



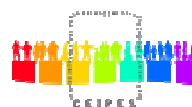
**Youth Participation through Virtual and
Intercultural Dialogue**

United Network of Young Peacebuilders



Youth Participation through Virtual and Intercultural Dialogue

In collaboration with:



fundació **cat**alunya voluntària

*Azərbaycan Təfəkkür
Gənclər Assosiasiyası*



*Azerbaijan Tafakkur
Youth Association*



With the support of:



European Youth Foundation (EYF) and



Haëlla Stichting

Contents

Introduction.....	4
Background.....	4
Overview.....	5
Objectives & Aims:	6
Phase 1: Action research and forum discussion on intercultural dialogue.....	6
Phase 2. Training course.....	8
Programme:.....	9
Follow-up phase	20
Follow-up phase	21
Evaluation.....	25
Conclusion	30
Trainers.....	32
Organisations.....	32

Introduction

The aim of the following report is describe in details the process and main aspects of the project “Youth Participation through Virtual and Intercultural Dialogue”. The project was a three phase project which took place in 2011. The project included a research phase, a training course which took place in Schoorl, The Netherlands between the 3rd and 9th of July 2011 as well as local follow-up projects. The project was organised by United Network of Young Peacebuilders (The Netherlands) in collaboration with six organisations from across Europe and was supported by Council of Europe through European Youth Foundation and Haëlla Stichting.

Background

European and local level have made several decisions to influence the involvement of young people and their contribution to the improvement and construction of more democratic societies according to universal and European principles and values like freedom, justice, equality and others.

A good example for the European level is the resolution (12 December 1996) of the European Parliament, in which measures were taken aiming at protecting minor groups like youth in the European Union. The Member States were called upon to promote the political participation of young people in the regional, national and local levels through different associations and organisations.

Also, the Lisbon Declaration, adopted at the World Conference of Ministers Responsible for Youth held in Lisbon in August 1998, urged Member States to encourage the active participation of youth in all spheres of society and the decision processes.

To promote and encourage youth participation in the European public life several funds and programmes have been set up.

The Council of Europe established the European Youth Foundation in 1972, whose main purpose is to finance European youth programmes and activities promoting peace, understanding, and co-operation in a spirit of respect for the fundamental values of the Council of Europe. The subsidised activities range from international youth meetings to pilot projects.

The European Union has also developed its own action programme, namely ‘Youth in Action 2007-2013’. The aim of this programme is to encourage young people’s active participation in society and increase their sense of belonging to the European region. This program also aims at developing education and training programmes that can contribute to enhance the quality of young people’s values such as solidarity, mutual understanding and cooperation.

In order to create peaceful societies, the contribution of young people is crucial. Youth can and has to bring a positive change into our contemporary society. Youth has the power and knowledge to foster the elimination of poverty, discrimination, xenophobia, types of violence and injustice among others. For this reason it is necessary to expand and promote different ways and spaces that allow interchange of ideas and information among young people, to learn from each other, to propose alternatives, solve practical and structural problems. These actions could stimulate empowerment and self-determination.

Overview

The project “Virtual and Intercultural Dialogue” was a three phase project that took place in 2011. The project included an action research on youth participation and intercultural dialogue, a 5-day training course and local follow-up projects to advocate for the outcomes and recommendations of the research or a project to address the issues identified.

Phase 1: Action research and forum discussion on intercultural dialogue

Phase 2: Advocacy training

Phase 3: Local follow-up projects

The training course was based on peer-to-peer learning and non-formal education. Methodologies used include role plays, group work, presentations and interactive discussions. The training course was based on “Youth Advocacy for a Culture of Peace: A Reflective Guide for Action in Europe” by UNOY Peacebuilders and “Have Your Say! Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life” from the Council of Europe.

Also, this project included partners from eight European countries:

- Helsinki Citizens Assembly Vanadzor (Armenia)
- Peace Dialogue (Armenia)
- Azerbaijan Taffakur Youth Association (Azerbaijan)
- U Move 4 Peace - Pax Christi Vlaanderen (Belgium)
- Academy for Peace and Development (Georgia)
- CEIPES (Italy), PATRIR (Romania)
- Fundació Catalunya Voluntària (Spain)
- UNOY Peacebuilders (The Netherlands)
- Konya Provincial Directorate of National Education (Turkey).

The project was aimed at European youth from the age of 18 up to 30 from the selected countries who are affiliated in the youth organisations in their country or community as volunteers, activists, youth workers, etc and who are involved in aspects like intercultural dialogue, youth participation, democracy, human rights and interested in influencing policy-makers at local, national and European inter-governmental level. Each partner organisation identified three young participants from their country through an open call, which formed a team. Each team conducted action research on their country or communities on issues related to intercultural dialogue and peace.

Objectives & Aims:

- To provide the participating youth with the skills and tools needed to become active agents of social change and to conduct a local advocacy meeting and to disseminate their results
- To bring youth interested in youth participation and intercultural dialogue from across Europe together
- To raise awareness on intercultural dialogue within Europe and to analyze and debate the role youth can have in addressing issues in a multicultural society through action research and advocacy
- To share outcome of action research in addition to best practices and lessons learned in order to enhance dialogue and exchange of ideas and opinions amongst the different youth coming from a variety of cultural backgrounds
- To provide participants with skills, tools and knowledge

Phase 1: Action research and forum discussion on intercultural dialogue

Once the participants were selected, the first phase called “Action research and forum discussion on intercultural dialogue” began. The participants had to do action research on problems or situations that affect their country, city or community that relates with topics like: youth participation, intercultural dialogue, gender, minorities, Human Rights, peace, freedom, violence and discrimination.

The main methodology used for this phase was Action Research which contributes to social change through active and democratic participation of all actors involved who also can propose solutions or alternatives to the problems and issues. Other important aspect of this kind of research is that it gives voice and space to actors or social groups who are often marginalized and discriminated, thus becoming visible and transforms problems that previously were unknown or ignored. Thus action research is a process for the emancipation of the groups, their self-knowledge and empowerment to satisfy the needs of their environment.

To explain the participants what are the main aspects of the Action Research Methodology a practical guide was made. The guide explained what an Action Research is about, what makes it different from an academic research and what the purposes and steps of the research were. It also described the different methods, techniques and tools that can be used in an action research.

To read the complete guide, please visit the following link:

<http://www.unoy.org/vdialogue/wp-content/uploads/2011/05/112704manualresearch.pdf>

In this framework, the participants conducted their own research through interviews, desk research and surveys amongst young people and youth organisations. Moreover, with the support of the partner organisations the participants identified and chose the most important issues or problem. The participants used the Problem Tree Exercise to identify the main root causes, the problem and the consequences of the issue selected.

The research process took one month. During the same time the participants had the opportunity to discuss the process and the main findings on an online forum called “Youth Participation through Virtual and Intercultural Dialogue”, which is still available at the following link: <http://www.unoy.org/vdialogue>. The purpose of this space was to allow participation, dialogue, interchange of ideas and experiences among the teams about different topics and problems analysed and examined.

To accomplish this purpose, the participants were encouraged to dig deeper. In order to help them understand the underlying causes better four general critical questions were published during four weeks. Each week one new question was published on the virtual forum. The questions were the following:

- Week 1: Which problems or challenges do youth in your country or community face?
- Week 2: What are the causes and effects of the problem on the lives of the youth?
- Week 3: What are the possible recommendations/ solutions to the identified problem(s)?
- Week 4: How can you address the identified problem? Who can participate?

This way the participants could learn more about the topics and research process of the other teams as well as they could compare and understand the problems, interests and challenges that European youth face. At the end of this phase and some days before of the training course the participants wrote a small research report in which they described the topic research, level, target group, problem or situation identified, structural causes and effects, resources used, possible recommendation alternatives.

The main challenge in this phase was that the participants were recruited late and had limited time to do the research. Some teams were also not briefed well enough by their organisation about the overall theme of the project and started researching issues that were not directly related to intercultural dialogue. However, the issues were still related to youth participation. Through the project itself though the intercultural dimension was addressed.

The final outcome of this first phase was the elaboration of the following projects research:

Topic research	Organization	Country
Role of Social Networks and Mass media in Democratic Transition of the Southern Caucasus (Armenia, Azerbaijan and Georgia)	Helsinki Citizens Assembly Vanadzor- Peace Dialogue	Armenia
Conflict, gender, human rights	Azerbaijan Taffakur Youth Association	Azerbaijan
Intercultural interaction through the usage of media.	U Move 4 Peace - Pax Christi Vlaanderen	Belgium
Unemployment	Academy for Peace and Development	Georgia
Unemployment	CEIPES	Italy
The inclusion of the Roma young people in education system in Romania	PATRIR	Romania

Spanish Revolution and 15M	Fundació Catalunya Voluntària	Spain
Immigration/asylum policy for young unaccompanied asylum seekers	UNOY Peacebuilders	The Netherlands
Drug addiction	Konya Provincial Directorate of National Education	Turkey

Youth Participation through Virtual and Intercultural Dialogue

Overview News Country Teams Contact Search

A UNITED NETWORK OF YOUNG PEACEBUILDERS PROJECT

Overview

YOUTH PARTICIPATION THROUGH VIRTUAL AND INTERCULTURAL DIALOGUE

The project "Virtual and Intercultural Dialogue" is a three phase project. The project includes action research on youth participation and intercultural dialogue, a 5-day training and a local follow-up meetings to advocate for the outcomes and recommendations of the research:

- Phase 1: Action research on intercultural dialogue
- Phase 2: Advocacy training
- Phase 3: Local follow-up with policy makers

Objectives & Aims:

- To provide the participating youth with the skills and tools needed to become active agents of social change and to conduct a local advocacy meeting and to disseminate their results
- To bring youth interested in youth participation and intercultural dialogue from across Europe together
- To raise awareness on intercultural dialogue within Europe and to analyze and debate the role youth can have in addressing issues in a multicultural society through action research and advocacy

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Participant Links

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Phase 2. Training course

After the research phase and online discussions, the participants attended at the training course on youth participation and advocacy that took place 3rd to the 9th of July 2011 in Schoorl, The Netherlands. This second phase had as principal focus on the empowerment of the youth in youth participation on issues related to intercultural dialogue.

The training course was under the guidance of the trainers Lillian Solheim from UNOY Peacebuilders and Meg Villanueva from Fundació Catalunya Voluntària. The participants learned and discussed about topics related to youth participation and project management such as different ways of conducting advocacy, conflict mapping, levels of participation, problem tree exercise, SWOT analysis and communication strategy. Furthermore, the training course included key concepts and frameworks of Council of Europe as well as the Policy of the Council of Europe on the inclusion of youth and the general aspects and types of projects of the European Youth Foundation.

On the other hand, one of the most important aspects was when the participants presented their researches and projects. They shared the information on their research process, resources and

interest with each other. Issues such as diversity, advocacy, citizenship, youth participation, intercultural dialogue, experience and current realities of their countries were discussed in smaller groups as well. The participants learnt not only about the different issues they were facing, but could also compare and learn about the similarities. For instance, some of the countries chose independently of one another to look at similar themes.

This way, the training course provided the participating youth the skills, tools, knowledge and contacts needed to become active agents of social change, meanwhile participants expanded their knowledge and strengthened the cooperation and relationship amongst themselves and their youth organisations which contributes peacebuilding, democracy and youth participation in Europe.

At the end of the training course, the materials used during the training course (including power point slides and other documents about Statement Exercise, Youth Advocacy for a Culture of Peace, What is Youth Participation?, Ladder of Youth Participation, Executing a Strategy, Advocacy Action Planning, How to do lobbying and last but not least the project presentations) were uploaded to our website.

Programme:

During the training courses the participants attended and followed the below programme:

Day 1: Introduction to main concepts such as: youth participation, citizenship, intercultural dialogue, advocacy) and terminology. Presentation of Ladder of Participation. Fears and expectations, group contract. Teambuilding.

Day 2: Steps to planning an advocacy project 1: Advocacy analysis, Introduction to tools: needs analysis, problem tree exercise, mapping exercise and Presentation of country research.

Day 3: Steps to planning an advocacy project 2: defining aims, formulating objectives, writing a position paper, planning, SWOT analysis, choosing methodology evaluation, follow-up.

Day 4: Advocacy role play, Summary of main concepts and Introduction to Council of Europe.

Day 5: Project planning. Advocacy action planning and presentation of plan and follow-up activities. further resources, final evaluation and intercultural evening and good-bye party.

Methodology

The training course combined methodologies of non-formal education in youth participation and advocacy. For this reason, participative teaching style was very important because it gave participants the opportunity to learn, exchange and discuss about their own ideas and experiences from different situations and challenges that youth European face. This type of approach was reflected in activities like interactive lectures and presentations, group work, discussions, simulation exercises, role-plays and individual reflection that allowed participants to have open discussion and develop a mutual learning process.

Specific methods that were used are the following below:

- Non formal education such as theatre, role plays, etc
- Interactive workshops given by experienced trainers on specific topics

- Presentations by the participants
- Informal learning: learning outside of the scheduled program through social activities where the different youth can interact such as movie nights, dinners, storytelling, etc.

Venue

The venue of the training course is the following:

Doopsgezind Broederschapshuis Schoorl

Oorsprongweg 3

1871 HA Schoorl, Netherlands.

Tel: (072) 509 12 74

info@dbhschoorl.nl

www.dbhschoorl.nl

Participants

25 participants from Armenia, Azerbaijan, Belgium, Georgia, Italy, Romania, Spain, The Netherlands and Turkey. 2 participants could for various reasons (including visa issue) not attend.

List of participants.

Organization- Country	Participants	E-mail
Helsinki Citizens Assembly Vanadzor (HCAV) Armenia	Astghik Mkrtumyan	astghik-m@hotmail.com
	Sergey Movsisyan	serjio.mov@gmail.com
Peace Dialogue Armenia	Anna Zakaryan	zakaryan88@rambler.ru
Azerbaijan Taffakur Youth Association (ATYA), Azerbaijan	Ramig Mustafa	ramigmustafa@yahoo.com
	Narmin Mammedova	nermin_chess@yahoo.com
U Move 4 Peace Pax Christi Vlaanderen Belgium	Carol Chukwuemeka	ir.pc2010@hotmail.co.uk
	Christophe Lardinois	christo--@hotmail.com
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Programme Overview

Report day by day

DAY 0: Arrival at Schoorl, 2nd July 2011

Participants arrived at Schoorl at the Doopsgezind Broederschapshuis Schoorl, a conference centre about an hour from Amsterdam. During the welcome dinner they had the opportunity to meet each other and the team. After dinner a couple of small games helped the participants to get to know each other better in a relaxed, informal atmosphere.

DAY 1: Introduction and concepts, 3rd July 2011

The first session of the day served as an introduction to UNOY Peacebuilders, to the organisation's vision, aims, concrete activities and practices.

The participants were introduced to the program of the training course and familiarized with the methodology and approaches going to be used.



A group contract was reached by consent from the group highlighting aspects in particular showing respect to each other, being patient and tolerant with each other and some organisational aspects like active participation during the sessions, being on time and listening carefully. *(Picture: the group is working on the group contract)*

The participants had also the chance to express their hopes, fears and expectations regarding the training course.

Hopes	<ul style="list-style-type: none"> • To listen to good presentations • To be able to bring valuable contribution to the training • To use knowledge gained here in a productive manner • This training will be a great opportunity to help youngsters • To bring valuable ideas when returning to countries
Fears	<ul style="list-style-type: none"> • Work relationships based on trust can't be built • The group may not be able to work together because of different cultural backgrounds and stereotypes • To communication difficulties • Not being able to contribute to the sessions • One week might not be enough for learning all the lessons. • Fears that local follow-up project can't be done • Fears about not understanding the lessons • Fears about the intensity of the trainings • To leave without having learnt anything practical and personal
Expectations	<ul style="list-style-type: none"> • Respect for cultural differences • Understanding the differences between each other • To build a strong team • To be able to collaborate also in the future • To gain new friends

	<ul style="list-style-type: none"> • To get to know firsthand information about the situation of youth in other countries • To learn how to work in a team consisting of different people with different national and cultural backgrounds • To hear personal stories from the participants with different background • To gain practical skills on advocacy – tools and knowledge • To improve intercultural dialogue • To learn about political and social issues of the participants' countries
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In the teambuilding session participants played the “2 minutes with XYZ” game and the “statement exercise”. The aims of these games were to create cohesion between the team members and make them think about topic being addressed later on in the seminars.

“2 minutes with XYZ”

Each participant picked a folded paper explaining a scenario where he/she needs to explain about his/her organisation in 2 minutes. Scenarios:

- “You are at the white house and was called to introduce yourself by President Obama”
- “You were called onstage to present about your organisation in a reggae concert”
- “You are at the birthday party of your grandmother”
- “You meet Bono in the lift of a hotel”
- “You meet the mayor at a local event”

Statement exercise

Participants had to place themselves on a line according to what extent they agree/ disagree with the following statements:

- Young people are more interested in Facebook than in volunteering and participating
- Young people should not be seen nor heard in my community
- I can call the local mayor and ask for an appointment



The first day was about introducing the participating youth to the main concepts and terminology of youth, youth participation, citizenship and advocacy and a presentation was held about the “Ladder of participation”. (*Picture: group listening to introduction*) These sessions helped the participants to get a basic overall knowledge about the above-mentioned topics and through these sessions they were also stimulated to think about their understanding of the terms of youth and youth participation and to share and reflect on their personal experiences.

Through the example of an advocacy meeting of the United Nations, the participants could learn about the steps of advocacy from the preparation phase until the meeting itself. This example was also meant to inspire the group that advocacy can reach up high levels and standards with the help of young people and campaigners.

Late afternoon a World café was held, the participants were divided into five groups, and had to brainstorm about the topics seen below. At the end one “reporter” from each group presented the main findings to the whole team.

- What is youth participation? How can youth participate?

- Why is youth participation important?
- What are some of the challenges to youth participation?
- Personal timelines. When did you get involved? How? Why? Why not?

The World cafe highlighted the diversity in experiences, and gave the participants the opportunity to share personal experiences. The world cafe debrief also led to a discussion if youth participation is always positive.

The last activity of the day was the presentation about the so-called “Ladder of participation”. When the participants were equipped with the necessary theoretical knowledge they were asked to brainstorm in groups about how young people can be more involved in projects and community and what is needed to encourage/ strengthen/ improve youth participation? The best three ideas/practices were presented in plenary.

The last program of the day was the Intercultural evening (*see picture*). The participants with the same nationalities formed small groups and presented some typical aspects of their cultures in the form of a presentation. Each country team included one interesting or little known fact about the country, one hand or body gesture, three good things about the country and three social, political challenges.



DAY 2: Steps to planning an advocacy project 1. 5th of July 2011

The second day was dedicated to advocacy analyses and country presentations.

The participants learned about the several possible tools that help them conduct a successful campaign or project. They were introduced in particular to the “needs analyses”, “problem tree exercise” and last but not least to the “mapping exercise”.

After this mainly theoretical part the participating youth were asked to make a country analyses in country teams based on the research had been conducted in the first phase of the project. After the preparation each team presented its project and there was a space given to interactive discussions to share ideas and solutions to the issues identified and presented. (*picture: Spanish team presentation*) The subjects of the country presentations can be found in the table below.



Presentation and projects

Country-Organizations	Focus	Background and rationale	Comments from trainers and other participants
<p>Helsinki Citizens Assembly Vanadzor (HCAV) Armenia</p> <p>Peace Dialogue Armenia</p>	<p>The role of social networks</p>		<ul style="list-style-type: none"> •The project suggested was very ambitious, and they were thinking of asking research institutes for support. •They also would need another partner in a neighbouring country, or the project could be rephrased and focused only on Armenia and young people. •Could have a look at how the opinion of young people is formed. Do they get their opinions from friends, the media or their parents? •Project a bit too broad – maybe would be good to insert parts of the interviews, make the research more practical.
<p>Azerbaijan Taffakur Youth Association (ATYA), Azerbaijan</p>	<p>Focus 1: lack of human rights and freedoms</p>	<ul style="list-style-type: none"> •Causes identified: inefficiency of the laws, officials abusing their positions of power, lack of interest of international community. •Result: restriction of public freedoms, corruption, fraudulent elections, lack of confidence in the government, unemployment. 	<ul style="list-style-type: none"> •Solutions for these? Human rights and freedom – education through training, media, teach people that they have to demand their rights, teach women that they are equal for men. •Planning of those trainings still in process. •Government not doing anything. •Issue – trying to use the media – lack of control of the media + media governmentally-controlled. •Focus on attempting to change the younger generations. •Need to take into account raising women’s awareness, but also working with men. •Take a step by step issue, start by focusing on women’s immediate needs. Narrow down the focus. •Think of the implications.
<p>U Move 4 Peace Pax Christi Vlaanderen Belgium</p>	<p>Focus: intercultural action through the use of media</p>	<ul style="list-style-type: none"> •Starting with the riots in Antwerp sparked by Moroccan football fans •Frustration at the lack of space for intercultural dialogue in the media •Media doesn’t pay attention to racial minorities, doesn’t try to foster understanding •Actors: native Belgians, Immigrants, Youth 	<ul style="list-style-type: none"> •Will focus on Antwerp, but might also try to go to the Walloon region •Maybe an issue about nature, Belgians tend to be more close-minded •Need to look at the impact caused by lack of government

		<p>age 10-25, Political actors, Organizations</p> <ul style="list-style-type: none"> •Principles from Kif Kif, an organization focused on social equality •Using debates between people from different communities to try to understand the way they feel about and act toward non-native Belgians, immigrants •Try to include people from all society, all levels, including people with disabilities •Focus: Racism, social issues, unemployment, unequal opportunities, isolation of the immigrant communities •Will also discuss the “Flemish” issue •Will write an article (Pax Christi), video (to post on stamp media), questionnaires (support Red Cross), interviews 	
<p>Academy for Peace and Development (APD), Georgia</p>	<p>Focus: Don't concentrate on the issue with Russia, focused on number 2 problem: youth unemployment</p>	<ul style="list-style-type: none"> •Overview of the problem •Used trainings and other projects to ask their young participants what they considered to be a problem •Causes (according to the surveys – students): few working places, lack of information about market needs, lack of work experience (an educational system that doesn't offer nor promote internships), discrimination, corruption. •Consequences identified: lack of financial independence, crime, health problems, change of profile, loss of motivation (less desire to carry on in higher education), family conflicts, demographic problems (late marriages). 	<ul style="list-style-type: none"> •Will focus on market information, making sure young people know what kind of jobs are needed in Georgia at the moment and what steps have to be taken to start a career in these fields.
<p>CEIPES Italy</p>	<p>Focus: youth unemployment</p>	<ul style="list-style-type: none"> •Causes identified: late retirement, diplomas not valued, changes in law, lack of work experience •Effects: to do work you are over qualified for, frustration •Interviews – a lot of people asking the government to take actions or change labour law. 	<p>-To check the level of the project.</p>
<p>PATRIR Romania</p>	<p>Focus: Roma youth community and drop out rate in school (only 40% enrol in primary school, only 30% complete it, only 20% go to secondary school, only 1% go to university)</p>	<ul style="list-style-type: none"> •Causes: relationship with the teacher, poverty, teachers do not understand their culture nor their conditions, Roma culture doesn't promote education, discrimination, media, negative connotations are linked to the word gypsy – even Romanian kids are not friendly to Roma kids, not able to learn their mother tongue, parents not involved (not educated, and not interested in their children's education). •Effects: violence, crimes, social problems, more children forced to remain in the street, health problems, self-poor image, isolation 	<ul style="list-style-type: none"> •Will focus on Roma youth, Romanian youth, Roma parents and teachers.
<p>Fundació Catalunya</p>	<p>Focus: 15M – the Spanish</p>	<ul style="list-style-type: none"> •Bringing together people from all backgrounds and with their own political 	

Voluntària (FCV) Spain	revolution against the political system that took part in Spain and in front of Spanish embassies in Europe's main cities	ideas <ul style="list-style-type: none"> •Causes: corruption, power is centralised in the hands of a few, low public services, unemployment •Demands: eliminate political class privileges; right to housing, liberties and participatory democracy; reduction of military spending, bank control 	
UNOY Peacebuilders The Netherlands	Focus: social isolation of young unaccompanied (-without their parents) asylum seekers	<ul style="list-style-type: none"> •Most younger than 18, a particularly vulnerable group •Increasing number of people – total amount this year 30,300. •Coming from Somalia, Afghanistan and Iraq •The Netherlands is the only country where young asylum seekers get a temporary resident permit until they are 18 •After 3 years, the young asylum seekers will normally get a permanent residence •Will advocate for two reasons: 1) there is an increasing number of young unaccompanied asylum seekers; 2) lots of them have been staying here for over 3 years without having their situations regulated •Causes identified: psychological challenges, cultural shock, language barrier, long procedure, budget cuts on social services, stereotype of foreigners in the Netherlands, insufficient educational opportunities, lack of information •Effects: psychological problems, negative perception of Dutch society, lack of interaction with the local population, low level of education 	<ul style="list-style-type: none"> •Problem is also linked to the fact that they change location very often •Actors: distinction between general population and local population in terms of the location where asylum seekers are situated •Will speak to asylum seekers, and see what they consider to be their problems and the effects •Want to make sure they actually represent the asylum seekers and give them a voice • Implication of working with vulnerable groups need to be considered not to do more harm.
Konya Provincial Directorate Of National Education Turkey	Focus: drug addiction	<ul style="list-style-type: none"> •Causes: boredom, lack of self-confidence, attempts to draw someone's attention, lack of family support, psychological problems, peer acceptance •Effects: social exclusion, health problems, criminality, brain damage, •Main actors to focus on: friends, youth, teachers, family structure, discos and bars 	

DAY 3: Steps to planning an advocacy project 2. 6th of July 2011

During the third day the participants followed sessions about “Development of message and campaign” and “Creating an advocacy strategy” until 12:30 and then they had a free afternoon.

The first session of the day, “Development of message and campaign” focused on advocacy tools. The trainer pointed out the importance of finding the right tools for a campaign and taught the youth how to develop a campaign. First and foremost the participants were introduced to the SWOT analyses, in the next step they were explained how to define aims and formulate objectives, write position papers and last but not least how to choose methodology for evaluation and do a follow-up. The participants were asked to work in country teams and do analyses to put knowledge gained in practice.

The second session, namely “Creating an advocacy strategy” focused on the following topics:

- Choosing the right approach
- Media
- Campaigning
- Lobbying/ formal advocacy
- Informal advocacy
- Mobilization of people

DAY 4: Advocacy role play. 7th July 2011

The first session of the day was a summary of the first three days, when the main concepts and findings were highlighted again. This was a kind of preparation for the next exercise of the day, for the advocacy role play (see picture).



The role play was taken from the “Have your Say-Manual on the Revised European Charter on the participation of young people in local and regional life”.

Participants were given different roles and had to prepare for a meeting at the town hall where the item on the agenda included the setting up of a local youth council. Throughout the activity, the participants could learn first hand how a meeting is conducted, learn to formulate arguments and present those.

At the end the role play was debriefed and discussed with the participants. The participants agreed the role play was useful and also most likely realistic. It exemplified the importance of good preparation and also to make sure that you can address the arguments of your opponents in a good way.

The last educational programme was an interactive presentation held by Michelle Bergdoll about the council of Europe. After a highly engaging quiz which gave the main facts about the Council of Europe, the participants could learn more about the various opportunities that exist for young people.

After the dinner a Quiz night was organised to recap some of the information provided during the week on the main content of the training course, but also on the participants and their countries.

DAY 5: Project planning. 8th of July 2011

The last day of the training was one of the most exciting and challenging ones as the participants had to plan their own follow-up projects. These follow-up projects planned in SchoolI have to be realised in the home countries of the participants. By the time of the writing this report (October 2011), some organisations have finished their projects by now and some are still working on it at the moment. *(Picture: Meg giving instructions for follow-up projects)*

The advocacy actions were planned carefully in teams paying attention to all the little details learnt during this week. The teams were also provided with the Timeline



and Activity Planning Worksheets which form essential parts of the follow-up projects. When the team were ready with their plans they presented their projects and results for the whole group. The main aim of the follow-up projects was to encourage the participants to visit local policy makers. In their research and planning, some of the teams felt there were other ways of participating that would address the issue in a better way rather than visiting policy makers. For instance through campaigns, educational activities etc. Since all the proposed projects related to youth participation, a variety of methodologies were accepted as long as it related to youth participation in one way or another.

The last session of the training was the evaluation of the whole week when the Hopes, Fears and Expectations listed up the first day were revisited. Overall, the participants were satisfied with the course. The main remaining fear regarded the follow-up project and if they would have time to complete the project on time.

Programme – Youth Participation through Virtual and Intercultural Dialogue

	Day 01	Day 02	Day 03	Day 04	Day 05	Day 06	Day 07
	<i>Arrival</i>	<i>Introduction and concepts</i>	<i>Steps to planning an advocacy project Part 1</i>	<i>Steps to planning an advocacy project Part 2</i>	<i>Advocacy role play</i>	<i>Project planning</i>	<i>Departure</i>
8:30-9:15	Arrival	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
09:30-10:45		Introduction to team & programme Fears & expectations Group contract	Analysis tools (needs analysis, problem tree exercise, mapping exercise)	Development of message and campaign	Summary of lessons learnt	Advocacy action planning	Departure
10:45-11:15		Break	Break	Break	Break	Break	
11:15-12:30		Teambuilding	Preparation for country presentation	Creating an advocacy strategy	Introduction and preparation of role play	Advocacy action planning	
12:30-14:00		Lunch	Lunch	Lunch	Lunch	Lunch	
14:00-15:15		Introduction to main concepts and terminology	Presentation of country research	Free afternoon	Advocacy role play	Project presentation and follow-up plans	
15:15-15:45		Break	Break		Break	Break	
15:45-17:00		Presentation of Ladder of participation	Presentation of country research		Debrief of role play	Wrap-up	
17:00-17:30		Daily evaluation	Daily evaluation	Daily evaluation	Daily evaluation	Evaluation of the training course	
18:00 – 18:30		Dinner	Dinner	Dinner	Dinner	Dinner	
19:00 -	Welcome party	Intercultural evening	Free evening	Free evening	Quiz night!	Good-bye party	

Follow-up phase

The last stage of the “Virtual and Intercultural Dialogue” project was the follow-up phase. In this phase the issues – identified in the research phase, presented and discussed with the fellow participants and trainers during the training in Schoorl – have become the subjects of the follow-up projects. The follow-up projects were planned in Schoorl incorporating lessons learnt and ideas and comments of the other participants. The projects were later on developed and implemented back in the home countries. Please note that not all of the projects were finished by October 2011. The implementation of some projects is still in progress. That is the reason why we cannot give an entire overview on the end results of every project. This report will be updated once all the projects are completed and the publication finalised.

An overview of each project

Armenia – project is in progress

Helsinki Citizens’ Assembly Vanadzor office together with Peace Dialogue NGO decided to conduct workshops and group discussions in 4 cities (Vanadzor, Spitak, Stepanavan and Alaverdi) in Lori Region for local young people and students ages 18-35. The implementation of the workshops is still in progress. 15-20 participants from each city are going to participate in each workshop, total number of the participants is 60-80. The aim of the workshops is to talk about and raise awareness on conflict, violence and the role of youth in that process as well as try to identify what the negative aspects and effects of conflict and violence are on young people. After providing statistical data about youth affected by conflict and violence all over the world the organisers want to talk about different aspects of youth participation in the peace-building process and enhancing democratic principles in the area. Different youth participation tools are going to be discussed in particular advocacy with putting important stress on lobbying and mass media as well as social networks. As both organizations already have blogs dedicated to highlight peacebuilding in conflict areas, the organisers would like to use these channels and encourage young people to post their own stories and perceptions about peacebuilding. This way they can already actively participate in the peacebuilding process from the very beginning of the project. The skills and competences that they gain during the workshop can be utilized later by them to analyse the situation in the country and in the whole region. Moreover, some of the participants are also representatives of different educational institutions and non-governmental organisations and the information they gain can be shared and utilized through their own institutions to multiply the results of the project we are doing.

The workshop and group-discussions are based on peer-to-peer education using different interactive methods and simulation games ensuring that participants can be fully involved in the whole process of the project and importantly in discussions.

Azerbaijan – project finished

As a follow-up of the training course in The Netherlands the Azerbaijani team decided to organise a Seminar for young peacebuilders and youth leaders from different organisations. In the framework of the follow-up project round chair discussions, presentations and speeches were held on the topics of peace building and researches on peace and last but not least on participation in European projects and activities. The aim of the seminar was on one hand to educate young people about the above-mentioned topics, equip them with all the necessary skills that are needed for them to become active members in their societies. On the other hand, to encourage the participants to join European activities, training courses, programmes in order to get capacities from their fellow European peers, share experiences and information for possible mutual partnership opportunities. The participants were explained how to apply for grants and trainings in Europe.

The seminar was carried out by five active persons – most of them are members of the Azerbaijan Taffakur Youth Association (ATYA) – whose role was to organise, facilitate and moderate the event. Twenty motivated and interested young people attended at the meeting and actively contributed to the seminar. The participants were really eager to gain more knowledge on these fields and learn about available training opportunities outside of their country.

The organisers found the meeting seminar very successful as the participants were very satisfied with the personal, professional and academic knowledge they got and they felt ready to join similar activities in the future within and over the borders of Azerbaijan. The Azerbaijan Taffakur Youth Association is planning to develop more similar kind of workshops and trainings in the future.

Romania – project finished

The Romanian team chose the “School dropout prevention in primary schools” subject for the follow-up project as there is a high rate of dropout among the Roma youth in Cluj Napoca.

The project was implemented in a school in a class where Roma and Romanian pupils can be found as well. The class consisted of twenty-two pupils. The teacher of the class was also involved in the implementation as the children felt more comfortable in the presence of a familiar person.

The first activities were some games whose main purpose was that the children can get to know each other better. The children had to introduce themselves, their family, hobby, favourite food and games. With the help of this game Stefania, Ioana and Zsolt could show that Roma and Romanian children are not as different from each other as the pupils had thought. The children were surprised about the results of the games.

The next part of the project was a discussion on discrimination. The children were explained the meaning of this term and were asked to share their feelings and experience related to this topic. A wild debate was held as both parties, Roma and Romanian children, felt discriminated by the other group. At the end of the exercise the children were asked to explain why they behaved the way they did. The reason was that they didn't know each other and they had wrong ideas and perceptions based on the stories they heard in their communities and in the media.

In the next programme the organisers introduced the children to their own history and culture with the help of a film and the children were very impressed by what they saw.

At the end of the day the children were asked how they see each other now. A big progress was made as the pupils admitted that Roma and Romanian children are not different from each other and they could understand each other better now. They said that they would be more tolerant with the members of the other group in the future. The children could learn through these activities that it is important to get some knowledge about the culture and background of the other group and it is also essential to get to know the person itself before making a conclusion and acting in an inappropriate way towards each other. The team also learnt that young people, through small activities, can actively contribute to creating more intercultural understanding in their communities.

Turkey – project finished

The theme of the Turkish team was “Drug and Drug addiction” as active youth participation projects cannot be carried out by unhealthy, drug addicted youth. Muzeyyen, Ayse and Havva (the organisers) found it very important to raise awareness on these phenomena and prevent drug use among children. The project was aimed at informing students about drugs and the effects of drugs in the school where the organisers teach.

The very first steps of the project were that the organisers of the follow-up project informed the school management about the Project-Drug and Drug Addiction campaign and negotiated with the authorities of the Department for Anti-Smuggling and Organized Crime to give a seminar about drug addiction for their school. At the beginning, the topic seemed to be boring for the students but eventually the students were all so interested and satisfied.

Following the seminar students had the opportunity to interview the authorities, who patiently and very carefully answered the questions of the students.

After this informing process a slogan and poster contest was arranged among the students, which were carried out as a workshop activity. The pupils found the activity very enjoyable and were excited about the result of the competition. When the winner was announced, brochures were published and handed out with the winner's posters and slogans on them. Even T-shirts with the winning slogan and picture on it were made, which were really appreciated by the students.

The project was very successful as the children actively participated and contributed to every programme of the project. The authorities decided to continue giving seminars on drug and drug addiction for other schools as well.

Italy – project is in progress

The Italians, Claudia, Floriana and Alessandro planned a project about youth unemployment as this problem is considered one of the biggest challenges facing young people in their country. The Italian youth live in an uncertain situation as it is very difficult to find a job as a fresh graduate without relevant experiences and even if they succeed in getting one it might not suit to their educational background. To raise awareness on this topic a web-radio transmission was planned so that the organisers can reach their target group as young people spend a long time surfing and searching for jobs on the internet. The implementation of the project is still in progress.

The Netherlands – project is in progress

The project of Fatma, Marjolein and Nina is focused on raising awareness on the social isolation of young unaccompanied asylum seekers (YUA) and empower them to work on increasing their social and educational opportunities in the Netherlands.

Initially they did a general desk research on the situation of asylum seekers living in the Netherlands, in the next stage a research on the specific case of young unaccompanied asylum seekers was conducted. During the desk research the girls came to know that many previous researches on the situation of the YUAs have been made already and that there are many different organisations involved with the care of YUAs in the Netherlands. Due to the overload of information and different complex care system of the several organisations, they decided to meet with a few organizations that are involved with the care of YUAs as a desk research was not satisfying enough. At this point Fatma, Marjolein and Nina started to use a snowball method, first they set an appointment with one organisation and they asked this organisation to recommend them further relevant ones.

The challenges the girls faced during the project was actually that once they became aware that our initial project aim was actually too ambitious. Their initial (personal) assumption was that YUAs are socially very isolated because of the lack of educational and social opportunities for them to engage in the Dutch society, and that this lack was primarily caused by the existent organisations which were too far from the individual YUAs and therefore couldn't cope with the needs of the YUAs. Another assumption was also that YUA's are socially isolated because they suffer from psychological traumas experienced during their journey to the Netherlands. Thus, based on these assumptions they initially wanted to do advocacy for them by bringing the YUAs in better contact with the existent organisations. However, throughout the research (meetings with organisations and with the YUAs) they became aware that there is already a well-established relationship between the YUAs and the different organisations. The girls also became aware that they personally were thinking of the YU's as victims and were forgetting that since there is already a negative view of asylum seekers, they were in some way reinforcing that negative (victimization) view. Therefore, the aim of the project was slightly changed and started to focus more on how they could raise more awareness on the social situation of YUAs, through first having a clear view of it by talking to them personally.

The results of the project (so far): Fatma, Marjolein and Nina have met with Beyond Borders, NIDOS and one ex-YUA. NIDOS has proposed a more extensive scientific research on the position of YUAs and we have brought NIDOS in contact with the coordinator for the bachelor project of Cultural Anthropology and Development Sociology at Utrecht University. The project is still going on.

Spain – project is in progress

The project of the Spanish team is focused on the 15M, the Spanish demonstrations against the political system that took place in Spain throughout the whole country and in front of Spanish embassies in Europe in May 2011. The demonstrators, mainly young people raised their voice against the corruption that prevails in their country, the centralised power, not satisfying public services and very importantly against unemployment. Their demands were in particular the elimination of the political class' privileges, right to liberty rights and participatory democracy, right to housing, cut down of military budget costs, control over banks and measures for reducing unemployment. This movement is a perfect example of youth participation that is why the choice fell on this event.

In the framework of the project Patricia, Aitor and Marina contacted local politicians and planned a meeting with the mayor of Barcelona. The aim of these meetings is to discuss the movements, problems lying deep under the surface, demands and possible actions that could be taken. Patricia, Aitor and Marina will represent the Spanish youth, raise awareness on the problems they face and try to discuss and find possible solutions for the problems of youth together with the politicians and the mayor. The politicians must take the needs and demands of youth into account as this group of society already showed its power in the 15M movements. The meeting with the mayor is scheduled for the end of October.

Belgium – project is in progress

Carol and Christophe's project is the "Intercultural action through the media". The riots in Antwerp, which were sparked by young Moroccan football fans "inspired" the Belgian team to come up with the above-mentioned project idea. Through this negative action Carol and Christophe realised and came to the conclusion that there is a lack of space for intercultural dialogue in the media. The media does not pay attention to racial minorities and doesn't foster social understanding. Therefore, the aim of this project is to raise awareness to these problems and take a step forward. The small two-member team is busy with setting up debates for people from different communities and look for the causes - lying under the surface - of behaviours shown towards non-native Belgians and immigrants. They try to involve people from different parts of the Belgian society and foster discussions on issues such as racism, unemployment, unequal opportunities and isolation of immigrant communities. The output of this project will be an article, a video.

Georgia – project is in progress

The follow-up project of Beso, Nino and Tsisana is focused on university students to provide them useful information concerning choosing a study field so that they can find a job easier after graduation. As the fall semester at universities has started in October the implementation of the project is still in progress.

The organisers has set up a programme based on their research conducted in the summer informing students about The Georgian labour market, labour demand, popular and less popular study fields. With the help of this training the organisers want guide the participants and help them to find the most suitable study specialisation for themselves.

Day 3 – 6 July										
Steps to planning an advocacy project – Creating Message				1		2	2	3	9	6
Steps to planning an advocacy project – Creating strategy					1	1	2	4	9	6
Comments:										
<i>“Instructions of creating a message were unclear and we spent most of the time on the swot analysis.”</i>										
Day 4 – 7 July										
Summary/ lessons learnt							3	1 0	5	5
Role play					1	1	1	8	5	6
Introduction to COE					1		5	2	4	12
Comments:										
<i>“Lessons were a bit long in comparison to role play. The role play was also not very much related to the rest of the training and most lessons learnt were things that I have already known.”</i>										
<i>“I loved Michelles presentation.”</i>										
<i>“Role play was nice but due to the linguistic barrier I didn’t manage to follow the whole process”</i>										
Day 5 – 8 July										
Advocacy cycle & project management						1	2	6	8	6
Action planning and presentation					2	1		6	9	6
Resources						1		6	7	7
Way forward	1						2	8	3	8
Comments:										
<i>“Due to the fact that it was the last day, everything seemed to be long. The discussions within the group were good”</i>										
<i>“We could have used more examples.”</i>										
Social Programme										
Intercultural Evening		1		1	1	1		4	7	9
Quiz night							1	2	4	8

Free afternoon					1	1		2	2	17
Comments:										
<p><i>"The intercultural evening was interesting."</i></p> <p><i>"Great to have so much freedom."</i></p> <p><i>"Thank you for free afternoon!"</i></p>										
Daily Reflection Groups & Report Meetings					1		1	4	7	9
Comments:										
<p><i>"We did this only twice and without any structures."</i></p> <p><i>"The daily reflections were to support me"</i></p>										

III. Learning Audit

Please reflect on your expectations and newly acquired competences during this training course.

1. Did the training course meet your personal expectations related to the training objectives? Please explain why or why not.

„I expected to talk more about multi-cultural societies and related topics but only a few projects were about that and it was never a topic of discussion..“

„Training met my expectations.“

„I learned about problems/ challenges in their country.“

„It was very informative.“

„It was interesting.“

„Well organized.“

2. What did you learn on personal level about yourself, other people, or other cultures?

„The personal stories or talks related to the culture of the others were the most interesting for me.“

„We can understand and feel empathy on their realities.“

„That is always amazing to interact with people from other cultures.“

„I learned a lot of things, especially about other people and cultures.“

„The exposition about the Council of Europe was interesting.“

„Good to know about other countries.“

„We could share a lot with each other both during the sessions and free afternoons.“

„I can be more active in my community.“

3. Which new competences did you gain related to youth participation?

„I have more theoretical knowledge, not really competences, I think.“

„Communication skills and how to put them in practise in a project.“

„I have learned about people in the training that they are very willingful to do something meaningful.“

„I can't say I have gained some new competences.“

„Better listening/ clear planning.“

„Advocacy, english, social competences, tools, skills.“

„Advocacy, intercultural dialoge, english.“

„I have learnt that youth participation should be provided in every occasion.“

„Advocacy, lobbying.“

„The strategy to do it.“

„Be relaxed and let things go.“

4. How will you use these newly acquired competences in your organisation and your future work?

„Anything you learn is never wanted because one day you will use it or need it.“

„Step by step, trying to understand everything that you want to put in practise.“

„I hope my competences will help me to implement good projects.“

„All was so useful.“

„Whatever the situation is, I'm going to try to benefit from it.“

„I'll use them in our future project, sharing my skills with people.“

„As my organization deals with advocacy/lobbying/human rights, I'll share all I have gained.“

„To let people themselves decide the outcome and process of the project training and not to control it as a trainer.“

5. If you would be able to change/ improve three things in the training course, what would they be?

„More team bulding could have been nice.“

„Less time for all the presentations! I was a bit sick and tired in the end.“

„Meeting participants at the airport and placing them in the venue.“

„Renting more comfortable rooms.“

„More energizers/ team building games.“

„More information about advocacy.“

„Food!!!!“

„The weather, food.“

„More time to relax.“

„More time together.“

„Bathroom.“

„Location.“

„Lack of hand-outs.“

„Warm-ups in the mornings and before the breaks.“

„More debates, more intercultural evenings.“

„The time-table.“

„I would do a city trip together, go out for dinner somewhere else.“

„Learning more about Netherlands.“

Please, measure your general personal satisfaction with the training course on a scale from 1 (very negative) to 10 (very positive).

1 2 3 4 5 6 7 (3) 8 (4) 9 (9) 10 (6)

Additional comments and suggestions

Conclusion

The project Youth Participation through Virtual and Intercultural Dialogue was an interesting and challenging project that highlighted the challenges and opportunities with regards to youth participation. Through the 3 phases, participants could gain a clearer understanding of how projects are initiated, prepared and implemented, backing it up with researched information and needs analysis. Finally, through the local follow-up projects, they could get practice on how to implement projects themselves.

The project allowed participants to explore current issues related to youth participation that are relevant in their societies. Phase 1 gave them the opportunity to explore these issues, and think of sound solutions and recommendations. The overall project also allowed the participants to plan their follow up projects based on the information they have gathered, as well as the training course. The educational activities and methods were relevant and the activities were varied and experiential.

The main challenges of the project concerned timing. The participants were selected only shortly prior to the project, leaving little time for issue identification and research prior to the training course. The participants could have been better briefed by their organisation on their expected role. Unfortunately, most participants assume that these activities are a project where their participation ends with the TC and many partners see their role as only sending participants. As an organisation, we would like to develop projects which are not just a week-long training course, but more sustainable projects with elements of e-learning and follow-up projects in order to be engaged with the young people over a longer period of time and to strengthen the impact of the projects.

While we thought that the instructions for the phase 1 (action-research) were quite clear – that it should include issues related to youth participation and intercultural dialogue, the research reports brought by the participants to the training were more about “problems and issues” of their countries, which had little to do with intercultural dialogue (except for Belgium and the Netherlands). In hindsight, the participants should have received clearer instructions to focus on topics clearly linked to intercultural dialogue as one of the aims of the project was also to compare approaches to lack of intercultural dialogue in the various European countries. Instead, the follow-up projects were quite broad with regards to topics related to youth participation. It seemed that some participants gave more highlight on the research part and not the action part. If the participants had registered sooner there would have been more time to guide them towards an appropriate topic for their research and more consultations with the organisers (and more research) could have been done. There could have been better communication also about what constituted an appropriate topic. This would have given participants more to work with during small country group sessions. Furthermore, more time should have been factored into the project to give participants enough time to implement their local projects but also to have enough time to document the experiences. Due to summer holiday and reporting deadlines, there was little time to finish the projects. Some of them are still on-going and therefore, the planned publication is also not ready.

A constant challenge is also how to recruit a diverse group of participants, especially with regards to male participants. In the future, even more efforts will be put into securing gender balance by making it a requirement for organisations to for instance nominate even numbers male/ female participants and also trying to make it more attractive for men to join.

The project was relevant for the organisation as it enabled the organisation to also learn first-hand about the issues facing the partners all across Europe and also a chance to discuss follow-up projects with the partners and strengthen the network. UNOY Peacebuilders will continue working on youth participation and will plan a follow-up project for 2012 in cooperation with our partners. Through this project, we strengthened the network and got to work closer with our members and also to build the capacity of young volunteers, youth workers and educators.

In general, we feel that young people have the potential to identify issues in their community and come up with relevant ideas and projects to address these ideas. The follow-up projects highlighted

the various ways in which young people can participate in society, through information campaigns in schools, educational activities, campaigns, radio and media production to policy visits. The project showed the various challenges that young people are facing throughout Europe. Although the issues were very diverse, similarities exist. In our opinion, a lot of these issues can be addressed by encouraging more and active youth participation. Although youth participation alone cannot solve some of these complex issues, it is a first start if young people voice their concern and address these issues through local projects. Young people deserve to be given the space, resources and opportunities to be active agents of change.

Trainers

Lillian Solheim is working as the International Network and Programme Coordinator at UNOY Peacebuilders in The Netherlands. Lillian Solheim is originally from Norway and has an MA in International Relations from the University of Kent, Brussels. She has previous volunteer and work experiences from various NGOs and international organisations, including Search for Common Ground and the United Nations Regional Information Centre. She was a Soliya Connect Program Facilitator in 2009 and 2010. She was assistant national leader for the Ship for World Youth Programme in 2009 and a Course Advisor in the same programme in 2011. She is also editor and co-author of a number of articles and toolkits related to youth work and peacebuilding.

Meghann Villanueva is the director of the peace and human rights programme of the Fundació Catalunya Voluntària based in Barcelona, Spain. Meghann Villanueva is originally from Philippines where she studied a masters degree in Conflict and Reconciliation Studies in 2008, and her bachelor's degree in Interdisciplinary Studies, Minor in Communication and Psychology. Since 2005, she has been involved in peace advocacy and disarmament campaigns at the local and international level. She was one of the 12 members of the Youth Advocacy Team for the Culture of Peace to the UN in 2006, and has lobbied for the Arms Trade Treaty at the UN from 2006 until 2009. She has been involved in advocacy work for the promotion of human rights and human dignity at the UN Commission on Population and Development and UN Commission on Women from 2008 until 2011.

Organisations

United Network of Young Peacebuilders

The United Network of Young Peacebuilders (UNOY Peacebuilders) is a global network of 42 youth-led peace organisations and over 300 affiliates, active in the field of peacebuilding and conflict transformation. UNOY's international secretariat, based in The Hague, contributes to the work of its members and affiliates in two fundamental ways, by means of 'Capacity Building', and 'Advocacy and Campaigning'. It also engages in a range of additional activities to support these two key functions, i.e. networking; sharing of information; advice and support through a pool of resource persons; research; fundraising and administrative support. Since its inception in 1989, UNOY Peacebuilders has organised a series of international work group meetings, training seminars and regional/global conferences. UNOY's focuses on peacebuilding activities in Europe, Latin America, Asia and Africa. Furthermore, UNOY Peacebuilders has been actively promoting the UN declaration 'International Decade for a Culture of Peace and Non-violence (2001-2010)' and is promoting the values and principles gathered in the Earth Charter, as a guiding ethical framework for action. In 2005, UNOY Peacebuilders contributed to the World Civil Society Mid-Term Report on the international decade for a Culture of Peace and in 2006 the organization contributed to the Youth for a Culture of Peace report. In 2010, UNOY Peacebuilders was also part of a youth-team that initiated and wrote the End Of the Decade Report on a Culture of Peace, which was recently submitted to the General Assembly of the United Nations. 2011 is also an exciting year for UNOY Peacebuilders. This year UNOY Peacebuilders organises several projects and workshops as well. To create awareness and understanding towards European Union policies and their impact on the countries they are targeted at, UNOY Peacebuilders organised a project entitled 'Interplay towards a policy making exercise' supported by NCDO. As an

organisation working on peacebuilding among other fields UNOY Peacebuilders celebrated the International Day of Peace over a week, organising various activities to raise awareness to peace. Since 2011 is the European Year of Volunteering and the 10th year anniversary of the International Year of Volunteering UNOY Peacebuilders is organising the 'PAVE the way' Peace and Volunteering in Europe study session. UNOY Peacebuilders is also dedicated to support gender mainstreaming; therefore the NGO is setting up a training called 'Gender Equality and Diversity in Youth Initiatives'.

Helsinki Citizens Assembly Vanadzor (HCAV), Armenia

HCA Vanadzor is a non political, non religious, non profit NGO which unites individuals who admit the supremacy principles of democracy, tolerance, pluralism and human rights as values. The mission of HCA Vanadzor is the promotion and support for civil initiatives, strengthening right protective and peace building activities on local, national and regional levels. The vision of HCA Vanadzor is to form a society where supreme values of human rights, democracy and peace are respected.

Peace Dialogue, Armenia

Peace Dialogue is an NGO registered in Armenia in 2009. It unites different peace and civil activists from Armenia, Russia, Georgia, and Germany. The vision of the organization is, through the formation of multilayer dialogue, to create a consciousness among members of society that they are responsible for peace, that they are vested with the right to demand peace from the authorities. We strive to create the conditions for mutual cooperation and support between the members of societies of conflicting parties who see no alternative except peaceful regulation of the conflicts. This is achieved through capacity building; strengthening of respect for human rights and democratic values; promotion of civil peace initiatives and advocacy on behalf of victims of conflict. Our mission is to support the active participation of civil society in the processes of peaceful conflict resolution and promotion of respectful dialogue among members of conflicting societies, with the long-term aim of contributing to peaceful regulation and prevention of new conflicts.

Azerbaijan Taffakur Youth Association (ATYA), Azerbaijan

The main purpose of ATYA is to enlightenment of people, especially youth on the different spheres and to development scientific-spiritual thinking among young generation. The objectives are encouraging active participation of young people in building of civil society; Supporting disadvantaged young people to develop themselves and to gain necessary skills helping them to get employed; Solutions social-economical problems of young people and protection of their rights, Promotion of a good cooperation with international youth structures and other organizations abroad; Developing intellectual and professional capacity of young people; Involving young people into voluntary work in Azerbaijan on national and international level; Involving young peoples into the regional social and ecological projects and increase participation of youth in international events and developing collaboration between young people from Azerbaijan with their peers worldwide.

CEIPES, Italy

The mission of CEIPES is to promote the sustainable development of local communities and individuals that are promoting as the ultimate self-sustainability of community through shared responsibility and cooperation between people. Each individual / community itself awareness of their needs and resources necessary for the resolution. The CEIPES actor is a facilitator of the process of activating the community, through an educational and then creation / transformation of energy and

resources. These serve to give to people and communities the ability to act as educators themselves, self-motivate in the search for their harm and in treating them.

Academy for Peace and Development (APD), Georgia

Academy for Peace and Development is an international, non-governmental, non-profit, non-political youth organisation, which aims at empowering youth, promoting peace, tolerance and solidarity in South Caucasus, through assisting young people in acquiring knowledge and developing their skills and competencies. Recently, APD published a Handbook for volunteers being hosted or willing to come in Georgia.

Fundació Catalunya Voluntària (FCV), Spain

Fundació Catalunya Voluntària (FCV) was founded in October 2007. It is a youth-led foundation which collects the 8-year know-how and experience of the youth association Barcelona Voluntària. FCV aspires to be a tool for non-formal learning by managing and participating in projects of social interest and by offering young people the opportunity to learn and gain competences through their active participation in youth work. FCV's commitment is to promote volunteering as a tool for social transformation. They develop youth activities of social benefit and facilitate cooperation with organisations through local and international volunteering opportunities.