



EUROPEAN SEMINAR

(European Youth Centre, Budapest • 18 - 24 September 2003)

on "YOUTH PARTICIPATION IN YOUTH INFORMATION WORK"

R E P O R T

*An activity organised in the framework of the Partnership Agreement
between ERYICA and the Council of Europe*

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INTRODUCTION

The European Seminar on "**Youth Participation in Youth Information Work**" was held at the European Youth Centre in Budapest from 18 to 24 September 2003, in co-operation with the Directorate of Youth and Sport of the Council of Europe. A copy of the programme is attached as **Appendix A**.

The Seminar was the main activity in 2003 organised in the framework of the Partnership Agreement between ERYICA and the Council of Europe.

The Seminar was attended by 21 participants from 12 countries, together with the organising team of two persons. In addition, three external speakers were invited to make presentations to the seminar, one of whom assisted the organising team as a facilitator and resource-person for the Project Groups. The participants, all of whom worked in youth information centres or services, were divided almost equally between those who had experience of projects where young people participated in various aspects of youth information work, and those who had had little experience of such projects but whose organisations wished to develop this participatory approach. A list of the participants is attached as **Appendix B**.

The first part of the Seminar was devoted to an **exchange of experience** concerning the youth information systems in the participating countries and, more particularly, concerning projects and services where young people were involved in youth information work. This was based on a compendium of 17 working-papers covering 12 countries, which had been prepared by the participants; most of them had been circulated to the participants in advance of the Seminar.

The participants then discussed in sub-groups, defining what participation meant for them, and identifying issues which they wished to discuss in more depth. From among these topics, five were then chosen for discussion in **Project Groups**, with two of the groups discussing the topic of "Identifying the Information Needs of Young People". Each of the Project Groups presented a report (see section IV of this report) to the Closing Session.

The report of the Seminar, in addition to being sent to all the participants and being presented to the relevant organs of the Council of Europe, will also be submitted to the Joint Co-ordinating Committee which manages the Partnership Agreement between ERYICA and the Council of Europe. It will also be distributed to all ERYICA national partners, and to the ERYICA Governing Board, so that the results of the Seminar and the proposals in the report can be taken into account when the Agency elaborates its policy to promote youth participation in youth information work, and when it plans further activities in this field.

I. OPENING SESSION

1.1 Words of Welcome

The participants in the Seminar were welcomed by Ms. Zsuzsanna SZELENYI, the Deputy Executive Director of the European Youth Centre in Budapest (EYCB), on behalf of the Youth and Sport Directorate of the Council of Europe, and by Jon ALEXANDER, ERYICA Secretary-General, on behalf of ERYICA, who introduced Johan BERTELS (In Petto, Belgium), the Director of the Seminar.

Ms. SZELENYI informed the participants about the current priorities of the youth sector of the Council of Europe.

1.2 Objectives and Programme of the Seminar

Johan BERTELS (Director of the Seminar) recalled the objectives of the Seminar:

- a) to exchange experience in the field of youth participation in youth information work
- b) to identify possibilities and obstacles relating to youth participation in this field
- c) to make proposals for further activities in this field,

which had been communicated to the participants with the preliminary information about the Seminar.

He then presented the programme of the Seminar (see **Appendix A**).

There was then a "tour de table" with each of the participants presenting themselves and indicating their expectations from the Seminar. (*)

(*) *At an informal "get to know you" session the previous evening, each of the participants had been presented to the group by another participant.*

II. YOUTH PARTICIPATION IN YOUTH INFORMATION WORK

2.1 Working-papers on the present situation in different countries

Working-papers presenting projects where young people were involved in youth information work in different ways as well as the youth information system in each of the countries represented at the Seminar had been prepared by the participants in advance of the Seminar. A total of 17 papers covering 12 countries had been circulated to the participants. These were presented in turn, and discussed, thus contributing to rich exchange of experience in the first phase of the Seminar.

Following the discussion, several participants indicated that they would add some clarification or further details to their working-paper, and it was agreed that the final version of the compendium of papers would be made available on the ERYICA web-site.

2.2 Presentation by Elfriede BAARS (Netherlands)

Ms. Elfriede BAARS, a consultant on youth participation in youth information, made a presentation on “**Youth Participation in Youth Information: A Dutch Story**”. This outlined experience in this field in the Netherlands, including various methodologies where youth information staff evaluated the work of their centres or services, and where teams of young people evaluated youth information centres and services using a set of criteria which had been developed by young people. (§)

She also referred to the work-book on “Youth Participation and Youth Information” which had been published after the International Conference on the same topic, organised in Brussels in November 2000 by the Benelux member organisations of ERYICA. Copies of the work-book were provided to the participants.

The presentation was followed by questions and discussion.

2.3 Presentation by Elise STEWART (Wales)

At a later session, Ms. Elise STEWART, the Director of Canllaw Online (an agency supporting youth information work in Wales), made a presentation on “**Youth Participation in Youth Information: The Welsh Approach**”. This summarised the approach which Canllaw Online had developed, emphasising the participation and consultation of young people in all aspects of youth information work, including services like the very popular web-site which Canllaw managed. (§)

The presentation was followed by questions and discussion.

(§) These presentations are available on the ERYICA web-site.

III. IDENTIFYING KEY ISSUES

3.1 Discussion in Groups

Following the discussion in plenary session of the working-papers, the participants split into small groups to identify issues which they wished to discuss in more depth.

These groups continued their discussions after the Netherlands presentation.

3.2 Defining "participation"

One of the group discussions came up with the following definitions of what "participation" meant for the participants of the group:

- Young people in activities (with some aims and results)
- Young people to propose and to decide
- Achievement
- Be active or passive (motivation / stimulation)
- Involvement (on own terms)
- Young people have a say
- More people active in society
- Feeling of taking responsibilities
- To "own" the project
- Diversity of public touched / public active
- Promotion of equality
- Co-operation between young people, and between young people and adults
- To explore and express things in a "safe" way
- A "space" (mental and physical) for realizing ideas and projects ("to change the world")
- Learning new things

- Belonging to a group
- Opportunities / new interests
- Young people in activities (with some aims and results)
- Young people to propose and to decide

3.3 Issues to be discussed

Another group listed a number of issues that came out of the presentations, as follows:

- How to define the needs of the young people before beginning a project?
- How to improve the motivation to participate?
 - To propose concrete actions (with concrete results)?
 - To show foreign examples?
- What kind of co-operation with youth clubs, youth workers?
- Participating is already a reason to participate
 - To be a part of something (locally or in a wider scale)
 - Being together with other young people
 - Having fun
 - Enjoying camps, weekends, activities,...
- How to motivate the volunteers?
 - By rewarding them? (better CV, accreditation, money, discounts)
- Participation can improve the self-esteem
 - They can express themselves
 - Success is motivating
 - There could be media recognition (TV, radio,...)
- We need to respect the young people, to take them seriously
 - Be flexible, no forcing
 - They own the project
 - Help them to believe that they can succeed
 - Let them choose their own rules.

IV. PROJECT GROUPS

4.1 Introduction

During the last two days of the Seminar, the participants worked in "Project Groups" to discuss practical ways of involving young people in youth information work, including different methodologies which could be used and ways of overcoming obstacles to youth participation which could be encountered. The topics covered by each of the Project Groups were:

- > **Project Group A-1: Identifying the Information Needs of Young People**

- > **Project Group A-2: Involving Young People in the Content of Youth Information**

- > **Project Group A-3: Motivating Young People to Participate**

- > **Project Group B-1: Peer Work in Youth Information**

- > **Project Group B-2: Identifying the Information Needs of Young People**

- > **Project Group B-3: Information Initiatives and Campaigns**

Reports of Project Groups

The reports of the six Project Groups are presented on the following pages.

4.2 Project Group A-1: Identifying the Information Needs of Young People (§)

REPORT

Participants: Merima, Marje, Päivi, Aleksandrs, Andrej, Claire, Delyth, Lyjanka, Elfriede

How to identify Information needs?

- Qualitative Research; consultations, discussions, games and informal feedback. The results of this method are more difficult to collaborate.
- Quantitative Research; Statistics from government, health boards and other external agencies. Questionnaires and other things you can measure. This is a reactive method because needs change.
- Consultation which can be done at a formal and informal level both locally and nationally.
- Using the database or register to evaluate and update information.

One research method used within an organisation is the use of ESF enquiry sheets. This method is used to define target groups who we are currently accessing & appealing to. We use this as an ongoing mechanism to revise and update our information.

The form consists of:

- Name
- Address & Postcode
- Gender
- Age group
- Ethnic group
- Employment status
- Topic of enquiry

plus whether people were aware of the fact that our project was ESF funded or whether we had to inform them.

These statistics are collected and checked every month by our organisation and are then submitted every 3 months for checking by the ESF.

The need is identified by the young people. E.g. In Latvia young people were accessing information from a youth information centre, which was not in their local area and stated that there was a need for more information centres in other cities, which were then provided.

Key discussion points

Funders usually prefer quantitative research methods as the results are easier to measure. However the choice of research method will depend upon the needs of the young people. Quantitative research also informs funders of young peoples needs which dictates the type of funding available at which point needs might have changed.

(§) *This topic was discussed in two Project Groups; see also the report of Project Group B-2.*

REPORT OF PROJECT GROUP A-1 <i>(continued)</i>

How do we identify underlying needs and how do we work with those needs? We need to be quick with a response and forecast future needs (trend-spotting). In order to respond we can use more proactive methods.

How to identify future needs?

Trend-spotting

What is it? Young people exploring what is trendy amongst their peers and forecasting the future needs and trends of young people.

Suggested tools for implementing trend-spotting.

Why should young people participate?

- Opportunities to; have fun, travel, make a difference, learn new skills, meet new people and make friends, receive accreditation, have their say, be listened to, feel responsible, feel needed and develop personally.

How to target young people?

- Identify target group
- Advertise and promote through publicity and personal contact.
- Raise the awareness of the project through existing groups and through people who use the centre.

Who to target (discussion points)

- Should there be criteria for young people and if so do you exclude the young people who don't conform to the criteria?
- A broad representation of young people.

How do you keep young people interested?

- Personal contact
- Incentives
- Don't make promises you can't keep
- Use the BAPIE model, because it involves a structure that enables reflection and because it is fluid.

Risks and considerations

- Possibility you may miss the trend or that it may not happen
- Be prepared to work in partnership with other agencies or networks if you don't have the resources to manage the trend
- Know the limits both of the trend-spotter, worker and organisation.
- If the trend-spotter is not trained adequately there is a risk of feedback being subjective and the young person being exploited.

REPORT OF PROJECT GROUP A-1 <i>(continued)</i>

- The young people have to learn to translate "this is what I think" into "this is what most young people my age think".
- The trend-spotter forecasts has the potential to impact on governmental statistics and research, which may positively influence the relevance of future funding needs.

Identify info needs

Information season clock: a yearly cycle highlighting certain times of the year, which more information is needed on a certain topic. E.g.

- *Summer*: employment, accommodation abroad etc
- *Autumn*: leisure time, employment, Young Scot and Canllaw distributions, fireworks
- *Winter*: condoms, sexual health, depression, suicide, alcohol and housing

Other key discussion points

- Use structured reflective practice
- Do we or should we as workers create a need for information?

4.3 Project Group A-2: Involving Young People in the Content of Youth Information

REPORT

Participants: Christine, Mira, Sari, Alain, Petr, Peter, Jon

The different involving levels

There are some different levels of involving. From basic level to high level. Of course, the more you go to high level, the more it takes times and energy to organise it.

A. Involving – level 1 :

That's indirect participation.

For instance:

- make statistics with questions and so on (who are the users and what are the questions asked)
- make surveys (feed-back)
- internal staff evaluation

[Example from Finland: an example of feedback form and questionnaire form will be translated and sent to Jon]

B. Involving – level 2

People give their opinion, their advice about some issues, like:

- Which info topics / specialised services?
- Choose best materials / choose the best media
- “Spirit and image” of the centre
- How to make user confident in centre
- Opening hours

How to manage the meetings and moments with the young people? How to organise it? Which animation, which strategy to make them talking and expressing their opinions?

It's important to create a good climate, good atmosphere.

[Example from Finland: the Antenna project – see the working paper]

[Example from Belgium a “most frequently asked question” part of the web site, made with “real questions” asked by young people]

REPORT OF PROJECT GROUP A-2 *(continued)*

C. Involving – level 3

Young people produce and provide/deliver the information.

Participation does not necessarily mean that young people must be involved in each part of the project (web-site, booklet, etc.), even if they can be.

From time to time, young people themselves find more reliable things done by adults. This must be evaluated.

A partnership must be established with the young people and youth workers connected to them.

Some things are probably easier to be done with young users' participation like the design of the products.

Some examples of forms of involvement

Which are the main methods to deliver information? (we brainstormed)

- Face to face information and counselling
- By phone information and counselling
- Brochures (in Flanders, youth advisors gave them to other young people)
- Newspapers
- Campaigns
- Web-sites
- Newsletter by e-mail (to local partners, or YP how left e-mail address voluntary)
- Question/answer by e-mail
- Visits to groups / schools
- Exhibitions
- Radio / TV programmes
- Permanence (decentralisation in a local service, library, specialist services,...)
- Games (role-playing, etc.)
- FAQ (“the most important questions in your live”)

The composition of the user group is a key question

Here, without endorsing it, we present a useful example from Flanders, which raises a lot of the issues involved in creating a user group. The following are elements from the criteria for establishing a proposed “youth council” in one youth information centre:

REPORT OF PROJECT GROUP A-2 <i>(continued)</i>

The members of the youth council must be representative:

- Maximum 12 people (probably a good size for a working group)
- Age: 12 to 25 (too wide a range of ages?)
- School level: all different types
- Gender (equality between male and female?)
- Cultural origin: multicultural (useful in any case?)

Duration of mandate: one year

How to make it? How to convince the young people to come? They use:

- brochure / leaflet
- application form
- centre selects
- promotion in youth clubs, ... (promotion)

They will talk about (main tasks):

- not about own problem
- advising about those questions:
 - Which info topics?
 - Choose best materials / choose the best media
 - “Spirit and image” of the centre
 - How to make user confident in centre
 - Opening hours
 - Which way to reach the target groups

Do they represent themselves or an organisation (is there a delegation, do the young people receive a mandate from their peers)? They represent themselves, but up to them to consult other persons in a youth club or school.

Another question: how could we define a “user”? Who are the users more precisely? Regular, irregular or potential users of the info point? A young person coming into the information centre only one time to use PC connected to Internet, is s/he a user? There are different levels of way to use. If somebody is only a “low level user”, it will be more difficult to motivate her / him to participate.

It's important to say to the participation group what is their real power (clear definition of their role). To explain to young people what proposal is taken account of and what's not and why.

The points discussed need to be explained very well (general rules must also be clear). The first meeting (opening meeting) can be used to do it.

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Participation inside the team is also probably necessary to organise participation from outside. And the team has also to be motivated in the project.

REPORT OF PROJECT GROUP A-2 <i>(continued)</i>

Some ways to choose the group

There is a difference between a long-term user group and a short time user group.

First method

To choose a specific subject, identify a specific problem and then work with some young people linked with this problem. For instance if you want to work with intercultural problems, your group must be intercultural (there are the group). You can touch those specific groups by choosing specific schools (if the public is not well "mixed" in those specific schools – but mostly with social problem for example), specific youth clubs, street work. Of course, the choice of specific problem could be identified by young people.

Second method

To choose a group with people with specific abilities (for instance, ability in creation) if you want them to do specific things.

Example of "young advisors" project:

- they go to all the schools with people around 15 (short explanation in each school, with agreement of the principal of the school)
- the young people have to make their own applications to become a young advisor
- they select the first 15 who answered; this group will take part in the "welcome" weekend.

Why 15 years old: because they especially start looking for their own way in life. They also consult especially their peers at this age. It was noticed that females were more motivated to participate in the project.

Why are they motivated: they feel part of something, part of the information centre, and also "I want to help others". They "participate to participate"

If some young people have a problem, they would feel better of course after solving it. And to participate in a youth information program could be a part of the solution (for instance, information about drug problems in a youth organisation that experiences problems with that).

Third method

To co-operate with some youth organisation (the YIC can ask or the organisation can ask – it's not one way).

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4.4 Project Group A-3: Motivating Young People to Participate

REPORT

Participants: Ilda, Maria, Vlad, Alenka, Natasha, Maaike, George, Johan

1. WHAT IS A "MOTIVE"?

REWARD FROM US – BY PARTICIPANTS

A) FOR YOUNG PEOPLE

MATERIAL

Free courses, money (limit), certificates, gifts, excursions, camps, fun, parties, weekends.

NON MATERIAL

Status (uniform), publicity, self esteem, important feeling, being part, meeting others, making new contacts, experience, learning, accreditation in the curriculum vitae, fun, play, role model, backup – stimulation, success, challenge, being trendy.

B) FOR YOUTH WORKERS

Participatory and **expressive culture** of organisation, networking

MATERIAL

Stability, money

NON MATERIAL

Be in contact with young people, staying trendy, **commitment**, success

2. WHAT IS PARTICIPATION IN YOUTH INFORMATION WORK?

The process of informing.

- i) Long term participation
- ii) Short term participation
- iii) Level of participating
- iv) Active / passive

REPORT OF PROJECT GROUP A-3 <i>(continued)</i>

3. EXPLORING THE LIMITATION IN YOUTH INFORMATION WORK THE ROLE OF THE YOUTH INFORMATION WORKER.

- Should the youth information worker be involved in the whole process?
- Which is the co-operation between youth information workers and youth workers?
- Strong networking between youth information workers and youth workers.

4. PROCESS

- Looking for information (Question) -> Action
- Asking expectations
- Back up
- Stimulation
- Attention
- Role models
- Permanent evaluation
- Time schedule
- Targeting the person (no one is excluded), developing relations, group dynamics
- Investing in the relationship
- Facilitating depending from the goal and the target

5. FINAL PRODUCT

- Internal-local product / Mass media product
- Activity / Material

Tension between product and process: decisions of approaches

6. WHAT IS SUCCESS IN YOUTH INFORMATION WORK?

((rework this section))

Data → (When data gets meaning becomes information) → Information

CONDITIONS

- *Right timing*
- *Right place*
- *Achieving the right target group*
- *Right message*

4.5 Project Group B-1: Peer Work in Youth Information

REPORT

Participants: Natalija, Maria, Claire, Lyjanka, Delyth, Sari, Mira, Päivi, George, Johan

Points of discussion

What does "peer" mean?

- someone who is in the same situation
- same age / same sex
- people in the same city
- user to user

Who can be a peer ?

- who has the same status
- who understands
- who inspires trust
- who has same the experiences
- who share the same feelings
- not an expert or a specialist
- not someone in authority

Peers can be

In a informal role : **not identified, spontaneous way**

In a formal role: **identified role when the others know they**

WHAT CAN PEER WORK BE IN YOUTH INFORMATION WORK?

Some examples of peer work:

- Youth to youth telephone
- Peer listening
- Youth advisors
- Peer Education

Why is Peer Education work useful in Youth Information Work ?

Target

- a peer can be someone who is part of your target group
- young people talk to young people
- a peer can reach youth groups that we can't. This makes the access easier
- how can we find young people if they are not part of any group? If they have slipped through the net.

REPORT OF PROJECT GROUP B-1 <i>(continued)</i>

Training

- training for youth information worker how to train peers is needed
- **training for peers**

Challenges & risks

- Start peer work in your work if you are able, don't start anything that you can't manage
- Be realistic
- Don't give promises for young people that you can't keep
- Make idea clear for young people
- Don't let peers do other things that you don't do yourself. Have limits
- You have to listen the needs of peers for example needs of education
- Respect, don't exploit young people
- Protect peer be use by others, it's their right
- Don't put peers in problem-solving roles
- Our work is to give positive possibilities
- Remember the importance of evaluation

Conclusions:

- Peer work can be a method to make participation concrete
- How to make people talk about things
- Using natural thing to extra impulse
- Informing is part of peer work

4.6 Project Group B-2: Identifying the Information Needs of Young People (§)

REPORT

Participants: Christine, Alain, Ilda, Petr, Maaike

What do we want to know?

- Different ways to identify info needs

- By statistics
- By web-site: possibility to ask questions by e-mail. After collecting you will know what subjects are most popular.
- It's depending of the season / time which information is wanted.
- By debating with young people.
- Suggestions box for suggestions, but it only will work if it's attractive to put something in it (for example, a fishing bowl with fishes in Portugal).
- By co-operation with fieldworkers, like contact with youth clubs, youth workers, school teachers.
- By trend-spotters and cool-hunters.

The needs will be very different depending on age, living place etc.

What is your target-group? How do you know this target-group and their needs.

Your network has to be strong with all the organisations in the field, co-operation. But be sure that they tell you the information needs of the young people themselves and not what the workers themselves think or need.

The kind of questions you get will also depend of the image you have, for example what do people think you are good at.

Side path we talked about:

How to interest young people in boring subjects (which we think could be interesting for them) How to make a boring topic interesting: the way you present it is important, for example, youth could be interested in discussion so you can use that to talk about a subject.

(§) *This topic was discussed in two Project Groups; see also the report of Project Group A-1.*

4.7 Project Group B-3: Information Initiatives and Campaigns

REPORT

Participants: Alexandrs, Merima, Vlad, Andrej, Alenka, Marje, Peter

Information campaigns

Subject of promotion

- An organisation
- The specific information

How?

- Eye contact
- Party
- Workshops
- Projects
- Special events
- Info boards
- Media (TV, Radio, Newspapers)
- Promoting the topic through the government TV
- Information days
- Info season clock
- Non – formal education activities at schools

Obstacles

- Sometimes the info campaigns promoting our centre took too much time, its better to promote the centre as itself through our work.

The message addressed to youth should be:

- Clear
- Addressing to them
- Unique
- Provocative
- Noticeable

We should know where the limits are

REPORT OF PROJECT GROUP B-3 <i>(continued)</i>

Involving young people in promotion

- Pre-consultation
- Reading committee
- Face-to-face contact
- Providing information materials
- Making posters
- Making a trademark, slogan
- Careers days
- Info board projects (as in Slovenia)

THE BEST CAMPAIGN IS OUR WORK!
INFOBOARDS

Where?

- At schools
- Universities
- Places with young people

How the info boards look like?

- Should look attractive
- Similar in different places, so that it is easy for young people to recognise them

Involvement

- Young people defining their needs (focus groups, questionnaires)
- Involved in all the processes (creating info boards, identifying the needs of young people, making info materials, updating information)

Evaluation

- Permanent meetings with young people, receiving feedback from them

How to promote info boards for school administration?

- Good contact before
- Personal contact with school administration

V. CONCLUSIONS AND PROPOSALS

5.1 Presentation of Reports and Discussion in Plenary Session

The proposals prepared by each of the Project Groups were presented to the final plenary session on Tuesday afternoon.

The participants recommended that youth participation in youth information work be added as a new Principle to the European Youth Information Charter, which ERYICA was planning to update. They also expressed the hope that ERYICA would make a maximum of materials presenting projects where young people were involved in different aspects of youth information work available on the ERYICA web-site, and would develop guidelines and methodologies in this area.

Jon ALEXANDER welcomed these proposals and stated that they would be communicated to the ERYICA General Assembly which would take place next month.

Participants were reminded to complete the individual evaluation forms which they had been given. The results of the evaluation would be announced during the farewell party that evening.

The session ended with a presentation about the aims and activities of ERYICA, made by Päivi TIMONEN-VERMA, President of the Agency, which was followed by some questions.

5.2 Concluding Remarks

There being no other business, Johan BERTELS thanked all the participants for their active participation in the Seminar, which had largely contributed to the quality of the discussions and the richness of the ideas for future initiatives in the area of youth participation in youth information work. He then closed the Seminar, announcing that each participant would receive in due course the report of the Seminar, which would also be distributed to all ERYICA national partners.

APPENDIX A

PROGRAMME OF SEMINAR

Thursday, 18 September 2003

- Arrival of participants
- Dinner
- "Getting to know you" (ice-breakers + informal evening)

Friday, 19 September 2003

- Morning: **Opening Session**
- welcome by EYCB and ERYICA representatives
 - presentation of Council of Europe's Youth Sector
 - presentation of programme and aims of Seminar
 - (break)
 - participants introduce themselves and their expectations of the seminar
 - discussion of objectives and expectations
 - practical information
- Afternoon: - "**Where at with Youth Participation in Youth Information Work?**"
- presentation of working-paper
 - questions, clarifications, discussion
 - (break)
 - Working-groups (3) discuss issues arising from working-paper
- Evening: International Party

Saturday, 20 September 2003

- Morning: - "**Youth Participation in Youth Information: A Dutch Story**"
- presentation by Ms. Elfriede BAARS (Netherlands)
 - questions, discussion
 - (break)
 - Continuation of morning session
- Afternoon: - Working-groups (3) continue discussion of Friday with view to providing some answers to a few key questions emerging from working-paper
- (break)
- Working-groups continue their discussions

APPENDIX A (page 2)

PROGRAMME OF SEMINAR (continued)

Sunday, 21 September 2003

- Morning: - Plenary Session (to finish discussion of Saturday afternoon)
 a) to receive and discuss **reports of the 3 Working-groups**
 b) to agree upon a **list of issues relating to youth participation** which
 Project Groups will discuss with a view to preparing draft guidelines
- Afternoon: - "**Youth Participation in Youth Information: The Welsh Approach**"
 - presentation by Ms. Elise STEWART (Canllaw Online)
 - questions, discussion
 (break)
 - prepare and start **Project Groups** (6 topics; 3 groups meeting at same time)

Monday, 22 September 2003

- Morning: **Project Groups** continue their work
- Afternoon: Free - excursion to Szentendere
- Evening: Dinner at Paksi Halaszcsarda restaurant in Budapest

Tuesday, 23 September 2003

- Morning: **Project Groups:** final session
- Afternoon: **Closing Plenary Session:**
 a) **Presentation about ERYICA**
 by Ms. Päivi TIMONEN-VERMA (President of ERYICA)
 b) **Project Groups** present their reports
 c) Discussion of proposals for ERYICA and its national partners
 d) Concluding Remarks
- Evening: Farewell Party

Wednesday, 24 September 2003

Departure of participants

REPORT OF EUROPEAN SEMINAR
on "YOUTH PARTICIPATION IN YOUTH INFORMATION WORK"
European Youth Centre, Budapest • 18 - 24 September 2003

APPENDIX B

LIST OF PARTICIPANTS

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