

Turning Young People's Needs into an Action Plan for Inclusive Community Growth

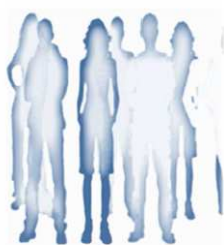
ERASMUS+ Mobility of youth workers:
Training course

PRISM-PROMOZIONE
INTERNAZIONALE SICILIA-MONDO



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Turning Young People's Needs into an Action Plan for Inclusive Community Growth



Turning young people's needs

edited by Fausto Amico and Alessandro Melillo
Prism – PromozioneInternazionale Sicilia-Mondo

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Foreword

I am pleased to introduce the booklet "Turning Young People's Needs into an Action Plan for Inclusive Community Growth", summarizing the conclusions of an ERASMUS+ Mobility involving 33 youth workers and 11 youth organizations from Italy, Bosnia and Herzegovina, Estonia, Kosovo, The Netherlands, Lithuania, Macedonia, Montenegro, Poland, Romania, Serbia. The booklet gives an introduction to Project Cycle Management (PCM) equipping youth workers with knowledge, key competences and practical tools needed for the development and delivery of community-based projects. The training modules are designed to provide minimum but sufficient information about PCM, with a focus on how PCM could be experimented and used with non-formal education and theatre. During the training participants are guided through the various stages of project cycle management and engaged to successfully turn common ideas into an action plan that responds to identified young people community's needs. PCM is combined with non-formal education and theatre of the oppressed: image theatre is used to explore internal or external oppression, unconscious thoughts and feelings related to beneficiaries and target groups, helping participants to get more in depth within the analysis phase; forum theatre serves as a forum for engaging participants to find creative solutions to identified problems and plan the strategies they need to change their world; through team building and cooperative learning participants work as a team and learn from each other. The project has given us the opportunity to put ideas and common reflections into practice

by engaging youth workers from EU and Western Balkans partner countries to step up into leadership roles: showing how project management and non-formal education can be effective in empowering young people in nonviolent transformation of their local and global communities.

Fausto Amico
Project coordinator
PRISM – Promozione Internazionale Sicilia-Mondo

Who is this booklet for

The booklet targets youth workers that engaged in community work with disadvantaged young people. Overall it aims to provide inspiration and guidelines to provide youth workers with knowledge, key competences and practical tools needed for the development and delivery of community-based projects that responds to identified young people community's needs.

How to use the booklet

The booklet is not a procedures manual and should not be used as such. It is intended as a learning resource to support non-formal training on PCM in the frame of youth work and community development in a variety of social and cultural contexts. However, we recommend to use the booklet should be used in conjunction with other important EU reference documents on PCM.

The *first chapter* briefly presents the project, its objectives, activities and the international partnership.

The *second chapter* reviews key concepts on PCM and the Logical Framework Approach.

The *third chapter* describes the key processes for designing and conducting training modules on PCM, with a focus on how PCM could be combined with non-formal education and theatre of the oppressed.

The *fourth chapter* includes the conclusions about what we have learned during the project.

CHAPTER 1

The project: Turning Young People's Needs into an Action Plan for Inclusive Community Growth

Erasmus+ 2014-2020

Erasmus+ aims to strengthen the quality of youth work and non-formal learning for young people in Europe. It provides opportunities for young people to experience learning mobility in Europe and beyond and for youth workers to develop their interpersonal skills and improve their employment prospects through training and networking opportunities in Europe and beyond¹.

Youth workers' training and networking

This activity supports the professional development of youth workers, through the implementation of activities such as transnational/international seminars, training courses, contact-making events, study visits, job shadowing, observation periods abroad in an organization active in the youth field. The activity must take place in the country of one of the participating organizations.

Project title

Turning Young People's Needs into an Action Plan for Inclusive Community Growth

Dates

16/09/2015 - 24/09/2015

¹For more information:

http://ec.europa.eu/youth/programme/index_en.htm

Venue

Caltanissetta, Italy

Countries involved

Italy, Bosnia and Herzegovina, Estonia, Kosovo, The Netherlands, Lithuania, Macedonia, Montenegro, Poland, Romania, Serbia.

Themes

- Project Cycle Management
- Nonviolent community development
- Youth work in EU and Western Balkans countries

Objectives

- To provide youth workers with knowledge, skills and practical tools related to the project management and community development.
- To involve youth workers in the strategic planning of services and projects that are responsive to identified young people's community needs.
- To develop a cross-cultural understanding of different youth work experiences in both European and Western Balkans countries.
- To facilitate opportunities for networking and partnerships between youth workers and organizations in EU and Western Balkans countries.

Participants

N.33youth workers engaged with different groups of disadvantaged young people in community-based activities.

Methodologies

The TC is structured in practical workshops where participants learn about PCM by doing and on the basis of key concepts and guidelines. Main working methods used are: peer and cooperative learning, the Reciprocal Maieutic Approach (D. Dolci), the Theatre of the Oppressed (A. Boal). Overall the four pillars of learning of UNESCO: learning to know, learning to do, learning to be, learning to live together.

The international partnership

The project involves 11 non-governmental organisations from EU and Western Balkans countries:

- PRISM Promozione Internazionale Sicilia-Mondo, Italy
- Centre for Children, Youth and Family, Bosnia and Herzegovina
- Seiklejate Vennaskond, Estonia
- Peer Educators Network, Kosovo
- Stichting Diversiteitsland, The Netherlands
- Vilniaus Kolegija, Lithuania
- Association of Citizens CEFE Macedonia Skopje, Former Yugoslav Republic of Macedonia
- SOS telephone for women and children victims of violence, Montenegro
- Fundacja Autokreacja, Poland
- Fundatia ACTIVITY, Romania
- Serbia Centar za razvojnupolitiku i saradnju, Serbia

CHAPTER 2

PCM and community development

The chapter reviews key concepts on Project Cycle Management (PCM) and the Logical Framework Approach, including a focus on nonviolent community development.

2.1 PCM principles and the Logical Framework Approach

In 1992 the European Commission adopted “Project Cycle Management” (PCM) as its primary set of project design and management tools (based on the Logical Framework Approach). The main function of PCM is to undertake participatory, objectives-oriented project management that meets identified beneficiaries needs and spans the life of a project.

What is a project?

A project is a series of activities aimed at bringing about clearly specified objectives within a defined time-period and with a defined budget.

What is Project Cycle Management?

Project Cycle Management is a term used to describe the management activities and decision-making procedures used during the life-cycle of a project (including key tasks, roles and responsibilities, key documents and decision options).

PCM tries to ensure that:

- projects respect and contribute to overarching policy objectives of the EC such as respect of human rights, poverty alleviation and to cross-cutting issues such as gender equality,

protection of the environment (relevance to and compatibility with these issues in the broad sense);

- projects are relevant to an agreed strategy and to the real problems of target groups / beneficiaries;
- projects are feasible, meaning that objectives can be realistically achieved within the constraints of the operating environment and the capabilities of the implementing agencies;
- benefits generated by projects are sustainable.

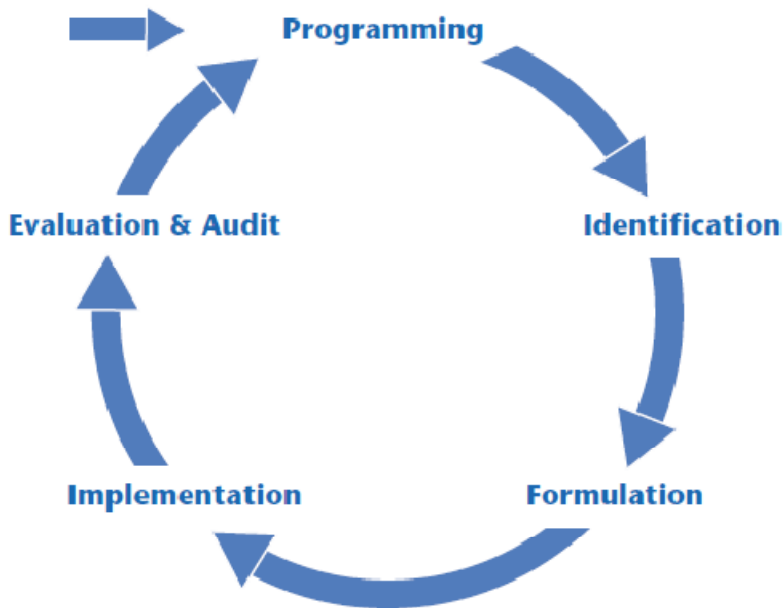
Key PCM principles

The essential PCM principles are:

1. Use of the Logical Framework Approach to analyse the problems, and work out a suitable solution – i.e. operation/intervention design. Avoid the formulation of solutions without knowing if indeed these solutions will generate real sustainable benefits.
2. Disciplined production of key document(s) in each phase, to ensure structured and well-informed decision-making.
3. Consulting and involving key stakeholders as much as possible.
4. Clearly formulating and focusing on the Operation Purpose.
5. Incorporation of key quality issues into the design from the beginning.

The project cycle

The project cycle can be explained in terms of five phases: identification, preparation and formulation, review and approval, implementation, and evaluation.



This cycle highlights three main principles:

1. Decision making criteria and procedures are defined at each phase (including key information requirements and quality assessment criteria);
2. The phases in the cycle are progressive – each phase should be completed for the next to be tackled with success;
3. New programming and project identification draws on the results of monitoring and evaluation as part of a structured process of feedback and institutional learning.

The Programming phase

During the Programming phase, the situation is analyzed to identify problems, constraints and opportunities which co-operation could address. The purpose is to identify the main objectives and priorities for cooperation, and thus to provide a relevant and feasible programming framework within which projects can be identified and prepared. For each of these priorities, strategies that take account of the lessons of past experience will be formulated.

The Identification phase

During the Identification phase, the stress is on analysis of relevance of project ideas, which includes an analysis of the stakeholders, target groups and beneficiaries, including an analysis of the problems they face, and the identification of strategies to address these problems. The following question is answered: *«Is the project concept relevant to beneficiaries needs and consistent with EU policy priorities?»*

The Formulation phase

Once the basic concept of the project is determined, it is time to go into detail. Often, this comes down to writing a detailed project proposal. In the concept of PCM, it is at this stage that we adopt the logical framework approach as a participatory approach to determine the various elements of the project. The logframe matrix aims at:

- validating and detailing every element of the intervention logic (first column of the logframe);

- thinking about how the project will be monitored and evaluated (second and third columns of the logframe);
- reflecting about risks and assumptions (fourth column), and how to deal with problems should they occur (and what their possible impact will be);
- the budget proposal, detailing every expense and grouping them per activity or output.

The following question is answered: *«Is the project feasible and will it deliver sustainable benefit to the beneficiary life?»*

The Implementation phase

Once a project has been planned and financial support been secured, implementation can start. The purpose of the implementation stage is to:

- deliver the results, achieve the purpose(s) and contribute effectively to the overall objective of the project;
- manage the available resources efficiently;
- and monitor and report on progress.

The implementation stage of the project cycle is in many ways the most critical, as it is during this stage that planned benefits are delivered.

The Evaluation phase

Evaluation is an "assessment, as systematic and objective as possible, of an ongoing or completed project, programme or policy, its design, implementation and Results. The aim is to determine the relevance and fulfillment of objectives, developmental efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is

credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors. An evaluation can be done during implementation ("mid-term"), at its end ("final evaluation") or afterwards ("ex post evaluation"), either to help steering the project or to draw lessons for future projects and programming.

What is the Logical Framework?

The logical framework is a tool to present an intervention strategy in a logical and transparent way. It provides all information to understand an operation and to enable a follow-up of an intervention. It sets out its objectives in a systematic and logical way. This should reflect the causal relationships between the different levels of objectives, and indicate how to check whether these objectives have been achieved, and establish what assumptions and risks outside the control of the partners may influence its success. The main results are summarised in a matrix (the "logframe matrix") which shows the most important aspects of an intervention.

The Logical Framework Matrix

	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
Overall Objectives				
Operation Purpose				
Results				
Activities		Means	Costs	
				Pre-conditions

A note on terminology

1. *Stakeholders*: Individuals or institutions that may – directly or indirectly, positively or negatively – affect or be affected by a project or programme.

2. *Beneficiaries*: Are those who benefit in whatever way from the implementation of the project. Distinction may be made between: (a) *Target group(s)*: The group/entity who will be directly positively affected by the project at the Project Purpose level. This may include the staff from partner organisations; (b) *Final beneficiaries*: Those who benefit from the project in the long term at the level of the society or sector at large, e.g. "children" due to increased spending on health and education, "consumers" due to improved agricultural production and marketing.

3. *Project partners*: Those who implement the projects (who are also stakeholders, and may be a 'target group').

2.2 Nonviolent community development

The concept of a "nonviolent community development", rather than being a fixed thing, is a holistic concept including all interventions to meet the social, cultural and economic needs of a community through a bottom up approach. Decision-making in a sustainable community stems from a rich civic life and shared information among community members. A sustainable community resembles a living system in which human, natural and economic elements are interdependent and draw strength from each other. In this booklet we refer to the work of Danilo Dolci, an Italian sociologist, pacifist and educator who used an educational approach in which the educator, or in our case the project manager, takes on the role of midwife and helps others to give birth to ideas. Throughout his life, Danilo Dolci tried to find out connections and cooperation among individuals in order to co-research ways for sustainable development, and he called this research "maieutic", taking this term from the philosophical structures, and integrating it in a social, educational and civil practice. During his life, Danilo Dolci worked closely to the disadvantaged and oppressed groups of the western Sicily in order to co-plan the possible ways of change and build capacity for nonviolent community development. Rather than spreading ready-made truths, he believes that no real change can abstract from the involvement and the direct participation

of the people concerned: resources for the change exists and should be searched and evoked in the people themselves.

The Reciprocal Maieutic Approach (RMA)

The Reciprocal Maieutic Approach (RMA) is a dialectic method of inquiry and "popular self-analysis" for empowerment of communities and individuals. It can be defined as a "process of collective exploration that takes, as a departure point, the experience and the intuition of individuals" (Dolci, 1996). The RMA was developed by Danilo Dolci from the Socratic concept of Maieutic. It derives from the ancient Greek "μαιευτικός", pertaining to midwifery: every act of educating is like giving birth to the full potential of the learner who wants to learn, as a mother wants her child to emerge from her.



In the RMA process, to educate is intended in the classical meaning of the word, that is "*e-ducere*": to take out. As the

name says, RMA is a “reciprocal” process between at least two persons and it is normally done inside a group, with one person asking questions and others giving answers. It is the reciprocal maieutic communication that brings out people’s knowledge, with all participants learning from each other². As an approach for nonviolent community development, RMA provides a model for helping youth workers and young people to become more active in promoting community projects that concretely improve their life.

² Source: “EDDILI - To EDucate is to make possible the DIsccovery of Life”
<http://reciprocalmaieutic.danilodolci.it/wp-content/uploads/2011/09/English.pdf>

CHAPTER 3

The training programme

In this chapter you will find a description of the learning activities proposed within the training course. It describes the key processes for designing and conducting training modules by using PCM, with a focus on how PCM could be used and experimented with non-formal educational and theatre. All learning activities are described by using the same structure: objectives, timing, instructions, conclusions and materials needed.

The training course focuses on two stages:

1. The Analysis Stage, during which the context/area of the project is screened and analysed, to select the strategies that will be applied to improve it. We always intervene in order to address the problems faced by target groups / beneficiaries, as well as their needs and interests. The Analysis Phase include :⇒ Stakeholder Analysis ⇒ Problem and Needs Analysis ⇒ Analysis of Objectives ⇒ Analysis of Strategies.
2. In the Planning Stage the intervention strategy is further developed into a practical, operational plan ready to be implemented. All knowledge and insights obtained during analysis are integrated in the planning. The *logframe matrixes* drawn up, and activities and resources are defined and scheduled.

3.1 The Analysis phase

Participants are split in multicultural groups focusing on different main problems that affects young people in local communities (ex. unemployment, poverty, exclusion, racism, conflicts, health, education, environment). The participants should keep the same group throughout the training sessions.

3.1.1 Cultural diversity through painting

OBJECTIVES: The workshop helps participants to develop awareness of other cultures and appreciation of cultural diversity. It also enable participants to create a climate of trust and understanding, focusing on their capacity to “enter the other person’s model of the world” through observation, communication and creativity.

SUGGESTED TIME: 60 min.

INSTRUCTIONS: The activity addresses the issue of cultural diversity through visual communication. Participants are introduced to portraits by showing a range of examples (photojournalism, portraits of homeless, ceramic sculpture, hybrid of humans and animals, portraits from artistic movements, etc). Participants are invited to work in pairs and portrait each other, by bringing out facial characteristics, expressions, emotions and aspects of cultural identity.

CONCLUSIONS: Presentation of works and final group debriefing.

MATERIALS: A projector, pencils, colors, papers, good soundtracks inspiring participants.



3.1.2The project context

OBJECTIVES: the activity aims to engage participants in a common reflection on the area we want to intervene.

SUGGESTED TIME: 45 min.

INSTRUCTIONS: Participants are introduced to a case study concerned a development project targeting rural tribe women in central Africa in order to improve their quality of life. The case study shows a projects which had to face failure, causing a damage for the final beneficiaries life instead of an improved condition. Therefore, the reasons for failure of the project are asked and discussed among participants.

CONCLUSIONS: The trainer close the case study without summarizing main findings. Main findings will be analyzed at the end of the training.

MATERIALS: a flip chart, pencils.



3.1.3 Stakeholder Analysis

OBJECTIVES: The activity aims to identify all those groups, namely stakeholders, who have a significant interest in the project

SUGGESTED TIME: 60 min.

INSTRUCTIONS:

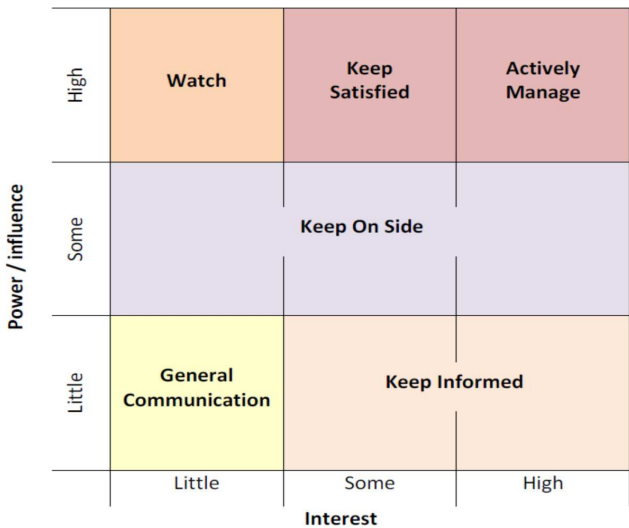
A properly planned project addressing the real needs of the beneficiaries cannot be achieved without an analysis of the existing situation. A basic premise behind stakeholder analysis is that different groups have different concerns, capacities and interests, and that these need to be explicitly understood and recognized in the process of problem identification, objective setting and strategy selection. However, the existing situation is likely to be perceived in different ways by different groups of stakeholders. Thus it is important to bring together representatives of all key stakeholders in the Analysis Phase. Information about existing problems comes from a variety of sources including interviews, surveys, reports and statistics. The likely relevance, feasibility and sustainability of an intervention are likely to be much greater if important stakeholders are consulted during situation analysis.

The main steps involved in stakeholder analysis:

1. Identify the general problem or opportunity being addressed/considered;
2. Identify all those groups who have a significant interest in the (potential) project according to the following criteria: power of influence, interest;
4. Identify the extent of cooperation or conflict in the relationships between stakeholders;

5. Interpret the findings of the analysis and incorporate relevant information into project design in order to promote stakeholder ownership and participation.

A stakeholder map:



CONCLUSIONS: Presentation of works and final group debriefing.

MATERIALS: pencils, flip chart papers, post-it.

3.1.4 Problem Analysis

OBJECTIVES: Problem analysis identifies the negative aspects of an existing situation and establishes the “cause and effect” relationships between the problems that exist.

SUGGESTED TIME: 120 min.

INSTRUCTIONS: The analysis is presented in diagram form showing effects of a problem on top and its causes underneath. Once complete, the problem tree represents a summary picture of the existing negative situation.

How to Establish a Problem Tree?

- Step 1: Identify major problems existing within a given situation (brainstorming).
- Step 2: Select an individual starter problem. Look for related problems to the starter problem.
- Step 3: Visualization of the problems in form of a diagram, called a "problem tree" or "hierarchy of problems".
- Step 4: Establish hierarchy of cause and effects: problems which are directly causing the starter problems are put below; problems which are direct effects of the starter problem are put above.
- Step 6: Connect the problems with cause-effect arrows.
- Step 7: Review the diagram and verify its validity and completeness.

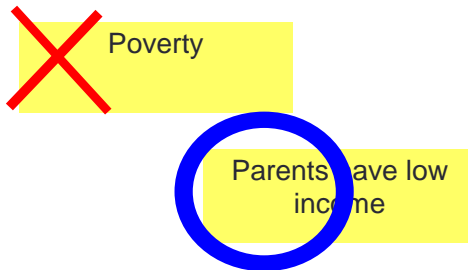
Rules for Writing Problems:

- Write down your own statement on a card. Write in a Sentence. Make clear "subject and object".
- Problems have to be worded as negative situations
- Problems have to be existing problems, not future ones or imagined ones
- Avoid "No money, No capacity, etc."
- Avoid generalization – be specific.
- Don't write a cause and effect in one card.

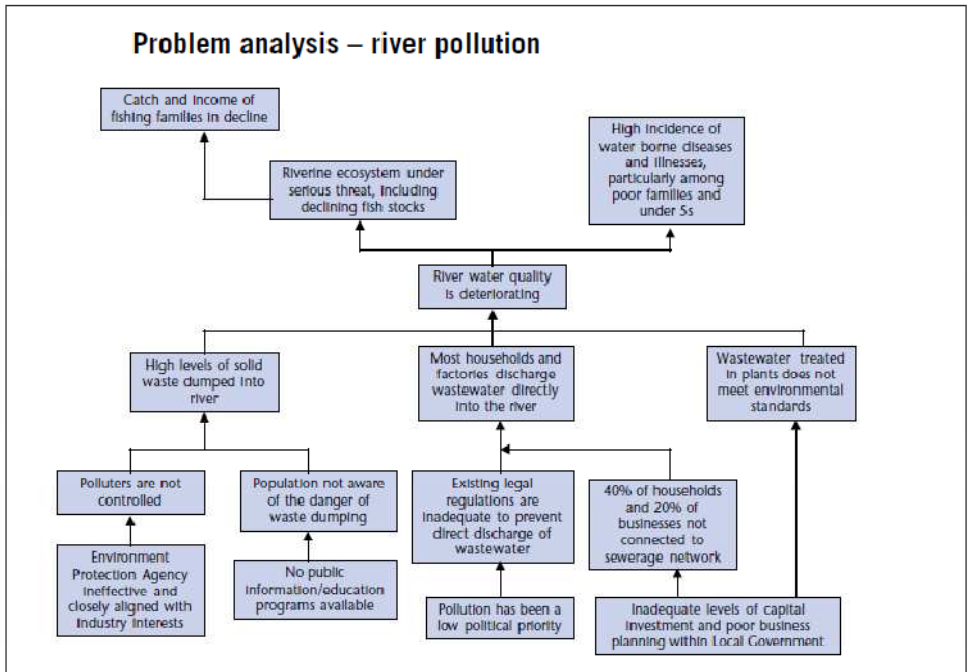
- The position of the problem in the hierarchy does not indicate its importance
- A problem is not the absence of a solution, but an existing negative situation.

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How to Write a Card (Sample)



Example of a problem tree³:



CONCLUSIONS: Presentation of works and final group debriefing.

MATERIALS: pencils, flip chart papers, post-it.

³ From *European Commission, International Cooperation and Development, Aid Delivery Methods, Project Cycle Management Guidelines*
https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf

Note

Absent solutions are problem statements that do not describe the current negative situation, but describe the absence of a desired situation. For example, 'Lack of trained staff' does not describe the specific problem (staff has insufficient or inappropriate skills), and risks biasing the intervention towards the absent solution ('training') when in fact it might be an issue of recruitment or personnel management.

3.1.5 Are you a midwife?

Participants are introduced to the Reciprocal Maieutic Approach (RMA) as an educational approach for group work, analysis, communication and dialogue. Through a continuous dialogue that embodies a new way of educating, RMA fosters the development of everybody's potential to analyze, imagine and experiment the capacity to change the reality and act nonviolently. The project manager is not a leader, but "midwife", expert in the theory and practice of questioning and group work, involved in clarifying the essence of everybody's intuitions and experiences.

Assumptions:

- Dialogue is a tool for reciprocal research and active participation.
- Each person has an inner knowledge that comes from experience.
- Knowledge is dynamic and it should be built within a group.
- Complex images of reality are built through the plurality of points of view and everyone's contribution.

- Everybody being in connection inside a group can be an element of change.

The learning process:

- The space is organized in order to create a democratic, non-hierarchical environment.
- Participants sit in a circle (sharing of power, equality), so everyone has the same distance from the centre and can look each other in the eyes. The space is the metaphor of relations, communication, expression and creativity. There isn't any leader, boss, desk or pulpit.
- The RMA coordinator introduces the issue or a "good question". Ex. What is peace according to your personal experience? What is war?
- The workshop should begin as a process of dialectical inquiry. It is important to put into practice the mosaic metaphor, to find nexuses, to connect by association of ideas and analogies.
- The fragments of knowledge, experience, the hypothesis made by everyone, are gradually related to one another.
- The RMA coordinator closes the workshop by making a short summary of what has been said during the session and drawing conclusions on what emerged from it.

3.1.6 Image theatre

OBJECTIVES: Image theatre it is used to explore internal or external oppression, unconscious thoughts and feelings related to the focus problem analyzed by participants through the

previous problem tree. Image theatre works across language and culture barriers and frequently reveal unexpected universalities. Through image theatre participants go deeper into the analysis process.

SUGGESTED TIME: 120 min.

INSTRUCTIONS: In Image Theatre, still images are used to explore abstract concepts such as relationships and emotions, as well as realistic situations. This technique was developed by Augusto Boal as part of Theatre of the Oppressed. Participants in small groups create physical images concerning a conflict situation as analyzed in their problem tree. They are then invited to step into the center of the audience and remake their image. Participants rapidly sculpt their own or each others' bodies to express attitudes and emotions. In Image, participants explore issues of oppression by using nonverbal expression and sculpting their own and other participants' bodies into static physical images that can depict anything concrete or abstract, such as a feeling, issue, or moment. Spectators are asked to observe these images and reflect on what they witness.

CONCLUSIONS: Presentation of works and final group debriefing.

MATERIALS: any kind of material that participants might creatively use to perform their scene on the stage.

The Theater of the Oppressed, established in the early 1970s by Augusto Boal, is a participatory theater that fosters democratic and cooperative forms of interaction among participants. Theater is emphasized not as a spectacle but rather as a language accessible to all. More specifically, it is a rehearsal theater designed for people who want to learn ways

of fighting back against oppression in their daily lives. According to Boal, "Image Theatre can help bring people together, in a common space, to creatively, nonverbally, and dialogically express and develop their perceptions of their world, power structures, and oppressions".

3.1.7 The objective tree

OBJECTIVES: Analysis of objectives is a methodological approach employed to: describe the situation in the future once identified problems have been remedied; verify the hierarchy of objectives; and illustrate the means-ends relationships in a diagram.

SUGGESTED TIME: 120 min.

INSTRUCTIONS: The 'negative situations' of the problem tree are converted into solutions, expressed as 'positive achievements'. For example, 'agricultural production is low' is converted into 'agricultural production increased'. These positive achievements are in fact objectives, and are presented in a diagram of objectives showing a means / ends hierarchy. This diagram provides a clear overview of the desired future situation.

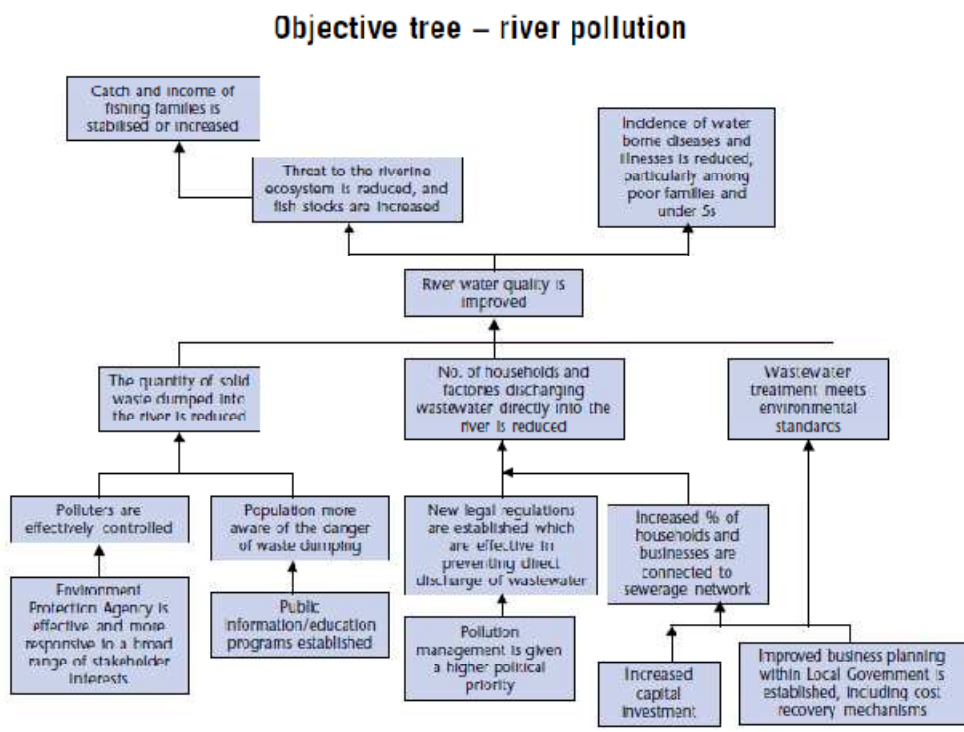
The main steps in the process are summarised below:

Step 1: Reformulate all negative situations of the problems analysis into positive situations that are desirable and realistically achievable.

Step 2: Check the means-ends relationships to ensure validity and completeness of the hierarchy (cause-effect relationships are turned into means-ends linkages).

Step 3: If necessary: revise statements, add new objectives if these seem to be relevant and necessary to achieve the objective at the next higher level, delete objectives which do not seem suitable or necessary.

Example of an objective tree⁴:



⁴ From European Commission, *International Cooperation and Development, Aid Delivery Methods, Project Cycle Management Guidelines*
https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf

CONCLUSIONS: Presentation of works and final group debriefing.

MATERIALS: pencils, flip chart papers, post-it.

3.1.8 Forum theatre

Forum Theatre was developed in the 1960s by Brazilian theatre director Augusto Boal. It is a theatrical game in which a problem is shown in an unsolved form, to which the audience, as spect-actors, is invited to suggest and enact solutions. The goal of Forum Theatre is to make people more aware of some problems that they may have not considered previously. Forum Theatre scenarios are designed to stimulate audience participation through discussion, interactive role-playing and shared experiences. Audience members are allowed to attempt their solutions until they feel satisfied they have done everything they have wanted to do. After the Forum scene has been worked through, discussion can take place about the scene's issue(s). Participants explore the complexity of the individual/group relation at a variety of levels of human exchange. They are invited to map out: a) the dynamics of power within and between groups; b) the experience and the fear of powerlessness within the individual; and c) rigid patterns of perception that generate miscommunication and conflict, as well as ways of transforming them. The aim of the forum is not to find an ideal solution, but to invent new ways of confronting problems.

OBJECTIVES: It enables participants to find creative solutions to identified problems through theatre and try out courses of action which could be applicable to their everyday lives.

SUGGESTED TIME: 120 min.

INSTRUCTIONS:

- Participants in groups are invited to perform a short play showing a situation of oppression connected with their group theme.
- The problem is always the symptom of an oppression, and generally involves visible oppressors and a protagonist who is oppressed.
- The play is shown twice. During the replay, any member of the audience ('spect-actor') is allowed to shout 'Stop!', step forward and take the place of one of the oppressed characters, showing how they could change the situation to enable a different outcome. Several alternatives may be explored by different spect-actors. The other actors remain in character, improvising their responses.
- The game is a form of contest between spect-actors trying to bring the play to a different end (in which the cycle of oppression is broken) and actors ostensibly making every possible effort to bring it to its original end (in which the oppressed is beaten and the oppressors are triumphant).
- The process is presided over by the 'Joker'- whose job is to ensure a smooth running of the game and teach the audience the rules, however, like all participants can be replaced if the spect-actors think they aren't doing a good enough job.

- Many different solutions are enacted in the course of a single forum- the result is a pooling of knowledge, tactics and experience, and at the same time what Boal calls a 'rehearsal for reality'.

CONCLUSIONS: Presentation of works and final group debriefing.

MATERIALS: any kind of material that participants might creatively use to perform their scene on the stage.

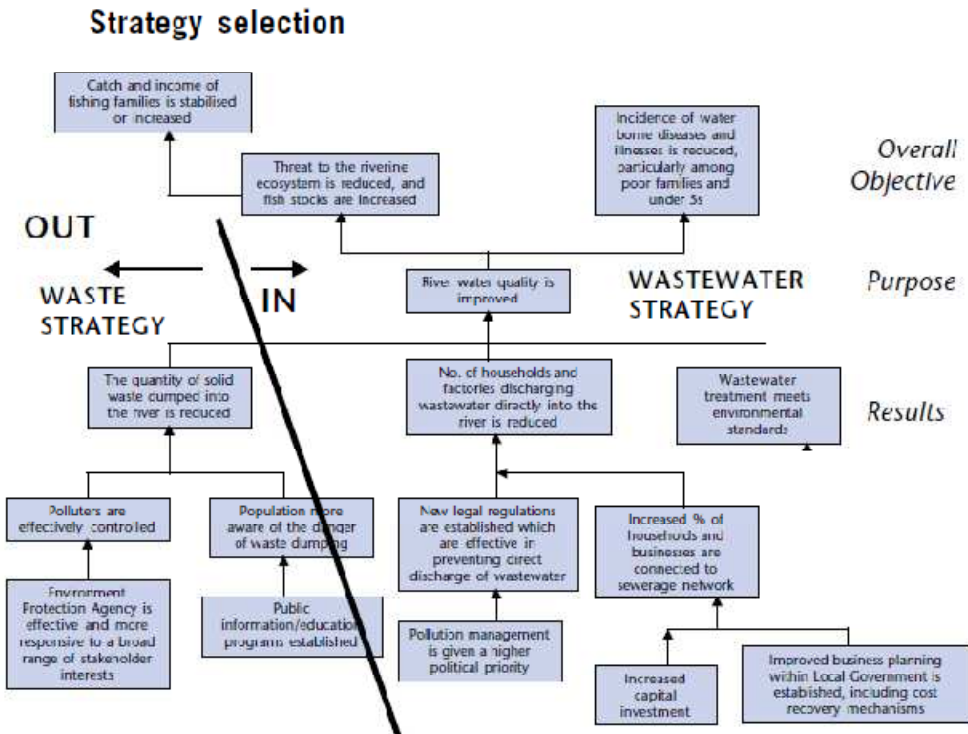
3.1.9 Strategy analysis

Strategy analysis is a process in which specific project strategies are selected from among the objectives raised in objectives analysis, based upon selection criteria. Analysis of Strategies involves deciding what objectives will be included IN the specific intervention, and what objectives will remain OUT, and what the operation purpose and overall objectives will be. The selected strategy will then be used to help formulate the first column of the Logical Framework, particularly in helping to identify the project Overall Objective, Purpose and potential Results.

How to select the project strategy?

- Divide the objective tree into different clusters of objectives.
- Name all clusters.
- Remove impossible one to achieve.
- Set criteria to make the final selection.

Example of a strategy analysis from the objective tree⁵:



3.1.10 Cooperative and group work

Through cooperative learning, participants work together in groups or all together on structured activities. They are individually accountable for their work, and the work of the group as a whole is also assessed. Participants work face-to-

⁵From European Commission, *International Cooperation and Development, Aid Delivery Methods, Project Cycle Management Guidelines*

https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf

face and learn to work as a team. They develop interpersonal skills, learn how to communicate and learn from each other. They learn how to overcome problems, to deal with conflicts and find solutions in a cooperative way. Teamwork, negotiation and communication skills are central to effective PCM.

The life cycle of a group

Teams pass through four stages of development as they go from a collection of individuals to a fully cohesive, functioning group, as follows:

- The RED Team (Forming/ Orientation)
- BLUE Team (Storming/ Dissatisfaction)
- The YELLOW Team (Norming/ Integration)
- The GREAN Team (Performing/ Production)

Understanding these stages and applying the right leadership strategies is essential to team success.

3.2 The Planning Stage

The results of the stakeholder, problem, objectives and strategy analysis are used as the basis for preparing the Logical Framework Matrix. The main output of the LFA is the logframe matrix. The logframe sets out the intervention logic of the project and describes the important assumptions and risks that underlie this logic. With objectively verifiable indicators and sources of verification, the logframe provides the framework against which progress will be monitored and evaluated.

3.2.1 Building the Logframe Matrix

The logical framework matrix is a way of presenting the substance of a planned intervention in a comprehensive and commonly understandable form. The matrix has four columns and four rows: ⇒The vertical logic identifies what will be done and achieved, and specifies the important assumptions and risks beyond the operation management's control. ⇒The horizontal logic relates to the measurement of the effects of, the indicators, and how and where they will be verified.

3.2.2 First Column: Intervention Logic

OBJECTIVES: The first column of the Logframe matrix is called the "Intervention logic". It summarises the 'means-end' logic of the proposed project, by setting out the basic strategy.

SUGGESTED TIME: 120 min.

INSTRUCTIONS: Participants work in group in order to structure their intervention logic. The intervention logic describes hierarchy of the project's objectives and makes the distinction between program strategy (Overall Goal), project impact (Project Purpose), project deliverables (Outputs) and the key activities (Activities).

The LFM consists of a matrix with four columns and four (or more) rows, which summarise the key elements of a project plan, namely:

- the project's hierarchy of objectives (Project Description or Intervention Logic);
- the key external factors critical to the project's success (Assumptions);
- how the project's achievements will be monitored and evaluated (Indicators and Sources of Verification).

The Logframe also provides the basis on which resource requirements (inputs) and costs (budget) are determined.

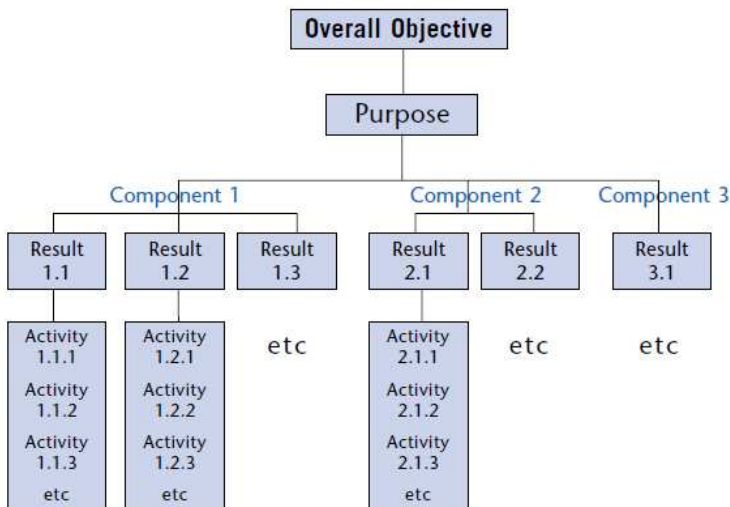
Note on terminology

- *Overall objective*: the broad development impact to which the project contributes – at a national or sectoral level (provides the link to the policy and/or sector programme context).
- *Purpose*: the development outcome at the end of the project, more specifically the expected benefits to the target group(s).
- *Results*: the direct/tangible results (good and services) that the project delivers, and which are largely under project management's control.
- *Activities*: the tasks (work programme) that are needed to be carried out to deliver the planned results.

The project Information must be extracted from the objective tree and put into the LFM. When the objective hierarchy is read from the bottom up, it can be expressed in terms of:

- IF adequate inputs/resources are provided, THEN activities can be undertaken;
- IF the activities are undertaken, THEN results can be produced;
- IF results are produced, THEN the purpose will be achieved;
- and IF the purpose is achieved, THEN this should contribute towards the overall objective.

A description on how transposing objectives into the logframe matrix is shown below⁶:



⁶From European Commission, *International Cooperation and Development, Aid Delivery Methods, Project Cycle Management Guidelines*
https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf

Objective hierarchy	Example of how to write statements
<i>Overall objective</i>	To contribute to improved family health, particularly of under 5s, and the general health of the riverine eco-system
<i>Purpose</i>	1. Improved river water quality
<i>Results</i>	1.1 Reduced volume of waste-water directly discharged into the river system by households and factories 1.2 Waste-water treatment standards established and effectively enforced
<i>Activities</i> <i>(may not be included in the matrix itself, but rather presented in an activity schedule format)</i>	1.1.1 Conduct baseline survey of households and businesses 1.1.2 Complete engineering specifications for expanded sewerage network 1.1.3 Prepare tender documents, tender and select contractor 1.1.4 Identify appropriate incentives for factories to use clean technologies 1.1.5 Prepare and deliver public information and awareness program 1.1.6 etc

CONCLUSIONS: Presentation of works and final group debriefing.

MATERIALS: pencils, flip chart papers, post-it.

3.2.3 Completing the draft Logframe matrix

OBJECTIVES: to complete the draft Logframe matrix by including indicators, source of verifications, assumptions.

SUGGESTED TIME: 120 min.

INSTRUCTIONS: Participants in their group keep completing their draft Logframe matrix.

Second Column: Indicators

Indicators describe the operation's objectives in operationally measurable terms (quantity, quality, target group(s), time, place). Specifying indicators helps checking the viability of objectives and forms the basis of the operation monitoring system. Indicators should be measurable in a consistent way and at an acceptable cost.

A good indicator should be SMART:

- ⇒ Specific: measures what it is supposed to measure
- ⇒ Measurable
- ⇒ Available at an acceptable cost
- ⇒ Relevant with regard to the objective concerned
- ⇒ Time bound

Third Column: Sources of Verification

Sources of verification indicate where and in what form information on the achievement (described by the indicators) can be found. The sources of verification should specify:

- ⇒ the *format* in which the information should be made available (e.g. progress reports, operation accounts, operation records, official statistics etc.);
- ⇒ *who* should provide the information;

⇒*how regularly* it should be provided (e.g. monthly, quarterly, annually, etc.);

Fourth Column: Risks and Assumptions

An intervention cannot deal with all contextual factors that can have an influence on its' performance. Many of them are outside the control of the single intervention. But they are conditions that must be met if the operation is to succeed. Assumptions are the answer to the question: "What external factors are not influenced by the operation, but may affect its implementation and achievement of objectives?" Those assumptions, which are very critical, are risks. If they might influence the success of the intervention in a negative way if not realized and if the analysis shows that we may assume that they will be realized without being completely sure, they are included as assumptions in the fourth column of the Logframe. These assumptions have to be monitored during the implementation of the operation.

An example of a how key elements of the draft Logframe matrix might look (at this stage of preparation) is shown below⁷:

⁷From European Commission, *International Cooperation and Development, Aid Delivery Methods, Project Cycle Management Guidelines*
https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf

Project description	Indicators	Means of Verification	Assumptions
Overall objective To contribute to improved family health, particularly the under 5s, and to improve the general health of the riverine eco-system	- Incidence of water borne diseases, skin infections and blood disorders caused by heavy metals, reduced by 50% by 2008, specifically among low-income families living along the river	- Municipal hospital and clinic records, including maternal and child health records collected by mobile MCH teams. Results summarized in an Annual State of the Environment report by the EPA.	
Purpose Improved quality of river water	- Concentration of heavy metal compounds (Pb, Cd, Hg) and untreated sewerage; reduced by 25% (compared to levels in 2003) and meets established national health/pollution control standards by end of 2007	- Weekly water quality surveys, jointly conducted by the Environmental Protection Agency and the River Authority, and reported monthly to the Local Government Minister for Environment (Chair of Project Steering Committee)	- The public awareness campaign conducted by the Local Government impacts positively on families sanitation and hygiene practices - Fishing cooperatives are effective in limiting their members exploitation of fish 'nursery' areas
Result 1 Volume of waste-water directly discharged into the river system by households and factories reduced	- 70% of waste water produced by factories and 80% of waste water produced by households is treated in plants by 2006	- Annual sample survey of households and factories conducted by Municipalities between 2003 and 2006	- River flows maintained above X mega litres per second for at least 8 months of the year - Upstream water quality remains stable
Result 2 Waste-water treatment standards established and effectively enforced	- Waste water from 4 existing treatment plants meets EPA quality standards (heavy metals and sewerage content) by 2005	- EPA audits (using revised standards and improved audit methods), conducted quarterly and reported to Project Steering Committee	- EPA is successful in reducing solid waste disposal levels by factories from X to X tons per year
Etc			

CONCLUSIONS: Presentation of works and final group debriefing.

MATERIALS: pencils, flip chart papers, post-it.

An Activity Schedule is a format for analyzing and graphically presenting project activities. It helps to identify their logical sequence, expected duration, any dependencies that exist between activities, and provides a basis for allocating management responsibility. With the Activity Schedule prepared, further specification of resources and scheduling of costs can be undertaken.

- Step 1: List Main Activities
- Step 2: Break Activities Down Into Manageable Tasks
- Step 3: Clarify Sequence And Dependencies
- Step 4: Estimate Start-Up, Duration And Completion Of Activities
- Step 5: Summarize Scheduling Of Main Activities
- Step 6: Define Milestones;
- Step 7: Define Expertise
- Step 8: Allocate Tasks Among Team;

Example of indicative Activity Schedule - prepared during the Formulation Stage:

[illegible]

3.2.5 Final evaluation: the spiral



At the end participants sit in a spiral for the final evaluation. Coming back to first activity, participants are asked: "Why a project fail?".

Participants, sitting in a spiral shape, start discussing and get to final conclusions with the help of the trainer.

The spiral is a metaphor for chaos and confusion. Into the spiral communication and dialogue are distorted: misunderstanding, mistrust and distances are nurtured.

In a spiral participants experiences the importance in life of being in circle as a metaphor for human capital, open communication, equality, sharing of power, free expression and creativity.

In a circle everyone has the same distance from the center and can look each other in the eyes. The space is organized in order to create a democratic, non-hierarchical environment.

Haranguing the crowd from the balcony is totally different than trying to create a democratic dialogue where it is possible to communicate and co-plan a nonviolent and sustainable future.

CHAPTER 4

The learning achievements

The impact on participants is connected with the learning objectives, by equipping youth workers with key competences related to project cycle management, non-formal education and youth community work.

4.1 The participants

Sense of initiative and entrepreneurship:

- to analyze and "understand" the context in which they work and live;
- to turn common ideas into social and cultural projects that responds to identified young people's community needs;
- to plan and deliver young people-oriented projects in their local communities;
- to respond to community needs related to young people more effectively,
- to manage their projects more systematically through project cycle management.

Cultural awareness and expression competences:

- to learn about other cultures and youth work experiences;
- to express through arts and to promote artistic expression, creativity and intercultural dialogue;
- to improve the capacity to work in multicultural teams.

Social and civic competences:

- to make a positive contribution to society as informed, responsible and engaged young citizens;
- to increase the capacity to address problems and needs that affect young people directly.

Communication in foreign languages:

- to improve English in a multicultural environment and to learn about different views on life.

Learning to learn:

- to pursue and organize one's own learning, either individually or in groups, in accordance with one's own needs.

4.2 The partner organizations

Increased cooperation and networking:

- strengthened cooperation between organizations from EU and Western Balkans countries to develop joint projects that respond to common challenges faced by young people;
- sharing of different youth work and community development experiences;
- increased experience to work in a multicultural and multi-ethnic environment;
- network of youth workers who will use the key competences acquired in their local activities with young people.

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Fausto Amico
Project coordinator

PRISM – Promozione Internazionale Sicilia-Mondo

Resources

European Commission, International Cooperation and Development, Aid Delivery Methods, Project Cycle Management Guidelines

https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf

European Commission, ECHO Project Cycle Management Guideline

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<http://capacity4dev.ec.europa.eu/t-and-m-series/document/guidelines-nr-4-guidelines-integration-environment-and-climate-change-development-cooperati>

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<http://capacity4dev.ec.europa.eu/t-and-m-series/document/reference-document-nr-6-toolkit-capacity-development-2010>

DICE - Drama Improves Lisbon Key Competences in Education

www.dramanetwork.eu

The forum project – Creative tools for creating changes

<http://theforumproject.org>

EDDILI – To Educate is to Make Possible the Discovery of Life

<http://reciprocalmaieutic.danilodolci.it>

Turning Young People's Needs into an Action Plan for Inclusive Community Growth

ERASMUS+ Mobility of youth workers - Training course



Project Cycle Management



Non-formal education



Youth work and community development



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