- Apathy towards political sphere</li> <li>- Distrust in institutions</li> </ul>	<ul style="list-style-type: none"> <li>- Generational gap</li> <li>- Young people are not considered as relevant/ equal partners by adults</li> <li>- Family dependency: youth is not independent from their social environment/ parents/ family</li> <li>- Lack of platforms providing information about youth activities</li> <li>- Lack of information about youth</li> </ul>	<ul style="list-style-type: none"> <li>- Low salaries for young people</li> <li>- High costs of living</li> <li>- Lack of adequate education for future employment</li> <li>- Need to compensate mistakes/ heritage of former generations (environment, history)</li> <li>- Unemployment</li> <li>- Lack of funding for youth</li> </ul>

<ul style="list-style-type: none"> <li>- Young people have nothing to do</li> <li>- Lack of self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>- activities</li> <li>- Lack of access to information for studies, job etc</li> <li>- Lack of equal opportunities for all young people</li> <li>- Minorities and disabled youth are not well integrated</li> <li>- Discrimination of sexual minorities and sub-cultures</li> <li>- Insufficient involvement of young people in politics</li> <li>- Corruption in the educational system</li> <li>- Strong cultural traditions limiting young people's personal freedom</li> <li>- Lack of space for young people to spend their free time</li> </ul>	<ul style="list-style-type: none"> <li>- activities and entrepreneurship</li> <li>- Lack of minimum financial support for youth</li> <li>- Low quality of the educational system</li> <li>- Exclusive politics: politicians do what they want</li> <li>- Media manipulation</li> <li>- Compulsory Military Service</li> <li>- Corruption and Bureaucracy</li> <li>- Gender discrimination</li> </ul>
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## **Session IV**

### **Objectives**

- To define youth work and its approaches
- To put youth work into the context of the identified challenges for young people

### **Activities**

Following the previous session, the last session of the day was dedicated to youth work in order to increase the understanding of the participants on what the role of youth work is in relation to the challenges young people face in Europe.

Therefore, the participants were split into smaller groups and asked to fulfil the following tasks:

- Define what youth work is for you and for your organisation!
- Discuss what are the tools/ instruments/ approaches used in youth work!
- Give examples of good practise!
- Present your findings in form of a short theatre sketch!



After the presentation of the sketches, the discussion on the aspects of youth work was concluded by a short input on youth work, types of youth work and youth workers competences.

### **Youth Work - Input**

- Target Group: all young people and specifically disadvantaged and socially included groups
- Where: Out of school, where young people are
- Youth Work based on non-formal and informal learning
- Who: Youth organisations, informal groups, youth services, public authorities
- Aims: personal, social and educational development; voice, influence and place of young

people in society
- Work Fields: leisure activities, social care & services, participation in society, youth information, counselling and career services, youth policy, education, sports, peer-to-peer learning, volunteering, international youth work, street work, youth clubs, health etc
- Quality aspects of youth work: empowerment & active participation of young people in society, interests and needs of youth are taken into account, well-being, autonomy and inclusion of all young people

### Outcomes

The sketches of the participants highlighted specific approaches and types of activities used in youth work, amongst those were the following:

- Youth empowerment as a main goal of youth work
- International mobility programmes such as youth exchanges and international voluntary programmes as a specific type of activity aiming at confidence building and personal development
- Counselling as an important form of personal development assistance provided by youth workers on community level
- Motivation and activation of young people as a central element in youth empowerment work

### **Family Groups – Daily Reflection**

How are you/ How was the day?	What did you learn?	Suggestions
<ul style="list-style-type: none"> <li>- Tired and hungry</li> <li>- Happy and good</li> <li>- Tired, and an energiser would help</li> <li>- Better than yesterday</li> <li>- Tired</li> <li>- Boring</li> <li>- Dislike make a step forward exercise, some others liked it</li> <li>- Liked afternoon activity</li> <li>- Last session with sketches was very good because we saw five different approaches</li> <li>- Confused about circle of influence exercise</li> <li>- Privileged walk was extremely good and very enlightening</li> <li>- National and regional groups were interesting because we also saw difference in perceptions within one country</li> <li>- Most countries have very similar challenges of youth</li> </ul>	<ul style="list-style-type: none"> <li>- Comparing life realities</li> <li>- Recognised that money is not everything</li> <li>- Learnt that other countries have similar problems, its feels good not to be alone</li> <li>- We are part of something big</li> <li>- People felt happy that we are belonging to the privileged part of the society</li> <li>- Learning by exercises and doing is really interesting</li> <li>- Sketches gave practical insight into what youth work is</li> <li>- We are grateful about what we have</li> </ul>	<ul style="list-style-type: none"> <li>- Let us dance every hour for 5 minutes</li> <li>- Let's get outside of the hotel</li> <li>- We can go outside to have session outside of the room</li> <li>- More energizers</li> <li>- Lets play billiard and dance tonight</li> </ul>

## Day 4

The fourth day of the course addressed the topic of youth participation and placed it into the context of citizenship and youth work.

### **Session I – European Citizenship**

#### **Objectives**

- To exchange opinions on the meaning of citizenship
- To develop an understanding for the meaning of European Citizenship
- To prepare the ground for a discussion on participation and citizenship

#### **Activities**

The day started with a presentation of the daily programme and the feedback to the results of the reflection groups of the previous day.

Afterwards, the trainers handed-out to every participant a map including Europe, Northern Africa and parts of Asia and asked them to mark on the map Europe. Once all participants indicated "their" Europe all maps were placed in the middle of the seminar room and everybody had time to look at them.

Then, the participants were split into five groups and received the following tasks:

- Define what is Europe
- Define citizenship
- Define European Citizenship

After 30 minutes of group work, the participants returned to the seminar room and placed their flipchart presentations on the floor besides the maps and everybody once more received time to discover the results of the other work groups before a discussion on European citizenship followed.

A presentation on European Citizenship by the trainers closed the session.

#### **Outcomes**

In the discussions during the session the following ideas were articulated by the participants on Europe and citizenship:

- Different maps include different countries in Europe
- Most of the maps do not include Turkey
- Some people do not include the Baltics
- Difficult to indicate Europe on a map, because of so many different dimensions e.g. history, geography, culture, and politics
- Difficult to define Europe
- Caucasians think they are European but Western Europeans think that they are not
- Many similar definitions of citizenship
- Difficult to distinguish between EU citizenship and European citizenship
- Shared values as the basics for European citizenship are difficult to define

### **Session II – Youth Participation**

#### **Objectives**

- To exchange views on and develop an understanding for youth participation
- To create a comprehensive understanding of youth participation
- To discuss obstacles to youth participation

#### **Activities**

Building upon the notion of European citizenship which was discussed in the previous session, the participants were invited to discuss their own understanding of youth participation as condition for active citizenship.

Therefore, the participants were split into two groups to give everybody more space for articulating their ideas. Then in the two sub-groups, the participants were confronted with statements about participation and were invited to discuss those statements using the technique of a moving debate.

Some of the statements discussed were the following:

- In some countries it is better not to be involved in politics and participate
- Active participation and democracy starts in the family
- Young people are a vulnerable group in society and need help
- Young people usually don't know what they want and need – adults often know it better
- Participation means voting and being able to stand for elections
- Young people who want to participate should become young activists
- Instead of focusing on entertainment and fun all young people should be active in youth clubs and youth NGOs
- Young people are not that interested in participation
- Participation of young people is different from participation of adults
- Young people participate only when they have problems
- Young people are not willing to take responsibility, so, they don't want to participate actively
- Authorities support youth participation only when it is politically useful for them
- Young people in Youth Councils usually do not represent young people in general, but their own interests and opinions
- All young people have the right to participate
- Public authorities should be responsible for the financing and implementation of policies in support of youth participation
- Non-participation is a form of participation
- Through youth participation the societies are becoming more democratic
- Youth participation makes always a positive change

At the end of the session both groups joined in the seminar room and participated in a concluding discussion on youth participation.



#### Outcomes

During the discussions on youth participation in the sub-groups and in the plenary discussion at the end of the session the following ideas were articulated amongst others:

- Participation means to be involved and to be included
- Participation means to have access and it includes critical thinking
- Don't be afraid of making small changes, because little changes can trigger bigger ones
- Different type of participation exist at different levels
- We have to specify what means participation for us
- Participation starts in the family, but it does not stop there
- Cultural participation is at the core because being confident with yourself helps to reach out to social and political participation
- Participation makes us more powerful and helps us to have the strength to foster change in our society
- We have to take the opportunity that is offered and make use of the right to participation

## **Session III&IV – Pre-conditions for Youth Participation**

### **Objectives**

- To become familiar with an analytical concept for assessing conditions for youth participation
- To analyse conditions for participation on community level in the involved countries
- To increase the conceptual understanding of conditions for youth participation on the examples of the involved countries

### **Activities**

After having deepened the understanding of youth participation in the morning sessions, the afternoon was dedicated to analyse condition for participation in the involved countries and to draw conclusions for possible entry points for own activities fostering youth participation at local level.

Therefore, the trainers introduced the RMSOS-Model of pre-conditions for youth participation to the participants to provide them with an analytical tool for analysis their own communities. See the model below.

### **RMSOS MODEL**

RMSOS Approach is used by the European Charter on Participation of Young People in Local Life and regional life.

The approach is based on the principal that meaningful youth participation can only take place when the right conditions are created and all actors involved in the participatory work have the responsibility to ensure these conditions. The 5 keywords represent main conditions that have an influence on youth involvement on local level. Each of them focuses on a different support measure, but they are closely interrelated and have all to be fulfilled at the same time. Otherwise no full access for young people for participation in activities or decisions concerning their interests can be reached.

RMSOS is a tool for youth workers, young people and local authorities to have a critical look at their projects:

- to find out if the right conditions for young people have been ensured
- to check if conditions for youth participation have been given in a certain project

#### **RIGHTS:**

- young people have an explicit right to participate (human or citizen right)
- there should be local law stating that young people have to be consulted or participate in issues, actions and decisions affecting them
- young people and their project should actively promote their rights

#### **MEANS:**

- refers to resources of young people to cover basic expenses for food, shelter etc. or resources that enable them to participate e.g. education
- to support young people's involvement basic living conditions have to be ensured
  - Social security, Education, Housing, Healthcare, Transportation, Know-how/ access to technology

#### **SPACE:**

- physical space for young people to spend time, organise own activities, to gather
- space to participate in institutional framework of policy-making and to influence policy making

#### **OPPORTUNITY:**

- in order to be able to participate, young people need opportunity to do so
  - easy access to information about how to get involved, what are the opportunities and where
  - events, decision-making processes and systems have to be youth friendly
- structures have to be so organised that young people can understand them and fully contribute (in terms of time and structure for example)

#### **SUPPORT:**

- young people need to have access to several types of support

- financial
- moral
- Institutional
- these supports have to be on different levels
  - personal, organisational, community level

After this short input, the participants gathered in national groups to analyse their communities with the lenses of the model and by the help of guiding questions provided by the trainers. This analysis was done for 120 minutes, before the participants returned to the seminar room and shared their findings with each other. A short discussion on the conditions for youth participation as well as about the RMSOS-Model as an analytical tool concluded the session.



### Outcomes

The participants found it very challenging to analyse their community using the RMSOSO model, but most country groups managed well and found very interesting information about the conditions for youth participation in their country. Below are a few comments done by the participants on the work process and its outcomes:

- We found many shortcomings in our country and lots of space for improvement
- Very confused process in the beginning, then we found our way, and we identified the most urgent issues for youth participation
- Difficult process because we do not have a long history of youth participation
- It was difficult to analyse our community because we have different type of youth and their situations differ from each other, that is why we decided to focus on our own work context – pupils – and then it was much easier
- It was difficult to distinguish between the five pre-conditions because they are pretty much interlinked
- We discovered that we lack a lot of information about youth to properly conduct this analysis

### **Family Groups – Daily Reflection**

How are you/ How was the day?	What did you learn?	Suggestions
<ul style="list-style-type: none"> <li>- We are fine, not tired anymore</li> <li>- We felt confused, and some did not understand the conclusions of the last session (RMSOS)</li> <li>- We are ok, we are tired</li> <li>- Mentally exhausted, especially for the afternoon part</li> <li>- We are tired, but less than yesterday</li> <li>- Tired and disappointed</li> <li>- Same good as yesterday, for some yesterday was better</li> <li>- Most exhausted day</li> </ul>	<ul style="list-style-type: none"> <li>- We realised how important the cultural background is for looking at participation</li> <li>- We learnt about different perceptions on participation</li> <li>- RMSOS had too many questions, we felt lost because of our lack of knowledge and experience</li> <li>- We learn the difference between the RMSOS pre-conditions</li> <li>- We learnt what is youth participation</li> <li>- With the debate we framed what youth participation is specifically</li> <li>- RMSOS was a chance for us to deepen our understanding</li> </ul>	<ul style="list-style-type: none"> <li>- We want to leave to the excursion in the morning</li> <li>- Sauna should be open</li> <li>- Sanction to be imposed on those that are late</li> <li>- Give us the exact schedule tonight for tomorrow</li> </ul>

## Day 5

The fifth day of the training course, concluded the more conceptual part of the course by addressing youth empowerment and by a mid-term evaluation.

### Session I – Youth Empowerment

#### Objectives

- To become familiar with concepts of violence
- To distinguish between concepts of power and put empowerment into this concept
- To relate youth work to empowerment work in responds to violence in our societies

#### Activities

After the introduction to the day and the feedback to the results of the daily reflection groups of the previous day, the trainers introduced the session with a theatre-art based exercise on power.

Therefore, they placed five chairs into the middle of the room and asked the participants to re-arrange the chairs so that they would represent an image of power for them. Each participant was invited to create her/his own image one after the other. After all participants had done the exercise, the participants discussed which image was the most powerful and re-created it to understand who had power in the given image and how it was maintained as well as how power could be shifted. In the concluding discussion the trainers provided an input to the two main forms of power – “power over” and “power with” – and empowerment.

The next exercise was introduced by a short presentation to the “Theatre of the Oppressed” by A. Boal. This input was followed by a short sketch in which the participants had to find different ways of changing the shown situation of oppression and violence by actively intervening into the sketch following the rules of this specific form of theatre.

The session closed with a short discussion on power, empowerment and change and an input by the facilitators on the context of violence, power and youth work as an empowerment tool.

#### Outcomes

During the debriefing of the chair exercise, the following key words and associations on power were used by the participants:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>- Unconscious submission</li><li>- Hierarchy</li><li>- Isolation</li><li>- Dictatorship</li><li>- Against each other</li><li>- Subordination</li><li>- Oppression</li><li>- Options/ freedom of choice</li><li>- Partnership</li><li>- Inclusion</li><li>- Leadership</li></ul> | <ul style="list-style-type: none"><li>- Collective approach</li><li>- Unity</li><li>- Communication</li><li>- Resistance</li><li>- Democracy</li><li>- Informal power</li><li>- Revolution</li><li>- No dominance</li><li>- Unification</li><li>- Openness</li><li>- Equal leadership</li></ul> |
|---|---|

During the “Theatre of the Oppressed” sketch the following strategies of intervention and approaches to change were displayed:

- 1<sup>st</sup> intervention: strategy of violence against violence
- 2<sup>nd</sup> intervention: obeying rules in public but stay yourself and do your things hidden
- 3<sup>rd</sup> intervention: Open confrontation of the oppressors and try to split their unity by convincing the weakest member of the oppressors
- 4<sup>th</sup> intervention: be empathic to the oppressor and understand their own pressure and make them feel that your own way is not a threat to them
- 5<sup>th</sup> intervention: trying to convince the oppressor by being empathic to them that the own way is also a possible solution for them
- 6<sup>th</sup> intervention: Not to surrender and in the worst case to sacrifice oneself for the own idea

In the debriefing of the exercise, the following links to reality were articulated by the participants:

- Very often young people want to do something that is not allowed and they get punished for living their desires
- Youth generates new ideas, but the society blocks and prohibits these ideas
- Minorities are very often victims of oppression and face violence in our societies
- Existing social norms are often perceived limitations for young people
- Violence is a commonly accepted form of human interaction



## **Session II: Mid-Term Evaluation**

### Objectives

- To foster a reflection on the achievements of the course
- To receive a feedback from the participants on their learning progress
- To identify still existing learning needs of the participants

### Activities

The participants were explained the purpose of the mid-term evaluation and invited to re-join the very same groups in which they formulated their expectations on day 2 of the course. They were asked to take a look at their own expectations and to discuss the following questions in their group and to be ready to present their findings:

- Where are you now with your learning?
- What are you still expecting content-wise?
- Which suggestions do you have to yourself for bigger contribution and to the team of trainers?

### Outcomes

The following replies were given by the participants in the mid-term evaluation:

Where are you now with your learning?	What are you still expecting content-wise?	Which suggestions do you have to yourself for bigger contribution and to the team of trainers?
<ul style="list-style-type: none"> <li>- We understood the challenges of youth and took a look at structural shortcomings</li> <li>- We gained theoretical background on youth work</li> <li>- We got approaches on how to work with young people and understood realities of youth in Europe</li> <li>- We exceeded the expectations we had in relation to where we are in the course</li> <li>- We are at 2 out of five right</li> </ul>	<ul style="list-style-type: none"> <li>- We need more concrete solutions to the problems</li> <li>- We need more methods and techniques of youth work</li> <li>- We need to analyse the conditions for youth participations</li> <li>- How to get funding on European level</li> <li>- How to build partnerships across borders</li> <li>- How to apply for Erasmus+ Programme</li> <li>- We need more practical tools for project planning</li> </ul>	<ul style="list-style-type: none"> <li>- The tasks given to us need to be more specific</li> <li>- We need a better structured input</li> <li>- More focus on empowerment than on social-political structures</li> <li>- We want best practise examples of youth participation</li> <li>- Please share documents &amp; reports and resources</li> <li>- We want to play games together with everybody at night</li> <li>- We would like to make a video about us and our learning</li> <li>- More comfortable chairs</li> <li>- A training of trainers would be nice</li> </ul>

<p>now</p> <ul style="list-style-type: none"> <li>- We are half way, we met different cultures and different friends, stimulating environment</li> </ul>	<ul style="list-style-type: none"> <li>- We need an exchange of experiences</li> <li>- We want to plan projects</li> <li>- We want to share own experiences</li> </ul>	<ul style="list-style-type: none"> <li>to have</li> <li>- Please provide more hands-out</li> <li>- We would like to have an integrated NGO and Project Fair</li> </ul>
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### **Session III & IV – Excursion**

In the afternoon the participants went on an organised excursion to the former capital Mtskheta and to Tbilisi to get to know more about Georgia and to take some time for relaxation of the past working days and to recharge their batteries for the remaining training days. The excursion finished with a traditional Georgian evening with food, dances and traditional music in a local restaurant in Tbilisi.

## Day 6

The sixth day was continued the work on youth participation by moving from conceptual understanding to practical aspects of youth participation.

### **Session I – Participation: Personal Pathway**

#### **Objectives**

- To reflect on the own personal development path to become an active citizen
- To identify support structures for young peoples' empowerment
- To draw conclusions for youth participation and youth empowerment

#### **Activities**

After the obligatory introduction to the daily programme, the trainers shared a personal reflection method with the participants – the personal pathway. With the help of this tool, the participants were invited to identify on the example of their own past in which events in their life they felt empowered and which support structures helped them to be empowered.

After personal time for thinking of 30 minutes, the participants joint their family groups and shared their findings in a safe space. Then all participants gathered in the plenary and a short discussion summarised the findings and closed the session

#### **Outcomes**

In the final discussion of the session, the participants highlighted that they enjoyed the personal reflection time and the sharing within their family groups. They learnt more about each other and indicated that "the puzzle about each other" became more complete. One important insight for youth empowerment was besides others that also personal disappointments contribute to our learning and development.

### **Session II – Ladder of Participation**

#### **Objectives**

- To analyse the level of participation in the own community and within the own organisation
- To raise awareness about different levels of participation
- To identify different reasons for motivation of young people

#### **Activities**

In the beginning of the session the trainers introduced the model "Ladder of Participation" by John Hart to provide a conceptual framework to the participants that would allow them reflect on the level of participation in their own organisation and in their community in general. Thus, after the model was presented, the participants were invited to stand at the ladder to indicate - in general – at which level youth participation usually takes place within their organisation and community.

After a short discussion on the experiences with youth participation, the trainers asked the participants to think individually about motivation. Specifically the following two questions were asked:

- What motivates you?
- What demotivates you?

The participants wrote their replies on post-its and were invited to read out their findings in the plenary.

The session closed with a short input on the Flow-Model of Motivation (see below).

#### **Outcomes**

In the discussion on the Ladder of Participation, the participants shared their experiences with youth participation. Some of the most debated issues were the following:

- In my community in young people are forced to volunteer (dictatorship)
- When manifestations are announced against the government then people might be prohibited to go there or vice versa when there is a governmental manifestation people are forced to go (dictatorship)

- The ladder of participation is about our own organisational approach and to be aware where we are on the ladder in our daily work
- The exercise is about asking ourselves why are we not involving young people more in our activities

The individually work on aspects of motivation brought the following results:

- What motivates you?
  - o Reward: money
  - o Benefit: knowledge, gaining something new e.g. experiences, learn from successes of others recognition
  - o Joy, fun, doing what you love to do
  - o Satisfaction
  - o Understanding why are we doing things and developing ideas
  - o Seeing a need to be addressed
  - o Solidarity and being part of something bigger
  - o Support
- What demotivates you?
  - o No vision why we are doing things
  - o Lack of reliability
  - o Fear of failure
  - o Pressure and too high expectations
  - o No achievements
  - o Lack of resources, time capacities



### **Session III – Motivation**

#### **Objectives**

- To become familiar with one motivation model
- To identify possible measures of youth work to motivate young people to become and/ or stay active

#### **Activities**

The trainers build-upon the previous session by providing a simple model on aspects of motivation. After the presentation, the participants were split into five groups and each group received one aspect of motivation to create a short 4 to 5 minute sketch illustrating the respective aspect of motivation. For preparing the sketches the groups received 45 minutes, and afterwards each group presented their sketch which was followed by a short discussion on the conclusions for how to motivate young people being predominantly trigger by this type of motivation.

#### **Outcomes**

With the help of the sketches the following conclusions were drawn:

#### **Ownership:**

- People need to feel good in the project and have to feel that they can bring in their ideas

- Create a friendly atmosphere and Listen to the young people`s ideas
- All should have the chance to be involved in decision making process
- Be open to change something
- Young people need to feel they make decisions and that their ideas have an impact on the project

**Achievement:**

- Use role model to show youth the things that can be reached, but be transparent about the process
- Provide moral support
- Share experiences
- Give goals step by step
- Highlight the starting position to have a reference point for evaluation of success

**Recognition:**

- Use awards
- Provide opportunities for appreciation among peers and from leaders
- Give leadership opportunities

**Process:**

- Make the work process fun and enjoyable
- Include celebrations of success
- Create a nice work atmosphere
- Create interactive learning settings
- Find a hook for young people
- Make it appealing
- Highlight the joy part getting to know new people

**Purpose:**

- Connect youth to organisation and opportunities
- Explain effects of being active or passive
- Respect individual interest
- Develop efficiency
- Make the benefits of a project clear for the community and the youth activist
- Explain the why and what

**Additional Findings:**

- Identify what drives your youth and then work with them accordingly
- Talking helps to identify motivation of young people
- Feedback loops help to stay tune on what drives your youth

## Session IV – NGO and Tool Gallery

**Objectives**

- To share work experiences and approaches to youth empowerment and participation
- To learn from each other`s experiences
- To see practical examples of inclusive and participatory youth work

**Activities**

In the last session of the day, the participants received the opportunity to share their own work experiences and approaches with each other and to get inspired by the examples of youth work from the participating countries. Therefore, each participants or group of participants prepared short presentations of their organisations and a simple flipchart paper with basic information about their project example or NGO (name of the organisation or project, theme, country).

Once all participants finished their preparation the NGO Gallery started and each organisation/ project received time to shortly explain their work to the other participants before an open space allowed everybody to discover some projects/ organisations in more detail.

Task: Write on a paper the name of your organisation, the theme you work on and your country.

**Outcomes**

The following examples were presented by the participants:

- Power games (Greece)
- Organisation working with young people (Spain)
- EuroClubs (UA)

- Atinati Youth Centre & Radio (GEO)
- Organisation working on Youth Work: Youth Council, Cross-Cultural Exchanges, EVS (PL)
- Civic Engagement and Rights of Disabled (MD)
- Youth Opportunities in the frame of Erasmus+ and European Mobilities (IT)
- Active Citizenship (Menorca)
- International Youth Exchanges (AM)
- Political Education (GER)
- Language Courses and American Corner (AM)



### Family Groups – Daily Reflection

How are you/ How was the day?	What did you learn?	Suggestions
<ul style="list-style-type: none"> <li>- No disappointments, first day so far</li> <li>- Nobody was tired</li> <li>- Lack of sleep</li> <li>- We are ok</li> <li>- Less tired</li> <li>- We are happy</li> <li>- Calm day</li> <li>- Feel very well after free time</li> <li>- Best day so far</li> </ul>	<ul style="list-style-type: none"> <li>- NGO fair was good</li> <li>- Personal Pathway: we learnt a lot about our lives and we gained inspirations</li> <li>- Pathway was very useful as a self-reflection</li> <li>- Good to have the chance to learn about the Caucasus during the Georgian dinner</li> <li>- Good to know about NGOs and projects</li> <li>- We saw similarities in our activities of your NGOs</li> <li>- Challenges-Capacity model</li> <li>- Types of motivation</li> <li>- Motivation was a highlight both in theoretical and practical aspects with the sketches</li> <li>- We learnt also about countries when we talked about our NGOs</li> <li>- Different approaches to apply nonviolent means for change were discovered during the NGO fair</li> </ul>	<ul style="list-style-type: none"> <li>- Fruits for lunch and coffee break</li> <li>- Take a photo of the conclusions from the sketches</li> <li>- We want to go to restaurant tomorrow</li> </ul>

## Day 7

The seventh day started the last part of the training course by launching the project development and follow-up planning phase.

### Session I – Lessons Learnt: Solo

#### Objectives

- To provide space and time for a personal reflection of the participants on their own learning outcomes of the previous days and their potential use in their work
- To provide space and time for a personal reflection of the participants on follow-up project ideas

#### Activities

The day started as every day with the introduction of the daily programme and the feedback to the results of the mid-term evaluation of the previous day.

Then – still as part of a mid-term reflection – the trainers reminded the participants of the programme of the last day to transfer the participants into a mood for personal self-reflection. Afterwards, the participants received the following questions to think about what they learnt and how they could make use of their learning outcomes in their work as well as to generate first ideas for follow-up projects:

- What will you use from the training course?
- How and where would you use it?
- Are you willing and able/ ready to create follow-up projects, and if so, what would be your first ideas?

Then the participants were asked to ensure private space and to take 30 minutes of personal time to reflect on these questions.

After these 30 minutes the participants gathered in a circle and shared the results of their thinking process.

#### Outcomes

As a result of this session, the participants shared their reflection outcomes in the plenary. Some of the outcomes are stated below:

- o The topic of motivation was the most relevant for me
- o Motivate to motivate
- o Motivation and how to improve my organisation and make young people more involved
- o I liked theoretical and practical parts: I will share back home model of violence, motivation amongst others
- o I am on the step I can do my own projects
- o I liked the educational methods and can apply them in my work with youth back home
- o I like to be here
- o I plan to use the RMSOS model to create an environment of active participation in my village
- o I learnt that team work is better than working alone
- o Everybody can be active according to their capacity and willingness
- o I want to be a mediator between cultures
- o I learnt about motivation and some teaching methods
- o I would like to write an article about political education
- o The informal learning environment you created I will try to re-create in my work with young people
- o I thought about situation in my country and that I have to adapt my method to my cultural context
- o I saw motivated young people from different countries and that motivates me for my work in my country
- o Types of youth participation made me reflect on the forms of participation in my country and how to move from manipulation and decoration to more inclusive youth participation

## **Session II – Youth Participation: Project Planning**

### **Objectives:**

- To generate ideas for follow-up projects
- To form work groups for the development of the follow-up projects

### **Activities**

In the second session of the day, the participants were invited to generate project ideas and to form working groups for the remaining of the training course.

Therefore, the trainers started the session with a short input on the procedures for creating working groups and the approach of a needs-based planning process.

Following this introduction, the participants were split into four small groups, and asked each to come up with four themes they would like to work on. Once every group had presented their four themes. The trainers wrote all themes on an A4 paper and spread them out in the seminar room. Then the participants were invited to pick a theme by positioning them at the A4 paper. This way the working groups for the up-coming sessions were formed.



### **Outcomes:**

The following ideas were generated by the work groups:

- Counselling and training on conflict transformation
- Green thinking – Sustainable development
- Environmental community building
- Social inclusion for minorities/ integration
- Local volunteering for teenagers in schools/ lack of active participation/ youth motivation
- Rural youth – Discussion clubs for youth to debate about community problems/ youth initiative clubs
- Constitutional rights educator club/ awareness about human rights
- American corner in our community
- Write an article about political youth participation
- Healthy life style education
- Skills exchange – Personal capacity development
- Financial literacy training – how to manage your personal budget
- Social skills development for socially disadvantaged school children
- Gender inequality
- Intercultural learning
- Youth information, providing information about opportunities for young people

From those themes, the following were chosen by the participants for the project development phase:

- Gender
- Personal Community Development
- Conflict Transformation
- Environment Green Group
- Youth Club
- Inclusion/ Minorities

- Political Participation
- Motivation/ Participation

### **Session III & IV – Youth Participation: Project Planning**

#### **Objectives**

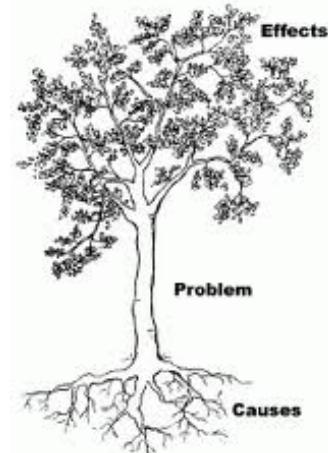
- To introduce the participants to simple tools for needs-based and outcome-oriented project planning
- To develop outlines for follow-up ideas

#### **Activities**

The trainers launch the project planning sessions with introducing an analytical tool for context analysis to help the participants in developing a better understanding of the problem they would like to address with their project idea. The respective tool was the tool problem tree.

After this input the participants went into their groups and applied the tool to their work context. After 45 minutes of work, the participants returned to the plenary and the trainers introduced another planning tool: Impact Chain.

The impact chain is a simple and easy to use tool helping oneself and others to understand the logic behind a designed project or initiative. It links the project resources and activities to the expected direct and indirect results in a cause-and-result relationship consisting of interlinked intermediate steps. This also allows to evaluate the success of the project in a process of programme monitoring and impact assessment since both, activities and the desired results are fully explicitly formulated, and can thus be evaluated.



<b>Impact Chain</b>			
Resources	Results	Effects	
Activities			
Output			
Outcome			
Impact			

Now, the participants were asked to return to their groups and to formulate their Impact Chain based on the findings of the problem tree. After another hour of work, the participants returned to the plenary, and the trainers asked them to indicate the usefulness of the tools, the obstacles and difficulties they had, and to which extend they managed to formulate their Impact Chain.

#### **Outcomes**

Most of the project planning groups managed to finalise their problem tree analysis and to formulate a first draft of their impact chain.

### **Family Groups – Daily Reflection**

How are you/ How was the day?	What did you learn?	Suggestions
<ul style="list-style-type: none"> <li>- Exhausted</li> <li>- Confused</li> <li>- Group work makes people to be tolerant</li> <li>- Good</li> <li>- Perfect</li> <li>- Refreshed</li> <li>- Tired</li> <li>- Motivated</li> <li>- Upset because trainers</li> </ul>	<ul style="list-style-type: none"> <li>- They learnt how to make a project and how to be involved in creating it</li> <li>- We learnt how to plan projects</li> <li>- Project management</li> <li>- Procedure of writing projects are different, and this one is another one</li> <li>- It's hard to find the correct formulation</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the details of the party of tomorrow</li> <li>- Come with us to Mtskheta</li> </ul>

<p>confused us with different inputs</p> <ul style="list-style-type: none"> <li>- We are cool</li> <li>- Long day, but it past quickly</li> <li>- Good process, good group</li> <li>- First half of the day fine, second half frustrated</li> </ul>	<ul style="list-style-type: none"> <li>- Structure of project planning</li> <li>- How to make a project, how to make it simple when reading the proposal</li> <li>- We learnt how to work together as a group and to learn from each other while respecting it each other</li> </ul>	
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## Day 8

The last working day aimed to share the outcomes of planning phase for the follow-up projects and to evaluate the course.

### Session I – Youth Participation: Project Planning

#### Objectives

- To check-up the work process of the project planning groups
- To finalise the planning process of the follow-up projects
- To prepare the presentations of the follow-up projects

#### Activities

The day started with the presentation of the work programme of the day and the feedback to the daily reflection groups of the previous day.

Following this introduction, the trainers asked every working group to indicate in which stage of the planning process they are. Afterwards, they asked every group respectively to finish with the most essential part of their project outlines and provided 45 additional minutes to finalise their project idea. Once all groups returned to the seminar room, the trainers provided an input to the presentation method "Elevator Talk" containing the following main points:

- Say why your project is needed and to which challenge it responds
- Say what you intend to do and how it would change the realities of young people
- Be concise
- KISS (Keep it short and simple)
- Use a catchy phrase to formulate your aim or your method
- Do not overload your presentation with details

Following this input, the groups received another 20 minutes to prepare their presentations in form of an "Elevator Talk".

#### Outcomes

The groups finished their project outlines and were ready for their presentations.

### Session II – Erasmus+

#### Objectives

- To share the planned follow-up projects with each other
- To receive feedback on the planned follow-up projects from each other
- To get a first insight into the funding programme Erasmus+

#### Activities

After the coffee break, the participants presented each other their follow-up projects using the presentation method "Elevator Talk". After each presentation the participants received feedback from the trainers and the other participants on the presentation and the project idea in general.

Afterwards, the trainers gave a short input on the Erasmus+ Programme outlining the the following aspects of the programme:

- Objectives and priorities
- Target group
- Description of the 3 key actions

#### Outcomes

The following project ideas were developed and presented by the participants:

1. Healthy life style (potentially Erasmus+)

Problem: Many people do not eat healthy food, do not move and do not spend time in the nature

Goal: To spread information about healthy life style

Activity: International training course with camping in nature; planting trees, bicycle rides

Target group: Young people

Venue: Not decided yet, but to be specified

## 2. Conflict transformation

Problem: Violence in communities is hampering the learning environment of students

Goal: To reduce violent behaviour of young people and to reduce school-drop-out rates

Activity: Baseline study to understand the problem at stake and its triggers better and then to design an appropriate intervention

Target group: Youth from dysfunctional families

Venue: Bucharest

## 3. Green

Problem: Lack of ecological awareness and responsible treatment of natural resources

Goal: To foster ecological awareness and responsible ecological behaviour among young people

Activity: Action day on ecological awareness including planting of trees and cleaning of a park or a forest

Target Group: Youth

Venue: not defined yet

## 4. Youth Club

Problem: Lack of youth participation on local level

Goal: To involve youth in political decision making for youth concerns on local level

Activity: Create a platform/ space that is youth-driven but adult supported; 5 young people conduct a survey on needs and interests of youth and analysis then the survey results and present results to local authority to request support and money for a local youth driven project addressing youth needs in the community

Target Group: Rural youth

Venue: small villages in Moldova and Italy

## 5. Inclusion (potentially Erasmus+)

Problem: A lack of cultural, social and special segregation of migrants and ethnic minorities

Goal: To create mutual understand between migrants and locals

Activity: International youth exchange

Target Group: Immigrants, ethnic minorities and local youth

Venue: to be defined

## 6. Political Participation

Problem: Many young people and adults have a limited understanding of human rights

Goal: To make people aware about their rights as human beings by spreading information about human rights

Activity: Public lectures on human rights and their relevance for our daily life

Target Group: Youth and adults

Venue: To be defined

## 7. Motivation-Participation

Problem: Many young people do not engage into social activities in their community and remain passive citizens

Goal: To activate youth for local volunteering

Activity: Workshops on community level

Target Group: Teenagers

Venue: Ukraine, Azerbaijan, Romania

## 8. Gender (potentially Erasmus+)

Problem: Many young people do not know much about human rights and cannot detect human rights violations

Goal: To increase the knowledge about human rights, specifically on the gender dimension among young people

Activity Training course to educate youth about human rights, specifically on gender dimension

Target Group: Youth

Venue: to be specified

### **Session III – Evaluation**

#### **Objectives**

- To provide space and time for the participants to evaluate their learning progress
- To reflect on the initially articulated expectations and assess to which extend they have been matched
- To introduce the youth pass and its key competences as a tool for self-assessment of the participants learning achievements

#### **Activities**

The session started with a short introduction to the usefulness of an evaluation and the necessity of such a process. Afterwards, the trainers introduced the Youth Pass and its key competences to the participants.

Following this input, the participants were asked to get back to the groups in which they have formulated their expectations towards the course, and to assess to which extend their expectations were matched throughout the course. After 20 minutes of this reflection process each group shared their findings in the plenary with the trainers and the other groups.

The last part of the session gave time to the participants to fill-in the online evaluation form, before the training course was closed by the trainers.

#### **Outcomes**

The participants developed an understanding for the youth pass key competences and were able to apply this new knowledge in the evaluation forms when rating their learning progress in the respective competence categories.

Moreover, the participants assessed initially stated expectations and evaluated the course in general with the help of the evaluation forms and the oral parts of the evaluation session.

#### **Afternoon and evening**

In the afternoon after the third session the participants had time to make their arrangements for departure and to prepare the farewell party with support of the support staff.

In the evening, the farewell party gave time and space to say goodbye to each other and the participants received their Youth Passes.

## Day 9

The participants left the training venue and returned home.