

# YOUTH PARTICIPATION TRAINING



Bilbao - 1st to 5th of December 2014

#BEPART



<b>Monday 1/12</b> Bolunta	<b>Tuesday 2/12</b> Etxebarriko Kultur Etxean	<b>Wednesday 3/12</b> Errekaldeko Aretoan	<b>Thursday 4/12</b> Errekaldeko Aretoan	<b>Friday 5/12</b> Errekaldeko Aretoan
9.30 - 12.00  <b>Opening talk</b> Civil participation and y community development. (Alicia Suso)	10.00 - 11.30  <b>Participation and activism. What we are talking about</b>	10.00 - 11.30  <b>Keys and clues for youth participation</b>	10.00 - 12.00  <b>Tools to promote youth participation</b>	10.00 - 12.00  <b>Our projects</b>
BREAK	BREAK	BREAK	BREAK	BREAK
12.30 - 14.00  <b>Space of Young participation</b> EGK; Bolunta; SVE. (Dinamiza: Minerva León)	12.00 - 14.00  <b>Typology of participation</b>	12.00 - 14.00  <b>Keys and clues for youth participation Some examples</b>	12.30 - 14.00  <b>Activism and participation on a 2.0. Society. The use of new technologies on Youth Participation</b>	12.30 - 14.00  <b>Conclusions, collaborative document, evaluation and closing</b>
BREAK AND LUNCH	BREAK AND LUNCH	BREAK AND LUNCH	BREAK AND LUNCH	BREAK AND LUNCH

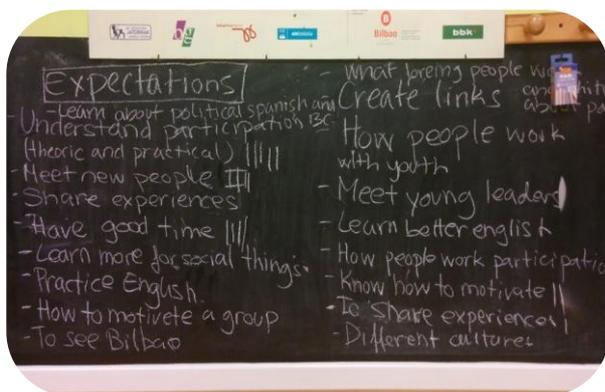
16.00 - 18.00 <b>Presentation: participants and course</b>	16.00 - 18.00 <b>Visit:</b> FUNDACIÓN HARRIBIDE (Etxebarri)	16.30 - 18.00 <b>Visit:</b> EUSKARAREN ETXEA Azkue Fundazioa and "K" PROIEKTUA (Euskararen Etxean)	19:00 – 20:30 <b>Visit:</b> Santurtzi, proyect of young market Susterra. (Santurtzin)	
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## Expectations

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We start the training sharing our expectations for the training. These were what we expect in the beginning from the week:

- To learn about Spanish political situation
- A better understanding of participation (theoretical and practical)
- To meet new people
- To share experiences
- To have good time
- To learn more about social issues
- To learn how to motivate a group
- To visit and know Bilbao
- To know how foreign people work and think about participation
- To know how people work with youth
- To meet young leaders
- To improve my English
- How people work participation
- To know how motivate
- To share Experiences
- To share and meet different cultures



## Definitions

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We can't think that there is only one way to understand and define social participation, but there could be, at least, one different definition for every one of us. To understand what we mean for youth participation, we need to think about and discuss what social participation is for every one of us, to have a common place to speak from and to understand what the participative experiences of the others are. Indeed we build in groups our own definition of participation. The results were the following:

1. Participation is the responsibility of working together, sharing our ideas for change.
2. Volunteer people with motivation, who works together in the society to solve problems, improve the life of others, to share opinions and enjoy their time. Always with empathy and respect.
3. Participation is a brave process for motivation to achieve empowerment.
4. Good participation is and action you start by your own initiative with the aim of changing, usually in a group and in a public space. This could be changes for you or for others.



And also the trainers have their own way of understand participation, that it's their own ideological position to promote participation:

*We understand youth participation as an organized and collective action in order to change a specific social situation. In that sense we understand the education for participation with young people as a bet to promote processes and spaces where young people think about their lives and context, gain competences for critical thinking and collective work and act to change their context (despite their impact on youth policies)*

## Typology

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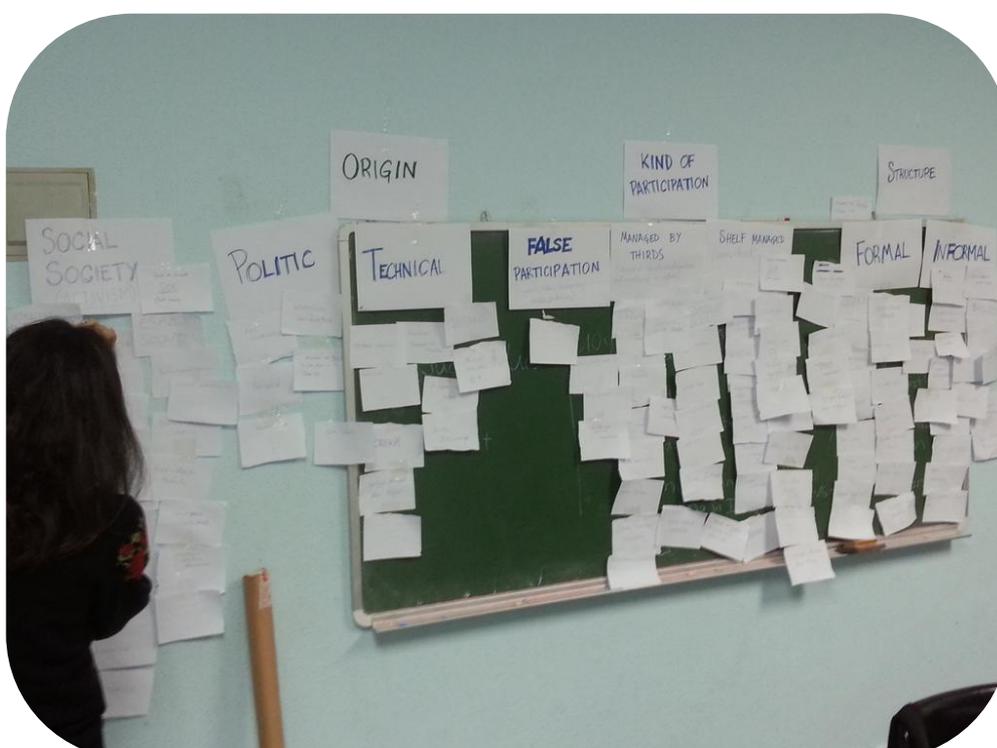
But we couldn't understand social participation in a narrow way. On the other hand, we could think on participation from a wide range of experiences that we have during our lives, some of them more complex, some were we were almost spectator. In that sense, we could think on be different kinds of participation processes, which we could try to classify from different points of view:

[http://prezi.com/gf2gtkkjsfsa/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/gf2gtkkjsfsa/?utm_campaign=share&utm_medium=copy)

In resume, we could classify social participation process from, at least, three different points of view:

Thinking on its origin	Attending to the kind of participation or the level of decision making of the people	Depending on its structure
<ul style="list-style-type: none"> <li>• Social society</li> <li>• Politic</li> <li>• Technical</li> </ul>	<ul style="list-style-type: none"> <li>• False participation</li> <li>• Managed by thirds</li> <li>• Shelf managed</li> </ul>	<ul style="list-style-type: none"> <li>• Formal</li> <li>• Informal</li> </ul>

So if we think in our own participative experiences that we have during our lifetime, we could classify them attending to which kind they were related with each category:



In addition, we have reflected upon our experience:

- Considering the origin of participation, we conclude that all kinds of participation processes are political. Hence, it is very complicated to classify social participation processes from this point of view because the categories are inter-related.
- Attending to the kind of participation, although we think that all people can participate, we believe that the older a person is, the more he or she is able to assume responsibilities. Hence, older persons are likely to have more freedom and possibilities to participate.

- In terms of structure, we conclude that most of the times participation processes are informal at the start, but when institutions become involved , they usually evolve into formal processes.
- Finally, considering the new technologies, participatory processes can find new interesting ways to take place making use of new social platforms.

## How could we promote Youth participation? Looking for the conditions for youth participation

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For many researchers, social participation is the main activity through which learning occurs. Social activity and participation begin early on. Parents interact with their children and through these interactions children acquire the behaviours that enable them to become effective members of society. According to the psychologist Lev Vygotsky, the way children learn is by internalizing the activities, habits, vocabulary and ideas of the members of the community in which they grow up.

Social participation it's in this way something that we could learn, and probably the best way to learn how to participate it's being involved on social participation process. But to promote an effective social participation we need to assure some basic conditions to assure that participation processes could develop. We could define three different conditions that we should promote to facilitate participation in the sense that we define before: to want (people motivations), to know (to learn the skills for group work and analysis) and to can (to have the spaces and the conditions).

**TO WANT (motivation).** To have an effective participative process we need concrete reasons that people have to "move". In this sense we talk about positive and negative emotions, but also about the kind of relations that there are inside the group, and how people feels. So, some important conditions that will help to promote an effective participation are:

- To have common objectives and analysis of the reality.
- The feeling that what we done it's useful
- To feel to be member of a group
- To learn about yourself
- To strength relations between the members of the group and the society
- To have the feeling that we could promote changes
- To have a good relation with the group
- To have the feeling that it should be a space for personal development
- To grown and spread your own ideas

If we think in tools that could help to promote those conditions, some that arise from our work in group are:

- Good changes have been already made
- Collect the opinions of others to make a common objective : interviews and questionnaires.
- To inform people of the previous work and history of the group
- Make use of the social networks to promote/gather information on the topic/group
- To consider all opinions and interests of the people in the group.
- Distribute the tasks and responsibilities
- To use Swot analyse: strength (opportunities) and weakness (threats)
- Give feedback to the group: round tables; score cards; questionnaires; inquest
- Use brainstorming and creative ideas to deal with a topic
- Compare how other cultures and countries promote participation.

**TO KNOW.** In order to promote effective participation, it's not enough being motivated, we need also to have the basic knowledge, tools and competencies for effective participation. We could be really motivated, but if we don't know how to canalize it or how to work in a collective way to have incidence on political and social spaces we are going to achieve poor results. In order to help people to learn how to participate, we think that the best way it's to be engaged, but we also could learn:

- How to work in group. We need to have tools to be creative when it's needed, but also to translate the creative ideas to plans, we need to have a efficient and sensitive communication, a balance leadership and we need to know how to deal with conflicts when this doesn't work, have common tools to analyse the reality...

- How to articulate people, understand each other responsibilities and the organization structure, be able to order, prioritize, pinpoint the internal relations between members people, but also with other groups and collectives; seek, obtain the resources that enable our performance.
- How to act. That is, how to manage the resources, how to translate plans to action and think in different alternatives if the plans changes, how to engaged and motivate other people, etc.

Some tools and ideas that arise from our work in groups are:

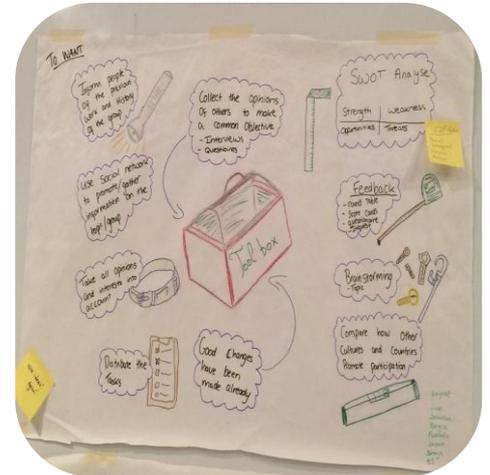
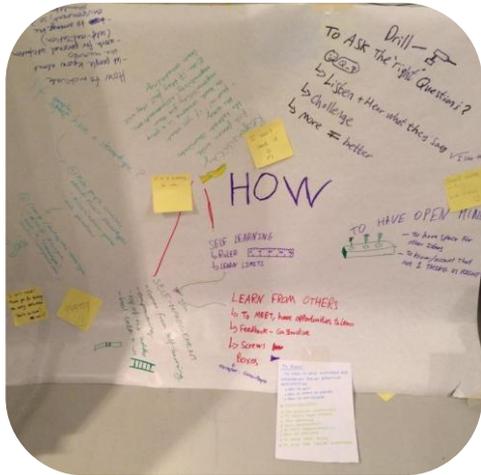
- Not being on stereotypes
  - Make people to be conscious about their stereotypes: association games; ask questions
  - Change/destroy the stereotypes: through dialogue; common spaces to meet a people with the stereotype (muslins, migrants, ect.)
- Learn from others and self learning
- Self management
  - Comes from self-learning
  - Empowering
  - Top of the ladder
  - Tool leek +
- To take responsibility and the abilities to motivate the people.
  - First person with helmet to illuminate the way.
  - Practical: if you want to teach someone in a group responsibility, give some responsibility to them: assignments, etc. Even if they fail they will learn something.
  - Let people know about the rewards
  - Work for personal satisfaction (self-realisation)
  - To arrange the environment, so it stimulates people and encourage them to worth.
- To have open mind
  - To be open to include other ideas.
  - To know/accept than none think and ideas are the right ones.
- Learn from others
  - To meet, have opportunities to learn
  - Feedback. Constructive
  - Screws/metaphor. Boxes
- To ask the right questions (like a drill)
  - Listen + hear what their say
  - Challenge
  - More and better
- Self learning
  - Ruler
  - Learn limits

**TO CAN** (organization). We need to have the conditions to participate. We need to organize ourselves and others and we need to have the spaces and the conditions to participate:

- Information. We need to assure that everyone has the info needed to analyze the different situations and to take decisions.
- We need to have the spaces and tools to act and to give the people the chance to be involved.
- We need to manage the actions, the resources and the people for an effective participation.

So we need:

- An opportunity to act
- To have the chance and the space to learn
- To include other people (society)



An example of a project where we work with young people to educate in participation and promote young activism it's Creando Futuro, a path for young people from 13 to 18 where they learn to want, to know and to can:

[http://prezi.com/r7zip1bcrf51/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/r7zip1bcrf51/?utm_campaign=share&utm_medium=copy&rc=ex0share)

## **Activism and participation on a 2.0.Society: the use of new technologies on Youth Participation**

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First of all, one can connect with people from all over the world no matter how far they are. New technologies allow some people to work for the same purposes, even if they have never met in person. For example, after our training, we could keep in touch via the internet so we could eventually build a project together in the future.

In addition, this kind of participation allows people without resources to express their opinion as they can easily and inexpensively access to more information on what is happening in the world. As a result, they can share ideas and convey their points of view to more people.

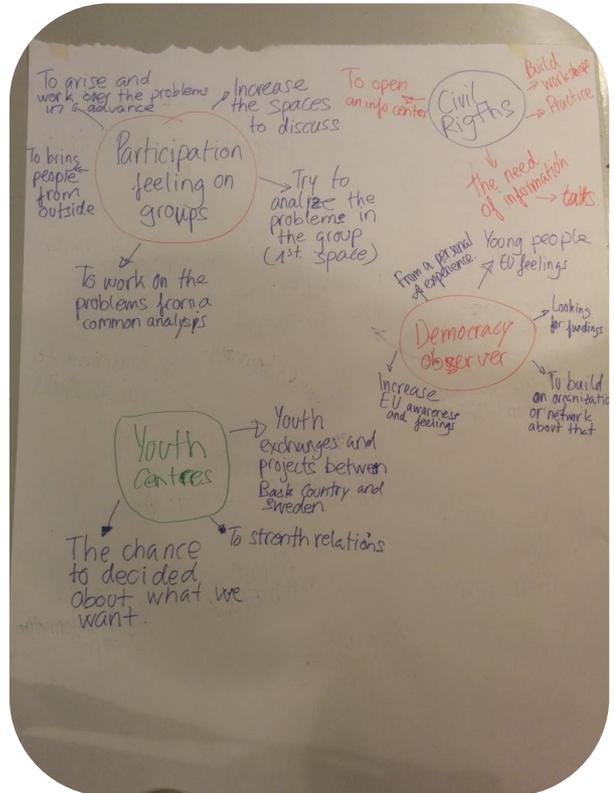
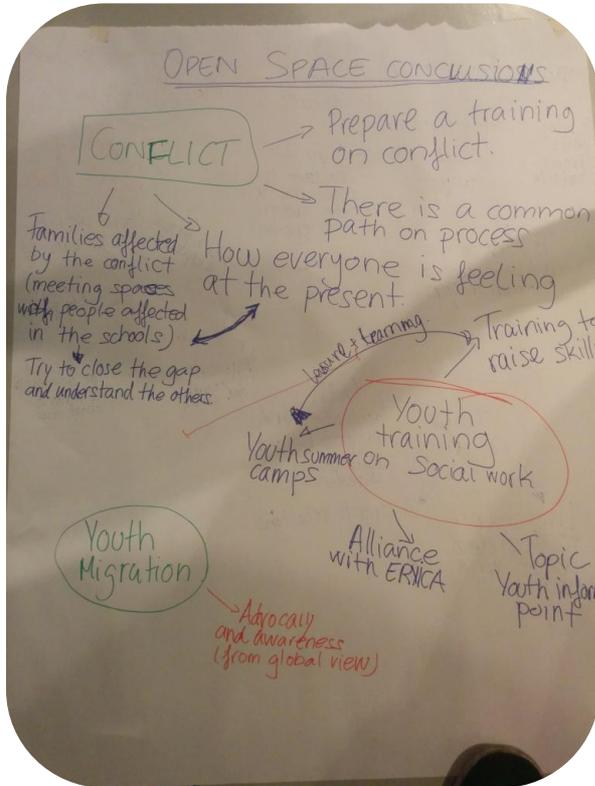
However, sometimes these new forms of participation lead people to engage in participatory processes without having a real impact on the issue at stake. Particularly, the use of new technologies in youth participation leads to what is called the slacktivist effect (i.e. when someone does something to support an issue or cause only because it requires a minimal personal effort).

In conclusion, we believe that the use of new technologies can be a powerful tool to facilitate the participation of young people. However, it should be considered as a complement of conventional face-to-face participation rather than the unique way of engaging in participatory processes.

<https://www.youtube.com/watch?v=0EQFKKJBjwE>

<https://www.youtube.com/watch?v=ptKDL30RjOY>

Open Space



**What we see? What we listen? What we learn?**

<p>Monday 1/12</p> <p>16.00 - 18.00</p> <p><b>Umeak Kalean</b></p>	<p>Tuesday 2/12</p> <p>16.00 - 18.00</p> <p>FUNDACIÓN HARRIBIDE (Etxebarri)</p>	<p>Wednesday 3/12</p> <p>16.30 - 18.00</p> <p>EUSKARAREN ETXEA Azkue Fundazioa and "K" PROIEKTUA (Euskararen Etxean)</p>	<p>Thursday 4/12</p> <p>19:00 – 20:30</p> <p>Santurtzi, proyect of young market Susterra. (Santurtzin)</p>
<p>An interesting form for teenagers to spend their time.</p> <p>Only to pass time. Low participation.</p> <p>Very interesting ideas about how people associate to solve heir problems.</p> <p>Participation it's really an important issue in Bilbao.</p> <p>A lot of ideas to do with young people.</p> <p>A good work with teenagers and the problems they can have.</p> <p>Met people from different cultures and learn about local social groups.</p> <p>Intro to participation and theory.</p> <p>Integration and confidence.</p> <p>Met new people.</p> <p>A new possibility for my future work or volunteer</p> <p>A youth centre and how it support</p>	<p>Very interesting ideas – gaztegunes-.</p> <p>Helps young people from a third managed participation to self participation by making the older to teach the younger.</p> <p>Has turned it's community around and include citizens in a lot of decision making.</p> <p>The children prepare the activities.</p> <p>A perfect example of social participation.</p> <p>A big number of possibilities.</p> <p>If you focus in listening, you can understand everything and everybody.</p> <p>I like a lot how they work in the Gaztegunes.</p> <p>I like very much the history of Etxebarri and how to run the town.</p> <p>Example of citizens taking ownership of the town.</p>	<p>I really enjoyed the first video, learning about the origin of the Euskera. It was also interesting to hear how the different regions spoke with the different dialect.</p> <p>The Euskera is a unique language and worthy of preservation.</p> <p>That there are different politics in the area, which makes preservation more complex.</p> <p>Projects are really interesting and exciting. Going to California and spread Euskera it's nice. I like the house and presentations.</p> <p>To know about history and culture of Euskera.</p> <p>A good experience to learn about the Bask Country.</p> <p>Tener un centro abierto y participativo donde se promociona la cultura propia.</p> <p>I learned about people significant experiences.</p>	<p>It was a great idea and I love the lonjas.</p> <p>So interesting. Good idea with cooperation</p> <p>I thought the lonjas was very interesting and I would really like this in my country.</p> <p>It was the best activity that we do.</p> <p>Great experience.</p> <p>I think that it was great when they show us the typical Basque dance.</p> <p>Very interesting people. They were so generous and funny. However I couldn't understand why they need leaders when they are adults, students, etc.</p> <p>All of us got involved with the dances. Also I realized how amazing has this experience been.</p> <p>Learn about Basque food, dnaces, songs... Very good!</p> <p>I learned more about Basque youth culture and the role that traditional</p>

<p>the young people and their families in their community.</p> <p>People in Bilbao love to eat. 3 meals for lunch! Crazy!</p> <p>I don't like it because I think the person who explain all things lie</p> <p>The meaning of participation</p> <p>Youth centre activities were interesting</p> <p>To much information, but afternoon in UK was pretty nice. Seeing different youth centres were great. I like icebreakers.</p>	<p>Other form of governance.</p> <p>The important of youth in country.</p> <p>Enjoy a good experiece together.</p> <p>I learned about different kinds of social participation.</p> <p><i>La voz del pueblo.</i></p> <p>Very good organized and great youth spaces.</p> <p>Owr own meaning of participation and the types of participation</p> <p>Youth centre was doing a good work.</p> <p>The work methodology.</p> <p>The first visit was very interesting as it made young leaders.</p> <p>Defining participation and activism was a little bit tired but was nice. We learn theoretical knowledge.</p> <p>How people can associate to solve their problems.</p>	<p>Buena síntesis de la historia del Euskera.</p> <p>K Project is interesting and interactive.</p> <p>A good resource for learning and a space to act/learn.</p> <p>That Euskera is older than any other language.</p> <p>Very boring</p> <p>Idea innovadora e interesante.</p> <p>Usar las convocatorias para tratar temas de interés para los y las jóvenes.</p> <p>It was really intersting to learn about the approach of the K Project to promote their language and cultura. It was a very effective method. I was very interested about them taken it to their local government.</p> <p>I think that it was a good opportunity for young people to make things related to Euskera and to talk about what they like.</p> <p>It was engaging and sought to open discussion on topics</p>	<p>music plays.</p> <p>Interesting form of relationship.</p> <p>Original idea for relationship.</p> <p>Great time, fun and enjoyable.</p> <p>Toolbox was a good exercise.</p> <p>Social media effect to promote activism.</p>
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## **And some more else:**

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### **STORY OF PARTAIDETZA TRAINING:**

You can find the best tweets, pictures, videos, post and more about the training in the following links:

<https://storify.com/KIRIBIL/partaidetza-training>

<https://twitter.com/search?f=realtime&q=%23bepart%20since%3A2014-11-30%20until%3A2014-12-07&src=typd>

<https://www.flickr.com/photos/kiribilsarean/sets/72157649211102088/>

### **BE PART PROJECT:**

You can find more info, pictures and videos about the *BE PART Project*:

<http://www.gaztebizz.com/bepart>

\*We will upload the videos and interviews recorded during the training very soon...

<https://www.facebook.com/BizkaiaBePart>

<https://twitter.com/BizkaiaBePart>

<http://instagram.com/bizkaiabepart#>

[https://www.youtube.com/playlist?list=PLLtGGgAksqcJuh5k97QvcVR\\_AltiT3Mj](https://www.youtube.com/playlist?list=PLLtGGgAksqcJuh5k97QvcVR_AltiT3Mj)