ide⌢a⌣ction

A perspective "from the idea to the action"
in training/non formal learning activities

INDEX

by Davide Tonon

I - Introduction

Fernando Pessoa, Portuguese poet and writer of the XX Century, had a very special saying which is for me enlightening when sailing in the big sea of life: "tudo vale a pena quando a alma não è pequena", which translated means more or less "everything is worth while when the soul is not small". So, always when doubtful about doing a thing or not I put myself these questions: is this important for me? Am I feeling well with this? And in the end: why should I do this, or why not?

The following reflections would like to be a little contribution directed to 'multipliers' of the youth non formal learning sector, a wide category in which we could include trainers, youth workers, youth leaders (even informal leaders) working for or belonging to organisations/institutions and working with young people, with the possibility of a mid-long term follow up. In particular it's thought for those multipliers that have as main aim the promotion of active participation and citizenship among young people.

Some questions, raised by direct experience and comments of people working in the field, are waving on the air.
Multipliers do (or work in/for) projects what for? Do they want to change or reinforce something in their reality? Do they have a wider picture behind the concrete single activities?
Participants take part in training courses/non formal learning activities what for? Do they want to change or reinforce something in their reality? Do they aim for starting new projects? And are these projects connected to what they want to do in life ? Is in their minds a wider picture behind the concrete single activities/projects they hopefully will plan starting from this?
And more. Is all the "multiplying work" of the projects (courses, workshops, etc.) necessarily and by nature leading to have an impact later on? Is it leading to other projects or to what?
Do the multiplier have to care about it or once spread the seed we don't care, is not our task to know what happens later? And if an impact on what happens there will be anyway, the way we organise the activity will have an influence on the follow up? Is it possible/worth wile to orientate/build the basis of the follow up together with the participants already during the activity?

It's clear enough that all these questions are related to the social-political role that we, as trainer or multiplier or participant or even person, want to take in our society; by the end of the day, it's the colour of our *glocal* (global/local) citizenship and our possible contribution to build a world in which social awareness, democracy, peace, active participation should be the basic natural conditions that allow everyone to dedicate the best energies to individual and human growth.

Foreseeing that these pages would be the start of a deeper work and hoping – over all – that you can find them useful to start your own reflection, we go into the topic.

II - The project: a tool or an aim ?

Multipliers of the non formal learning sector often cover various roles (trainer, project designer, project manager, reporter, etc.) at the same time or in different moments of their professional life. This chameleonic activity is fancy but may be also tricky and – over all – pushes the multiplier to do a lot of things in a compressed time: often it gives a vision of *life made by a project beyond another*. What happens is that *not necessarily they are linked in a strategy* and that often there is not enough time to think *"what's next"* after this or that project.

If we look to a project from the perspective of the multiplier that works to promote or implement it we could discuss if it's positive to deal with them one after the other just in a row. This way of thinking (or approaching life) allows at the end to realize our dreams or prevent from them?
For trainers' life it's a practical issue: a trainer can choose to be a free lance, a part time, an employed one or...whatever, but how many times a trainer find the time during and after a training activity to think about it, to reflect on and take care of the work done, to transform a follow up in something that takes real space in the future agenda, to decide which training activity is worth to take (or not) next according to a bigger picture?
When you cultivate grapes from time to time you need breaks otherwise the quality of the wine gets worse.
How many breaks is a trainer supposed to make?

Let's look now from the perspective of the project in itself.

Of course a project contains at least an aim and more objectives, it's one of the conditions to be a project.

But, *is the project an aim in itself?*

Or we could consider it just a tool for transformation in order to reach our short-medium-long term aims, taking into account the needs and aims of our target?

The concrete risk we face in youth work is to have organisations and multipliers busy promoting projects because we have or there is a someone else's nice idea, because we are part of a network, because we can't say no to this or that, or – last but not least – because for that activity or training there is money. It's like hunting butterflies, but with the risk to loose the big picture: the nature.

We should also reflect on the fact that sometimes *follow up* (even if it appears with roaring words in the application form) is not even included as an aim of the activity, that in most of the cases a later step of the project aimed to have a check on it is not foreseen and that anyway there is almost no research on what happens + impact afterwards. Most of the time 'follow up' remains just a nice word.

More. In the non formal learning sector there is a lack of systemized material on experiences, trainings, workshops, and also a tendency of the non formal learning multipliers to be so "non formal" that what happened before it's not important and we reinvent every time the wheel. The result is: *multipliers don't take enough advantage of previous experiences*, resources, mistakes to move steps forward.

We not only risk to have a big number of projects without a wider plan behind them but also we face with a lot of identical repeated experiences ignoring each other.

And anyway it's very difficult later on to know what happened, which was the follow up and the impact after the activity. If there were other connected projects or activities before, during and after.

If we then agree to consider a project as a *tool* and not as an *aim* in itself, we should take the start from a different perspective then the "project making" one and so take care of different aspects:

- analyse the **needs** (not only the immediate ones) of our target;
- foresee the expected transformation **impact** of the plan and of each and every action/tool used to pursue the aims of it and to respond to the originals needs (or modified on the way);

- elaborate an **action plan** responding to the needs analysis and setting a grid of aim and objectives, which should contain many actions/tools (even projects!) in a time frame and with their own sub-aim and sub-objectives; the plan should be flexible and open to follow up results created by the empowered target;
- be prepared to build step by step the **follow up** of each action/project during it, empowering the target group to work on the transformation of ideas into action.

The idea of working for projects, on fashion since the nineties, has been indeed very important. And still it's really a valuable tool in order to give on continuous basis a concrete frame, to give shape and realize our aims and objectives which otherwise could remain at sky level without coming never to the ground.

III - Needs analysis and analysis of the expected impact

The *needs analysis* is the starting point of every activity, project, plan or whatever intervention we want to realize. To make an analysis of the needs (our needs, the needs of the target group, etc.) it's necessary: it means to establish the point of reference for all the other steps we are going to foresee and implement, it's about to find out the WHY (or the whys) we want to operate a transformation.

The *analysis of the expected impact* is the prevision of the results that we would like to obtain at the end of the activity: the outcomes we want from it, considering the needs we have and the aim and objectives we set.

Both needs analysis (the starting point) and analysis of the expected impact (the arrival point) are requirements in order to draw an Action Plan, which contains start, arrival and the moments in between.

We are not going to deepen on these two important requirements because it would need a work a part. Let's concentrate a little on drawing an Action Plan and building Follow Up during the activity.

IV - Elaborating a long term strategy: the Action Plan

Project stays at Action Plan as single action stays at strategy. Not in the sense that only projects can be considered the single actions that give shape to the strategy of an Action Plan: in fact the single actions which form part of the Plan can be of different type: a project but also a personal research, a common study, a single action or several concrete single actions, etc.

Anyway it must be concrete actions that stay in the frame of a plan which foresee the transformation of energies and ideas into *action*.

We can define the Action Plan the prevision and draw of a *process* in which one or many *projects* and other actions will take place.

Here the project is not anymore considered as an isolated activity but it's process oriented.

The Action Plan is useful to clarify our personal or group aims, putting them in relationship with our needs, establishing a set of steps and actions in a time frame, clarifying what we need for the realisation of it, imagining possible obstacles.

The Action Plan is like the script of the movie we would like to make. We should encourage ourselves and our multipliers target to make a movie script before get into action. It helps in terms of being aware of what is happening and what could happen, but also it gives a deeper vision and an added motivation and sharpness in pursuing the goal.

In order to draw an Action Plan (personal or group one) the suggestion is to take into consideration some basic questions (and many other we could add):

- What is my/our aim? (realistic and achievable in a time frame to be specified)
- What are my/our specific objectives?
- How will I/we achieve it and them?
- (which steps, actions/activities/projects, methodology)
- What support I/we need in order to achieve it? (structures, infrastructures, tools, people)
- How might I/we damage myself?
- Which difficulties and obstacles might I/we meet in the way?
- What am I/are we getting from not doing it?
- What will I/we say about myself when I've done it?
- What, how and when will I/we evaluate?
- How will I/we celebrate?

It could be useful to analyse a couple of examples from the reality and try to identify the different phases and aspects of their building up. Let's have a look to "Marhaba EVS" and "Crossroad".

Example 1: **"Marhaba EVS"** process

Needs analysis: almost no existing EVS hosting and sending projects in Jordan, interest about it showed by local organisations and youth workers and also by European ones to co-operate with Jordan, no previous training or information sessions on the topic in the country, need to create a national network with knowledge on the programme and afterwards to establish links between Jordanian and European organisations on EVS.

Expected results:
* to have a network of Jordanian organisations aware and interested in EVS;
* to have a group of youth workers trained in basics of EVS;
* to have a smaller group trained on quality challenges of EVS;
* to establish long term contacts between Jordanian and European organisations;
* to have in the short term (a couple of deadlines) at least 5 EVS projects submitted concerning Jordan (hosting and sending ones);
* to have in the medium long term a wider cooperation among organisations involved open to action/projects within and out the Euromed programme.

ACTION PLAN: 4 steps action, opening the path for EVS projects (4th step).
For this Action Plan they were promoted 2 projects (plus the possible ones submitted by participants)
1 Training Jordanian youth workers on basics of EVS;
2 Making a contact seminar between European and Jordanian youth workers interested in promoting EVS projects;
3 Training European and Jordanian youth workers (that took part in the contact seminar) on EVS quality challenges and helping the process of building future EVS projects/other cooperation actions;
4 Helping participants that have built a project together to submit in the first or second useful deadline

Follow up: see below in the follow up chapter

Example 2: **"Crossroad"** process

Needs analysis: there are little groups/organisations very active in the youth field at local level that are not aware of the possibility to create common transnational frameworks directed to action for change.

Expected results:
* to empower at local level and in the transnational meetings "natural" youth workers to put their ideas into action (may be create projects together!);
* to have actions/projects coming from their ideas in the 4th step;
* to work on the results of them in an evaluation seminar preparing the next follow up.

ACTION PLAN: 5 steps action, with in between the space for follow up and action to be promoted by the participants (step 4).
For this Action Plan they were promoted 3 projects (plus the possible ones submitted by participants)
1   getting together and knowing each other;
2   participants working at local/national level by brain storming their ideas;
3   meeting again and brain storming ideas all together and trying to put ideas into action;
4   (possible) action/projects promoted by participants;
5   evaluation of what happened and work on the follow up.

Follow up: see below in the follow up chapter

Tools

✖ *The example of "action plan" activity (annex I) is taken from the "Marhaba EVS" process. During the first step it was proposed to the participants (Jordanian youth workers) to make them stop and think on what they wanted achieve in promoting voluntary work and which strategy they wanted to draw for that.*

V - Support

When thinking to the reality we want contribute to change or we'd like to reinforce there is an aspect that is many times underestimated: in the world and in "the worlds" we are not living and acting alone.

Considering this fact, a good idea could be first of all to think how to profit of the energies that are going some way in our same direction in order to enrich the process with new actors and ideas, to empower all the people that is joining us (both if they are partners/sponsors of our project or just participants of the activities) thanks to contamination and exchange. Joining different transformation cultures is not easy but is a way to prevent conflicts and to get more power for change, to make a 'jump over the hole'.
Every multiplier has different areas of intervention, different space, target and, in general, a different *changing* situation.
Then it's necessary also to think how to orientate some energies to go in our same direction. Not only we like the support of someone else joining us but sometimes we just need it if we want to realize our idea.

When preparing an action plan - while designing a multiplying activity or already during it, with the participants - it could be interesting to stop and reflect on which other actors at local level (and later thinking to the international/transnational level) could be necessary, useful and/or interesting (and interested as well) to join, in order to reach better the objectives we have foreseen in the plan.
This requires an analysis of which benefits and problems can create the participation to the plan (or part, to a single project for example) of those persons/partners/institutions, as well as a reflection on why they should say "yes, I'll join or I'll support", what could be a valuable benefit for them to decide to join to it.
When decided who we would like on our ship, when we have a map of the synergies of our action plan, a further step should be to think how to involve them, establish a connection, communication and exchange.

Tools

✖ *One interesting tool/exercise in order to start drawing a net of possible support energies, both for the local and the international links/partners, is the "target" (annex II).*
In the target it's possible to brain storm writing names of possible people, institutions and partners that it would be useful and/or interesting to involve in our plan and put them more near or far from the core of the target. This should be the first step of the reflection on support, followed by a selection of them and a strategy to involve the chosen ones.

✖ *A little reflection. Even if it's not the only support we need sometimes economical support is a precondition to make it possible what we want to realize. Many projects stop when facing the practical barrier of lack of funds and de-motivation starts to spread around.*
Fund raising (and the related promotion of our activity) is something to which we should dedicate specific energies and is not a spare time affair. It needs a real strategy and a lot of effort.
It's worth to add that sometimes multipliers (and youth organisations) underestimate the fact that there could be not just one but many possible programmes in which their activity could fit (and could be financed) or even in some cases there is the possibility to combine budgetary lines of different programmes.
Last but not the least the European Commission and the Council of Europe programmes are not the only existing ones and not the only source of funds: there are a lot of other public and private international and national institutions. Also local level funding possibilities in many case remain unexplored.

VI - Shaping an idea into concreteness: building the follow up step by step already during the activity

Once we have an Action Plan in mind (and, why not?, also in paper) we dedicate our attention to the steps that should implement it. The steps are the activities, actions, projects we have decided are the ones we would like to realize.

These activities are linked in a chain in which many times one is the follow up of the other. Of course we left space for extra follow up activities coming on the way and for a final – not necessarily foreseen in advance – follow up of the entire Action Plan.

So in each activity (training course or other action) we should find the way to focus on what's next. Working with participants and making them reflect on the foundations of the following step, both if it's already planned in advance or if it's totally left to the creativity and motivation of the participants themselves.

But which are the expectations of the participants of a training (or another multiplying activity) with reference to what will follow?

Do they want to change or reinforce something in their reality?

Are they aware and sure about what they want and – if yes – do they have a precise idea about how to get it?

Do they necessarily aim for starting new projects? And in this case are the projects they have in mind really connected to what they want to do in a wider perspective?

What they expect from the activity and from the multiplier in order to build a bridge to the future?

The starting question for a multiplier could be: is there any link between their participation and the follow up? If the answer is yes (and in this case we don't have participants by chance or professional participants), we should focus on two main points: a) which kind of support the activity and the multiplier can give to the participant/s and b) how to frame the activity in order to put in motion their idea for action.

About the first aspect.

How many times participants leave a training course with the impression that a trainer will always be there like a guardian angel? Are they perfectly aware of the value that has this very moment?

It's important we clarify since the beginning which will be the "bridge to the future" we can offer: it will be just this multiplying activity or also there will be tutoring or mentoring or may be another evaluation and follow up seminar ?

It's really important for the target group to understand it, to deal with question marks, to get prepared for the moment in which they will have all kind of resources, tools, partners, ideas, aims but they will be on their own. Sometimes this perspective stays hidden under the good communication and nice atmosphere of this kind of activity.

And this leads directly to the second aspect.

Many times in the end of an activity (especially transnational ones) we see euphoric participants with enthusiastic eyes ready to get the world. In such moments the 'what', the 'when' and the 'how' seem to be just a detail...the important thing is that now "we have found each other and we can make it together!"

So as to make people fly first we should assist them on how to land on earth.

The main difficulty of a multiplying activity while looking to the next step is to give the tools to transform the energies on the air, the ideas (or the idea), into a concrete action. For the multiplier the challenge is to find the way to put in motion participants' idea/s for action.

For this it's needed that participants realize and clarify to themselves their idea/s about transformation, share among them and decide if there is one idea more important they want to focus on and put in motion.

Then it's essential to have patience.

Patience to make it grow slowly and to stop, wait, change rhythm, listen, exchange, work it out step by step. Because this process requires time.

In change in training courses most of the times the stress is on the fact that later on participants are supposed to set up a project or many projects together. There are project simulations or project making modules and there is normally also a session titled follow up.

But what many times is missing is the space to make the ideas (previous or new ones, popped up during the activity) grow. And as a training activity is not going for months the task is really difficult: to leave time to deepen and be patient with the growing idea in a situation in which time is a limited resource.

A possibility to overcome this situation – also adaptable for workshops and other activities – is to draw and set up a medium or long term activity/intervention which leave some space in between to make ideas rest, run, to assess partial results, to set up mentoring: in one word to leave a more natural rhythm for the building of projects and not force artificially a situation which could leave to a flop (both if there is no project afterwards or if there is a project that results not really shared one).

The possibility to foresee a medium or long term activity/intervention of course depends also on the financial support. But sometimes we underestimate the fact that some public institutions and private organisations see it favourably because it makes sense, it guarantees a highest probability of success in the follow up and we even don't try.

But, even if this wouldn't be the case and we are involved just in a short term activity/intervention, we can anyway frame the activity in a way that helps to reach such a result.

In one case or the other the proposal is to make an idea grow into something concrete developing it step by step:

1) first of all it could be important – especially if people don't know each other and we are in the frame of a transnational activity – to dedicate a specific moment for sharing general experiences in the youth work sector participants are involved;

2) then we should make participants brain storm the ideas they have about possible activities to do in the future, whatever it comes to their minds, even 'mission impossible'; nevertheless we are in an international frame they should think to ideas related to their target group and to their local background, something really coming from their target group needs;

3) we could encourage (and this could happen in the same step 2) the sharing of the ideas, in order to enlighten similar/different approaches, possible links or crossroads. It's enriching to see other ideas and approaches, to exchange them and many times it 's the reason we decide to walk for a while together putting ideas in a common frame and trying later to make them become concrete;

4) in next step each of the participant should try to find out from the 'chaos' of possible ideas to realize one main idea, one ide-a-ction that really worth the while: this passes through a personal or group

reflection which leads to an increased awareness about which is our next step, may be within a strategic plan, and also about that specific idea we want to transform in action, the why (which need it answers) and what for (which change or final situation we aim for);

5) later it's time to decide if in this process "from the idea to the action" we want to work alone (could be a research on something we want to develop in another phase) or if we'd like to set up an action in (also transnational) partnership;

6) once aware of what participants want, why, what for and with whom it follows the moment of 'starting the action' with the framing of the idea, by imagining time, space, steps, single actions (may be some of them are projects) and resources that could be necessary and available;

7) then (if possible during the activity, if not leaving it as next duty at home) it could be the case to go even more concretely focusing on the first of the specific activities/projects (if the ide-a-ction foresee more than one): working on a lot of details for the activity/project such as structure, elements, place, date, objective, methodology, actors involved, etc.

How to go through all this process of awareness and creation is up to the multiplier considering the situation, the time and the target group. There are different methods that could apply: simulations, role plays, Open Space Technology, rotating discussions, World Café, etc.
What could be useful to keep in mind is that for this crucial moment of our multiplying activity it's important to chose a method that at the same time guarantees a step by step evolution, brain storming, sharing and a relaxed atmosphere.

Additional hints.

⬥ In general it's needed at the beginning to introduce to participants a balanced programme of the activity, open to whatever can happen, but clearly oriented to the follow up with a visible red line.

⬥ During the activity details are important: to distribute a list with the participants' e-mail and contacts is useful to guarantee the possibility of communication and to give an extra motivation to do it.

🔸 It's good to offer and present relevant materials (theoretical and practical: t-kits, material of the activity, etc.) to the participants and to orientate them to find out other useful ones giving bibliography and web addresses.

🔸 Learn from mistakes: to make a point about how to learn from mistakes could be useful to be prepared to face reality and difficulties.

🔸 Foresee during the activity a special space for risk assessment: crisis and conflict management, drugs, alcohol, sex, accidents during non formal learning activities.

Tools

✖ *To have a look in the follow up results it could be useful to use again the examples of the two real processes we illustrated before.*
The follow up of "Marhaba EVS" process
7 EVS projects have been submitted and approved in the first deadline, a couple of EVS projects has been submitted in the second and one youth exchange project is on the way. Other ideas for action and possible projects are processing.
The follow up of "Crossroad" process
Crossroad is at the Step 4, the step of the first follow up, the one inside the process. At the moment 2 of the 4 projects planned are on the way to be submitted and the other two are at a discussion point and could be transformed in other kind of action. One participant has been invited to the Ankara Youth Festival to run a 'graffiti and street art' workshop.

✖ *An example of "building the follow up" already during the training/activity is taken from the project Crossroad. All the structure of the second meeting (and of the previous preparation, Phase 2) was built in order to start from the motivation of the participants and to arrive to the basis of new activities/projects drawn by the participants because felt as a real need of their personal/group development. See annex III, a form for the preparation phase of Crossroad (Phase 2) and annex IV, a description of Café Idea/Project sessions during the seminar Crossroad, Phase 3.*

✖ *A relaxing way to move from the idea to the action: The World Café*
The World Café is a method (visit: http://www.theworldcafe.com) which has as aim to put conversations to work creating a living network of collaborative dialogue. It has some guidelines and – as a good Café – its own etiquette.

There is the relaxing atmosphere of a Café, the chance to have rotation conversations and to be updated of the other conversations going on at the same time, the possibility to see the results visualized in clusters and all this while enjoying food and drinks.

It's indeed a good tool (to adapt according to the aim, target group, setting, etc.) in order to move from the sharing of the experiences, reaching the exchange of general and specific ideas for activities, focusing on one ide-a-ction and finally enter in the action phase. In the Annex V you can have a look to the triggering points (or instructions) that were used within 3 different sessions of the World Café (Experience Café, Vision Café and Action Café) during an Euromed Training Course for youth exchanges youth leaders.

The World Café is an interesting tool to create the
"from the idea to the action" slow motion

VII - Role of the multipliers

The title of this chapter could be tricky. The idea is not to deepen here which is the role in society of this category of people we have called youth *multipliers*: trainers, youth workers, youth leaders (even informal leaders) working for or belonging to organisations/ institutions and working with young people.

The proposal here is to think about the importance for us and for the participants **a)** of drawing an Action Plan (having a medium-long term strategy) and **b)** of building the follow up already in the multiplying activity/project we are in (going from the idea into the action).

To think if promoting this vision has something to do with the way of thinking and working of the multiplier.

The first question could be: do multipliers work for change in their reality?

Actually we should say yes because multipliers – within a big range of possible activities – aim for helping a group to move from a situation A to a situation B (and maybe C later on, and more), which implies the realisation of a change.

Then, which kind of change multipliers aim for it's another issue, very important, and it's related to the grid of value both personal and of the institution the multiplier is working with/for.

How multipliers can do the best use of their energies and their souls to help people to reach concrete results?

In this sense, we think, it's worth while to work personally and in group in order to have a wider picture behind the concrete single activities.

And, on the other side, it makes sense to work with participants on "what's next" and how to build it.

During each and every activity all the effort should be done by the multiplier in order to make it possible that something will really happen later and that this something will be fruit of a deeper thought and not of the moment or will happen just by chance.

In this way we set for us and for the others also an everyday dimension of the plan-actions-projects and of the idea of the change/transformation we aim for: this returns and reveals the importance and exceptionality of every moment and each act of our everyday life.

VIII - Foresee new scenarios

In order to think and realize an action plan in the field of youth non formal learning sector it's important to develop or acquire the skill to foresee the changes and dynamics in society: knowledge (for instance of youth policies or policies in general, political geography both at local and international level), be updated, statistics, good sources for news, work in the ground with young people (or any other chosen target), try to orientate and direct the changes.
To have a sight on the local/community level in which we operate and transnationally with the partners we are dealing with.

So readapting it for trainers/youth workers, the say could be: "think global and act glocal ! "

Tools

✖ *It could be interesting to tail a personal plan of "information resources about the world": a list of newspapers (or newspaper sections), magazines, TV/radio programmes, WEB pages that we consider essential to help us in having a view on what happens nearby and far away.*
The plan to be realistic and achievable should foresee a short and selected list of sources. Friends and colleagues could give useful suggestions to check.

✖ *Then, especially for the intercultural and transnational dimension it's as well important to reflect and agree among people we are working with on some terms which are daily bread for us and sometimes create confusion and misunderstanding among operators. For this reason we suggest to focus on some words/concepts (Annex VI) and discuss them with your working team or target group. You can enrich by yourself the glossary putting new words to focus on.*

Annex I

Marhaba EVS, Step 1 : Ajloun, Jordan, 9 –14 July 2002

Personal Action Plan

The following questions should help you to plan your next steps/activities as a result of this training course. You have received a lot of information on EVS, you have started to develop a project plan and you have shared a lot of ideas with other participants.
Now it's time to further develop your idea of an EVS project in your organisation how to promote EVS in your local community.
This plan stays with you! Try to be realistic regarding what you can achieve: it is no help to make big plans there is no hope you can realize them.

What is my long-term aim regarding EVS in my organisation and/or local community? (eg. Sending one volunteer next year, hosting two volunteer next year, informing 300 young people about EVS by the end of this year, etc.)

What are my concrete steps/activities in the near future toachieve this aim? (eg. A meeting with collegues in my organisation, writing a report of this training, etc.)

Activity	Other people involved	By when

What are possible obstacles/barriers for my plan? How can I overcome or avoid them?

Whose support is essential for this plan?

How can I benefit from achieving my plan?

Annex II

The target

We can brain storm and write names of possible people, institutions and partners that it would be useful/interesting to involve in our plan or single action/project and put them more near or far from the core of the target. The different sections could be different aspects in which can include different actors.
This should be the first step of the reflection on support.
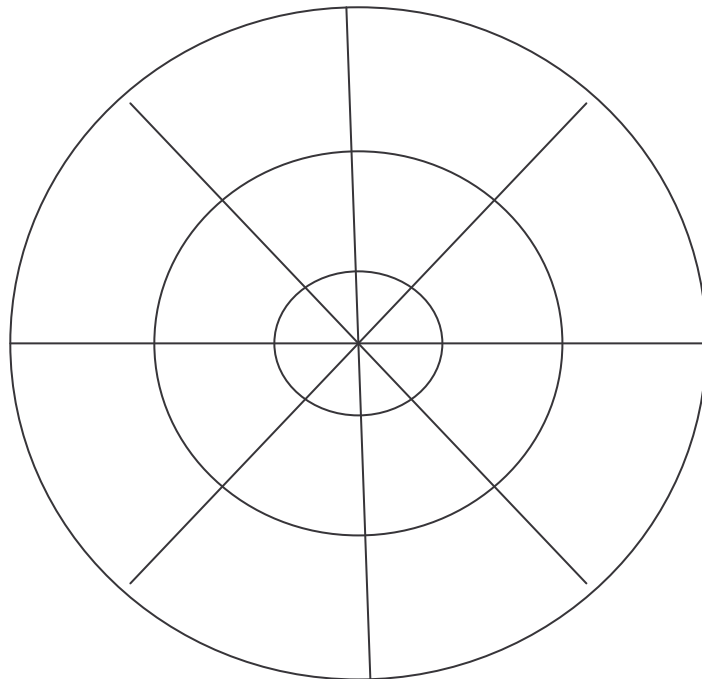
Annex III

Preparation of 2nd Crossroad seminar, Phase 2

Hello!!!
Next meeting will be very soon and if you want to arrive in the best conditions,
let's start again step by step !!!

So down to little things to help you :
1/ Short description of April meeting, for you to know precisely what will happen
2/ A short guideline for helping you to jump in the process again (to use only if
you want !). The idea is to reflect before Italy to possible ideas of real project
either local or international, which include the intercultural or international
dimension…
Give news as soon as possible…

1/ Short description of the contents

Aims :
- To develop the links between the organisations
- To train to the development and project management at international level
- To work and develop concrete micro-projects
- To work on the potential European financial support

Contents :
- Intercultural learning
- Methology and project management
- European Financial support
- Partnership

2/ Starting to work on the idea - Guidelines

A/ If the September meeting bring some idea of project :
- What idea ?
- Why this idea ?
- What do you want to change with this project?
- How will it help to improve your development at local level ?
- Will you use this idea of project as starting point for April ?
  (If not, go to B)

B/ If no idea came from last September :
- Looking at your reality, the reality of your organisation, what are the situations which you are not satisfied with. List them down :
- Select the most unsatisfied…
- Can the intercultural and international dimensions help you to ameliorate the situation ? if yes, how ?
- Does it bring you a concrete idea which you could use as a starting point for April ? What precisely?

Annex IV

Crossroad, Phase 3, Orvieto, Italy, 18 - 23 April, 2003

It follows the description of the Cafè project, a way to make participants develop their ideas into concrete activities/projects step by step already during the seminar.

Café Idea/Project 1, the starting point

It was an individual activity. The first question for each participant was: "What do you want to change in your reality?". The participants were then asked to think about a way to make this change become reality.

Café Idea/Project 2, the idea and the matching in groups

The participants were asked to choose one idea that they wanted to develop and to focus their work on this one idea. This was done in this way:
the participants were given time to go around the plenary room to meet and talk with the people who had presented ideas of possible activity/project the night before. This was done so as to provide an opportunity for the participants to learn more about the ideas that had been presented and to be able to explore these ideas deeper. After that, the participants were asked to put down their name on the ideas which they liked, using small yellow 'post it' paper. After talking for a while they had to select one idea only on which they intend to focus on, to work on for the rest of the following months, and to develop with the counselling of the national co-ordinators.
These questions where put to participants in order to start this session:

1) If you have a PRECISE IDEA:
   * Resume your idea in a few lines (Why? What? For who?)
   * What are you looking for or expecting from the other persons / organisations which are here?

2) If you DO NOT HAVE A CONCRETE IDEA:
   * Looking at your reality, what are the situations that you are not satisfied with? You can make a bit!
   * Select the one where you feel that you want / you need to try to change something in it.
   * Why?
   * How?

Café Idea/Project 3, the content and the steps of the activity/project

The session was run in 3 phases:

A)   Photography of the situation of the groups working together:
   * Summary of the ideas/projects situations
   * Latest changes
   * Next 2 days of sharing

B)   Each group then works on:

1-   To define the content of the project:
- Type of activity/project
- Themes
- Structure, elements
- When and where

2-   To identify the main steps:
- Brain storm the main steps of the project
- Creation of a time diagram (what/when)

C)   Plenary ➜ Report

Café Idea/Project 4, institutional financial support
This session mainly consisted in explaining to the participants the possibilities for funding their project (possible institutional financial support). The shown possibilities were those offered by the YOUTH Programme of the EU, the Euro-Mediterranean Youth Action Programme, the European Youth Foundation of the Council of Europe, and local funding such as local government, municipality, regional funding and local councils.

Café Idea/Project 5, ideas into possible projects
It was the moment of the presentation of the ideas transferred in possible concrete activities/projects. Each working group shows in plenary in an artistical way what could be the concrete realisation of their idea and then explain details about it.

Annex V

Two shores for a common ground
Barcelona, Spain, 14-21 September 2003

During this training course the team used the method of the World Café in order to facilitate first the exchange of experience among the Euromed participants (Experience Café); in a second moment to brain storm and exchange their ideas about youth work and ideas for local action in the youth field (Vision Café); then, after focusing on one main idea, it was the moment to find mates to put *the idea into action* (Action Café).

Here below there are the triggering points (put one by one to participants during the first two café, while the last café contain just instructions) for the Café process.

Experience Café

- In *my organisation* our target group of young people are…
- If I have to choose *an important experience* about my work with young people, I would say…
- I'm useful for young people because I do…
- If someone asks me *what I would like to change* in my work, I would think of…

Vision Café

- If I had a magic stick and I could *realize a dream* with the young people I'm working with, it would be…
- …but as I don't have a magic stick, *one of my plans for the next two years* is…
- In any case, my priority idea for a *youth activity* would be…

Action Café

- Look to the tree of the "active ideas", *choose the one you want to focus on* and stick the post-it with your name on it
- Decide if you want to work on the "active idea" alone or within a group
- Find your place alone or in group in the room (on tables, chairs, on the floor)
- *Every step* you make on the building up *of your idea into ACTION* you'll stick a post it and you'll deserve a ticket
- At the end write on a special paper ("the seed") the title of the action/project you are working on

Annex VI

Try to focus on some words/concepts relevant in your daily work and discuss them with your working team or target group. You can follow enriching by yourself the glossary with new words to focus on.

Youth worker

Trainer

Mentor

Tutor

Workshop

Empowerment

Participation

Citizenship

Identity

Culture

Globalisation

Multicultural

Intercultural

Transcultural

….

….

….