

A GUIDE ON PROMOTING YOUTH CIVIC PARTICIPATION AT LOCAL LEVEL



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Introduction



There is **growing support over Europe to engage young people in different civic activities**, often applying a project-based methodology and other techniques, calling the overall approach “top-down”. These approaches enrich youth, and sometimes even change their life. However, the “bottom-up” approach is getting more persistent also, where youth is shaping and drafting local, national and even regional processes and policies.

Youth have been key actors in shaping the 2030 Sustainable Development Agenda and the Sustainable Development Goals (SDGs)¹ by setting priorities for the future they want, with particular focus on education, employment, and honest and responsive governments. As agents of change they play a crucial role, and European countries must not underestimate the importance of the contributions of young people to sustainable human growth. **At the same time, however, the reality is different: many young people at risk do not have a definite goal and dream in their lives and they do not know how to achieve it, so they behave differently.** Youth issues are one of the major challenges within the social vision of the EU. The social inclusion and civic education of at-risk young people has been a major priority for many years, both by the Council of Europe (EP) and the European Commission².

Recognizing the challenges and potential of youth, in 2018 the United Nations Development Program (UNDP) launched Youth2030: The United Nations Youth Strategy³, which encourages young people to become more involved and committed to development. It aims to: broaden global, regional and national actions to meet the needs of young people and to promote youth participation through effective youth participation, participation in planning and decision-making processes at local, national, regional and global levels, promoting sustainable development.

There is a need to continue development of engagement and civic participation of young people not only by global organisations, but also at local level. It results in better supported local communities, prosperous nations, resulting in successful European regions. However, the key importance of today is observation of at-risk youth and whenever strategies

¹ United Nations Department of Economic and Social Affairs (UN-DESA), Sustainable Development Knowledge Platform, <https://sustainabledevelopment.un.org/sdgs>

² Social inclusion. https://ec.europa.eu/youth/policy/youth-strategy/social-inclusion_en

³ https://www.un.org/youthenvoy/wp-content/uploads/2018/09/18-00080_UN-Youth-Strategy_Web.pdf

and policies for national and local youth work are being developed to build an environment with equal opportunities. **Are there proper tools and methods how to identify youth at-risk and properly overcome their status? Do those reach most of the at-risk youth?**

The guide "Promoting youth civic participation at local level" is being developed to guide youth workers or youth professionals (teachers, youth leaders, etc.) who work with at-risk youth, reducing social exclusion and promoting inclusion with society.

The first chapter of the guide describes the **characteristics** of youth at-risk in European countries and answers the following questions: **How to involve youth and how to motivate them to participate.**

The second chapter **helps to identify and to meet with the stakeholders, explaining how to work with local bodies and how to make a diagnosis of the needs of a territory.**

The third chapter reflects on the **realistic requirements to be addressed when including at-risk young people in the design, preparation and execution of project activities.**

The fourth chapter describes the **aspects of the project assessment and monitoring** that reflects the project's efficiency, the youth's practical participation and the results achieved, as well as the evaluators and supervisors' role, functions and tasks.

The guide "Promoting youth civic participation at local level" identifies techniques and strategies for working with at-risk youth and promotes inclusion by applying project-based approach as well as creates a supportive environment at local level.

1. ENGAGING YOUNG PEOPLE FROM AT-RISK GROUPS AND MAINTAINING THEIR ENGAGEMENT

Young people at risk of marginalisation and social exclusion are a social concern in Europe.

At-risk groups include young people who:

- are affected by or at risk of poverty,
- with various types of chronic diseases and disabilities,
- without proper parental care,
- are victims of violence,
- abuse alcohol or psychoactive substances,
- are addicted to activities such as gambling, digital games, pornography,
- show aggression and violence,
- commit offences.

These young people are marginalised or at risk of being marginalised as a result **of either personal** (health, disability, drugs, etc.) **or social conditions** (migrant background, culturally and economically impoverished families, etc.).

More specifically, young people may be at risk, for example, of exclusion due to their health, cognitive or physical conditions. They may suffer from dyslexia, dyscalculia, hyperactivity, mild Asperger's syndrome, physical disability, alcohol or drug abuse. The aforementioned conditions can make them unable to attend school or get a job. They find it difficult to change their situation due to their lack of qualifications and unemployment.

Other young people may be at risk of exclusion because they come from culturally and economically poor families or from migrant families. Their difficulties could be due to their poor language skills in general, or poor knowledge of the local language, or being uncertain about civic participation. Such conditions can also make them lose their chance of being educated and employed.

Risk behaviour develops as a result of a combination of different risk factors. These are:

individual factors (e.g. high need for stimulation, difficult temperament, lower level of cognitive functioning),

family factors (e.g. hostile family atmosphere, parents' mental disorders, violence at home), **community factors** (e.g. a high level of unemployment, crime, schools with low education standards).

Such behaviour **most often results from parents, educators and teachers** who cannot cope with children who experience various difficulties in life and/or their emotional, cognitive or motor development does not go well.

Young people from at-risk groups are reluctant to engage in any social or public actions. It is therefore **essential to improve the expertise of those involved in youth** and civil society organisations, and youth activists and educators so that they are **better able to engage marginalised young people in activities for the benefit of local communities**, so as to improve the position of these young people, engage them in social actions and teach them how to work with local decision-makers and ordinary citizens.



1.1. How to engage young people?

In order to successfully engage young people in civic participation, first young people should be made aware of civic entrepreneurship, i.e. civic education. This can be done in three categories:

Citizenship education focuses on providing young people with knowledge and developing an understanding of national history and knowledge of power structures, governance processes and political life. This knowledge is strengthened by

Education through citizenship, which is an active participation in the local community and beyond.

Education for citizenship has the widest scope. Its aim is to provide young people with the set of tools such as knowledge, understanding, skills, attitudes and values needed to prepare them to play a full and active part in society.

It can be assumed that young people with the knowledge of political life, in its broadest sense, are aware of their role in a democratic society more and will be more willing and effective in participating in public life. Therefore, shaping young people's awareness of what is happening around them, citizenship education enables them to become empowered in society. At the same time, political culture among young people from at-risk groups will be improved, shaping them as people who think about themselves as active citizens, prepared to have an impact on public life.

1.1.1. What channels should be used to engage young people?

To build a civil society, all citizens should be involved, including those who are highly reluctant to social and political issues. Citizenship education provided by modern schools is not enough. Young people from at risk groups, who often leave educational establishments before time, are sometimes completely deprived of it. It is an important task **to reach these young people through social animation**. It is worth referring here to the tradition of social pedagogy, related to social worker's activities in the local community (*community work*) and their participation in the local community activation and development (*community development*).

For social pedagogy, the most important is to diagnose the conditions of human life and to recognize social forces of the environment, and only then comes activation, aimed at creative creation not only of own life, but also of the environment in which it takes place. This is particularly important in relation to persons, groups and communities at risk of exclusion and social marginalisation.

Social animators play a key role in engaging young people who are marginalised or at risk of being such a group. When operating in a local community, they can use **several channels**, such as:

- youth associations,
- youth clubs,
- youth organisations,

- decision-makers in the field of youth,
- local political parties,
- social partners,
- civil society associations,
- young people's associations,
- churches and religious associations,
- educators,
- charismatic leaders.

Title of the Activity	How to engage young people?
Aim of the activity	To teach young leaders how to involve youth at risk in civic entrepreneurship.
Learning objectives	<ul style="list-style-type: none"> - identifying problems of young people at risk, - making young people aware of what citizenship is, - equipping young people with a set of tools such as: understanding, skills, attitudes and values that enable them to actively and properly fulfil civic and social roles in adult life.
Target audience	Young people participating in the project
Type of activity	Reflection unit with the following mutual feedback
Activity description	<ol style="list-style-type: none"> 1. Discussion on the topic: What problems youth at risk of marginalization and social exclusion are facing? 2. Identifying individual problems in your own local environment. 3. Identifying the most effective channels to reach young people at risk. 4. Forms of communication with youth at risk? 5. The role of modern technologies in effectively reaching young people at risk. 6. Using existing informal formations / groups (schools, informal learning activities, youth organizations, etc.) to reach young people. 7. Ways to use the interests of young people. 8. Examples of interesting campaigns attracting endangered youth / young people.

Venue	Meeting room
Materials needed	Paper for taking notes

1.1.2. Different forms of communication

Which is the most effective form? How to communicate with young people / young people at risk?

Communication with young people is an **extremely complex process** today. Research on the amount of time young people spend with "**multimedia**" shows that the vast majority of **teenagers spend two hours a day on average in front of their computers. More than 50 per cent of young people use instant messaging services to communicate with their friends every day.** Thus, **traditional forms of communication have no chance to reach young** people. Therefore, to reach young people from at-risk groups, a social animator has to search for modern forms of communication.

Social campaigns and local events are forms of communication that are desirable as they **change beliefs, attitudes and habits**, without which there can be no lasting change in the approach to civic participation. They can have a significant impact on changing an adverse reality. The present is built in such a way that people very often learn about important issues, and problems life brings, from **social campaigns that bring to light issues that are often not discussed at all: taboo subjects, problems that are not mentioned or that are ignored.**

A social campaign is an **example of educational and awareness-raising activities** which aim to change the audience, and which have three interlocking social objectives:

- **to show** the importance of the **problem** (issue), i.e. to influence beliefs;
- **to change attitudes** towards the problem and the members of the community affected by the problem, i.e. to shape attitudes.
- **consolidate new patterns of behaviour**, i.e. to shape habits.



<https://www.pexels.com/fr-fr/photo/abuser-de-agression-sexuelle-art-beton-622135/>

A social campaign to solve a social problem is targeted not only at the groups or communities directly affected by it, but also at the wider audience. A lasting and significant change is not possible only through influencing individuals directly involved in a given problem. Similarly, social campaigns aimed at civic virtue must not only be targeted at young people from at-risk groups but must also be targeted at the wider community than now to create social conditions favourable to the activity of young people in the public sphere.

Local events (Events) are a very important tool **to support the process of youth social and civic engagement**. They can be both elements of the campaign and independent activities. They aim both to **activate young people by involving them not only in the planning process, but also in the implementation and evaluation of the project, and to integrate, educate and promote them**.

Events can change attitudes, behaviours and habits and develop an interest in public affairs, as well as stimulate higher order needs, such as civic values. A characteristic feature of local events is that they are unlimited, and it is impossible to list all of them. The most famous include:

- Parties,
- Picnics,
- Rallies,
- Matches,
- Exhibitions,
- Carnival parties,
- Holiday meetings etc.

Local events should be closely linked to the whole process of social capital acquisition by young people if they are to fulfil their communication function well. Therefore, a number of principles need to be applied.

Firstly, **the type of local events should be defined by young people** and the local community, **planned with them, and implemented and evaluated**. In this respect, it is also necessary that the institutions in the area work together.

Secondly, local events **should respond to needs and should be deeper than just fun**. It is worth making sure that they also **activate, integrate and provide citizenship education**.

Thirdly, local events should **build on local potential**, which involves the use of local resources and enhancing local traditions.

The **role of the social organiser is to create space** for such joint work and to support residents throughout the process.

Title of the Activity	How to engage young people?
Aim of the activity	Teach young active people how to communicate with young people to engage them in civic entrepreneurship
Learning objectives	- recognizing the problems of young people at risk - equipping young people with a set of tools such as: understanding, skills, attitudes and values that enable them to actively and properly communicate with young people at risk
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	Communication form with youth at risk?
Venue	Meeting room
Materials needed	Paper for taking notes

1.1.3. The role of technology and other methods/tools

Modern technologies which are of great interest to young people and, most importantly, which are used by young people to communicate with each other and others, **play an extremely important role in reaching young people from at-risk groups**. When planning social campaigns and local events, it is necessary to choose the forms of impact, i.e. channels

and communication tools that will be used in the process of campaigns and events. **Since the Internet is the natural environment of today's youth**, it should be **used to shape young people's civic awareness**. In this way, people who do not search for issues related to civil society on their own can be reached. Displayed material may be of interest to young people and they may want to learn more about it. It should be remembered, however, that the goal of changing behaviours, attitudes and habits **cannot be achieved through one medium only**.

For a local campaign, the communication channel may include local media, advertising columns and noticeboards, websites, mailboxes where you can drop a leaflet, a stand at a fête, as well as civic meetings. Leaflets, posters, presentations, commercials, radio and television broadcasts, press articles, happenings, or various gadgets can be tools.



Title of the Activity	How to engage young people?
Aim of the activity	To sensitize young active people to the role and importance of technology and other modern methods and tools in involving youth from risk groups in civic entrepreneurship
Learning objectives	<ul style="list-style-type: none"> - understanding the importance of new technologies - making young people aware of how to reach young people at risk using new technologies - equipping young people with a set of tools enabling them to use new technologies to work with young people at risk
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	1. Discussion on the topic: What new technologies can be used to work with youth from risk groups at risk of marginalization and social exclusion?

	2. Establishing communication channels
	3. The role of modern technologies in effectively reaching young people at risk.
Venue	Meeting room
Materials needed	Paper for taking notes

1.1.4. How to use existing formations / informal groups (schools, non-formal education activities, youth organisations, etc.)?

In their work with excluded young people or young people at risk of social exclusion, social animators should use already existing formations, groups of people functioning formally or informally in a given local community, taking into account youth civic participation at local level. They should create various types of partnerships in order to take advantage of the potential accumulated by such groups and institutions.

The basis for action in favour of civic participation of young people from at risk groups is to **build an extensive network of cooperation between young people and local actors in order to engage all local resources in a joint process to bring about positive change in the community.**

This means **networking and cooperation** through grouping individuals together and **creating relationships** between groups and groups, institutions and institutions, and finally “everyone with everyone”.

Networks should be open structures and go beyond the community covered by the social animator's activity, creating links with the wider community, thus strengthening the capital that binds communities together. When relationships lead to a structured joint action, we can talk about **partnership cooperation**. In terms of the level of relationships, complexity of objectives and the degree of formalisation, there are **three basic forms of partnership cooperation:**

1) Loose network cooperation

A network is a form of partnership in which cooperation is based on **not very formalised rules** and the assumption that entering into a partnership does not restrict the autonomy of individual actors. The aim of the partnership is **mainly to exchange information**.

2) Coordinated cooperation

Coordination means a closer relationship among the actors in a partnership. **Membership** is more stable than in the network. **It is defined in a formal agreement and requires time and financial and other resources**. Coordination is usually linked to a specific short-term objective.

3) Cooperation

Cooperation means that persons in a partnership are closely linked and give up part of their autonomy to work together. The objectives are specific, most often complex and far-reaching. All partners' activities, financial and personal commitment or commitment in-kind are defined in a formal agreement.

Local partnerships, being a union of formal and informal actors working with each other, representing various spheres of social life and different communities are one of the most structured forms of network cooperation. Combining different institutions, organizations and individuals, local partnerships enable a broader perspective of problems, create greater opportunities for action, increase their effectiveness and prevent duplication of activities. Thus, both human and social capital of the community is built.

There are two main types of local partnerships:

1) Coordinating partnerships

A coordinating partnership is a relationship that can be compared to strategic teams for local development, acting on a long-term and wide-range basis. The coordinating partnership may involve a wide variety of activities in different fields and areas. However, not all the manpower and resources are involved in the individual activities. The implementation of specific projects is the responsibility of the partnership working groups led by persons chosen by the partnership, and all groups' activities are coordinated by an institutional leader.

2) Executive partnerships

An executive partnership is a relationship whose manpower and resources are involved in the implementation of one action or initiative. Such partnerships are generally short-to medium-term in nature, as they implement one specific project and operate in one well-defined area. Partnerships come to an end after tasks for which they were created are accomplished.

Entering into partnerships plays an extremely important role in developing social entrepreneurship skills in young people. It saves time and human resources.

Title of the Activity	How to engage young people?
Aim of the activity	Teach young active people how to use existing informal formations / groups (schools, informal educational activities, youth organizations, etc.
Learning objectives	- acquiring the ability to recognize the local environment

	<ul style="list-style-type: none"> - making young people aware of the role of local actors in involving youth from risk groups - equipping young people with a set of tools helpful for establishing local partnerships
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	<ol style="list-style-type: none"> 1. Methods helpful in recognizing the local environment. 2. Use of existing informal formations / groups (schools, non-formal educational activities, youth organizations, etc.) to reach young people.
Venue	Meeting room
Materials needed	Paper for taking notes

1.1.5. What attracts the interest of young people / what is interesting and attractive for them?

Today's young people's interests are probably completely different from what their parents or older siblings used to do in their free time. **For today's young people, the most interesting and attractive activities are ones that give the most pleasure and enable them to spend their free time creatively.**



There are teenagers who spend every moment in front of their computer screens or with their smartphone, play video games and spend time on social networking sites. Others have hobbies that enable them to spend their free time creatively and in an active and fascinating way.

The first group of young people are interested in the possibilities offered by **modern technologies**. Several specific areas can be distinguished here. These undoubtedly include **computer games**. Young people very often play games. They spend a great deal of their free

time playing. The question arises as to what is so special about computer games. First of all, it is about an extensive plot that can be interesting for everyone. It should be remembered that there are theme games, so everyone can find the perfect one for himself/herself. The above-mentioned plot is usually addictive, and young people can create the reality of the game. In this way young people **can create a reality alternative** to the one in which they live. It is very **alluring and can totally absorb them and encourage them to play a lot.**

In addition to games, other interest-driven computer activities include **downloading films and music from the Internet.** Such files can then be played back so they can spend their free time watching movies and listening to music. Nowadays, it is possible to download and play these files legally for free, that is why more and more young people are irresistibly adopting a habit of doing it. Thanks to the possibilities offered by the Internet, young people are much more interested in music and movies. This is in itself a positive phenomenon. The younger people download movies and music, the more they can do to develop their talents in these areas in the future.

Participation in photography workshops, walking and cycling trips, and unusual classes in the museum and open-air talks can be captivating for both sides. Outdoor games, film screenings, history seminars, etc. can also be attractive. The youth of today do not like to get involved, so it is necessary **to offer them such types of tasks, which at first glance are fun, but in fact whose hidden aim is to educate and build social capital.** For example, young people can create an educational board game.

An **interesting educational game** can be linked to **emotional strain**, which, if properly stimulated, also has an impact on involvement of youth in civic activities. Emotional strain plays an **important motivational role** in sustaining the aspirations of the youth⁴. **Young people who are emotionally involved in a project are more likely to get things done than someone who is indifferent to the project.**

If social animators want to teach civic participation to young people from at-risk groups effectively, they must know what the young people they work with are interested in. When organising social campaigns in particular, they should make use of their knowledge about what young people are interested in.

Title of the Activity	How to engage young people?
Aim of the activity	Teach young active people how to use the interests of young people

⁴ Kamiński, A. (1966). *Aktywizacja i uspołecznienie uczniów w szkole podstawowej*, Warsaw, p. 43.

	at risk to engage them in civic entrepreneurship
Learning objectives	<ul style="list-style-type: none"> - recognizing the diverse interests of young people at risk - making young people aware of the importance of using the interests of young people to awaken their civic activity, - equipping young people with a set of tools such as: understanding, skills, attitudes and values that enable them to involve young people from risk groups for civic participation
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	<ol style="list-style-type: none"> 1. Interests of modern youth. 2. Ways to use the interests of young people to stimulate civic activity in them.
Venue	Meeting room
Materials needed	Paper for taking notes

1.1.6. Examples of interesting campaigns that attract young people at risk / young people

One of the most interesting social campaigns that attracted the attention of young people at risk was the national social campaign "**Came in wrong – change settings**" (Krzywo weszło – zmień ustawienia) organized by the National Bureau for Drug Prevention and the Polish Drug Policy Network Foundation. The campaign was addressed to young people aged 16-20 and their parents. Its aim was **to promote healthy lifestyles and to educate on the dangers of drug use and designer drugs**. The organizers wanted to show how dangerous and risky the use of psychoactive substances is, and that it is possible to lead a happy life without them. The campaign ran from November 2018 to December 2019.



<https://krzywoweszlo.pl/>

Thanks to mass media and modern methods of communication, the campaign aimed to reach about 2 million Poles. The main element of the campaign was a **simple online game** and a knowledge base available at www.krzywoweszlo.pl. The gameplay and choices made by the player during the "change of settings" showed the "signposts" to follow in life in a friendly way. The campaign used the method of **learning by playing**, and the texts for the game and the campaign website were created by drug prevention experts. Through an Internet game that was attractive and close to young people, knowledge of both the risks of psychoactive substances and the alternative ways of meeting life needs was disseminated, and young people were prepared to react to a problem with drugs that someone in their environment might have.

The campaign was promoted on **social networking sites and websites that are frequently visited by young people**. It was also supported by influencers and celebrities who share the values of the campaign. The online activities were complemented by a **billboard campaign and campaign on public transport in the five largest Polish cities**. Posters promoting the campaign were put up in **secondary schools and halls of residence**. The organizers also participated in **music events, scientific events and family picnics addressed to the target group**⁵.

Another national social campaign was launched by the Aflofarm Foundation. The main goal of the campaign "Do not Burn at Start-up" was to **promote anti-smoking attitudes among young people aged 12-16, especially the fight to reach for the first cigarette**. The campaign covered **key media: the press, television, radio and social media**. The patronage over the campaign included the Minister of National Education.

The national campaign has been carried out by **means of TV and radio broadcasts, an educational film targeted at young viewers, a website and social media, including Facebook**. The Foundation has also prepared an **advertising broadcast of the campaign**.

The whole campaign revolves around an educational film made in cooperation with Discovery Networks CEEMEA. The main characters are **Ambassadors of the campaign**. The film is divided into 7 segments, each of which touches upon a different problem related to smoking. Maciej "Gleba" Florek, a dancer and choreographer, has shown the impact of smoking on physical fitness. Miss Polonia 2016 Izabella Krzan has talked about how smoking

⁵ <https://www.kbpn.gov.pl/portal?id=8225977>

affects your looks, and singer Natalia Lesz has shared her thoughts how smoking can make travel difficult⁶.

Another interesting example of a social campaign is the campaign "Log out of life... and it's done this way!" (Wyloguj się do życia... a robi się to tak!), which took place from autumn 2014 until the end of 2015. The project was implemented by the Foundation for Innovative Social and Therapeutic Solutions – FIRST in cooperation with the National Bureau for Drug Prevention. Its task was to draw attention to the risk of excessive and uncontrolled use of the Internet. It was also supposed to encourage young people to develop their interests outside the virtual world, and to connect one with the other in a wise and constructive way. The authors of the campaign wanted to find an alternative to the attractions offered by the Internet. They focused on sport and music, because young people most often pointed them out as evoking positive emotions. Therefore, musicians and athletes were honorary ambassadors of the campaign. Famous rappers, such as Ten Typ Mes, Stasiak and Pjus (2cztery7), and football stars: Wojciech Szczęsny and Robert Lewandowski participated in the campaign.

As a part of the campaign, films were made with the participation of popular rappers and famous football players. The organizers also planned a competition for young people: the best idea for an offline activity (Start-up). The invitation with "How it's done at your place?" was addressed to junior high and high school students from all over Poland. The prize for the winner was to finance their idea of an offline activity. Apart from that, the winner accompanied a professional film crew on a filming day during the preparation of an advertising broadcast concerning the Start-up.

The campaign also included workshops for educators, parents and guardians, which can also be watched on the Internet.

This form of training promoted healthy and safe use of the Internet (search for knowledge and development opportunities), and thanks to its wide availability, parents and guardians could deepen their knowledge about young people's dependence on the Internet⁷.

Title of the Activity	How to engage young people?
Aim of the activity	To acquaint young active people with interesting social campaigns that attract young people's interest
Learning objectives	- making young people aware of what a social campaign is

⁶ <http://www.niespalsienastarcie.pl>

⁷ <http://www.archiwum.mz.gov.pl/inne/kampania-wyloguj-sie-do-zycia-a-robi-sie-to-tak/>

	- learning about interesting social campaigns that attract young people's interest
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	1. What is a social campaign? What are its goals? 2. Examples of interesting campaigns attracting endangered youth / young people.
Venue	Meeting room
Materials needed	Paper for taking notes

1.2. How to motivate young people to participate?

1.2.1. Why is civic participation important?

Civic participation is a multidimensional phenomenon that relates to various areas of social and economic life. It may concern both **individual preferences related to the daily choices of the individual, participation in the social life of the community, and the involvement of individuals in the activities of structures and institutions of a democratic state.**

Public participation in decision-making by public authorities is a relatively new issue in the public governance system. Social participation has become a popular issue in Europe only in the last dozen or so years, resulting, among other things, from progressive social and political changes. The issue of social participation in public governance in Western countries is treated as one of the main political priorities and it is very often reflected in the policy implemented both at the national and local level⁸.

The civic participation of young people, in particular young people from at-risk groups, is crucial for building civil society. Acquiring the habit of youth participation in public affairs portends well for the future and provides an opportunity for young adults to feel responsible for the general good and to engage in social and civic life.

⁸ Smith, G. (2005), *Beyond the Ballot: 57 Democratic Innovations from Around the World. A report for the Power Inquiry*, London.

The question arises as to why civic participation is so important. First of all, it means that the need for belonging and self-actualization of the individual in society is satisfied to a large extent. **The need to belong**, as defined among others by Maslow in the pyramid of social needs, **is met through participation**. Civic participation is therefore important for every person for personal reasons. There are also other benefits of a social nature.

Civic participation is important because **it enables citizens to know and understand the intentions of local authorities**. In this way, the authorities are **legitimized**, i.e. those in power make binding decisions on behalf of voters and for the benefit of the society with its approval. In this way, the local community **has an influence on making decisions important to it**, which entails a proper understanding and application of the principles of democracy.

If residents participate in the common good, local needs can be better understood and assessed. Thus, it is possible to take actions that will contribute to the improvement of the situation, to solving the problem or at least to eliminating the problem.

Citizenship encourages a quick reaction to problems that emerge. In civil society there is good communication between residents bound by social ties.

The essence of civic participation is local community participation not only in the process of devising a solution or approach to a specific problem. Residents are directly involved in this; they are part of the solution. It gives them a sense of responsibility and enhances their social capital.

The participation of the community in the decision-making process at different levels of governance increases trust in local authorities. **The exchange of ideas between authorities and residents is constructive, aimed at solving a problem and not at shifting responsibilities.**

Real and potential local resources are used to solve problems. Community cooperation with local institutions provides a wide range of opportunities to use diverse competence, skills, people and institutions.

In civil society, residents are not passive recipients of services, but active subjects of change. They are able to take action for the benefit of the local community, e.g. organise money and things raising campaigns, collect signatures for an important social campaign, and be aware which state or local authorities they should approach to solve a given problem.

Such communities create a culture of dialogue and creativity by respecting the rights of all citizens (and thus human rights), regardless of their national, ethnic and racial background. **Residents, regardless of their differences, cooperate for the common good.** In addition, they share their ideas, which impact the creativity of solutions.

The culture of dialogue and cooperation in civic participation prevents potential future conflicts, especially those concerning touchy issues. For many years, local communities develop certain standards of cooperation for the common good, to which they can refer if there are controversial issues.

Civic participation is important first of all for local communities. By exercising their democratic rights, they can participate in local public life and influence what happens in it.

Title of the Activity	How to motivate young people to participate in citizenship?
Aim of the activity	Teach young active people how to motivate youth at risk for active citizenship
Learning objectives	- making young people aware of the need for social participation - promoting a culture of dialogue and cooperation
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	1. What is civic participation? 2. Defining local needs and social participation. 3. SWOT analysis of civic involvement in the life of a local community.
Venue	Meeting room
Materials needed	Paper for taking notes

1.2.2. How to promote active citizenship / involvement of young people, especially young people at risk?

The civic participation of young people, especially those at risk of social exclusion, is an important issue for civil society. All such activity should be promoted and disseminated to inspire civic participation by good examples.

Promoting civic participation is one of the greatest challenges for social animators. It should go in two directions. On the one hand **modern technologies** and the opportunities they offer should be used, on the other young people should be offered **direct participation** in local events, through which good practices in civic participation will be promoted.

As for media promotion, research shows that **television, radio and the press** are still an effective means of reaching young people. However, nowadays the **Internet** is an indispensable mass media. For young people today, television exists, but only alongside with the Internet, which is the main media of communication. It is there that young people watch

films, TV series, socialise in chat rooms, exchange notes and spend their free time. Therefore, popular social media such as Facebook, Instagram and Snapchat are great for promoting civic participation among youth. These can be a dozen or so seconds of teasers before music videos or banners popping up while visiting game sites or social networking sites.

In this respect, it is worth using the recommendations of advertising specialists, who have carried out numerous researches and know what young people may be interested in.

Firstly, young people **value short understandable messages**. The message content must **relate to young people's problems** to show them that the broadcaster understands them. **Short interactive forms or short videos** on YouTube are particularly welcomed and demanded.

Secondly, the message to be conveyed to young people **should be emotional**. It should leave the viewer **with the impression that the activity being promoted is necessary for them to become more attractive, happier or more self-confident than they are now**. It is these messages that reach young people, because at this stage of their lives they are susceptible to such assurances and, at the same time, they need such assurances to become socially active.

Music is of great importance to young people. Soundtracks and melodies play a meaningful part in their lives. Therefore, **a catchy song** should be used in the message, and the song should be in the charts.

To promote civic participation among young people, **it is worthwhile to engage a star, or a celebrity, whom young people admire and who is their idol**. Such people attract young people's attention incredibly.

Title of the Activity	How to motivate young people to participate in citizenship?
Aim of the activity	Teach young active people how to motivate young people at risk by promoting civic participation
Learning objectives	- making young people aware of the need to promote civic participation - learning how to promote civic activity
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	1. Defining local needs and social participation. 2. Editing short information about a local event for placement on FB. 3. Benefits of promoting civic activity.

Venue	Meeting room
Materials needed	Paper for taking notes

1.2.3. Examples of local civic projects

How participation in local civic projects helps to develop certain skill sets, increases knowledge, helps to create meaningful connections etc?

A dozen or so local civic projects have appeared in the Polish public space. One of them was “The Lesser Poland Polish Holidays” project which was prepared for the patriotic and civic education of children and youth. The Aurea Libertas Institute carried it out in partnership with the Fundacja Na Pomoc within 9 months at the turn of 2013 and 2014. During this time, 16 shorter and longer trips were organized. The participants had the opportunity to take part in photography workshops, walking and cycling trips and unusual classes in the museum and open-air talks. And all this to get to know their small homeland, Małopolska (Lesser Poland), better, and to better understand the often difficult and complicated history of their big homeland – Poland, where they were born and where they live every day.

The project was closely connected with the canon of the most important Polish national holidays (May 3rd Constitution Day, Armed Forces Day and National Independence Day), as a clearly visible symbol of the identity community of Poland and Poles.

One of the elements integrating the activity of young people was engaging artistic media – above all photography and documentary film. During the project the youth took several thousand photos, documenting in that way places visited, and stories told.

Young people from Intervention Social and Care Centre for boys, and from SOS Therapy Centre of the Piarist Fathers in Cracow took part in the project.

The photo album "The Lesser Poland Polish Holidays" has become a summary of their journey through tradition and culture⁹.

The project of the Center for Citizenship Education "Young People Vote" is another example of a civic project. One of the editions was attended by young people from a Culinary Arts High School (Zespół Szkół Gastronomicznych) no. 1 in Cracow. The project was

⁹ <https://aurealibertas.org/projekty/edukacja-obywatelska-mlodziezy/>

implemented in the school year 2015/16. As part of the project activities, students also elected a new Student Council for the years 2015-2017.

The Young Vote Programme was addressed at junior high and high school students. As a part of the project, students prepared and carried out various educational activities in their schools. The activities concerned the principles and significance of citizens' participation in democratic elections. They carried out debates, workshops, information campaigns and pro-voting campaigns. The organization of youth elections at schools was the culminating point of the activities. The elections were organized in a similar way to general elections. Students got to know the rules and importance of voting in practice, and also participated civically, often for the first time. By participating in the election campaign and elections to the Student Council, students participated in the creation of a body representing their interests in school and took responsibility for their choice.



<https://pixabay.com/fr/photos/choix-s%C3%A9lectionnez-d%C3%A9cider-d%C3%A9cision-2692575/>

During their participation in the project, students:

- gained knowledge about civic participation, electoral law, powers of the national and the European Parliament;
- gained experience in civic participation and organizing for the public good;
- during the debates preceding the vote, they commented on topics important for their country and the European Community, applying rules of good discussion;
- prepared and conducted school elections themselves and got to know the rules and importance of voting in practice.

The Young Vote programme is an extremely interesting lesson in democracy, a good opportunity to participate in interesting projects and excellent learning to make decisions on public issues. Through their activities, students show that although they are minors, they have their own opinions and views, they want and are able to be active and aware citizens¹⁰.

¹⁰ <https://zsg1.pl/zsg1-newjoomla/projekty-unijne/1270-projekt-edukacyjno-obywatelski-w-ramach-programu-centrum-edukacji-obywatelskiej-mlodzi-glosuja>

Outside Poland you can find a lot of interesting civic projects. An example is the project **Young Ambassadors of Intercultural Dialogue** proposed by the Youth Centre of Dravinja Valley in Slovenia, which is its main organizer and coordinator. The project was implemented in the period between 2009 and 2012. **More than 500 young participants were involved in the project each year.**

The project involves **the re-establishment of links within the framework of intercultural dialogue and the promotion of better understanding of foreign cultures.** The main purpose of the project was **to enable the coexistence of different cultures in a multicultural world,** in which the sense of community and belonging would be enhanced, and attitudes of mutual respect and understanding would be promoted. The project involved the cooperation of youth organisations and secondary schools in achieving the goals of the project. It was important to **create appropriate conditions for young people to teach young workers informally, to learn about different cultures, to promote intercultural dialogue, to initiate the coexistence of different cultures, to promote a sense of bond and tolerance, to respect and understand each other, to increase social, cultural and civic competences and to strengthen active citizenship.** The main objective and unique feature of the project was to implement it through participation of young people aged from 12 to 30 years old.

Within the framework of the project five thematic sessions were held to expand access to culture and art to all members of the established network of collaborators (Fast art stall/culture incubator; Days of Islamic Culture in Slovenia; Days of Romani Culture in Slovenia; Let us Present Ourselves; session with foreign writers, being at presentations of literature from other cultural traditions). The competencies of young workers and leaders were encouraged, developed and recognized, making it easier for them to increase their mobility and gain knowledge through education and training courses. **A system of trainings on intercultural education, based on different teaching strategies, was prepared for young employees.** Young people were **trained to promote, develop and recognize intercultural competencies within the framework of formal and non-formal education.** At the stage of dissemination and implementation of information on the Young Ambassadors of Intercultural Dialogue programme, and making it available, a strong emphasis was put on ensuring the visibility of the participation of all young people involved in the different phases of the project¹¹.

Title of the Activity	How to motivate young people to participate in citizenship?
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¹¹ http://programrozwojubibliotek.org/wp-content/uploads/2015/07/ISP_Inspirator_obywatelski-poradnik_dla_bibliotek.pdf

Aim of the activity	To familiarize young active people with the idea of civic projects and use their examples to motivate young people from risk groups to become active citizenship
Learning objectives	<ul style="list-style-type: none"> - making young people aware of the need to promote civic projects - learning how to promote civic activity - learning examples of local civic projects
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	<ol style="list-style-type: none"> 1. Acquainting with the idea of civic projects. 2. Presentation of selected local civic projects.
Venue	Meeting room
Materials needed	Paper for taking notes

1.2.4. The importance of sharing good experiences / success stories

How did participation in projects / work help volunteers to open new doors later on in life?

Sharing good experiences or success stories is called "**sharing good practice**". What are the definitions of a good practice? They vary from country to country. They depend on the applicable law, the economic situation, and often cultural norms and experience. Generally, a **good practice is an activity that has produced concrete and positive results, has a certain potential for innovation, is sustainable and repeatable, and that can be applied in similar conditions elsewhere, or by other entities.**

This definition partially answers the question of sharing good experiences. Sharing good practice certainly benefits project promoters, who can promote and disseminate project results through this tool.

Good practices are used by other entities mainly to improve their business standards. **They are a good tool for improving the quality of human and social capital. They teach you how to enrich your knowledge with the experience of others.**

Work can be improved **by sharing success stories**, because an activity, which can be used in similar conditions elsewhere, can be duplicated without the need to search for new solutions. This saves time and money.

Using good experience of others is not only a chance to duplicate a similar activity but can also be an inspiration to improve your own project based on your ideas and with the use of resources that can be used in your activity.

Title of the Activity	How to motivate young people to participate in citizenship?
Aim of the activity	To sensitize young active people to the benefits of promoting good practices in the field of civic participation
Learning objectives	<ul style="list-style-type: none"> - familiarizing young people with the concept of good practices - making young people aware of the benefits of promoting good practices - learning how to disseminate good practices - understanding the importance of sharing good experiences
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	<ol style="list-style-type: none"> 1. Defining good practices. 2. Benefits of sharing good practices in civic projects.
Venue	Meeting room
Materials needed	Paper for taking notes

2. WORKING WITH THE LOCAL COMMUNITY

A local project requires the constitution of a network of active partners who, each at their level, contribute to its implementation.

In the diagnostic phase, it is therefore important to identify all the actors in the territory who are or may be stakeholders / facilitators / obstacles of the actions you wish to develop according to the needs that you will be able to identify.

You will have to answer the following questions:

- Who are they?
- What are they doing?
- What do they need?
- What might be their roles in the proposed project?

2.1. The main families of local stakeholders at the scale of a territory.

2.1.1. State and public administrations

The State, through different Ministries, **defines public policies in most fields** (education, social action, youth, environment...) **and supervises by law its implementation on the territories.**



In most countries, the state relies locally on deconcentrated services. As part of the territorial diagnosis, you will need:

- To **identify in the territory of intervention the administrations** possibly concerned by the project, and who can intervene to authorize / accelerate the implementation of the project;
- To **identify the regulations applied**, in case this regulation represents a constraint to be taken into account for the implementation of your project (hygiene and safety standards for example; rules for the reception of public in a rented room...);
- To **identify modes of intervention of these public administrations**, in order to mobilize them if necessary: type of authorization delivered, tools to inform the population, granted potentially awarded.

2.1.2. The local bodies

In most European countries, the **local authorities** (commune, department or province, region...) are administrative and political structures, distinct from the state administration, which have to take charge of the interests of the population on a specific territory.

Their representatives are designated by the inhabitants of the territory, and therefore they are the main democratic relays which could support you for the preparation and the implementation of your project.

The local authority can:

- **manage a political sector** for which the State has transferred responsibility (for example: the quality of roads, public parks are often under the responsibility of municipalities);
- **be associated with the management of certain political sectors by the State** services without possessing a direct responsibility (for example, public security);
- or more generally **be in charge of the local development policies of the territory**, i.e. to make work together with most of the stakeholders in the service of the economic and social development of the populations.

To this end, local authorities are increasingly setting up consultation frameworks to involve all local actors in the sector. They mobilize funding that they manage directly or that they grant to their various partners of local development.

The local authority can therefore provide you with financial and material support (meeting room facilities, loan of equipment, etc.) to carry out your actions.

2.1.3. Local associations

Associations are a **free and voluntary gathering of citizens around a common area of interest**. There are hundreds of thousands of shapes and objects in Europe: sports or cultural associations, environmental protection associations, public service user associations, urban district youth associations, etc.

Associations can initiate a project and thus intervene as the promoter of the action until its financing. Many specialized associations are involved in the implementation of territorial projects: at the level of design studies of the project, its implementation or accompanying measures (organization of populations, animation, awareness, and training).

They are also relay for the organization of inhabitants, awareness and mobilization of people around a dedicated theme, and therefore essential interlocutors during surveys and participatory actions conducted as part of the diagnosis, then in the implementation of the project.

2.1.4. Economic stakeholders

A territory brings together **private and sometimes public economic actors** who help to develop employment, bring wealth through the marketing of their products, provide products and services to local populations, etc.



Not all economic actors will necessarily be concerned or even interested in your project, but **it is necessary to identify at least those who operate in the same sector of intervention as your project and those who play a major role for the economic development of your territory of intervention.** Indeed, they may have complementary or opposite interests to yours, can contribute to facilitate or slow down your project, can possibly bring you means in the form of patronage or sponsorship.

2.1.5. The inhabitants of the territory

Most of the time, your project will not require, and will not allow you to conduct a statistical survey of all inhabitants. Nevertheless, **knowing the expectations and the point of view of the population of the territory is essential to properly establish your project and respond effectively to the needs of the community.**

Depending on the scale of your project, you will be able to choose:

- To **animate participatory meetings** to gather the points of view of volunteer participants;
- To **conduct interviews** by phone, internet, door-to-door survey, mailing etc.;
- To **randomly interview residents on the streets** or during the highlights of the territory's life (market, cultural event...);
- To **call voluntary contributions from the inhabitants** who wish it: the local community often has many volunteers, including retirees, who are passionate about certain subject and can bring you important knowledge (village historian, former teacher, former mayor...).

During the diagnosis, it is important to properly measure the ability of users to organize themselves and identify the existing networks of associations which are acting on issues which concern you (youth, culture, environment, social...). Mobilizing these associations (see previous section) will enable you to gather more relevant and easier information than using the opinions of a random interview of the population.

Title of the Activity	Identify the stakeholders
Aim of the activity	Identifying local players
Learning objectives	Know how to identify local stakeholders in a territory
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback

Activity description	<p>1- First, make it clear that there are usually 6 types of stakeholders in a project:</p> <ul style="list-style-type: none"> - Customers - Employees - Investor - Supplies - Communities - Government <p>2- Depending on these 6 categories, start brainstorming with the participants answering the question: <i>Who is interested in the project I want to develop?</i></p> <p>Ex: Building a cinema, User will be the population, Investors of private enterprises, Deciders for permits to build...</p>
Venue	Meeting room, group discussions
Materials needed	Computer, paper board, post-it

2.2. Involve local actors in your project

After having identified who is doing what across your territory of intervention, you will have to mobilize a number of stakeholders:

- **at the scale of the diagnosis of territory,**
- **during the implementation of your project.**

2.2.1. Meeting the local stakeholders

Once local stakeholders are identified, **it will be necessary to meet them** in order to question them, to know their responsibilities on a dedicated topic, but also to collect their opinions. This will allow you to share the findings and collectively determine the specific issues of a territory to justify your project.



Title of the Activity	To organise an interview
Aim of the activity	Giving young people the keys to conduct an interview
Learning objectives	<ul style="list-style-type: none"> - Prepare them to meet the actors - Let them be relevant in their way and credible vis-à-vis their interlocutors
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	<p>Before planning the interview:</p> <ul style="list-style-type: none"> - invite the participants to do some upstream research on the person they are going to interview, (who is the person/the entity; what is his/her past, his/her interests, his/her expertise). The better they know the interviewee before the interview, the better it will be; - explain the role of the interviewer: to highlight the other and his/her words. <p>Then, you will be able to arrange a meeting: call the interviewee to set an appointment date.</p> <p>Before the interview:</p> <ul style="list-style-type: none"> - help them define the purpose of the interview and the directions they want to give: preparation of a list of themes and upstream discussions with the interviewee before a meeting to determine the meaning of the exchange. <p>This will allow the interviewee to be able to prepare his/her answers and provide a better quality content. It is not a question of providing questions but only the themes.</p> <p>During an interview:</p> <ul style="list-style-type: none"> - ask relevant questions (if you ask boring questions, you'll get equally boring answers); - make transitions between questions; - avoid talking while your guest is answering; - be smiling, dynamic and playful; - thanks and greetings from the caller.
Venue	Meeting room, group discussions
Materials needed	Recording support, paper board, notes, camera

It will be a question of discovering and understanding of each "stakeholder":

- **their own issues (what are their interests?);**
- **their knowledge of the subject;**
- **their strengths and weaknesses;**
- **their power to influence, slow down your project or mobilize other stakeholders;**
- **their power and legitimacy to act.**

2.2.2. Understanding the relationships between stakeholders - mapping the stakeholders

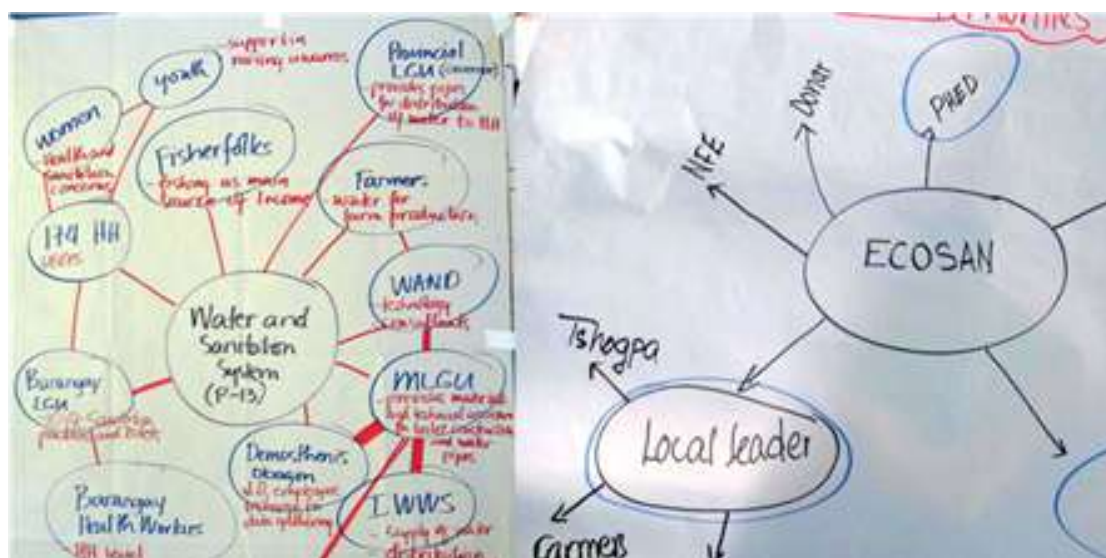
The identification of stakeholders - both public and private - and the exchanges with them make it possible to highlight their past, ongoing, or planned actions or initiatives in connection with the theme we want to address on a territory.

The comprehension of the links between the actors reveal exchanges of proximities, alliances, links of hierarchy, relations of competition or opposition, and complete the panorama. This analysis will contribute to the knowledge of the territorial context in which the project will fit.

The **cartography** thus drawn up of local actors, their actions and the relations they have among them will take the form of what is called a relational atlas.

Title of the Activity	Stakeholders map
Aim of the activity	Identifying links between local actors
Learning objectives	<ul style="list-style-type: none"> - The stakeholder map is a representation of all stakeholders involved in a project, aimed at clarifying roles and relationships. - Identify the role of each stakeholder, and relation dynamics.
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	<p>Depending on the specific need, the map can be created as a simple quadrant with two axes (level of influence and level of interest or engagement in the process), or as a more complex motivation matrix (detailing what each stakeholder brings to each of the other ones through the service project).</p> <p>You must be able to identify each stakeholder's power and interest level.</p> <p>Interest is the degree to which a stakeholder gives importance to the success of the project (whether it's professional, personal or another goal).</p> <p>Power refers to the level to which the stakeholder has a positive or negative influence on the project's goals accomplishment.</p> <p>These levels can be ordered as follows: Very low, Low, Average, High, Very high or with a scale from 0 (very low interest / power) to 10 (very high interest / power).</p> <p>Once you have set up their power and interest scores, your stakeholder will be displayed on the matrix. You'll be then able to identify various strategies to manage and meet their needs.</p>
Venue	Meeting room, group discussions
Materials needed	computer, paper board, post-it

Title of the Activity	To understand the links between local stakeholders
Aim of the activity	Make a map of stakeholders
Learning objectives	Teach participants how to map stakeholders and their relationships with each other.
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	<ul style="list-style-type: none"> - Divide a group into 2 subgroups by asking them to think about the notion and what it means to them: Influence for the first group. Interest in acting on a project for the second group - Pooling contributions - Restitution.
Venue	Meeting room, group discussions
Materials needed	computer, paper board, post-it, pen



Example (illustration), mapping of local stakeholders

2.3. What is a territorial diagnosis?

Before acting for the benefit of a local community and a territory, we must acquire knowledge of their situations and needs. Therefore, it is necessary to observe, to collect, and to analyse information by questioning inhabitants and all those who act for local development (local representatives, workers in local institutions, entrepreneurs, associations, etc.) to make what is called a territorial diagnosis.

This territorial diagnosis is above all a decision-making tool. It is based on a collection of quantitative and objective information on the territory and its population, but also on

qualitative data that are intended to reveal the characteristics, strengths, weaknesses and potential of this territory.

The territorial diagnosis is not necessarily a complex study of the situation of the territory which requires many specialties. This may be a simple approach, based primarily on surveys and the perception of the inhabitants. Moreover, it is not necessarily exhaustive: the diagnosis can be limited to a particular theme (for example the situation of the territory in terms of sports and cultural activities).

2.3.1. Functions of the territorial diagnosis

The diagnosis will allow:

- to understand the territory and its historical and recent evolution,
- to identify potential needs that will justify young people engagement in a project for the benefit of the local community,
- to identify the local stakeholders which can contribute to the project initiated by young people.

2.3.2. How to prepare the territorial diagnosis?

The realization of a territorial diagnosis must respect a precise working method, which will be supervised by the youth workers and/or the leaders of the groups.

a) Defining the objectives

Defining the goal is to answer three main questions:

- **What do we want to know? (What is the subject of the diagnosis?)**
- **Who will it serve? (Who will "use" the results of the diagnosis?)**
- **What will it serve? (Which project will rely on the results of the diagnosis?)**

Title of the Activity	What do we need?
Aim of the activity	Demonstrate how a project meets the needs of a territory. Explain the notion of need.
Learning objectives	<ul style="list-style-type: none"> - To understand the diagnosis of needs - To have the participants reflect on the notion of need - To appeal to the participants' creativity
Target audience	Young people participating in the project Reflection unit with following mutual feedback
Type of activity	
Activity description	<ul style="list-style-type: none"> - Breakdown into subgroups of equivalent size (3/4 max by group). - Participants have to think about their personal needs and exchange with the other protagonists (it could also be the reasons why I am not satisfied; how I could have what I want). - Teacher will focus on a common need (idea of a local

	community). - At the end of this phase, restitution of the different works. Global synthesis with exchanges on the needs identified in common.
Venue	Meeting room, group discussions
Materials needed	Post-it, paper, pen, flipchart

Title of the Activity	DEVELOPING A META PLAN
Aim of the activity	- Set up a collective brainstorming
Learning objectives	- Go around all the brakes and levers that can co-exist around a concept - Start to define together some common language for defining a common project, beginning of glossary in oral
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	-Everyone takes as much post-it of the two colours as they want, and a marker. -We give ourselves a thematic for collective reflection, ex: "What are the brakes and the levers for the participation of young people in local initiatives?" - The principle is to write an idea by post-it: on the yellows, the levers, on the blues, the brakes. - Everyone can write as many ideas as they want. Only one post-it for each idea. We take five minutes for those individual reflections. -Then, each in turn gives his/her ideas, explaining them briefly, and the animator gathers the post-it according to the similarities between the ideas: we thus draw up a particular cartography of the group's ideas, at this moment and on this thematic.
Venue	Meeting room, group discussions
Materials needed	pens, paper board, post-it, flipchart

What do we mean by needs and resources?

A **need** can be defined as the gap between what is and what should be. A need can be felt by an individual, a group, or an entire community. It can be as concrete as the need for food and water or as abstract as improved community cohesiveness. An obvious example might be the need for public transportation in a community where older adults have no means of getting around town. More important to these same adults, however, might be a need to be valued for their knowledge and experience. Examining situations closely helps uncover what is truly needed and leads toward future improvement.

Resources, or assets, can include individuals, organizations and institutions, buildings, landscapes, equipment – anything that can be used to improve the quality of life. Mothers in Chicago who volunteer to organize games and sports for neighbourhood children after school, the Kenyan farmers' cooperative that makes it possible for farmers to buy seed and fertilizer

cheaply and to send their produce directly to market without a middle man, the library that provides books and the Internet access to everyone, the bike and walking path where city residents can exercise - all these represent resources that enhance community life. Every individual is a potential community asset, and everyone has assets that can be used for community building.

b) Defining the scope and topics of the diagnosis

The role of the facilitator / youth worker is to help the group to strike a balance between their ambition and their ability to work: to be aware of the difficulties in organizing their time, the need to go into contact with the field and stakeholders, the risk of creating expectations that could be disappointed...

A diagnosis of territory is based on a specific geographical area. It is therefore important to define and delimit this perimeter: is the field of study located at the scale of a district, a city, a department, a region or at the national level?

It is necessary to determine the theme of the diagnosis, which will depend on the project behind this diagnosis: do we want a general diagnosis to know the economic and social situation of the territory and its population, or do we wish to study a specific topic of the local situation (for example: the quality of the environment, the quality of the cultural or sports offer, etc.)? We can also choose to make the first short and general diagnosis. Then, from a sketch of the population's priority needs shown by that first diagnosis, we can decide to detail the diagnosis in a particular direction.

Finally, the diagnosis may have to focus on the specific situation of some parts of the local community: are they young or old, men or women?

Title of the Activity	Definition of the perimeter of the diagnosis
Aim of the activity	Give a framework to the diagnosis - define its objectives (thematic, target etc.) and its scale
Learning objectives	<ul style="list-style-type: none"> - To understand what a diagnosis is - Delimit its perimeter (objectives, themes, geographical scale, target audiences, ...) - Distribution of work among a group
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Description of activity	<ul style="list-style-type: none"> - Part 1 - Division into working subgroups with meta plan, with a chronological sequence (rotation of groups): <ul style="list-style-type: none"> ● Group 1: a geographical delimitation of the diagnosis - What scale are we able to work at? ● Group 2: Reflection on the purpose of the diagnosis: on the basis of the identification and sharing of our perception of needs - Which theme (s) do we wish to intervene on? ● Group 3: From the first knowledge (summary) of the actors of the territory - Who are the people and which

organizations to associate priority with?

- Part 2: feedback and discussion on the issue at the end of these workshops - Summary and validation of a diagnosis outline shared by the participants, before to establish the working plan.

Venue Meeting room, group discussions

Materials needed Post-it, pen, paper, flipchart

c) Building a precise work plan for the realization of the diagnosis

Once the perimeter of intervention, the objectives and the themes are defined, the questions to be asked are the following ones:

- Which human resources do we have to carry out this diagnosis? Volunteers, professionals, young people, older people, supervisors... you must determine who is able to intervene, who has got time before determining "who will do what?"



- What timeframes do you have? How will the diagnosis be organized over time? In all cases you will need to determine at least a typical course of action with:

- a predefined start date,
- intermediate stages of assessment and exchange of information,
- a date scheduled for a restitution of the work.

- How are we going to "frame" the realization of this diagnosis? How to work with local authorities, local associations?

Setting up a monitoring committee with resource persons seems important. Meetings can be organized regularly, or it can be simply "consulted" by email or phone... But it can be used to help the group to "moderate" its interpretation or avoid conclusions too hasty...

- Which material (including written material) do we have? See also § 3 - Data collection. Should there be preparatory steps, requests for authorizations to access information? Where is the interesting information for our diagnosis (for example: statistics available in town halls, in regional administrations, elsewhere?)

NB: The answer to all those previous questions may lead you to review your field of intervention downward or upward (Ex: if we have less time, let's look at fewer topics or work on a smaller territory).

Title of the Activity	Distribution and organization of the work plan
Aim of the activity	Clarify the organization and implementation of the territory diagnosis
Learning objectives	<ul style="list-style-type: none"> - Divide the roles between young people - Organize work in time and space
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback

Description of activity	<ul style="list-style-type: none"> • Exchange of ideas with young people on the human and financial resources available to carry out this diagnosis. • Breakdown of tasks between participants. • Definition of a work monitoring committee.
Venue	Meeting room, group discussions
Materials needed	Post-it, paper, pen, flipchart

d) A dynamic and live approach

A diagnosis of territory is not a study in a library or a room, but a real portrait of the situation lived on a territory by a community. The diagnosis is therefore above all based on a participative approach, with meetings, surveys, attentive listening of the population. It requires the use of a certain number of animation tools and participatory processes (see part of the activities proposed in this section), such as focus groups, participatory meetings...).

A territorial diagnosis must also make it possible to identify all the stakeholders involved in the development of a territory and their roles (see "Identifying local stakeholders"). This identification of the actors cannot be limited only to institutional partners (municipalities, public administrations...) but must also identify the organizations of civil society, the entrepreneurs, and the resource persons, who will contribute to express a point of view within the framework of the diagnosis and can then facilitate the implementation of the project.

2.4. Data collection

Your diagnosis will be based on the search for data to analyse and understand the territory, on the selected theme(s). In this way you will collect two big families of data: quantitative data and qualitative data.

2.4.1. Quantitative data

These are **numerical information** to measure a situation and a change on the territory. The collection of quantitative data makes it possible to answer the questions:

Who? What? Where? When?

The quantitative data will be, for example, the statistics of unemployment rates, the % of the population aged less than 28 years, data on the number of cultural facilities in the territory, the results of pollution measurements in the regions: streams, areas of green space reduced to the number of inhabitants in a district, etc.



These data may be derived from bibliographic research from books, surveys, statistical studies... The information is usually available at libraries, archives, or simply online, on sites such as National or Regional Statistical Institutes.

The quantitative data research phase begins with an identification of information sources easily accessible for young people, which can be done by the supervisor or the group leader.

A documentary survey can also be carried out with a compilation of local and regional press articles dealing with the subject of the diagnosis.

2.4.2. Qualitative data

The qualitative data is generally those resulting from observations of the territory, field visits, meetings and surveys with different stakeholders identified during the start of the diagnosis phase.

Generally qualitative data can provide answers to questions starting with:

-How?

-Why?

The qualitative data can be the fruit of various meetings with local associations acting in the field of your study, representatives of the municipality, other local authorities, public administrations, business leaders...



The study of surveys already carried out by geographers or sociologists can also contribute to the search for information.

Drawings in the local archives will also allow taking note of the history of the geographical area concerned (evolution of economic activities over time for example).

Individual meetings, with local associations or others, require the preparation of an interview frame. If you do not have the time for meetings, you can also launch an online survey using tools such as Google forms.



Online surveys are useful when it comes to collecting more responses, and you may wish to draw statistical information from it, in addition to qualitative information. The main difficulty is to get answers; many people are in principle little or no reactive.

Rather than meeting the actors individually, you can choose to lead a participative meeting bringing together several stakeholders. This formula has several advantages: it saves time, it makes it possible to measure the existing relations between the actors (potential conflicts, pre-existing collaborations...), and it makes it possible to start to "share" collectively the process of diagnosis and the idea of the project that goes with it.

On the other hand, the participatory meeting also has some disadvantages: it is more difficult to organize (room, invitation, preparation of the animation), can be difficult to animate when participants are in conflict with each other or are suspicious of each other. It is also more difficult to summarize in a report than an individual interview.

Title of the Activity	What is information, data?
Aim of the activity	Give young people the necessary keys to go looking for information
Learning objectives	Acquire how to collect quantitative and qualitative data
Target audience	Young people participating in the project
Type of activity	Group work and individual research/Reflection unit with following mutual feedback
Activity Description	<p>The principle is to divide the group into 2 subgroups each working on the qualitative and quantitative concept and see what they understand</p> <p>For each sub-group, use the Meta plan method to:</p> <ul style="list-style-type: none"> - Define what data is (qualitative / quantitative) - Discuss the need to collect data / information for the diagnosis of the territory: depending on what you want to know, what information to look for? - Conclude with a summary list of the information to be collected according to the theme envisaged for the project <p>Then restitution of the two groups and exchanges between them:</p>

	<p>what information to collect, where and how to collect them?</p> <p>The group leaders/facilitators propose an organization of the groups: to appoint responsible persons in charge of going to collect qualitative and quantitative information on the territory.</p> <p>The idea is to make young people think about the resources they have to find information.</p>
Venue	Meeting room, group discussions
Materials needed	Computer, post-it notes, paper board to prepare the organization of the groups and the work plan

Title of the Activity	Realization of a survey questionnaire
Aim of the activity	Give the keys/basics enabling young people to build a survey questionnaire in order to collect data or information
Learning objectives	Build quality questionnaires and make them want to answer them
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	<ul style="list-style-type: none"> - Definition of the objective: what information do I need? By delimiting as precisely as possible your objective of study; - list all the information I want to have on a separate sheet; - make a sorting in its proposals: to rank in order of importance according to your theme, to eliminate the ideas which are repeated; - once you have the themes to deal with, you can move on to writing questions and these questions must be simple and clear, to allow the most direct and clear answers possible; - adapt your questionnaire in the way that you will distribute it: if you broadcast by email, prefer closed questions based on the "Multiple choice questions" type. If you are conducting face-to-face interviews, you can keep more developed answers possibilities...; - work on the introduction of the interview: introduce yourself, present the context of the interview, the objective of your diagnosis/your project, the way in which you will use the results of the interviews...; - finish by leaving the opportunity for the interlocutor to provide advice or remarks; - acknowledgment of the interlocutor.
Venue	Meeting room, group discussions
Materials needed	Computer, post it, paper board

Title of the Activity	Preparing a meeting
Aim of the activity	Giving young people the keys to the preparation of a meeting with partners

Learning objectives	To be able to prepare a meeting
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	<p>- Key points of the meeting preparation - the questions that need to be asked in the preparation of a meeting are:</p> <ol style="list-style-type: none"> 1. What are the objectives of the meeting? 2. What are the subjects that can or should be dealt with in this context? 3. Who should be the unavoidable participants? 4. What is the best organization to plan: date? Time? Place? 5. What upstream communication?
Venue	Meeting room, group discussions
Materials needed	Computer- paper-pen, post-it

Title of the Activity	Meeting animation
Aim of the activity	Giving young people the key to lead a meeting
Learning objectives	Leading a meeting
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	<p>Choose a facilitator. He/She is responsible for the expression of the rules of the game, the compliance with the agenda, time-allotted, the equitable distribution of each participant's time for everyone's voice-to-talk, the understanding of everyone through questions, reformulations, syntheses, dedicated tools (meta plan, mind mapping...) and for the regulation of possible interpersonal tensions in the group: nuance without taking sides.</p> <p>A meeting must be punctuated; there are 3 highlights to follow: the opening, the exchanges and the closing of the debates. More closely: The Opening: this is an important moment, especially if the participants don't know each other. The facilitator must facilitate the first speeches. The round table: if the participants do not know each other, this type of presentation is necessary because it helps to identify the status of the different people in the group. However, the round table can be very time consuming: well anticipate the possible negative impact of this technique, especially when the participants are numerous. For a large-format meeting, it will be a presentation by the speakers.</p> <p>Definition of the rule of the game: the facilitator defines his role and the one of the participants to establish his legitimacy. Participants validate or qualify these proposals. A secretary is chosen, in particular, for the drafting of the report. Presentation of the objectives of the meeting and the work plan: the</p>

facilitator verifies once again that the whole group perceives the objective in the same way and accepts it without reluctance.
 Final validation of the duration of the meeting, the schedules (pauses, the end time of the meeting), and the different stages of progress.

The **exchanges** are punctuated by:

1. welcome of the participants,
2. statement of the point to be dealt with,
3. possible presentations of additional information,
4. intermediate conclusion,
5. exchanges with participants or answers to their questions,
6. conclusion and thanks.

The **closing the debates**: the group must separate on clear conclusions for all. An agreement and a notice have been reached, some actions are planned, it is necessary to define the practical modalities of implementation in order to make the decision operational.

It can be an action plan, for example, with a distribution of actions, timing, expected returns...

If necessary, leave with a new scheduled or anticipated meeting date.

Venue	Meeting room, group discussions
Materials needed	Computer, paper, pen

2.5. Analysis of collected data

Once all the data is collected, you will have to analyse it in order to build a project adapted to the needs of the territory. The purpose of this analysis may be to determine a classification into **four criteria: Strengths / Weaknesses / Opportunities / Threats**. This method of analysis, called **SWOT**, which aims to clearly identify all that can justify, facilitate or impede the realization of your project for the community.

2.5.1. Review of assets and opportunities

As **assets**, we mean the **positive points of the territory, which contribute to its dynamism and its development**. The assets can take a very large number of different forms: the presence of companies or associations in numbers and dynamics, the presence of local elected representatives, a know-how specific to the territory, the large number of young people... **Even a territory in difficulties presents assets**: the will of the inhabitants to get out of it, the cohesion and the solidarity between the generations are also assets for a community.

Opportunities represent a **potential on which you'll base your project**: it can be a wealth or an untapped asset (for example, the importance of the rural heritage, which has not been highlighted yet), a probable evolution of the territory (for example, the increase of the population). **The opportunities allow you to foresee partly the context** in which your project will take place and the factors of future success, as many opportunities that you will be able to seize to develop your action.

2.5.2. Review of weaknesses and threats

The **weaknesses** are the **main disabilities of the territory and its community**, such as: a high unemployment rate, a small number of young people, the absence of cultural or sports facilities... These **fragilities** may represent a justification for your project (acting on what is missing) but also a potential obstacle for its success (for example: absence of a representative youth body within a meeting if the issue is the establishment of a skate park). **Taking into account weaknesses** may allow you to add dimensions to your project: correct a weakness that **hinders its implementation before actually launching it** (for example: create a representative body of young people in the territory, before starting the discussion on creating a skate park).

A **threat** is a **statement of intent to harm or punish, or something that presents an imminent danger or harm**. A person who has the potential to blow up a building is an example of a threat. When it appears as if it is going to rain, this is an example of a situation where there is a threat of rain.

The risk is the potential for loss, damage or destruction of an asset as a result of a threat exploiting vulnerability. Risk is the intersection of assets, threats, and vulnerabilities.

Title of the Activity	Making a SWOT analysis of a territory
Aim of the activity	Making a SWOT analysis of its territory
Learning objectives	Have the right methods to prepare a SWOT analysis
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	<p>- Split the group into 4 subgroups: The first: force working group; The second: group working on weaknesses; The third: opportunities working group; The fourth: risks working group.</p> <p>The idea of the activity is to make each group reflect on what each of the parties represent to them on a territory-wide scale based on the data collected previously.</p> <p>At the end of the pooling of the exchanges and restitution of the data collected and realization of the SWOT analysis using the work of each group.</p>
Venue	Meeting room, group discussions
Materials needed	Computer, paper board, post-it, pen flipchart



2.6. Good examples of civic participation and engagement of youth

The first example we can share in term of engagement of youth is #MaCitéVaBriller which could be translated by “My district will shine”.

The concept is easy ‘gathering young people to clean their district’ but mobilising the inhabitants is a more difficult task.

It is what the Association Espoir et Création (Hope and Creation) have done. This association was created in 2008 to promote arts and raise awareness around artistic projects. The people behind the association have a common point: coming from the popular districts of Val d'Oise (French neighbourhood). Their idea, there are some adversary districts, it is better to challenge them with environmental and social goals than brawls. The concept of #GargesCleanChallenge was born in 2018.

The Association Espoir et Création gathered other local associations like « Chez Bellevue », Bellevue Boxe (boxing club), “La Cité des Possibles”, “Jeunesse de Bellevue” and also ASCJ Félix-Pyat (local organisation for the youth) in order to use their social media to communicate and motivate the young people to participate in this activity.

The association “1 piece of rubbish” offers tools, trash bags etc.

The concept of the challenge is to sort as many as rubbish as possible and to take a picture of the final garbage heap with the team of young people who have raised the challenge. This picture is then posted on social media and the team of the district is namely challenging another district and so on.

The association Espoir et Creation also made a short film to enhance young people’s work.

https://www.facebook.com/watch/?v=2263042457139994&external_log_id=03ec9735139457bb376f5edc2f86a2f5&q=ma%20cite%20va%20briller%20marseille¹²

¹² <https://www.mouv.fr/nation/societe/nos-cites-vont-briller-l-action-355816>
<https://www.facebook.com/watch/?v=972488899792237>
<https://www.facebook.com/watch/?v=722422041519574>



The second and third examples of civic participation of young people are taken from the association Unis-Cité which aims to enable young people to carry out a mission of collective interest through civic service engagement in order to fight inequality, injustice, racism and exclusion.

- 1- The “**Silver Geek**” program promotes aging well, by offering seniors fun digital workshops tailored to their desires and needs.

Concretely, in a team made up of young people from different backgrounds, their mission is to organize and lead fun workshops around digital (sports games on Wii, memory games on tablet, discovering Skype and sending e-mail ...) for seniors and to animate the event of the year “Seniors Trophy”, an inter-structure Wii bowling competition, between seniors, organized in the spring in a festive and family atmosphere.



<https://www.uniscite.fr/missions-service-civique/silver-geek/>

- 2- **Solidarity Refugees program** (Solidarité Réfugiés) mobilizes volunteers of Unis-Cité to strengthen the reception of migrants and refugees through the organization of sporting, cultural activities, discovery of the territory and physical support.

Concretely, in a team made up of young people from different backgrounds, the mission is to: develop warm living space in refugee accommodation centers (games, discussions, etc.), organise trips to the museum, visit Paris, animate sports activities, give physical support for refugees to facilitate their administrative procedures (doctor, asylum request, etc.). <https://www.uniscite.fr/missions-service-civique/solidarite-refugies/>



2.7. Importance and limitations of diagnosis

The diagnosis **highlights the gaps, needs, strengths and weaknesses** in the study area that justify or limit the construction of your project. The diagnosis is a **picture** at a given moment: it highlights the questions / problems / needs, but it does not allow finding solutions.

This is the definition of the project, based on an action strategy and an action plan that will make it possible to identify and share the expected solutions. See Section C - Defining Goals and Taking Actions.

3. DEFINING GOALS AND TAKING ACTIONS

3.1. Why is it important to define the goals clearly?

The importance of big goals and small targets.

3.1.1. Before defining goals...

When a youngster wants to put in practice an idea, you will need to remind him/her that one of the most important things to do is to convince others in order to get supported in the realization of such an idea.

In order to be able to do so, a person needs to be very clear about the vision (dream) and the mission (what and why).

Without having a clear idea of what a person wants to achieve at the end, how the change will impact the improvement of a situation and how he/she is going to implement this idea, it is hard to convince other people to follow and support. But the support of others on different levels and project stages is essential to be able to achieve a change.



This is especially important when:

- **a person is starting a new project => in order to attract support and followers;**
- **a person's idea/group is moving on to a new phase of an ongoing effort => to keep everybody on the right track;**
- **a person's group is increasing => in order to make new members clearly understand what you are planning to do;**
- **an involvement of (new) funders => in order to make them understand what the plans are about.**

So, firstly, the person you are mentoring has to get clear the vision and the mission of their project idea. You need to remind him/her that it is worth spending time on the definition of both before going further, that this may take some time and that the person might find some issues they will have to correct regarding the initial idea, but this process is essential for necessary corrections and improvements.

Title of the Activity	Define the VISION of the project
Aim of the activity	Achieve that a participant develops a clear statement which should

	<p>be understood and shared by all involved parts. It should be:</p> <ul style="list-style-type: none"> -broad enough to encompass a variety of local perspectives; -easy to communicate; -inspiring and uplifting.
Learning objectives	Achieve that a participant learns how to define a vision in order to be able to communicate this vision to others.
Target audience	Young people participating in the project
Type of activity	Reflection unit with following mutual feedback
Activity description	<p>When developing the vision of the project:</p> <ol style="list-style-type: none"> 1. A participant has to reflect on his/her “dream” 2. A participant has to define a vision statement with the above-mentioned characteristics. 3. A participant has to exchange with his/her mates on it and test its evidence or if eventual corrections are needed. 4. A participant has to re-define his/her “vision” after feedback.
Venue	Meeting room
Materials needed	Paper for taking notes



Title of the Activity	Define the MISSION of your project
Aim of the activity	<p>To develop a clear mission statement which describes what you are going to do and why. They are more action oriented than visions: It should be:</p> <ul style="list-style-type: none"> - concise: it shall get its point across in one sentence; - outcome-oriented: what you are working on to achieve; - inclusive: include overarching goals.
Learning objectives	Learn how to define a mission in order to be able to communicate this to others.
Target audience	Young people participating in the project
Type of activity	Reflection unit

Activity description	When developing the mission of your project: <ol style="list-style-type: none"> 1. reflect on the “what and why”; 2. define a mission statement with the above-mentioned characteristics; 3. exchange with your mates on it and test its evidence or if eventual corrections are needed; 4. re-define your mission after feedback.
Venue	Meeting room
Materials needed	Paper for taking notes

3.1.2. Defining Objectives

The next step after the definition of vision and mission, is that a participant **clearly defines the goals and objectives**, as they are the **specific measurable results of the initiative**.

Objectives serve to specify:

- *how much*,
- *of what will be accomplished*,
- *by when*.

For example: “By the end of this year we want to have 50% more young people involved in this action X”.

WHEN and WHY TO DEFINE OBJECTIVES?

There are many good reasons to develop objectives for a participant’s initiative. You are to remind a participant that objectives help him/her to:

- **measure the progress** - having benchmarks to show progress;
- **demonstrate what he/she has achieved** - completed objectives can serve as a marker to show members of your organization, funders, and the greater community what the initiative has been accomplished;
- **keep a participant focused on the goals** - creating objectives that help the organization to keep focused on the things you want to achieve;
- **assures everybody working in the same direction** - keeping members of the organization working toward the same long-term goals.

You have to explain the youngster you are working with that there are three basic types of objectives:

- **Behavioural objectives:**
 - aiming at changing the behaviour of people - what they are doing and saying; and
 - the products (or results) of their behaviours.
- **Community-level outcome objectives:**
 - related to behavioural outcome objectives, but
 - more focused on a community level instead of an individual level.

- **Process objectives:**

- refers to the implementation of activities necessary to achieve other objectives

These different types are not mutually exclusive. They might be in all three categories.

HOW TO CREATE OBJECTIVES:

The first thing a participant will need to do is to review the vision and the mission statements of the project, and the objectives shall fit into them. He/She should also take a look at the process to achieve and the changes to be made. This will help a person to define and refine the objectives for the project. It is important to understand that in order to fulfil the mission changes need to happen.

Once the participant has this understanding it is **important to develop clear and measurable objectives for the achievement of the broad goals**. Then, a person needs to define the necessary steps to achieve them and build consensus around them. The **necessary steps (= short term goals)** will help a person to keep in sight the **long-term objectives (broad objectives) and their vision**. The consensus on the short-term goals helps a person to achieve identification with the goals of all involved people. You need to remind the youngsters that an ongoing evaluation of the achievement of the goals set helps a participant to recognize the progress he/she is doing within the project implementation and helps staying motivated and focused on the issue.

Objectives should be **S.M.A.R.T. + C.:**

- **Specific**
HOW MUCH (e.g. 20%) of WHAT is to be achieved (what behaviour of whom or what outcome) by when (e.g. 2020).
- **Measurable**
HOW information concerning the objective can be collected, detected, or obtained.
- **Achievable**
It is possible to achieve them.
- **Relevant**
They fit with the overall vision and mission of the group, a common understanding and there is a need for these activities.
- **Time-bound**
There is a timeline by which they will be achieved.
- **Challenging**
The aims demonstrate significant improvements that are important to members of the community.

Title of the Activity	Define the specific objectives and strategies
Aim of the activity	These objectives shall focus on the achieving of the mission. They should be: <ul style="list-style-type: none"> - concise: it shall get its point across in one sentence, - outcome-oriented: what you are working on to achieve, - inclusive: include overarching goals.

Learning objectives	Learn how to define objectives after having found a vision and a mission in order to be able to communicate these to others and formulate concrete steps.
Target audience	Young people participating in the project
Type of activity	Reflection unit
Activity description	Define the first draft objectives specifying: <ul style="list-style-type: none"> - how much, - what will be accomplished, - by when. Then go over to the next point. When the point is completed how to create reachable goals, present them to your mates and discuss them with each other.
Venue	Meeting room
Materials needed	Paper for taking notes

3.1.3. How to define reachable goals?

Defining meaningful objectives is a critical point for the development of a project. At this point in the planning process, the participants should develop a **general list of what needs to occur to make the changes they want to see at the end.**

For example, if the project is to “reduce the risk of alcohol abuse within your youth group”; at this point of the training, the participants should define objectives based on the following general goals:

- start programs to raise awareness on negative effects,
- start drinking prevention programs,
- offer alternative youth activities,
- encourage healthier lifestyles,
- etc.

Once the participants have a general idea of what they want to achieve, the next step is to **identify baseline data on the issue to be addressed.** These are facts and figures that tell how big the problem is, its extent to which it exists in their community. E.g. In their community 35% of teens reported alcohol abuse during the last year. This information is important as it provides you with numbers. These numbers are a **starting point to measure the change achieved by the participants’ initiative.**

3.1.4. How to collect basic information

Participants can collect basic information by:

- **Researching** what experts in the field consider the best way to cope with the problem. For many social and community issues researchers have already developed useful ideas or the best practice has been published online.
- **Discussing the matter also with local experts** (like members of organizations providing similar services or have experience of similar services in other comparable locations / agents of change – or persons in position to contribute to the solution / targets of

change – people whose actions contribute to the problem or are exposed to the problem day by day).

- Discussing logistical requirements to successfully address community needs.

Ways to gather this information include the use of surveys, questionnaires, and personal interviews.

3.1.5. What is realistic for the project to be accomplished?

- Do the participants have enough resources to reach all the goals? – This might be difficult for the participant to estimate due to a lack of experience in this matter. It might help to talk to experts in the field of similar projects implementation who have a better sense of what is possible.
- Are the goals challenging enough? It is important to keep the right balance between achievable and challenging to keep the motivation high.
- Before finalizing the objectives, it makes sense to review them among the members of the team or even with experienced people outside the organization to get feedback on their feasibility and possible tricky points. In addition, feedback from local experts, targets and agents of change, people doing similar work in other communities might be helpful in order not to forget important contributions.

Feedback might be given on:

- Are the objectives SMART?
- Is the list of objectives complete? Is there anything important missing?
- Are the objectives appropriate?

Title of the Activity	Recheck the specific objectives
Aim of the activity	To do a final check if the defined objectives are realistic and feasible
Learning objectives	Participants will learn to estimate what objectives are realistic for the team, which support they might need, in order to keep the team motivated and to make the “dream” come true, without losing motivation or ending up in frustration.
Target audience	Young people participating in the project
Type of activity	Expert interviews
Activity description	Participants should check the developed objectives with at least 3 “experts” who might be local experts, targets and agents of change, people doing similar work in other communities. It is highly recommended that the target group ask them for the feedback on the following points and integrate the feedback in their plan. <ul style="list-style-type: none"> ○ Are the objectives SMART? ○ Is the list of objectives complete? Is there anything important missing? ○ Are the objectives appropriate?
Venue	Meeting place with these people

Materials needed	Devices to register the interviews (if allowed) or somebody taking notes of the main important outputs
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Once the reachable objectives are ready, the participants can move to the next step, developing a strategy to make them real – to develop the action plan:

3.2. The action plan - how to plan logical and chronological steps, resources (including money, infrastructure, human resources, time etc.)?

3.2.1. What is an action plan?

The action plan helps to realize the participants’ “dream” and to avoid them to fail. Therefore, it makes sense **to define all steps**. It should describe in detail exactly how the goals, that have already been developed, could be reached. It refers to:

- the specific community or systems where the participants want to implement the change,
- the specific action steps, which we plan to fulfil to achieve the changes.

A good action plan can help the participant:

- to demonstrate that the project is well ordered and dedicated to getting the things done,
- to avoid the overlook of any of the details,
- to understand the possibilities and limits of the team,
- to be more efficient: to save time, energy and resources,
- to assure that the team will do what needs to be done.

So, we can say the action plan is the **tool to assure that the vision is going to become real**. Therefore, all key aspects regarding the intervention have to be outlined there.

Each step needs to be defined in detail regarding:

- **What** action/change will take place?
- **Who** will do it?
- **By when** it will take place?
- **What resources** (e.g. material, money, staff...) are needed to carry out these changes?
- **Communication** (Who has to be informed about what?)

Title of the Activity	Develop an action plan draft
Aim of the activity	To define things which have to be done and responsible persons and a timeframe when to do it?
Learning objectives	<ul style="list-style-type: none"> - Sharing responsibilities, - Developing a time plan, - Identifying the individual steps in a project.
Target audience	Young people participating in the project
Type of activity	Developing the action plan template
Activity description	Template columns to fill in: <ul style="list-style-type: none"> ● Action step(s): What will happen? ● Person(s) responsible: Who will do what?

- Date to be completed: timing of each action step;
- Resources required: resources and support (both what is needed and what is available?);
- Barriers or resistance, and a plan to overcome them!
- Collaborators: Who else should know about this action?

When done, participants should review the completed action plan in small groups carefully checking for completeness:

- Make sure that each proposed action will help to accomplish the goal.
- Make sure that there are no important steps missing in the action plan.
- Assure that everyone will be informed about what the team is planning to do and that nobody is left out. It is essential that nobody feels excluded from contribution.
- Participants should reflect how they are going to keep track of what they have done. Ongoing evaluation is an important part of working with the action plan in order to assure necessary adaptations and integration of needs.

Venue	Meeting room, group discussions
Materials needed	Template "Action plan"

3.2.2. How to decide on the best action for a particular goal?

Generally, a good action plan is one including **all steps necessary to realize the vision a person has and to achieve the objectives on time with the planned resources**. At the same time, a good action plan **should be adaptable to changing circumstances**, which might occur, like fall out of staff, increase of prices, delay of tasks and so on. **It allows a manager/coordinator to monitor progress step by step** and handle a project more efficiently. Limitations get visible and have to be considered as well. So, it helps to prevent side tracking, which might occur.

Summarized: criteria of a good action plan are:

- Is the action plan **complete**?
Does it list all the action steps or changes to be sought in all relevant parts of the community (e.g., schools, business, government, faith community)?
- Is the action plan **clear**? Is it apparent who will do what and by when?
- Is the action plan **current**?
Does the action plan reflect the current work? Does it anticipate newly emerging opportunities and barriers?

Title of the Activity	Review an action plan draft
Aim of the activity	To learn to revise action plans
Learning objectives	- Rethink steps and strategies of implementation - Rethink responsibilities

- Learn to give constructive feedback

Target audience Young people participating in the project

Type of activity Revising a given action plan

Activity description Example of an action plan:

Project Example: Implementation of a project targeting young mothers who dropped out of school to encourage them to finish their professional education.

The aim is to improve their economic situation by supporting them to accomplish their professional education and organise childcare and an educational plan, which is realistic for them to do.

- **What** action or change will occur: Young mothers shall be informed on the importance of professional education for later income and reducing the risk of social exclusion. To get in touch with the targets it is planned: Hanging posters, displays, and other information about the importance of professional education for the later income and reduction of the risk of social exclusion. The posters and other information will become a permanent part of the high school and youth centres.
- **Who** will carry it out: A sub-committee composed of youth workers, teachers, students, and coalition members will be responsible for maintaining the displays. The coalition as a whole will work towards providing consultancies and support. Maria and Alex of organization G. will be responsible for taking interviews with possible candidates for training and consultancies.
- **By when** will it take place, and for how long: The coalition will try to have posters hanging and displays visible within six months of deciding on the action step (1/9/2019).
- **What resources** are needed to carry out the step: The promotion and organization, training development is funded by the EU project. But the group will seek funding from other sources such as foundations and local businesses to finance the support of the young mothers (childcare/training costs).
- **Communication** - there has to be ongoing information about the action to reach young mothers.

Things to note about this part of the action plan:

- It appears *complete*. Although this step seems fully developed, we would need to review the entire action plan to see whether all community and system changes that

	<p>should be sought are included.</p> <ul style="list-style-type: none"> ● Is it <i>clear</i>? Do we know who will do what by when? ● It seems <i>current</i>. We would need to know more about other current work (and new opportunities and barriers) to judge whether this part of the action plan is up to date.
Venue	Meeting room
Materials needed	Template “Action plan” as you see it above

3.2.3. Deviations from the plan - how to deal with unexpected changes and react accordingly?

As soon as the participants have the action plan developed the important thing is to get the members to do what they are expected to do. Otherwise it might happen that when assigning tasks, everybody agrees and at the next meeting, nothing or only half of it has been done...

There are several ways to try to assure that everybody keeps to the action plan. In case of volunteers, it is highly recommended to not lean too hard, as they are already donating their time and energy for free, it is especially a challenge to supervise ongoing activities. It is suggested gentle reminders such as:

- handing out the agreed action plan to all members with names attached to the specific tasks (additionally feedback may be asked);
- make clear that timelines with due dates and responsibilities are complete, clear and current;
- regular supportive phone calls from leading staff members asking how they are doing with their tasks, so you can help them to fulfil their commitment;
- at regular group meetings ask members to report their efforts and challenges to seek solutions;
- celebrate the accomplishment of tasks. It should be recognized by the whole group.

Participants should be aware that an action plan is work in progress and that **it always has to be adapted to ongoing changes and needs. It is recommended to keep it visible and revise it continuously.**

The better the plan is developed the more resources the participants will have for unexpected changes or the less unexpected changes will happen.

Helpful questions for **revision** for both itself and others, they can address them informally (asking itself, chat with members of the team...) or even formally through surveys or evaluation questionnaires:

- “Are we doing what we said we will do?”
- “Are we doing it well?”
- “Is what we are doing advancing the mission?”

And then **this feedback has to be discussed and integrated into the action plan.** This might be changes in responsibilities, tasks or timeline, which might affect other activities as well. In that way, it is better to always do a recheck of the whole plan and not only parts of it.

The worst thing which may happen to an action plan besides tasks not done is that the person is sticking to doing it although it is visible that it is not working. Like a captain of a sailing crew, the person in charge has to watch the environment, the waves, the wind, the weather and the tools to stay on course to reach the main goal.

Risk management action plans: done in order to need to examine certain possibilities that could affect the project implementation and develop possible scenarios of solutions to situations which might happen. The big advantage is that the participants and especially also the team are prepared when such situations are happening or the person in charge might find a solution with quite similar scenarios already described.

3.3. Check-list - what to consider when planning an action?

As support for the activities this part of the guide delivers a practical tool, which helps to consider all possible aspects of implementation.

Various action plan templates can be found on the Internet. The complexity of the action template depends on the format of the project / activity a participant wants to implement. Small projects may be able to work with a To do list relating tasks to certain involved people and providing deadlines. Bigger projects have to include a budget estimation and budget control.



Action plans may be structured along persons involved, along tasks to fulfil, or periods of project development. Each type has its advantages as for example:

- **Structured along persons involved:** helps everybody to see at first sight what s/he has to do; in another structure there is the risk that people might miss some tasks. This, on the other hand, can be avoided by marking tasks of certain people in certain colours. By structuring per person or marking them in colour the workload of the individuals gets visible, a fact which might help you to control the amount of work packages per person and not to overload somebody.
- **Structured along periods of development:** helps to develop the action plan along the development phases of a project. Therefore, it reduces the risk to forget tasks related to specific phases.
- **Structured along period of implementation:** helps to control the level of implementation at first sight and also if people involved do not have too many tasks at the same time.

- **Structured along specific goals:** this might help to define the individual steps of the specific goals more clearly and also consider resources needed and redefine desired outcomes to avoid misunderstandings etc.

In order to choose a certain action plan model, the participant is free to select a model which provides him/her the best overview for the project s/he wants to implement. It may help to try out different schemes in order to find out which one suits the best.

Below there are some examples of general templates which the participants could use in their project or adapt to it. Members might even create a mixture out of several ones. The important thing is that it serves to have an overview on:

- **Tasks which have to be done – important to check if nothing important is missing!**
- **Deadlines of tasks to be achieved – to be able to remind or do adaptations in the timeline on time! Important to provide sufficient resources if there are a lot of things to be done at the same time!**
- **Persons involved and workload of individual people – assure that people have a good overview of WHAT they have to do, BY WHEN and HOW. Workload of individuals has to be feasible.**
- **The availability of resources needed – are the resources there on time, sufficient material, etc.?**

	A	B	C	D	E	F	G	H	I	J	K
1		preparation		orientation		Implementation				control	
2	Persons involved	time of decision	before start	First days	first weeks	after 3 months	after 6 months	after 9 months	after 3 months	after 6 months	after 9 months
3	Person A										
4											
5											
6											
7											
8											
9	Person B										
10											
11											
12											
13											
14											
15	Person C										
16											
17											
18											
19											
20											

The example of an action plan related to the phases of the project and persons involved: we recommend adapting the given indicative timelines by specific dates to get clear deadlines.

	A	B	C	D	E	F	G
1	Project Action Plan						
2	Goal to achieve:						
3	Action Step Description	Responsible person	Start Date	Date Due	Resources required	Desired outcome	Notes
4							
5							
6							
7							
8	Action Step Description	Responsible person	Start Date	Date Due	Resources required	Desired outcome	Notes
9							
10							
11							
12							
13	Action Step Description	Responsible person	Start Date	Date Due	Resources required	Desired outcome	Notes
14							
15							
16							
17							
18							

The example of an action plan related to specific objectives of the project: here you can define responsible persons, specific due dates and resources required.

Title of the Activity	Develop a first action plan on your project
Aim of the activity	<ul style="list-style-type: none"> -To try different models of action plans and to identify strong points of different templates (overview, information missing); -To learn to integrate project phases and goals into concrete steps in a plan; -To create a basis for future planning; -To demonstrate whether the participant has used the resources – time and money – effectively.
Learning objectives	After this exercise, the participant should be able to choose an adequate template for his/her project and to develop an own complete action plan
Target audience	Young people participating in the project
Type of activity	Group Work and reflection with mutual feedback
Activity description	<p>Step 1: Participants are free to select different templates to create an action plan for their personal project idea. They are asked to fill in all important points.</p> <p>Step 2: Then they will form small groups and present their plan. Other group members are required to give feedback on:</p> <ul style="list-style-type: none"> - completeness, missing parts; - overview, possible problems with the plan; - possible improvements. <p>So, at the end every participant has an improved action plan for his project.</p>
Venue	Meeting room
Materials needed	Materials developing an action plan and presenting it to others, might be on paper or digitally.

3.4. How to delegate tasks? Importance of the teamwork

The bigger a project is the more important it is to have good teamwork. A team is always as good as its members and the more everybody is clear about what he/she has to do at what time.

People can only follow another one's mission if they are able to share it with them and if they have a clear understanding of what is expected from them at what time.

In order to make them cooperate with each other in the way they should; it is also essential that they have a clear understanding on how the individual steps/tasks are related to each other and who is depending on the information of whom.

It is also recommendable to distribute the tasks in a way that people can do what they know best. This improves motivation of the group and impact of the activities. Even if this is not always possible to relate tasks to interests, members should try to relate tasks to the skills of the people to have done things in a good quality and with adequate resources.

Participants should make sure if these key points are respected in their action plan and in the communication within the team.

Title of the Activity	Delegation of tasks
Aim of the activity	<ul style="list-style-type: none">-To relate tasks to the skills of people;-To assure people are not overloaded with work;-To assure that everybody has a clear idea of the mission and how individual tasks relate to each other (the idea behind "what do I need from the others and who is depending on my information?");-Who is concerned by adaptations? To assure good communication in the team
Learning objectives	To learn how to create a good teamwork plan and how to assure communication within the team.
Target audience	Young people participating in the project
Type of activity	Reflection Unit
Activity description	All participants are asked to review their action plans regarding the effectiveness of teamwork and communication; Reflect adaptation needs and provide each other teamwork.
Venue	Meeting room
Materials needed	Materials for action plans, teamwork, might be on paper or digital

4. MONITORING AND EVALUATING RESULTS

Once a young person has come up with an idea, has set the goals, and the results to be achieved, turning their idea into a project, it is then important to introduce one of the stages that is often overlooked - project evaluation and monitoring.

Monitoring is a long-term, systematic method that collects information about the progress achieved by an implemented project, process or activities and asks key people in your group for feedback.

Evaluation is about using information that you have collected, and it is conducted to assess whether a project, process or activities have achieved goals and delivered what was expected according to its original plan.

There are two types of information gathering during evaluation and monitoring - quantitative and qualitative:

Quantitative information: numbers – e.g. how many young people, ages of young people.

Qualitative information: words, written and spoken, by the people you ask for feedback.

Main differences between monitoring and evaluation:

	Monitoring	Evaluation
When will it be performed?	Continuously	In certain time periods
What information is collected?	Available information of performance	More detailed information, which often requires several different methods
What purpose does it serve?	To make sure that the activities are implemented as planned	To make sure that the intended goals will / were achieved
Who does it?	Young people who implement a project do it as part of their daily work	Internal or external experts with the necessary expertise in evaluation
How are the results used?	To improve the project implementation process and clarify planning as an investment in achieving the result	To assess the impact of the project on the target group, specify the objectives and decide on the future of the project

4.1. Why is it important to monitor and evaluate results?

As we can see in the previous sections, projects differ not only in the set goals, but also in the order of implementation of the planned activities. If a young person has decided to solve a problem, such as “reducing the risk of alcohol use in your youth group”, then its implementation is usually much simple and does not require a lot of resources and parties involved. But if a young person has decided to solve the same problem in a wider target group, for example, “to reduce the risk of alcohol use in the target group of young people (15-18 years)”, then this implementation is usually much more complicated and requires more resources and involvement of partners, including the state competence of the authorities (data statistics and data collection).

Therefore, each project requires regular monitoring of both the process and the results achieved. Data collected on regular monitoring of performance, stakeholder impact, participant development and project progress play an important role in organizing the evaluation and analysing the results. When planning the elements of monitoring and evaluation, from the very beginning the young person is able to see the main and measurable results at the end, which he wants to achieve and to determine whether the project will attain set goals.

Monitoring and evaluation are relevant to supporters who **need to assess** whether the implementer is a reliable partner for youth projects or activity. Monitoring and evaluation assist in determining the most effective and productive usage of resources and help to:

- **assess and demonstrate effectiveness in achieving objectives and/or impacts;**
- **improve internal learning and decision-making on project design**, success factors, barriers, necessary approaches etc.;
- **empower and motivate volunteers and supporters;**
- ensure **accountability to key stakeholders** (e.g. youth community, youth supporters, the wider movement, funders etc.);
- **share learning experience** with other communities and the wider movement;
- contribute to the **evidence base** about effectiveness and **limits of community action**.¹³

4.1.1. Why is the project evaluation plan important?

Evaluating an activity or project involves performing evaluation for a set of achieved objectives, priorities and activities to assess whether the project has achieved planned results, delivered expected benefits and made necessary improvements.

As a process, assessment takes a **sequence of steps to recognise and measure the results and impacts of completion of the activity or project.**

The evaluation procedure requires an **analysis of different components or indicators** that describe the project's progress towards set objectives and goals or planned outcomes. There

¹³ Why is Monitoring & Evaluation important for NGOs? <https://www.fundsforngos.org/featured-articles/monitoring-evaluation-important-ngos/>

are several observable and auditable improvements that can be made as a result of the positive implementation of the project. **They determine to what extent the problems identified were minimized, resolved, or eliminated.** As regards project evaluation, **outcomes define the measurable benefits that can be observed within the targeted environment once the project is completed.** They function as a general measure of progress towards the successful execution of project objectives and goals. **The results reflect project-generated short- and medium-term effects.**

Title of the Activity Aim of the activity	How to develop a project evaluation plan? -To check whether the project still meets the needs of local community; -To record what you have learned, and share it with other stakeholders; -To identify where more attention should be paid in the future; -To create a basis for future planning;
Learning objectives	Project evaluation helps to structure the various project phases, helps to identify which parts were managed successfully and which parts needed more attention. It helps the group to learn from the experience of a particular project. Moreover, it helps to understand group dynamics and allows to identify not only the strengths and weaknesses of the project, but also the skills and flaws of the project team as a whole and its members individually.
Target audience	Young people participating in the project
Type of activity	A questionnaire survey/interviews/reports/focus groups
Activity description	<p>When developing the project evaluation plan:</p> <ol style="list-style-type: none"> 1. Review the situation Try to find answers to such questions as: <ul style="list-style-type: none"> - <i>What problems are you trying to solve?</i> - <i>What would make the change happen?</i> - <i>How do you plan to make the change happen?</i> - <i>What results do you want to see?</i> - <i>How can you measure progress?</i> 2. Gather evidence for the evaluation Different types of information should be gathered. E.g. numbers - how many people you have reached, people's opinions, views and experiences, who has benefited from your project. It is also important to establish a baseline - it is much easier to evaluate the progress if you know exactly where you have started and with what resources. Moreover, already at the beginning of the project it is necessary to identify systems to gather data on a regular basis. These could be action plans and work programmes, minutes of meetings, reviews and reports, and records of attendance at groups and events. 3. Analyse the evidence All the gathered information should be analysed and assessed in order to

	come to conclusions.
	<p>4. Make use of what you have found out</p> <p>At this stage it is important to identify what can be done better and what lessons can be learned from the project. These findings should then be shared with other teammates/participants so that everyone would have a chance to discuss their learnings and realizations after the evaluation process.</p>
Venue	Meeting room
Materials needed	Materials for surveys, materials for developing evaluation plan, post-its for evaluation plan creation process brainstorming

4.1.2. Why is the project monitoring plan important?

Young leaders need to make important decisions with proven evidence. **Collection of data for monitoring is an important, on-going process with the necessity of defining critical information and milestones to be monitored**¹⁴. It is important to monitor projects diligently and use the data collected **to reach rational and logical decisions**. By monitoring, for example, one can quickly understand whether strategic improvements or changes should be made accordingly.

Title of the Activity	How to develop a project monitoring plan?
Aim of the activity	<ul style="list-style-type: none"> - To track all the data related to the project. - To control the situation, identify potential problems, and put the corrective actions into practice. - To demonstrate whether you have used your resources – time and money – effectively - To supervise all project activities in order to be sure that everything is as planned
Learning objectives	Project monitoring helps to align progress with the plan and helps to understand what corrective steps to take if the project is going wrong. It helps involve more interested parties, because it will be easier to deal with risks and contingencies with regular monitoring and clear communication. Moreover, it helps understand group dynamics and allows teams to be clear about project goals. Monitoring is also an excellent tool for ongoing learning and development, as well as for preparation and implementation of projects.
Target audience	Young people participating in the project
Type of activity	A questionnaire survey/interviews/progress reports/observations/round tables

¹⁴<https://twproject.com/blog/project-monitoring-plan/>

Activity description	<p>When developing the project monitoring plan:</p> <ol style="list-style-type: none"> 1. Review the situation Try to find answers to such questions as: <i>Are the activities performed as planned?</i> <i>Are there unintended consequences that arise as a result of these activities?</i> <i>Are there any elements of the project that need to be modified and if so which ones?</i> <i>What is the impact of these changes?</i> <i>Will these corrective actions lead to the expected results?</i> 2. Define the indicators After the goals of the project have been established, it is time to identify the metrics (data collection) to track progress towards their achievement. The indicators trace the project's progress and help answer the question “Are the activities implemented as planned?” 3. Create an analysis plan and report templates After collecting all the data, somebody will have to draw up a table of results for internal analysis and external reporting. Therefore, the project management plan will provide specifics of what data will be collected and how results will be communicated. 4. Plan data disclosure The last stage of the monitoring plan describes how and to whom the data will be given. For example, a project team might want to review data on a monthly basis in order to develop future work plans, while other stakeholders may want to review the data every quarter.
Venue	Meeting room
Materials needed	Materials for progress reports, materials for developing monitoring plan

4.2. Who are the main actors in evaluation and monitoring and what kind of evaluation they can carry out effectively?

The actors executing evaluation and monitoring are an important part of the whole evaluation and monitoring process. It is often a fundamental question of project leaders about the type of evaluation to be applied and actors to be involved. Sometimes, this process is already pre-defined, meaning that for instance the funding body of the projects sets the rules, however, when it is not done, it greatly depends on the project team and project leader what approach towards evaluation to choose.

4.2.1. Who are the main actors involved in monitoring and evaluations? What type of evaluation can be carried out?

Depending on the youth project, different actors may be involved in the monitoring and evaluation of project implementation, achievements and progress. This process should encourage the greatest participation to garner opinions/ experiences from the broadest array of stakeholders. The evaluation process hence can be carried by the external or internal resources or combination of both approaches.

a) Internal assessment can be managed by young people and/or peer workers who implement the project can carry out monitoring as part of their daily work. Participation of the project staff in monitoring builds their capacity and gives a sense of possession of the results, feeling more engaged in the process by itself. In addition, the connectedness of peer workers and project staff can lead to a more realistic picture of an intervention. A combination of the two groups of actors involved in assessment will provide the knowledge of the project that is most useful.

b) External agencies, external persons or stakeholders with the necessary expertise involved in youth activities or projects, can carry out evaluation. In order for the evaluation process to take place in a planned way, a person responsible for evaluation shall be assigned both - internally and externally. This process will provide smooth access to the information needed to evaluate the process. The whole evaluation process is usually discussed with the young people who implement the project and comments are made in order to draw conclusions about what has been done and suggestions for improvements in order to continue the project successfully.

Evaluating a project with the involvement of an externally appointed responsible person (usually representing, for example, an external agency or stakeholder) creates more credibility for external viewers, such as involved project partners and sponsors. Typically, such a project evaluation describes the resources, processes, and other units involved in the evaluation process.

This is especially important if the evaluation is carried out to ensure accountability, to understand the knowledge to be transferred or to report on the financial resources invested in the implementation of the project. This is why it is recommended to use external monitoring and evaluation for larger projects or activities, as their results are objective and independent.

Title of the Activity	Identify the supervisors and evaluators
Aim of the activity	Identifying main actors involved in monitoring and evaluation
Learning objectives	Know how to identify local youth, stakeholders, external persons as supervisors and evaluators in project
Target audience	Young people participating in the project, stakeholders, internal or external experts

Type of activity	Identification of evaluators
Activity description	<p>1. Make it clear that several key actors are usually involved in project monitoring and evaluation:</p> <p>Young people; Peer workers; Internal /external experts; Partners; Communities etc.</p> <p>2. In order to choose the monitoring and evaluation approaches, start a brainstorming with the participants answering to:</p> <p>How will the project be monitored and evaluated? How will the main actors be identified in monitoring and evaluation?</p> <p>Practical example: Test implementation of the youth learning environment by youth taking evaluators role</p> <ul style="list-style-type: none"> - Young people as evaluators will monitor their attitudes towards the learning environment, they had during the project and how attitudes change as the project progresses; - During the project external experts as supervisors can evaluate changes in trust and social connectedness of the project's participants; - During the project, internal experts as evaluators can assess the compliance of the activities with those planned in the project; -During the project, partners as supervisors can assess the future and sustainability of the project by observing improvements in the learning environment etc.
Venue	Meeting room
Materials needed	Computer, paper board

4.2.2. What kind of evaluation can be carried out effectively by evaluators?

Evaluation is a **unique** and **complex** process that **occurs at a specific time** and in a certain way, and often involves **use of experts**. Evaluation might be performed by external or internal resources and there are different types of evaluation. Application of those is dependent on the scale, budget, design of project and other factors.

Title of the Activity	What type of evaluation can be the most appropriate one for the specific project or activity?
Aim of the activity	Identifying main types of evaluation
Learning objectives	Knows the types of evaluations that can be adapted to the project to be evaluated and the purpose of the evaluation;
Target audience	Young people participating in the project, stakeholders, internal or external experts
Type of activity	Identification of the types of evaluation

Activity description

1. Review the situation:

Before you are able to measure the effectiveness of your project, you need **to determine if the project is being run as intended and if it is reaching the intended audience.**

2. Make it clear that there are usually **4 types of evaluation** in a project:

- **Process evaluation** is used to “measure the activities of the project, quality and who it is reaching”;
- **Impact evaluation** is used to measure the immediate effect of the project and is aligned with the project objectives. For example, one of the project's aims is to provide young people with a safe space and learning environment, without fear of judgment, misunderstanding, harassment or abuse. Evaluation of the impact will assess young people's attitudes towards the learning environment and how they perceived it. It can also assess changes in self-esteem, trust and social connectedness of the participants;
- **Outcome evaluation** is concerned with the long-term effects of the project and is generally used to measure the project goal. Evaluation of project outcomes, for example, can assess improvements to: mental and physical well-being, education and jobs, and behaviours seeking support;
- At the completion of the project it may also be valuable to conduct **summative evaluation**. It takes into account the whole project cycle and helps to make decisions about the sustainability and future of the project.

3. Identify **which of the 4 types of evaluation could be adapted** to the project to be evaluated and the purpose of the evaluation

Venue	Meeting room
Materials needed	Computer, paper board

4.3. Why should young people be involved in monitoring the results of their actions?

The theory emphasizes the importance of “**learning by doing**” as an effective approach, hence, using progress monitoring of planned activities is an important element of the learning path.

By involving young people, communities can do a better job by creating the services, opportunities and support that young people need to develop in a healthy way. Monitoring and evaluation will help young people **to regularly assess the various risks of a project** (such as teamwork rules and principles), **assessing vulnerabilities, learning from potential failures, finding solutions and developing next steps to address shortcomings.** When it comes to young people's performance monitoring, just like project evaluation, it is not just the outcome that needs to be assessed, but also the processes by which it has been achieved.

Results-based monitoring is an ongoing process of gathering and analysing information. It can also be called 'evaluation of results' and is one of the most commonly used forms of evaluation, so it is essential that young people learn it properly so that they can regularly **compare their progress with the expected results** when they get involved in the project.

In other words, **monitoring encourages young people to adjust their conclusions-based attitude and actions in order to produce better outcomes.** Ideally, when defining the vision, priorities and activities, consideration should be given to when and how to monitor progress, and **monitoring principles and procedures.** In other words, monitoring teaches young people to change their approach and behaviour based on findings in order to achieve better results.



What elements of results monitoring should be considered?

- **Mechanisms and principles of data collection** on outputs and how and whether they contribute towards achievement of outcomes;
- **Baseline data** to describe the problem or situation before the intervention;
- **Indicators** for outcomes are defined;
- **Timeframe** of planned activities;
- **Systemic reporting** with more qualitative and quantitative information on the progress toward outcomes;
- **Involvement and feedbacks** of stakeholders (participants, strategic partners, implementers) on impact provided by the activities;
- **Captures information** on success or failure of partnership strategy in achieving desired outcomes.¹⁵

Title of the Activity	Monitoring the results of youth actions by youth
Aim of the activity	<ul style="list-style-type: none"> • To indicate outcomes and compare them to the planned ones; • To collect information on success of youth participation or failure of engagement strategy in achieving the intended outcomes; • To report on progress systematically based on qualitative and

¹⁵ Jody Zall Kusek, Ray C. Rist, A Handbook for Development Practitioners, Ten steps to results based monitoring and evaluation system// <https://openknowledge.worldbank.org/bitstream/handle/10986/14926/296720PAPER0100steps.pdf?sequence=1>

	quantitative information.
Learning objectives	Monitoring the results of youth actions is excellent motivation for young people for ongoing learning and development and it helps understand what corrective steps to take if something goes wrong during the activities.
Target audience	Young people participating in the project
Type of activity	Self-evaluation of youth action outcomes in project
Activity description	<p>Review the situation:</p> <p>What results did you want to see from your activity? Are the activities being carried out as planned? What results have been achieved?</p> <p>After reviewing the situation, evaluate the results: What is the current impact of the results achieved? What adjustments will contribute to the expected results?</p> <p>Gather information about performance: find examples of good and poor outcomes every day. Small wins will allow us to notice and identify self-growth during the project and small failures will allow us to analyse mistakes to highlight what performance review improvements are needed.</p>
Venue	Meeting room
Materials needed	Computer, paper board, post-it

4.4. What are the available tools for engaging young people in evaluation and information gathering methods for assessing results?

Evaluation Tool: the **instrument** (form, test, rubric, app, etc.) that is **used** to collect data for each outcome that is handed out to evaluators (youth) for the purpose of assessing whether the project achieved a particular outcome(s).

Evaluation Method: description of **how and when the evaluation tool will be used** to assess the outcome.

Engaging young people as evaluation partners not only generate useful knowledge for communities and individuals, but also offer opportunities to design and carry out projects involving issues that affect their lives. This does not mean that evaluation is always expensive, outsourced or provided by an expert. This can also be done with internal resources.

For the **evaluation of results** use of **quantitative evaluation tools** by applying information collection methods is the most proper approach. For the **evaluation of abstract results, such as attitudes, perceptions, etc., using qualitative evaluation tools** is recommended.

Although it may seem difficult to measure these abstract results, there are a number of different methods that provide this type of assessment. Some examples are provided below.

4.4.1. Quantitative evaluation tools using information collection methods

- **Surveys / Questionnaires**

Surveys / Questionnaires help to collect **quantitative and sometimes qualitative information on specific questions** from a large number of respondents or from specific groups or individuals. This tool usually allows “to catch” the signal of a group of individuals before a project starts, and then again after the project is finished. Surveys / Questionnaires can evaluate almost anything, **from pre- and post-content awareness to behaviours, interests, accomplishments, self-esteem.**

Surveys / Questionnaires may be **performed** in one of a variety of ways: **online, written on paper, or through an interview between individuals.** Online surveys provide the great advantage of being easy to deliver and analyse, but users can share limited data. Surveys / Questionnaires on paper are a great way to start an option that enables the participants to turn up, sit down, take more time.

- **Project document reviews**

Reviewing project organizational documents **can help identify threats, threat sources, and vulnerabilities.** They can also be beneficial for understanding the project’s current critical processes/functions in an effort to properly prioritize later in the process.

- **Quantitative Data Analysis**

Descriptive statistics are used with quantitative data to explain the numbers and trends found using the percentages, frequencies, ranges and averages. Quantitative data must be obtained and placed carefully into the correct folder, spreadsheet, or software for data analysis. **Analysis of quantitative data usually takes place after all the data has been collected.** This information collection and interpretation need not be a complex process but **should provide accurate interpretation of the data.** At this stage, you aim to arrive at some conclusions about the project's impact and identify learning that can be shared with the project youth and others.

- **Checklists**

It's a quantitative evaluation tool that sets out specific criteria that can be used by educators, youth workers and young people **to measure skill development or progress of a project.**

For this purpose, a method is usually used that offers a **yes / no format** for young people who demonstrate specific criteria.

For example, checklists identify skills, attitudes in the self-assessment process and provide opportunities for self-growth. Also, checklist identifies strategies and behaviours in project evaluation and provides opportunities for its further systematic organization.

Title of the Information collection methods for project’s evaluation
Activity

Aim of the activity	Learn how to different information collection methods can help to evaluate project results;
Learning objectives	Knows more about information collection methods that serve the project's regular, periodic and active coordination and evaluation of the project's plans and activities.
Target audience	Young people participating in the project
Type of activity	Meeting / round table
Activity description	<p>Before collecting data, consider the best data collection methods (checklists, questionnaires, surveys) as well-defined sources to make a proper evaluation. Find the best methods of gathering data before data collection.</p> <p>Upon evaluating the situation, collect the primary (new data collected specifically for this evaluation) and secondary data (which has already been collected by other people and for other reasons, such as data found in civic education research papers) for the progress of the project.</p> <p>After data collection, summarise and analyse data; make conclusions whenever selected information collection methods were the most appropriate and planned measurable were properly measured.</p>
Venue	Meeting room
Materials needed	PC (Computer) & projector for demonstration of PPT with different information gathering methods / Handouts with information

4.4.2. Qualitative evaluation tools using information collection methods

- **Observation**

It is a way of **collecting data through observing**. This method helps to **define the change in interest during the activity observed**. You can learn a lot by observing youth. **One option is to monitor the group before and after the activity**.

Remember, however, that behaviours may be changed by the very act of observing. **People are usually more self-conscious when they know that they are under observation**. The amount of time they spend in individual work can be compared using a timer.



When listening to the dialogue, it is useful to record words used to explain and describe the activity. Body language is another object of observation.

All these observations are data points which will help to evaluate the results.

- **One-to-One interviews**

When conducted by a trained and objective oriented facilitator, One-to-One interviews often provide a **deeper understanding of a situation and a more honest account** than some other methods. The knowledge from One-to-One interviews may **provide valuable feedback for further research and help identify other issues**.

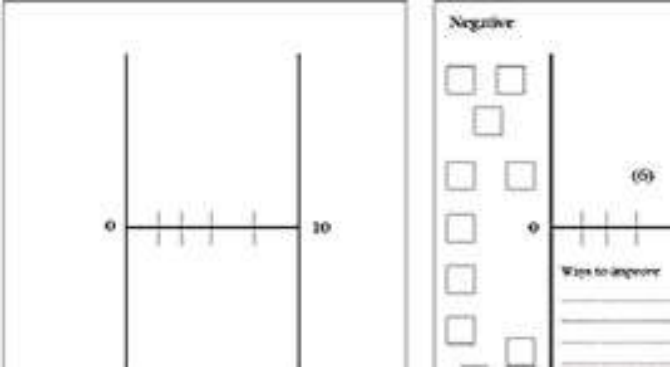
For example, consider a project aimed at training unemployed young people for employment. Planned activities, such as youth workshops, help to develop communication skills, strengthen leadership skills and provide career-specific advice, but this can be the best evaluated by a One-to-One interview to determine the effect on each young person involved. The project collects data from young people involved in the workshops, including whenever it helped to get the job, however, emotional aspects and satisfaction with the workshops might be left outside the scope. Hence, the aim of the interviews might be collections of attitudes and satisfaction, rather than statistical data whenever a person got or didn't get the job. One way to find out is to execute a number of One-to-One interviews which helps to explore individuals in depth.

- **Focus Groups**

The focus group usually **consists of 3-5 people but might be up to 10**. Those together represent the youth audience, and a moderator, who leads the discussion. **This allows for in-depth probing of issues**. Focus groups also **allow for interaction among the members of the group, which often stimulates further discussion and uncovers unanticipated issues and insights**.

For example, in a project or activity aimed at improving grades, building self-esteem and enhancing participation of youth, participants of training activities are not aware of how their learning experiences have changed their attitudes and abilities. How can they find out?

Addressed, open-ended questions can help to find out, compare and improve the learning achievements of young people before it starts as it runs, and after it ends.

Title of the Activity	Evaluation of a project's abstract/intangible results (attitudes, perceptions)
Aim of the activity	Define project's abstract results to be evaluated
Learning objectives	Find out what the abstract results of the project are; Learn how they can be evaluated; Get to learn how to define most proper methods of gathering information for abstract/intangible results.
Target audience	Young people participating in the project/ Community or society benefited from the project (if any).
Type of activity	Structured feedback /Focus group/ round table / discussion
Activity description	<p>1. Define different methods to be used: Structured feedback Focus group Round table / Discussion (including H-form discussion) Choose a single method or combination of methods.</p> <p>2. Choose one of the methods. For instance, round table discussion. To do this, apply one of the information collection methods, for example "H-form". That is a structured reference approach, where just one page allows the group to work together. This method of gathering information can be used by a small group (4-8 people) to evaluate mainly abstract results, such as attitudes, understanding of the meaning of activities, suggestions for improvement. If you have a large number of participants, divide it into two or more groups (see diagram B).</p> <p>3. Gather information about evaluated abstract results, discuss them and list ideas from the group about how to improve future actions.</p> 
Venue	Meeting room
Materials needed	Evaluation of project success is a combined back sheet, sticky notes of different colours, pens, flipchart, white board, short survey (box at the site exit)

4.5. How to value strengths and weaknesses of the project?

Evaluation of a number of activities ranging from setting indicators, developing a model, defining measurable outcomes, identifying key stakeholders and their interests, selecting evaluation methodology, gathering information, analysing data and disseminating results for further learning is important.

Another key to evaluation is **acknowledging the strengths and weaknesses of the project**, including **context analysis of both the internal and external context**. The aim of this system is to secure the three **key objectives** that are: **importance, viability, and sustainability**.

Including risk analysis and assumption analysis during the assessment process is also important for the sustainability evaluation of the project.

Another advantage of the project evaluation is the **cause-effect relationship between goals, outcomes, immediate results, impacts and activities, indicators, means of verification, assumptions**.

The list below with the application of the SWOT method has already been mentioned in section B when assessing the strengths and weaknesses of the existing area. The SWOT analysis of the current case provides an overview of a focused practical perspective on how to assess the strengths and weaknesses of a project:

Title of the Activity	How to value strengths and weaknesses of the project?
Aim of the activity	Make SWOT analysis to evaluate strengths and weaknesses of the project
Learning objectives	Learn how SWOT analysis as an evaluation tool can help to analyse the strengths and weaknesses of a project; Learn what to build on and what you can best use to move the project forward.
Target audience	Young people participating in the project
Type of activity	Use of SWOT analysis template as an evaluation tool
Activity description	1. Review the situation and assess the weaknesses of the project , taking into account the availability and use of internal resources, such as problem management of the project staff and allocation of responsibilities, etc.;; 2. Review the situation and evaluate the success of the project , taking into account the availability and use of internal resources, such as technological advantages, linking project activities to real life, etc.;; 3. Review the situation and assess the risks of the project , taking into account external circumstances that affect the development of

the project, such as the motivation of low-risk youth involvement, etc.

4. Review the situation and **evaluate the possibilities** of the project, taking into account external circumstances, such as cooperation with local organizations and support from the municipality, etc.;

5. Using the work of each group, at the end of collecting the collected data and restitution the collected data and performing a **SWOT analysis**.

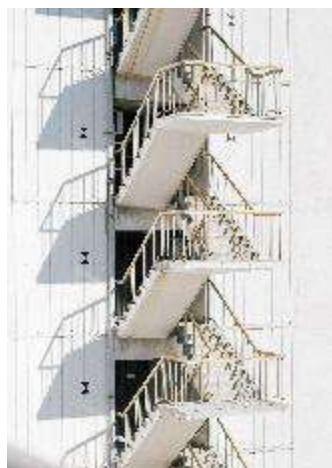


Venue Meeting room, group discussions

Materials needed Computer, paper board, post-it, pen flipchart

4.6. How to use the monitoring and evaluation to improve the future initiatives?

Monitoring and project evaluation **can be a transformative step** to ensure that the work done by the team is of the **highest quality not only in the current, but also in upcoming projects**.



Without a focus on **constant improvement and learning**, assessment loses its value.

Effectively used, the findings will influence the potential projects in the future and identify beforehand improvement areas.

4.6.1. Celebrate the positives and share with others your achievements

If findings of assessment and evaluation are **positive**, then **celebrate!** Recognize the team's accomplishments, share the project's success, and illustrate how the project is making a difference for youth lives. It could be a community note, a candy package, a company meal, or a work reward. Celebrate even when the result isn't as remarkable as it should be! The celebration atmosphere is itself the solid groundwork for improvement. It integrates others around you and strengthens the sense of cohesion and, thus, the obligation to attain the project's goals. Recognizing and celebrating positive opinions does not just mean that people feel good. **It is a motivation to grow and develop further!** They also would be inspired by exchanging successes with recipients, which may lead for better results.



4.6.2. Use the findings in your future projects' planning processes

Robust evidence is essential for making informed future decisions. Use the results of existing project(s) to maximize your potential progress of the future activities. Is there a possibility of developing new ways of working that will help achieve the intended future results? Or could the intended results make a better impact in future?

Use the evaluation results in project planning to improve planning of the future projects:

- **Prioritize activities** which promote youth development in an effective manner;
- **Identify unnecessary actions** that do not produce or change the desired results;
- **Understand what degree of intervention is required** to produce better results;
- **Evaluate the context.** Find out what external factors could affect young people 's outcomes in the project;
- **Try updating.** Plan which project elements will be continued and developed in other areas or in other projects;

Proper analysis of results and context will **allow you to develop new, more efficient strategies and set appropriate priorities for improved project implementation** in future.

4.7. Assessment of youth at risk involved in the activities of the project, and what should a youth worker consider when involving young people at risk in a project?

It is always more challenging to involve vulnerable young people in a project, as additional efforts are needed to involve that target group. Therefore, it is especially **important to identify**

and assess the competence and support of youth workers and other relevant stakeholders (e.g. municipal social department).

Those can further inspire and support young people involved in the project but have been passive so far. Also, they can help to evaluate and monitor when and what project activities bring desired change for the participating youth and at what point the young people are fully involved in the project.

4.7.1. What should a youth worker consider when involving young people at risk in a project?

Providing support to young people at risk involved in the project, the youth worker should address the following factors:

- In order to organize the involvement of at-risk youth in the project as a learning process, **efforts should be made to involve them in all stages related to the implementation of the project: planning, implementation and evaluation;**
- The selected **project activities must be friendly for them** (implemented in a safe and reliable environment and conditions, according to their abilities, needs, interests and wishes, etc.);
- The participation of the project's at-risk youth will **update the learning process as a vital feature of daily life**, relating project activities to the youth's learning needs.
- **Show opportunities and allow them to make their own choices;**
- It should be reminded periodically that **small steps are as critical as long-term goals** in achieving objectives, so be rational in setting expectations;
- **Evaluate the experience gained and draw conclusions** about it¹⁶.



4.7.2. Methods for assessing the results achieved by at-risk young people and the usefulness of project involvement.

Reflecting and reviewing the results of at-risk youth is one of the most critical processes envisaged in the project, with the help of which adolescents from risk groups **assess the knowledge acquired in the project**. Youth workers must keep in mind that any project activity

¹⁶https://lpr.gov.lv/wp-content/uploads/2019/publiceta-digitala-rokasgramata-darbam-ar-riska-grupas-berniem-un-jauniesiem/LPR_rokasgramata_10102019-1-2.pdf

has achieved results in working with at-risk youth, even if it has not been successful as previously planned but has come to discuss the experience gained and to recognize the results of the learning process.

The growth of at-risk youth in the learning context is particularly difficult to measure if project activities are used as a means of personal development and change. There is a chance that at-risk young people do not understand their progress in the learning process and are not conscious of it in this way.

As a result, they most frequently need a youth worker's guidance in identifying and valuing personal growth and progress during the project. The most frequently used methods to achieve that are:

- **Feedback**

It is a negotiation method in which achievements and challenges towards a specific goal are reflected¹⁷. It is a process in which at-risk youth can find out what is being done according to the targets set and what needs to be improved. Feedback is important when interacting with at-risk youth, as it helps develop and improve the skills and abilities required for personal growth.

Factors to consider when providing feedback:

- Feedback **should be about the actions** of the young person, the condition of a given incident. Cannot be about his personality, its characteristics;
- Often seek to provide feedback **as soon as possible, as long as it is vivid in the mind** of the young person, after a circumstance, action or case;
- The feedback process take place in **a face-to-face atmosphere** and setting in which the relevant parties are involved;
- The feedback process should **use "I" statements**, for example, the statement "I am surprised that I am now aware of the situation" is much more positive than the statement "I am shocked by the situation you have created".

It allows focusing on a specific action and finding solutions when it comes to the situation, not the emotions ;

- Within the feedback, it is important **to talk and agree on solutions** as focused as possible. Therefore, in one conversation concentrate the discussion on no more than two things, situations or events to be addressed.

Feedback makes you pause, think, and learn how to do things and processes differently. A young person at risk when receiving feedback has:

- **To be prepared emotionally for perceiving the feedback process as a learning process.** The young person is looking back on what happened at the stage of receiving feedback;
- **Sufficient time must be allowed.** It is also important that it is provided by a person who is pleasant to listen to;

¹⁷ Mistry L. (2018) Giving and receiving feedback. Pieejams:
<https://www.youthemployment.org.uk/young-prof-article/giving-receiving-feedback/>

- Learn from experience. In the process of receiving feedback, it is necessary to ask questions in the process of obtaining **feedback on how the situation can be changed, improved and what can be learned from it.**

- **Self-evaluation**

It is not a bureaucratic or mechanical process. Rather, it is a **reflexive method** during which project participants - for example, youth at risk - can evaluate the activities and their participation in them. That lets them know how well they are doing and identify the best way to improve their own engagement on answering three key questions:

- **What changes I experienced during the project?**

This question should help young people **to identify their current position compared with the beginning of the project.** Evaluate and measure their growth and past experience, also consider areas for improvement.

- **What is my current status?**

When considering this issue, it is necessary for a young person **to define the evidence of the growth or the cases of failures already experienced** during the project. The answer to this question also provides an opportunity to **discover some new skills or knowledge** that had not been identified before the project was part of.

- **What else can I achieve?**

This question should **help to move forward with new goals**, based on the results of the reflection on self-assessment.

In addition, self-evaluation **plays a key role in continuous improvement.** Due to positive self-evaluation, self-confidence fosters new ambitions and further commitment, and the cycle repeats itself.

Self-assessment also helps to keep track of learning objectives and to adapt to different paths if necessary. **The ability to understand the value of self-esteem and to take such measures is a competitive skill that can be used to become a civically active young person and to pave the way for future careers.**

In conclusion, **self-evaluation allows everyone to continue learning and set competence development objectives based on the learning within the project. Combination of both methods, namely, feedback and self-evaluation provide comprehensive input into one's achievements and challenges; reflects on current status and provides relevant input for future development.**

	Self-evaluation	Feedback
On what basis?	Gather evidence of results achieved	Listen about the results achieved

Why?	Analyse the current situation with the achieved results and decide on improvements	Understand the current situation with the achieved results, analyse their causes and consequences
What?	Write improvement actions	React and define improvement actions
How?	Identify the focus on priority improvements	Agree and design priority improvements
Outcome?	Monitor your activities and evaluate the impact of the updated result	Act and assess the impact of the updated result

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