

Águeda |
Arrouquelas | Benestare

Quest4Europe

Mission, Values and Results



With the support of
YOUTH IN ACTION PROGRAMME

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Introduction

Quest4Europe was our last action within the framework of Youth in Action Programme. In the scope of Youth Democracy Projects, Quest4Europe keywords were definitely youth involvement and youth empowerment as it aimed to capacitate young participants to plan, think and act locally, as representatives of young people of their local communities.

This document therefore is a collective review of the project creation, implementation and results. Together, partners and participants, reflected on Quest4Europe's mission and how it was carried out by everybody involved and how it affected not only those directly connected to it but the world around us.

It is built around 3 thematic parts: context and idea, implementation and results. In the first part, the project is presented within the Youth in Action Programme and our social profiling of the 3 communities involved; the second one is related to the activities that were implemented; the final one focuses on the results as perceived by participants and partner associations.

As we stand by Quest4Europe and we believe in its methodology on promoting youth active participation, we are fully available to explain further any activity and collaborate with those that feel that a replication of Quest4Europe can also cause an impact in their local communities. We believe that in the Youth field, exchanging good practices is essential for the improvement of youth work, and ourselves would be enriched by exchanging points of view on Quest4Europe.

So take a look, reflect and contact us!

Context & Idea

1. Youth In Action Programme

Youth in Action is the Programme the European Union has set up for young people. From 2007 till 2013, it aimed to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's future. It promoted mobility within and beyond the EU's borders, non-formal learning and intercultural dialogue, and encouraged the inclusion of all young people, regardless of their educational, social and cultural background.



The Youth in Action Programme provided important opportunities for young people to acquire competences. Therefore it was a key instrument for non-formal and informal learning in a European dimension. Non-formal and informal learning enabled young people to acquire essential competences and contributed to their personal development, social inclusion and active citizenship, thereby improving their employment prospects.

So, at a first glance it is a pity that it has ended in 2013. However, Youth in Action has upgraded: it is now part of the **Erasmus + programme** and it will continue to provides various possibilities for young people, youth workers and youth policy makers to cooperate, gain competences and be proactive in building a sustainable and democratic European society.

For more information, please check with your National Agency for Erasmus Plus and read the [programme guide](#), available at the [Erasmus Plus website](#).



Partner Communities and Associations

The associations and the communities in question have already been partners in a previous project: YouVoice. That partnership was based not only in having a common mission in the youth field, but also common social and geographical backgrounds: small communities, mostly rural and undeveloped that were far – distance or transport wise – from city centres and, consequently, from intercultural dialogue and cultural learning opportunities. This distance, whether emotional or geographical, contributed to a certain isolation or lack of opportunities, which these association aim to reduce, by promoting meaningful experiences.

a) Aguada de Baixo, Portugal || Psientífica



Psientífica was created in 2005 in Águeda by young professionals in the field of education and psychology. Since then it has developed actions, national and international projects and has been part of local, regional and international partnerships in order to promote the social development of our community, mostly of our youth.

Psientífica believes in a holistic approach towards youth: as its intervention is based on non formal education (NFE), it helps the development of social and personal competences that are essential to the exercise of an active and responsible citizenship, capable of social change.

We believe in a continuous intervention that accompanies youth personal and social development since early childhood. Therefore, there are daily activities in Psientífica's headquarters related to the development of autonomous and responsible study, peer discussion and youth intervention. The association also implements holiday camps related to specific topics (e.g. citizenship, languages, culture, science) in which youth develop oriented group activities, discussions and group building activities based on NFE in order to address several issues and competences in an entertaining manner.

b) Arrouquelas, Portugal || H2O

H2O - Youth Association of Arrouquelas is a youth association and non-profit organisation from the village of Arrouquelas, county of Rio Maior and district of Santarém. This association was founded in 1996 and nowadays has more than 100 members, between 12 and 35 years old.



The mission of "H2O" is to create forms of participation and communication among young people, by streamlining projects ... teaching of local, regional and international levels, with the foundations of non-formal education, creativity, innovation and irreverence characteristic of youth, thus promoting habits of citizenship that accompany the socio-educational youth.

H2O carry out several kinds of activities, which promote an environmental awareness and European citizenship. H2O's work has been acknowledged by regional and national entities. Voluntary service characterises our work, which aims the education of young people and therefore becomes relevant in the communities' development. We have managed to orientate young people in a region that, despite being close to Lisbon, has social and financial needs. Generally speaking, our association aims to show that youth in the rural areas can and should have the same opportunities that youth in the urban areas have.

c) Benestare, Italy || Ambiente Sociale



Ambiente Sociale was born from an informal group called *Giovani Lunatici* at 2005, a group of people already involved in international programmes.

It is an association of social promotion that bases its roots in the activity of protection and defence of nature and the environment, of natural resources, of general health, of animal and vegetable species. It is also involved in social activities with youngsters with less opportunities, with the aim to integrate them and try to develop the concept of active citizenship.

Ambiente Sociale's activities are related to social and environment promotion, cultural events, international workcamps. The association wants to promote the

importance of cultural differences and tolerance in EU especially between young people in a multicultural sector, to increase the knowledge and sensitivity towards multiculturalism. Its target group includes the unemployed, Roma communities, immigrants.

d) Benestare, Italy || Municipality of Benestare

The Municipality of Benestare is a town of 2,500 inhabitants in the south of the Ionian coast of Calabria. Historic village in the hills is famous for its peace and serenity, full of ancient traditions and beautiful landscapes. From Benestare the sea is 7 km away, but you can easily watch and enjoy it also from this distance. The friendly and hospitable population creates a beautiful atmosphere of welcome and peace, giving this town the image of a small crib well cared for by its citizens. The municipality works on different projects aimed at social policies and also aimed at young people. With its help, were organized several youth exchanges and European projects. The Administration is very attentive to European policies for young people, believing strongly to the opportunities that these can give to the local community.

The welcoming, through national projects since 2010, of young Africans immigrants demonstrates the great willingness to cooperate with activities that go in the direction of social politics and assisting others.

The Project

As mentioned, «Quest4Europe» was built on a lasting partnership built between the involved organizations, which embraced as mission the development of active citizenship and democratic spirit with their youth. Therefore, we had the opportunity to discuss our communities – potentialities and weaknesses – and create a



common action that would promote active citizenship of youth in civic issues. Here

lies the creation of «Quest4Europe»: a project that aims to promote civil youth action in about 24 young people of the communities of Aguada de Baixo, Arroquelas e Benestare.

Our conviction is that it is only in a concrete and local sphere, in which youth can see first-hand the results of their personal commitment, that a real European active citizenship can begin. Only by participating in the civic life is that they can gain confidence and experience to give other steps in public life until becoming responsible actors of social and political change.

Taking this into account, we created Quest4Europe, a 18-month project in which youth systematically listened to the young population of their communities and then envisioned and implemented an action accordingly. With the support of these organizations and youth workers, participants learnt what it takes to create an event successfully and the responsibility that comes along in a representative process.

In this scope, we determined the following **specific objectives**:

- ⇒ Promote youth dialogue on local communities about Europe, society's needs and potentialities, citizenship and youth action;
- ⇒ Collect and analyse at least 100 surveys from youth on each community, addressing issues such as European identity, citizenship, local structures, youth action;
- ⇒ Develop entrepreneurial competences in at least 24 young people directly involved in the project;
- ⇒ Develop European citizenship and tolerance among youth from different regions of Europe;
- ⇒ Organize a youth forum with Portuguese and Italian young people to discuss youth role in community, youth issues, democracy and active participation, intercultural dialogue, among others;
- ⇒ Organize in each local community an event for youth, based on youth's perspective of the community;
- ⇒ Promote the involvement and empowerment of youth in their local community;

As it is visible, these objectives are strictly related to the social profiling of our youth and their needs in terms of stimuli to act in civic life and their lack of intercultural dialogue.

Based on our objectives and needs, we established the following **main activities**:

❖ **Creation and distribution of surveys to young people in the 3 communities**

In order to understand what youth perceives as local needs and gather information in relation to the profile of youth that is part of our community, participants created a survey to distribute among young people (13-30 y.o.).

❖ **Data analysis**

After being distributed, the surveys were analysed and data was processed, in order to be interpreted.

❖ **Discuss4Action**

A 5-day youth forum with participants from the 3 communities dedicated to intercultural dialogue, discussion on European citizenship and active participation. In it, participants presented their interpretation of the data gathered and tried to present a profile of youth from their local communities. Then, possible actions to implement were discussed.

❖ **Meet4Action**

Participants, locally, with the help of a youth worker, met regularly (biweekly) in order to define and prepare the local event, taking into account youth's opinion and their local context.

❖ **Local Event**

This event was planned, implemented and assessed by youth themselves.

Implementation

Communication between organizations:

The key to a successful partnership is constant and clear communication, not only in relation to the project, but also in informal contexts. Therefore, a meaningful connection is built and the whole process of developing a project throughout 18 months becomes more natural and meaningful.

In order to guarantee a clear communication and taking into account that English is a foreign language for all those involved, we decided to keep the communication mostly written (e-mail and facebook messaging), as it allowed the usage of translation tools to clear any communication doubt. E-mail was mostly used to share documents and organize common tasks and decisions, while facebook messaging was mostly used for informal interactions and instant communication, whether to address specific issues, or keep track about the activities while they were being developed. Obviously, the communication between national organizations (Psientifica and H2O, Ambiente Sociale and Municipality of Benestare) was made in mother tongue and mostly by phone. However, any decision that came from those interactions were then transmitted in written form to the rest of the group.

We believe that this was the best strategy for this partnership, as it allowed everybody, in spite of their English proficiency level, to be in sync with the project. However, in order for this to work, we had to make a common agreement on checking those mediums (facebook and e-mail) at least daily and be part of the discussion as it was being carried out.

Main Activities

In this section, we are presenting the activities in detail, as well as their evaluation, that was carried out by both participants and project team.

a) Creation and distribution of surveys to young people in the 3 communities:

Quest4Europe Project
Supported by the European Youth in Action Programme
Survey to the youth of the Province _____

Gender		Age				
M	F	<12	13-17	18-21	22-25	26-30
Academic Qualifications						
Scuola primaria	Scuola secondaria di	Scuola superiore	Formazione professionale	Higher education		
Occupation						
Student	Working Student	Employed	Unemployed			
IF YOU ARE WORKING, YOU ARE FEELING...			Satisfied	Dissatisfied		
IF YOU ARE STUDYING, WHAT DO YOU FEEL IN RELATION TO YOUR SCHOOL/COURSE?			Satisfied	Dissatisfied		
HOW DO YOU FEEL ABOUT WORKING ABROAD?						
Positively	Negatively	No opinion				
How do you feel about doing voluntary service abroad						

After the selection of participants, they had a meeting that focused on the creation of the surveys that they were to distribute.

The major goal of this survey was initially to build a social diagnose of the community from the point of view. However, it was

decided that it would be a great improvement to gather information that would help profiling the youth of our communities themselves. So, the survey included questions on school qualifications, how they spend their free time, the variety of digital goods they have at home and their position towards polemical issues, such as abortion, euthanasia, same sex marriage, legalization of drugs, among others.

After the creation of questions, they were exchanged back and forth between participants of the 3 communities to achieve a common model. After that, it was discussed what would be the best way to contextualize and distribute it. Participants decided one of two ways:

- a) Each participant would be responsible to, first, explain the survey and its context to their network of friends and colleagues and only then send them the [link](#) so that they could fill it in in google form. At the same time, the organizations sent an e-mail to their local database of young people to explain the project and send the link;
- b) As some young participants reported being easier to deliver surveys in hand at school, copies were printed, and the participants who opted for this method were responsible for recording the data in the online questionnaire.

While the surveys were being distributed, the participants had meetings in which they would share the development of task, difficulties and experiences. That way

they could learn from each other, share strategies and discuss how they were feeling in relation to this challenge and what they were learning specifically.

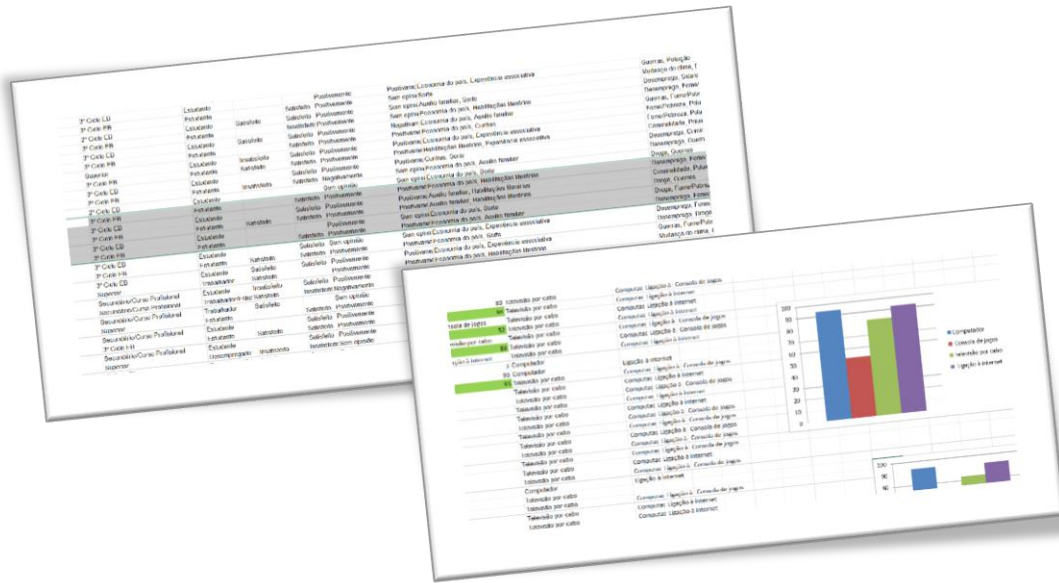
Results & Reflections on the implementation:

❖ This activity takes time and it is of no use to pressure participants to come with 100 surveys filled out in a short period of time. They need to feel comfortable in the message they have to come across with young people, or else they will be shy. Our strategy was to discuss strategies and different approaches with participants so that they could choose the one that felt better with. Systematizing with them the objective of survey is also very positive as they have clear knowledge on how to motivate others to fill out the survey.

Activities	MULTIPLE TIMES	OCCASIONALLY	RARELY/NEVER
Surf the web			
Volunteer work			
Go out to lunch/dinner			
Socialize with relatives			
Socialize with friends			
Go to discos and/or bars			
Go to concerts/shows			
Go to the cinema			
Go to the theatre			
Visit museums or exhibitions			
Play videogames			
Read newspapers/magazines/ books			
Go swimming			
Listen to music			

- ❖ Be careful of the extension of the survey. Participants wanted to get as much information as possible, so the survey was a little bit longer than foreseen in the beginning. Being 4 pages, it was difficult for participants to distribute and then analyse the data, as there were a lot of information.
- ❖ Most participants felt it was difficult to motivate young people to consciously filling out the questionnaires, but they surpassed this obstacle by making a clear reference that the honest opinion of them was essential to the creation of a quality action that could represent them.
- ❖ Young people have opted for a strategy of circles of influence and not by massive sending depersonalized messages through social networks to ensure that the questionnaires received due attention. Clearly, it made the distribution lingered longer. However, we believe that in this way the project visibility and the program was enhanced for young people of the communities, adding value to the project;

b) Data Analysis



As each group of participants finished distributing the surveys, it was time to have local meetings to look at the data and analyse it, taking into account what have struck them the most.

As we have decided to use google forms to create the survey, the construction of graphics was easier than expected in the beginning. However, as we used the same form to both Arrouquelas' and Águeda's youth, as they were both answering in Portuguese, it was not possible to automatically separate the answers by community and build specific graphics by community. So, participants had to do the graphics for their community by scratch. So, to solve this issue, each Portuguese group had to divide tasks in relation to graphic making, but before that, with the help of the youth worker, they had a small practical training on how to use graphics in Microsoft excel.

After data analysis, each local group met to share interpretations of the information and decide on those that would be shared in Discuss4Action. It was taken into account not only those that helped profiling the young people in community (age, gender, school year, free time occupation and position towards social issues) but also those topics that address their perception of their society and their role in it: youth appreciation in community, assessment of municipality's initiative in Youth sector, European identity, services available in the community,

their participation in associations or informal groups, for instance ([See the survey for a complete listing of the questions asked](#)).

Results & Reflections on the implementation:

- ❖ The fact that the Portuguese participants couldn't count with the google form to automatically do the graphics for their community results, resulted in a longer period of data analysis that we didn't foresee. Next time, it is essential to prepare different forms for each community, even though they share the same mother tongue;
- ❖ The fact that participants – together with the technical teams – had to analyse the data made us develop our digital competence, as we improved our competences on data analysis and on Microsoft excel software.
- ❖ Participants agreed that this was a demanding task, but understood that this was an unexpected task.

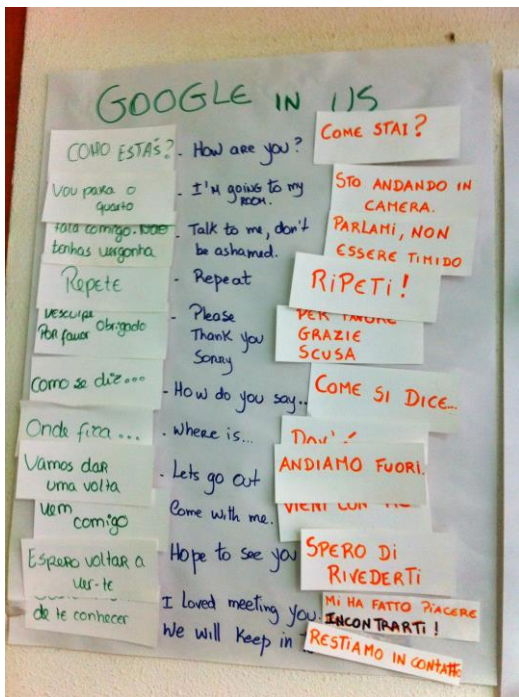
c) Discuss4Action



For 5 days, in December, all participants from Águeda, Arrouquelas and Benestare got together in Aveiro to discuss their communities, their similarities and differences and develop competences in order to create a local event based on the compiled data.

This event was organized to address daily in an interconnected way, both the learning experience of the activity and the following thematic blocks:

- ✓ intercultural learning and group cohesion: youth lived for 5 days with young people from other cultural realities and had planned reflection activities and moments to address not only their differences of a healthy way but to highlight the similarities as young Europeans. In the daily group cohesion activities that also favoured the development of socio-personal skills, they were guided by non-formal education and outdoor education, and the organization of groups focused cultural diversity.



In order to promote the identification of characteristics, personal objectives and personal likes and dislikes that bring them closer in spite of their differences, participants built the Demo Man with their own personal traits.



✓ approach and joint construction of the concept of democracy: young people were



encouraged to reflect on their actions on their community in an optical construction and enrichment experiences through direct contact with other young Europeans. Through dynamic and participatory activities based on the concept of non-formal education, young people came to a common and comprehensive definition of democracy

and youth action.

Participants, in multicultural groups, made a Vox Populi in Aveiro, aiming to understand what other youth think about democracy and youth participation in decision making and to get to know the city in an oriented and meaningful way.



As both a group building activity and a way to address the precious discussion on Democracy values and ideas, participants had to build a demo house, that would represent the value/concept that was randomly given to them. Then, they had to explain to the group how the house symbolised the

value in question.



- ✓ presentation of local youth for each group of participants and discussion of the most relevant data: young people showed – in a creative and dynamic way - the most striking aspects of their contact with young people, the data that most surprised them and the conclusions reached. Thus they traced the social portrait of youth in their region.

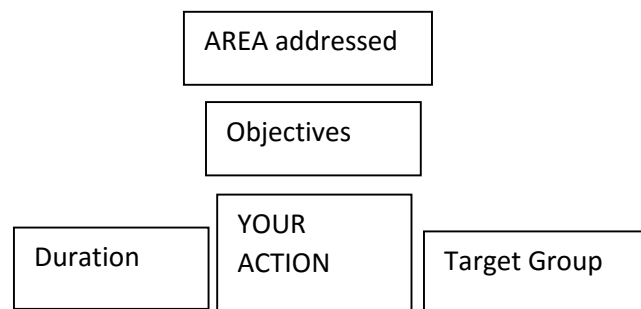


Besides this thematic blocks, participants were also involved in another activity: a world café with youth from Aguada de Baixo, a small rural area, where Psientifica is. For many young people, that was their first contact with different nationalities and the meeting was also prepared locally. After doing an icebreaker, they did the world café about youth and intercultural dialogue and had a joint picnic, with music and informal discussions.



After developing the blocks above described, in the last 2 days, participants, in community groups, focused on their data and on possible ideas for the local event. The process of having an idea and turning it into action was gradual and they were guided by a youth worker. Each group was accompanied by a group leader that was responsible to guide the discussions within their group. So, each moment of guided group discussion was presented to the whole group, to be analysed and enriched.

1st moment: they decided on which area seemed more prevailing according to the results of the surveys, then they brainstormed fitting ideas that could be implemented. This was the summarizing poster that each group filled in:



2nd moment - Giving body to the idea: participants achieved a higher level of objectiveness by getting into a more detailed description of the event or service they were building.

ACTION... EXPLAIN!

1. Is it one big action or does it have different moments?
2. Is it a service? Will it be available for how long?
3. Do you have a maximum number of participants or age limit? Does that information make sense in your action? Do people need to sign up beforehand?

3rd moment – Specify! Participant focuses on details related to logistics (resources and materials)

Place /space (...do you need to rent it?)	People (artists, communicators, ...)	Stuff (stage, paper, banners, cables, ...)
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4th moment – Publicity Plan

Publicity: When / what / how Target group or whole community? Different means and strategies?
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5th Moment: Security Plan & Risk Plan

Participants discussed what measures (if any) they had to take to keep the security during the local event. Should they warn the police or/and firefighters? Do young people need an insurance?

After discussing this issue, they thought on possible things that could go wrong and strategies that they could implement to tackle those risks. Then, they had to fill the following poster:

What can go wrong?	What can we do to avoid it?

6th Moment:

According to the idea that had been worked on, it came the time to assume responsibilities and tasks. Among the group, participants made their first commitment to their role in the local event and to the role group.

After the conclusion of the ideas, it was time to reflect on the learning developed throughout the week, by compiling the reflection carried out throughout the week and the personal feeling towards their personal growth. Participants pointed out that the sense of imitative and entrepreneurship and the social and civic competences were the most developed competences, as they understood in practice how to objectify one idea and see how it can be translated to reality. They commented that they felt energized and more powerful, but also apprehensive as it was now clear that the preparation and implementation of the local event would be demanding.



By compiling the data analysis in the 3 communities and the reflections of the Discuss4Action, we created the document «Listen Up».

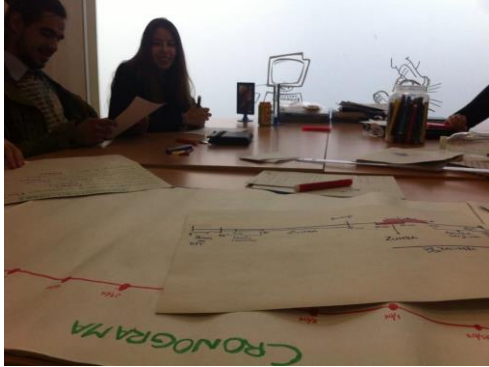
Results & Reflections on the implementation:

- ❖ Participants really enjoyed this activity and the opportunity to meet other young people from different regions that were also involved in the project and that was aiming to act in the local community. They identified that this experience allowed them to develop their understanding of other cultures and languages, besides the development of their communication skills in English.
- ❖ Still in relation to the intercultural competences, we believe that it is essential to predict a time in the activity plan to let participants share expressions in their own language. Although the communication language should be English, It is important to cherish participants' mother tongue and give them space to appreciate their own culture as well, while sharing it with others.
- ❖ In relation to the part in which they gradually turned their idea into a concrete action, we believe we made a good decision to accompany this first draft of an idea and promote group sharing and enrichment. The fact that they were able to share their development and give/get feedback instantaneously from other youth



and youth workers, created a good dynamics between groups and promoted the exchange of good practices.

d) Meet4Action



After Discuss4Action, participants gathered locally with a fortnightly or weekly basis (according to groups availability), accompanied by a youth worker experienced in project implementation. First, the idea that arose in Discuss4Action was discussed and matured, focusing on

its relationship with the identified needs, relevance and difficulty of implementation. Then, the idea was presented to the technical team in each organization so that it could contribute with feedback and discuss its feasibility. Having agreed on action to develop, each group addressed, throughout the months of January till May, the various focus areas in a project (logistics, security, visibility, contact with potential participants and employees, among others) and strengthen their commitment of Discuss4Action and had joint decision-making.

Although the youth worker was present, his role was always a supportive one, as he assumed a questioning attitude, asking questions that promoted the discussion. Moreover, his role was also to guarantee that there were the necessary resources for meetings and to accompany the event budget that was being created. This youth worker, in addition to monitoring the sessions, had the responsibility to promote group cohesion and common and individual reflection on the learning developed throughout the sessions.



Results & Reflections on the implementation:

- ❖ The feedback from participants was positive as they understood how it was to prepare an event and how to implement an idea. They said that now they would

look differently to things they participated in, events that they go to, as they will be more sensitive to the work that it takes to make something successful.

- ❖ Participants also told that it was a journey: they had to keep remembering themselves to think «doable» instead of «dreamy»: something may be a good idea but they have to adapt to their own skills as they were fully aware that it was their responsibility, although they had support from the organizations. So, although they started with the idea of major 2-days events, with lots of activities, they had to come to a simpler idea that it would still work and be based in the data collected. That way they could be sure that it would be successful and that they would be able to fully implement it.
- ❖ From our perspective, as technical team, our major challenge was to find the right timing for the whole group, between tests, extracurricular activities and other responsibilities. We knew that once the meetings lost its regularity, they would feel less motivated. So, even though, in one meeting or another, one element was missing, we kept the meetings going and someone (randomly) would keep the other person up on what was discussed. That way, the rhythm was not lost.
- ❖ As a technical team, we tried to give the support and confidence, without interfering much (although sometimes we wanted to act more). That was a challenge for us but it was essential, or else they wouldn't feel the full responsibility and wouldn't develop so deeply the competences related to entrepreneurship.

e) Local Event

Participants in each community implemented the action that was designed from the results of the surveys and worked over Meet4Action.

Across all events was the positive assessment of the community that appreciated the involvement of young people and their ability to put into practice a structured action for the benefit of young people. The youth of the community enjoyed the event, and it has already had a multiplier effect: young people understood that the action arose in the context of a European program and the youth action is possible in their communities and that young people, with the necessary structures of support, can create activities that promote social welfare. Local actions were of reduced spectrum as having been designed and implemented by young people themselves - with zero

project implementation experience – therefore, it was essential that they were able to carry them out successfully in order to promote interest in design future projects.

Local Event – Benestare



Before explaining the local event, it is important to take a moment to understand the community and its social background. Benestare and a couple other villages nearby had created a community to host

minors African refugees that come to this region looking for a safer place to grow up and find a new life. Therefore, these new citizens in Benestare need to be integrated and feel as part of the community, as well as the community need to know them and accept them.

Participants organized a local event involving young people from Benestare, other neighbouring towns and young African refugees. They managed to involve almost 70 young people in an activity that was divided in two moments:

✚ A treasure hunt in the streets of Benestare aiming to create teams, joining the people and create the possibility to know each other, work and play together. By having a common objective and socializing in a fun and sportive way, young people bonded and become more open to cultural differences. After all, no differences, no cultural barriers, no language differences, just cooperation, run and thinking to the next step, just a collective work with the smile.



✚ After a good moment of recharging the energies with food and drinks, there

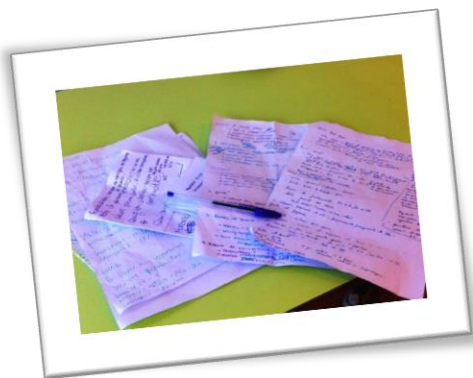


was the description of the opportunity that the European projects give to young people, giving all the information about this issue. Explaining all the positive possibilities for our young people also with the help of our refugees,

which life experiences was for sure the harder one, full of problems and troubles, leaving their home and families with just the hope to meet them again in the future. We believe this was a great moment of thinking about the world and its wrong dynamics.

Local Event – Aguada de Baixo

Taking into account the analysed data, participants decided to address the theme of sports and the lacking of social interaction among youth within community. The data showed that youth wanted to be more cohesive and develop meaningful interrelations as a mean to develop meaningful actions in the future. In that sense, participants understood that they needed to implement team building and group dynamics (something that is not common in their community) as a way to implement quality time spending among youth. Therefore, they prepared 1 day of sport activities and group dynamics/discussion in which youth would have a place to know one another, develop social and personal skills and have fun in group. This could be a start to other discussions and other collaborations.



Participants understood that this was going to be their first step on creating and managing an event so, from the beginning, they decided to rather make something concentrated than expand to a few days and lose the impact they were going to make.

In Meet4Action sessions, participants brainstormed on different activities that could both promote different sport experiences and promote the group spirit and the development of personal and social competences in an interesting, dynamic and fun way. They searched for group dynamics on in the internet and decided on sports that would appeal to the majority of youth. The group decided to implement the following calendar of activities:

9h30: Welcoming Participants

10h00: Presentation of the day inside the project «Quest4Europe» and Youth in Action Programme

10h30 – 11h30:

a) Energizer: Jump in and jump out!

In a group, holding hands, participants can only : jump in, jump out, jump left or jump right. According to the youth leader, they had to:

1. Level 1: Say what he says and do what he says;
2. Level 2: Say the opposite what he says but do what he says;
3. Level 3: Say what he says, do the opposite what he says.



b) Team building activities:

Recycle your idea of your community: in groups and using recycled materials, participants had to build a small sculpture that represented what kind of community they wanted it to be (its improvement can only be done by social actions, it cannot be farfetched scenarios). Then, they had to present the idea to the group and discuss what is lacking in the community.

11h30-12h30: Basketball training

12h30 – 14h00: Joined lunch in a local outdoor park;

14h00 – 15h00: Photopaper in Aguada de Baixo



15h30 – 17h00: **Team Building: Nuclear bombing in Aguada de Baixo...there's only one shelter. Who is to be saved?**

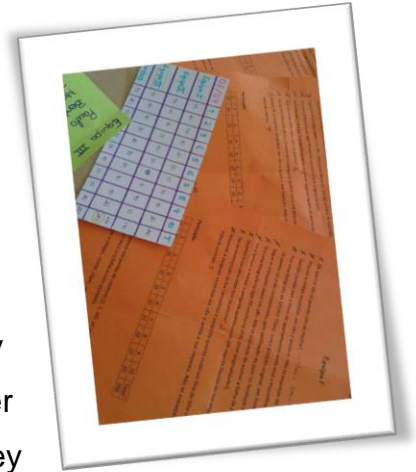
1st Moment: In each of the 3 groups of 7 participants, a profile was given for each element. They had to provide arguments, so that their character was the one to be saved. In seven, only 3 would fit in the shelter.



Professions given: priest, teacher, retired doctor, young student, architect, policeman, biologist.

2nd Moment: Now, young people didn't have a role and more characters were added to the mix. In the same groups, young people had to present their list of characters to be saved and explain their criteria. Then the whole group agree in one common list.

This activity was thought to promote discussion in relation to deeper issues such as importance of lives, professions and the power of argumentation. Not only young people had fun but they also got to know each other by the ideas they conveyed in their choices. As they needed to come up with a list of survivors as a group, they had to discuss, cooperate and argument points of view.



This event was publicised by participants within their network in the community and neighbouring villages, in school and through facebook messaging – the same way they did with the surveys. During the activity itself, they divided tasks related to



material needed, visibility, contact with potential participants, implementation of activities, logistics, food and drinks and registering by photos the activities. Therefore, all were involved but doing different things, according to the areas that they felt more comfortable with.

In relation to their assessment of the activity, they felt that the event went really well and that the discussions that took place were really interesting to make connections and identify those young people in the community that could be mobilize to do local actions in the future. As the activities were balanced between sports and discussion, young people enjoyed the overall day and some seemed more active in the sports ones, while others were more dynamic in the ones that were more argumentative. They said that if they were to do this again, they wouldn't include

basketball practice in the sports hall, but another open space activity within the community, so that the whole community could see and be part of. Maybe it would have been nice to do traditional games in the park or in open spaces within the community (courtyard of church, for instance). They justified that by saying that the Photopaper in Aguada de Baixo was really appreciated and it involved the community as young people had tasks that they had to talk with community. The whole community enjoyed seeing young people walking through their village and talking with them, they felt part of something.

Local Event – Arrouquelas



Analysis of the questionnaires made it clear that young people identified as a major community need the lack of dynamism and events that allowed young people to know each other and have fun together. Allied to this, participants have identified sport and music as two major areas appreciated by young people and therefore decided to plan a 3-day event that connected both areas. This event was named "Kelas on the move" because it would bring dynamism and life to our village.

Friday Activity was cancelled because participants identified the need of having a pre-registration and the registrations have not reached the base number of entries, so it would not be justifiable to hold the event.

On July 25, they implemented an aerobics class and jumps that would be more appealing and innovative as it had never been publicly developed in Arrouquelas.

On Sunday afternoon, July 26, they implemented a colorful race in which, throughout the course on village's streets, runners had zumba and quizomba classes.



So, the classes were held in the gymnasium of Arrouquelas and in the village streets, as some classes were inserted in the colored race route. The same was accompanied by a truck with music, so as to reconcile the areas which needed to be addressed.

Overall, the feedback from participants was very positive. They managed to



create a weekend with entertainment for all ages, as they had planned, "8 to 80". The whole community - not just young people - benefited from this initiative, not only in terms of animation and dynamism, but because they promoted an open activity to all, without

age limit, which promoted the adoption of healthy lifestyle habits.

Results

Intangible Results

a) Participants:

They had the opportunity to discuss with other young Europeans democracy, their role in building a fairer Europe, more democratic and more aware of youth opinion, mediated by concepts of non-formal education and discussion among peers. That promoted the development of intercultural competences, their European identity and their sensitivity towards cultural differences and different points of view.

According to Nuno, a participant from Arrouquelas, «I learnt how to be active in the local society and also in the European society. This project made me grow in the cultural way, because now I can accept and respect better other cultures and people that have a different perspective of life.» Agnese, from Benestare, focused on the communication skills: «I improved my English comparing myself with several people who don't speak my language. I realized how important teamwork is to get good results and I realized that many times you have to adapt yourself to new situations»

During Meet4Action, young people acted together in the local community, with the aim of contributing to social cohesion by consulting with local youth. While they experienced management of an activity and collaborating in group for a common objective, being oriented in terms of valuation methodologies, preparation and implementation, they acquired skills related to project management (inside or outside the Youth in Action program), thus being able to develop a more interventionist position and entrepreneurial future .

According to Leonardo, form Águeda, «I was able to develop simple and innovative ideas for the project initiative that would be an added value for the common interest of the people and to improve the region's development.». Sara, from Águeda, focused on both on the personal level and in the community welfare: «It was an enriching experience and an unique opportunity. With this project I met other young Europeans and I made new friends. This project has a quite interesting objective and people will enjoy their results. "

Therefore, in relation to the young participants, the impact was felt especially in terms of acquiring skills and practical tools that enable them to be entrepreneurs, participate in

decision-making in the community, manage projects and develop founded actions and properly contextualized to the environment in which they belong.

b) Community:

In the local community, the project impacted, since young people have acquired tools to be entrepreneurs within the community, and will now be able to develop activities, responding to their needs. Having acquired personal and social skills (leadership skills, responsibility, autonomy, ability to work in multicultural teams) are now able to make the social diagnosis and propose youth initiatives.

c) Young People from the communities involved:

They were the major indirect beneficiaries of this project. On one hand, the project succeeded in engaging young people in the decision of a contextualized local action by gathering their views. It made them feel valued in the community because, contrary to normal, finally they had voice and were listened before a local decision-making process. Now they know that their opinion matters and that they can be more verbal about their opinion because they are valued in the community. We believe that participants have assumed the role of multipliers and their experience made clear to other young people that it is possible to be part of the change.

Tangible Results

In a direct, objective and factual manner, the community and local and regional agents had first-hand access to the opinions, interests, worldviews and social positioning of an age group that does not usually participate in discussions of community. They had this access through the surveys that were distributed and compiled in *Listen Up*.

Listen Up (translated in [English](#), [Portuguese](#) and [Italian](#)) brought out the need for a social diagnosis and a public hearing of the entire youth population of our regions so that regional youth policy is made consciously and with input from the young people themselves. While we understand that the sample of 100 young people is reduced, it seems that the *Listen Up* is a document that shows that, with political will, a larger study is possible and a more impactful action, as there are youth will actively participate.