



ALL YOU ALWAYS WANTED TO
KNOW ABOUT SEED OF
CHANGE...

AND NEVER DARED TO ASK!

*A comprehensive project guide for
partners and coordinators*



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1. INTRODUCTION

Dear partners and readers

The aim of this manual is to facilitate the implementation of the project 'Seed of Change'.

Keep in mind that this manual should be read together with the report of the kick-off meeting when as partners we took important decisions. Each time changes will be made to the project CEIPES will send you addendums in in those cases the addendums should be taken in consideration instead of the information in this manual. Please keep always all these documents printed and stored in your archives.

Concerning the financial aspects we strongly invite you to use the templates and documents facilitated by CEIPES. A good financial management is fundamental for the success of the project and it should be done hand by hand with the coordination of the local activities.

As Seed of Change general project coordinator I would like to wish you all a successful project implementation and the achievement of the objectives established for the project. Always keep in mind this is a project for and with young people with fewer opportunities and thus they should be the maximum beneficiaries. Our efforts all together will hopefully ensure real achievements in their lives in the field of social rights and their self-development.

Warm regards

Ana Afonso

2. ABOUT PARTNERS

2.1. Project partners and profile

	Organisation name	Legal status & Type	Country	Number of young people/youth workers	Number of trainers, facilitators, staff
n° 1	Centro Internazionale per la Promozione dell'Educazione e lo Sviluppo (CEIPES)	Non-profit organisation / NGO	Italy	20 young people / 1 youth worker	1 project coordinator / 1 expert on video
n° 2	National Institute for Social Integration (NSII)	Non-profit organisation / NGO	Lithuania	20 young people / 1 youth worker	1 project coordinator / 1 expert on video
n° 3	Fundació Catalunya Voluntària (FCV)	Non-profit organisation / NGO	Spain	20 young people / 1 youth worker	1 project coordinator / 1 expert on video
n° 4	United Societies of Balkans (USB)	Non-profit organisation / NGO	Greece	20 young people / 1 youth worker	1 project coordinator / 1 expert on video
n° 5	Fundacion Escuelas de Paz (FEP)	Non-profit organisation / NGO	Colombia	20 young people / 1 youth worker	1 project coordinator / 1 expert on video
n° 6	World Nepalese Students Organisation (WNSO)	Non-profit organisation / NGO	Nepal	20 young people / 1 youth worker	1 project coordinator / 1 expert on video
n° 7	Argentinean Youth Organization for the United Nations (OAJNU)	Non-profit organisation / NGO	Argentina	20 young people / 1 youth worker	1 project coordinator / 1 expert on video
n° 8	Kenya Youth Foundation (KYF)	Community based organisation	Kenya	20 young people / 1 youth worker	1 project coordinator / 1 expert on video
Total n°:				168	16

2.2. Quantitative information on the different actors involved in the project

	Programme countries	Partner countries	Total
Number of countries involved in the project	4	4	8
Number of partners involved in the project	4	4	8
Number of youth workers involved in the project	4	4	8
Number of young people involved in the project	80	80	160
Number of young people with fewer opportunities involved in the project	80	80	160
Number of different types of activities foreseen			9

3. AIMS AND OBJECTIVES

3.1. Project aim

Seed of Change is a project **aimed** to reinforce the role and the active participation of Young People with Fewer Opportunities, specifically young people from disadvantaged urban neighbourhoods, as actors of change to achieve an equal society which guarantees them an effective enjoyment of social rights, in the actual context of social and economic crisis.

3.2. Specific objectives

1. To promote the knowledge and understanding among young people with fewer opportunities about how social and economic situations (unemployment, poverty, economic difficulties, marginalization) interfere in the real enjoyment of social rights in the different partner countries.
2. To raise awareness among young people with fewer opportunities about their social rights and the ways to fulfil them.
3. To promote the knowledge and understanding among the participants on the different mechanisms to defend their social rights in case of denial or violation of those.
4. To encourage the autonomy, the personal and social development of the participants through non-formal education activities such as a gymkhana comprising several games and outdoors activities.
5. To support young people with fewer opportunities' access to job, cultural and educational opportunities contributing this way to foster inclusion and fighting poverty.
6. To encourage in young people with fewer opportunities the capacity to aspire and the reinforcement of positive values, including self-esteem and sense of self-worth.
7. To aware participants about their role as multipliers of the project results encouraging them to act out this role in an active way with their peers.
8. To develop a multicultural perspective of unemployment, marginalization and social exclusion issues as to promote the learning and understanding of the diversity of situations in the various partners countries.
9. To provide participants with the skills and competencies necessary to make them active protagonists of breaking the vicious circle created by a disadvantaged context.
10. To reinforce the value of non-formal education in contexts of exclusion as a tool to achieve an effective enjoyment of social rights.
11. To develop a method on the theme of access to social rights and inclusion in the framework of non-formal education with young people with fewer opportunities.

4. TARGET AND BENEFICIARIES

Direct target group

160 young young people aged **15-20** from disadvantaged urban areas who live critical situations from the economical or social point of view, with a common consequence: lack of opportunities, poverty and exclusion. This can be summarised saying these young people are victims of violations of their social rights.

Direct beneficiaries

160 young people, youth workers, NGOs

Indirect beneficiaries

2648 young people involved in peer education and youth workers and NGOs participating in valorisation

4.1. Calculation of indirect beneficiaries

Activity	Outreach per partner	Total outreach	How to demonstrate
Traditional games day	50	400	<ul style="list-style-type: none"> ✓ Photos ✓ Eventually a registration list in the sport/games activities
Arts creation event	30	240	<ul style="list-style-type: none"> ✓ Photos ✓ Eventually a registration list of the participants
Participants in video interviews	6	48	<ul style="list-style-type: none"> ✓ Interviews
Awareness raising campaign	200	1600	<ul style="list-style-type: none"> ✓ Number of brochures/postcards distributed ✓ Other according with the means used for the campaign
Peer to peer training	30	240	<ul style="list-style-type: none"> ✓ Participants lists in the peer activities
Final conference *15 young people out of 30 participants	15*	120	<ul style="list-style-type: none"> ✓ Participants registration list (with age or birthdate) ✓ Photos
TOTAL	331	2648	

5. GUIDING PRINCIPLES AND VALUES

There are 7 main guiding principles and values to our project. They were present in our minds when the project was written and now during the implementation phase they will guide our work and the activities with young people. They will be guiding principles during the entire project implementation ensuring the quality and the results achievement.

Principle 1: Non-formal education

All the project activities are based on non-formal education. Non-formal education is based in important pedagogic principles:

Holistic learning – means that learning takes place in a specific context and addresses all dimensions of the human being (intellectual, emotional, social, physical, artistic, creative and spiritual) by using a variety of methods that address the cognitive, emotional and practical aspects of learning.

Open-ended learning – diversity and multiplicity of opinions and visions are encouraged and hence there is not a single correct answer to a specific question but many possible one; it is related to critical thinking and free expression of the self.

Values clarification – awareness, expression and discussion on values is an important dimension encouraged in all non-formal educational activities.

Active participation – participants take active part in the decisions concerning their own learning and at the same time the activities proposed are interactive and require active involvement of the learner.

Co-operative learning – the importance of working together and find common goals that are beneficial to the self and the group is very important: “Co-operative learning promotes higher achievement and greater productivity, more caring, supportive, and committed relationships and greater social competence and self-esteem.” (Gomes, Rui 2012: 23).

Experiential learning – means to learn through experience; learning is a process based on experience and it comprises a variety of phases which the learner passes before completing the entire learning cycle: concrete experience (doing/having and experience), reflective observation (reviewing/reflecting on the experience), abstract conceptualisation (concluding/learning from the experience), and finally active experimentation (planning/trying out what learned) (Kolb 1984).

Principle 2: Needs oriented

Principle 3: Active participation and involvement of young people

These two principles are interconnected. To be meaningful to the target the project needs to be based on their needs and that imply to share the project with the young people and ensure they are active actors not only in participating in the activities but also in defining them and their orientation!

Even if the project has already a defined goal there is full of space to engage young people in decision-making and as active actors of everything that will be done. This is especially

relevant when we will talk about the rights, what are the rights they feel are mostly violated? What are the rights that are important to them?

On the other hand young people should have an active role in designing and implementing the various activities, especially those that foresee small events in their local community.

Principle 4: Education and advocacy as complementary approaches in development

Education aims to promote a transformation in learners ensuring this way their self-development and active engagement in social and political world. In this sense the educational approach in Seed of Change aims to promote a transformation in the perception and understanding of social rights and the subsequent engagement in the achievement of these rights.

This approach however is not enough in order to activate the entire cycle of change. It is necessary to activate other members of the community and to establish a dialogue with the local authorities. That is why advocacy is necessary and for this reason Seed of Change foresees the educational activities and the advocacy activities at the end of the educational process.

Principle 5: Human rights based approach

A human rights based approach is not only about the contents but also and mainly about the process. Seed of Change is about access to social rights and the process that leads to the awareness and understanding of these rights should be itself based on human rights respect and promotion. The main principles to ensure are:

- Non-discrimination and equality
- Access to information
- Active participation
- Empowerment
- Transparency
- Inclusion

Principle 6: Competence oriented

Competences are defined as “the ability to apply knowledge, know-how and skills in a stable/recurring or changing situation. Two elements are crucial: applying what one knows and can do to a specific task or problem, and being able to transfer this ability between different situations.” (Taylor, Mark 2007: 41).

“A competence-based approach focuses on the individual and their life pathway. It looks at the development of professional knowledge, skills and competences as well as the development of soft skills, attitudes and values. It takes account of all types of learning in many different areas (like learning that takes place in school, work, volunteering, free time activities but also in household and family, volunteer work, through strong or important incidents like a birth or a death, big social and/or political changes, and so on.) Such an approach is intended to strengthen an individual’s motivation, sense of initiative, sense of

responsibility and, most importantly, their awareness of learning as an integral aspect throughout their lives.

There are many ways to set up and carry out a competence-based approach but in general this way of working involves taking a young person through a series of different steps or phases:

- helping them to understand the basic concept of a “competence”
- helping them to recognize competences they already have
- helping them to define and take steps to develop their competences (those they have as well as those they may lack)
- helping them to document their progress over time and to make their learning visible
- helping them to self-reflect and self-assess regularly throughout the process

Self-reflection and self-assessment are vital aspects of a competence-based approach. Although the term “self ” suggests that the individual is meant to reflect and assess independently, this is extremely difficult to do in practice. It may sound contradictory, but self-assessment often works best when the individual is assisted through the process. Young people (especially those from fewer-opportunity backgrounds) will definitely need extra help and support to reflect and assess their competences.” (Schroeder, Kathy 2009: 68-69)

Principle 7: Each gymkhana activity is connected with a different social right

All the 6 gymkhana activities are connected with a social right and this principle needs to be respected in order to keep the project coherence and meaning. However, and to be coherent with the principles 2 and 3 above mentioned, some of the activities are not associated with any right (e.g. video research) and young people will have to decide which rights they want to address that are relevant to them. Throughout the gymkhana young people will learn about the various rights they have – access to arts, culture and sports, access to work.

The symbolic meaning of the advocacy campaign and the peer education activities is the interrelatedness and interdependence of human rights. Both advocacy and peer education are more connected with the sphere of civic and political rights, that are not isolated from the social, cultural and economic rights. All human rights are linked and this is one of the main principles behind the gymkhana and that young people will learn during the project.

What are Social, economic and cultural rights (second generation rights)?

These rights concern how people live and work together and the basic necessities of life. They are based on the ideas of equality and guaranteed access to essential social and economic goods, services, and opportunities. They became increasingly a subject of international recognition with the effects of early industrialisation and the rise of a working class. These led to new demands and new ideas about the meaning of a life of dignity. People realised that human dignity required more than the minimal lack of interference from the state as proposed by the civil and political rights. Social, economic and cultural rights are outlined in the International Covenant on Economic, Social and Cultural Rights (ICESCR) and also in the European Social Charter of the Council of Europe.

Social rights are those that are necessary for full participation in the life of society. They include at least the right to education and the right to found and maintain a family but also many of the rights often regarded as ‚civil‘ rights: for example, the rights to recreation, health care, privacy and freedom from discrimination.

Economic rights are normally thought to include the right to work, to an adequate standard of living, to housing and the right to a pension if you are old or disabled. The economic rights reflect the fact that a certain minimal level of material security is necessary for human dignity, and also the fact that, for example, a lack of meaningful employment or housing can be psychologically demeaning.

Cultural Rights refer to a community’s cultural „way of life“ and are often given less attention than many of the other types of rights. They include the right to participate freely in the cultural life of the community and, possibly, also the right to education. However, many other rights, not officially classed as ‚cultural‘ will be essential for minority communities within a society to preserve their distinctive culture: for example, the right to non-discrimination and equal protection of the law.

In Compass: A manual on human rights education with young people

<http://eycb.coe.int/compass/en/contents.html>



Chapter on Social Rights in Compass!!!!

http://eycb.coe.int/compass/en/chapter_5/5_14.html



The European Social Charter is a Council of Europe treaty which guarantees social and economic human rights. It was adopted in 1961 and revised in 1996.

The European Committee of Social Rights rules on the conformity of the situation in States with the European Social Charter, the 1988 Additional Protocol and the Revised European Social Charter.

<http://www.coe.int/t/dghl/monitoring/socialcharter/>

Principle 8: Intercultural learning

The importance of intercultural learning is especially relevant while working with young people with fewer opportunities. Quite often young people in urban disadvantaged contexts have few or none opportunity to travel and sometimes they don't go out of their quarter. This way the opportunity to be involved in an international project of this kind is of great value to them. For this reason the intercultural dimension of the project present in the local activities should be maintained and reinforced, requiring from youth workers the efforts to actively bring it to the local level. Furthermore youth workers need to ensure that the activities that foresee an intercultural exchange are implemented in the best way by exploiting the intercultural dimension appropriately.

In practice interculturality in the project should bring to young people increased openness to diversity, diminish their stereotypes and prejudices towards other cultures, increase awareness about their culture and identity, foster learning of foreign languages, etc.

6. PROJECT ACTIVITIES

6.1. Gymkhana

All the Social Rights are interdependent thus not being able to access one social right has a direct effect on accessing other social rights and infringement of any of these rights interfere in the implementation of the rest of the rights. With this interdependence in mind, the gymkhana includes several tasks, each of which is connected with one social right. The main rights we will focus will be decided by young people according with their own needs and this will bring to the project richness and respect of needs, thus creating motivation and impact.

The tasks are implemented during a period of 8 months, ending with the youth meeting in Palermo. All groups of young people in the 8 partner countries will participate in the same tasks in their local community; every time they accomplish a task they will receive instructions for carrying out the next task. Besides, after accomplishing each task the groups will receive a piece of a puzzle that represents the world and that they will put together during the international youth meeting in Palermo, creating thus the final world map representing the interconnection and friendship among peoples, the need for cooperation and mutual understanding, the universality of human and social rights.

The Gymkhana will comprise the following activities:

Act. 1 - Arts workshop

This will be the first activity of the gymkhana and is aimed to the general understanding of the idea of human and social rights. To do so the groups of young people will first of all participate in an activity oriented to understand the idea of human and social rights (this activity will be decided later by each partner) and after they will use an artistic way to express this understanding and make it public in the own local community. We have in mind to use graffiti, but it can also be based on other type of art relevant for the target group in each Partner Country, such as street theatre, music, etc. To this public event will be invited the local community and other young people.

Act. 2 - Traditional games day

The second activity planned will be a day dedicated to traditional games from the various partner countries. Each group of participants from the Partner countries will do a research in the traditional games of their countries and then will explain the origin and how to play to the other groups, so they will play the games from each other countries. During this day young people will address the right to leisure, sports and culture that is a very important right usually denied to those living in poverty. Besides that this activity will work competences such as openness to diversity, valorisation and respect of other cultures, cooperation, healthy competition, active participation. To this public event will be invited the local community and other young people.

Act. 3 - Active research using video

In each country young people will choose a topic related to access to social rights (education and training, employment, health, housing, information and counselling, protection and safety) and by doing interviews to other young people (6 in each country) and other social actors they will show the other country groups how the situation is in their country concerning that specific right(s). The research will be showed through video that is a method always very attractive to young people. For this activity will be hired an external expert in each country that will increase young people capacity and ensure they will do a nice video. The videos will be upload in YouTube.

Act. 4 - Access to job workshop

This activity is aimed to develop skills in young participants, which facilitate their access to employment. The workshop will last 5 days and will include activities on: how to create an attractive CV, tips to successfully get through a job interview, ICTs and active job search, how to have access to training opportunities, informal job. Furthermore it will work a lot on self-esteem as this is one of the factors that can hinder young people to actively look for a job, as they don't valorise nor recognise their own competences, previous experiences and value.

Besides this all partner organisations will meet local enterprises, shops, vocational schools and similar in order to promote meetings with young people and creating partnerships that consists on offering the young people in the project the possibility to do an internship or to have a job and, in the case of vocational school, to accept the young people to study.

This activity works on the access to employment that is one fundamental right that is usually threaten in all exclusion and poverty situations.

Act. 5 - Advocacy campaign

Based on the "Draft recommendation of the Committee of Ministers to member states on the access to social rights for young people from disadvantaged neighbourhoods (Council of Europe, 16 November 2011), in EU documents such as the "Renewed framework for European cooperation in the youth field (2010-2018)" and the "EU Strategy for Youth – Investing and Empowering", and also in local/regional documents relevant for young people in the various partner countries, young participants will develop together with the youth workers a position paper to present to the local responsible for youth policies. Based on the own awareness of the rights that are denied to them they will decide what is more important to them and will create this position paper where they will ask for this, explaining their request. This activity will be followed up in the succeeding months together by young people and NGOs.

Besides this they will have to create a awareness raising campaign to gather support from other young people and NGOs in the community and this way get the necessary support when presenting their position paper. The awareness raising campaign will be based on leaflets and posters (or other tool relevant for the target) and giving an interview in a local radio/newspaper.

The advocacy campaign activity is based on the idea that after being aware about the own rights it's necessary to find ways to ensure the government fulfil them by making pressure to local governments to accomplish their responsibility as the first actor responsible for social rights protection/fulfilment/respect.

Act. 6 - Peer training

This activity aims to ensure the sustainability of the project results and the multiplying effect. By giving young participants tools to do peer to peer training with their friends and other young people it will be possible to multiply the project results reaching more and more young people. This way the project beneficiaries will increase. Young people will be motivated to do this peer training in an informal way or also by contacting schools and creating specific moments where they will meet other young people. This will happen in the months after the peer training and will be measured in order to have an idea about the number of beneficiaries reached and the impact on them.

The peer training will last for 5 days and will focus on the following themes: team building and trust building, Techniques for sharing information, Techniques for exploring values and attitudes, Gender awareness and sensitivity, Techniques for building skills, Motivational tools, Techniques Co-facilitation skills, Use of role play, Introduction to public speaking.

It will be possible to young people to choose the focus of their peer training and the focus of the peer meetings with other young people.

Act. 7 - International youth meeting

Participants will meet at the end of the project in order to share their experiences and what they have learnt, what will ensure a multicultural approach to the issue of access to social rights.

The working programme focus mostly in 3 main themes: sharing what has been done, intercultural learning (one very important dimension that can be mainstreamed through the opportunity of the international youth meeting) and prejudicing/discrimination (that is strongly connected with access to social rights). Besides the last day is dedicated to the conclusion of the path young people did together during the previous months: putting together the pieces of the puzzle gathered throughout the gymkhana.

The activities chosen are subject to change after we know the group and after the project experience. However the main themes will be the same in any case. The activities will be facilitated by all the youth workers who will travel with the young people.

Draft programme of the international youth meeting:

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Morning 10.00-13.00	Arrival	Introduction to the project and programme Team building Expectations and concerns	Activity on intercultural learning: Barnga Debriefing	Cultural exposure	Activity on stereotypes and prejudices (activity to decide) Ways to fight prejudices	Bringing together the pieces of the puzzle (activity to decide) Debriefing Sharing feelings and impressions on the project	
15.00-18.00		World café: sharing impressions from the local activities View videos created by young people	Activity on cooperation and communication: Can you do the copy?!	Cultural exposure: Traditional games	Activity on discrimination: Take a step forward Debriefing Dots exercise	Final evaluation of the youth meeting	
21.00	Welcome evening	Intercultural evening (I)	Intercultural evening (II)	Evening in Palermo	Free time	Farwell party	

The puzzle...

In each country young people will receive a piece of a puzzle after they complete each of the activities foreseen. This puzzle will be completed during the youth meeting when they will put all pieces together and symbolically recreate the union among peoples.

6.2. International voluntary service

An important activity foreseen for this project is the exchange of volunteers among the partner organizations. From each partner country will move one volunteer to another partner country for 1 month. The volunteers will take actively part in all local activities to disseminate and promote the Social Rights into the local community and to disseminate the

project results. Besides they will participate in all the activities of the host organisation during that period and they will integrate the local group of participants in the project.

This is a very important action to reach the objectives of the project because it foresees a hard impact not only in the volunteer and into the community where s/he will work, but also in his/her own community. In fact, at the end of the period of volunteering and at the return in the own country, he/she will do informal peer education in his/her community, continuing to work on this field adapting in own context the methodology that he/she has learnt during his/her voluntary experience. Each partner will select the volunteer from the group of participants, on the basis of his/her motivation to do for this project, the availability to stay the whole period foreseen and the active involvement in the previous activities of the project. Among all partners we will try to achieve a gender balance of the volunteers.

The exchange of volunteers will be the following:

From		To	Month
Palermo, Italy	⇒	Nairobi, Kenya	July 2013
Thessaloniki, Greece	⇒	Buenos Aires, Argentina	July 2013
Barcelona, Spain	⇒	Kathmandu, Nepal	June 2013
Vilnius, Lithuania	⇒	Bogotá, Colombia	July 2013
Bogotá, Colombia	⇒	Palermo, Italy	June 2013
Mendoza, Argentina	⇒	Vilnius, Lithuania	March 2013
Kathmandu, Nepal	⇒	Thessaloniki, Greece	June 2013
Nairobi, Kenya	⇒	Barcelona, Spain	July 2013

6.3. Creation of the good practice guide on the gymkhana

The idea of the gymkhana as an event that last for several months instead of the usual one of 1/2 days event will be developed in a non-formal education method that can be used by youth organisations in many contexts. During the last stage of the gymkhana partners will develop this guide based on the experience done and on young people's feedback.

The guide will focus on the gymkhana as a tool to work with young people on social rights, offering a comprehensive approach imbedded in theory and practical experience that can be replicated and adapted to other contexts and groups.

In order to create the guide there will be a working group internal to the partnership and composed of 4 partners who will be more engaged in this work, but always with the contribution and cooperation of the other partners' team. This group will be: CEIPES, FCV, FEP and KYF.

The final version of the guide will be ready by August as it will be reviewed and finalised.

6.4. Creation of recommendations

Recommendations will focus on the way non-formal education (NFE) contribute to the awareness and fulfilment of social rights for young people from disadvantaged neighbourhoods. They will be a chapter of the good practice guide and will be aimed to

youth workers, youth organisations and also policy makers that can use them when elaborating policies on youth and especially youth from disadvantaged backgrounds.

6.5. Coherence between objectives and activities

The following table shows how the activities address the objectives defined for the project. This table is a guideline to the evaluation phase and it ensures that the project activities are actually connected with the objectives we have. Use it when designing the activities of the gymkhana.

OBJECTIVES	ACTIVITIES
To promote the knowledge and understanding among young people with fewer opportunities about how social and economic situations (unemployment, poverty, economic difficulties, marginalization) interfere in the real enjoyment of social rights in the different partner countries.	Act 4 Act 5
To raise awareness among young people with fewer opportunities about their social rights and the ways to fulfil them.	Act 4 - More specifically the arts workshop, the video and the advocacy campaign.
To promote the knowledge and understanding among the participants of the different mechanisms to defend their social rights in case of denial or violation of those.	Act 4 - More specifically the advocacy campaign.
To encourage the autonomy, the personal and social development of the participants through non-formal education activities such as a gymkhana comprising several games and outdoor activities.	Act 4.
To support young people with fewer opportunities access to job, cultural and educational opportunities contributing this way to foster inclusion and fighting poverty.	Act 4 - More specifically the workshops on.
To encourage in young people with fewer opportunities the capacity to aspire and the reinforcement of positive values, including self-esteem and sense of self-worth.	Act 4 - More specifically the traditional games activity. Act 5 Act 7
To aware participants about their role as multipliers of the project results encouraging them to act out this role in an active way with their peers.	Act 4 - More specifically the peer training and peer training follow up activities.
To develop a multicultural perspective of unemployment, marginalization and social exclusion issues as to promote the learning and understanding of the diversity of situations in the various partners countries.	Act 2 Act 4 - More specifically the research using video. Act 5 Act 6
To provide participants with the skills and competencies necessary to make them active protagonists of breaking the vicious circle created by a context of fewer opportunities.	Act 4 Act 5 Act 7

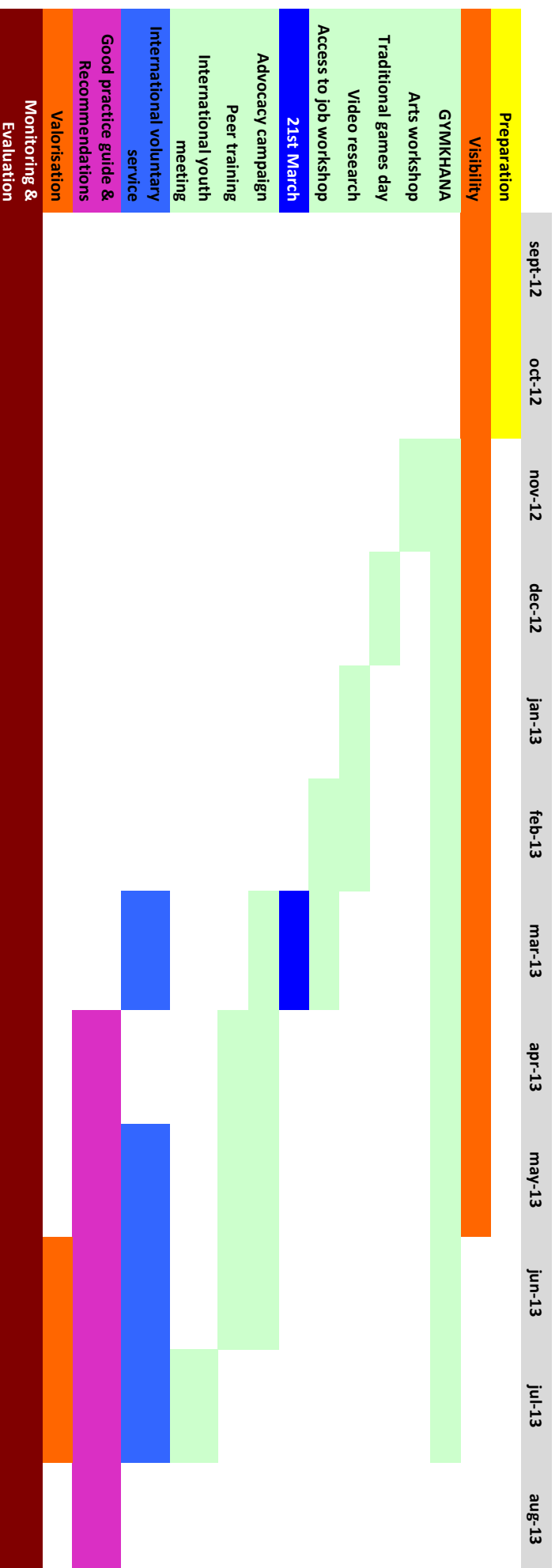
To reinforce the value of non-formal education in contexts of exclusion as a tool to achieve an effective enjoyment of social rights.	Act 6
To develop a method on the theme of access to social rights and inclusion in the framework of non-formal education with young people with fewer opportunities.	Act 4 Act 6

7. PROJECT ACTIVITIES' TIMELINE

7.1. General overview

Project dates: 1 st September 2012 – 1 st September 2013			
Phase	Dates		Activities
Preparation	September-October 2012		Kick-off meeting 1 st -6 th October
Visibility	September 2012-May 2013		Project website, posters and leaflets, press releases, digital sharing of information, Facebook
Implementation	November 2012- July 2013	November 2012- April 2013	Gymkhana: arts workshop, traditional games day, video research, access to jobs workshop, advocacy campaign, peer training
		1 st -7 th July 2013	International youth meeting
		April-August 2013	Creation of the good practice guide on the gymkhana Creation of recommendations
		March-July 2013	International voluntary service
Valorisation	June-July 2013		Final conference in the local communities, workshop with youth workers, dissemination of the project results to various targets, photo album
Monitoring & Evaluation	September 2012-August 2013		Review meetings online, questionnaires, focus groups

7.2. GANTT chart of the project activities



7.3. Overview of the activities and partners involved

Work programme								
Activity	from (m/yyyy)	to (m/yyyy)	Venue	Partner organisation(s) involved / country(ies)	Role in the activity	N° of young people/youth workers per country	Number of trainers, facilitators, staff	
n° 1	Preparatory activities	01/09/2012	31/10/2012	All partner countries	CEIPES (and all partners)	CEIPES coordinates and all partners do the activities locally	1 youth worker	1 coordinator/ country
n° 2	Kick-off meeting	1st Oct 2012	6th Oct 2012	Palermo, Italy	CEIPES (and all partners)	CEIPES coordinates and all partners participate	N/A	1 coordinator/ country
n° 3	Visibility activities	01/09/2012	01/06/2013	All partner countries	CEIPES+WNSO (and all partners)	CEIPES+WNSO coordinate and all partners do the activities locally	1 youth worker	1 coordinator/ country
n° 4	Gymkhana: arts workshop, traditional games day, video making, access to job workshop, advocacy campaign, peer training	01/11/2012	30/04/2013	All partner countries	CEIPES+NSII+FEP (and all partners)	CEIPES+NSII+FEP coordinate and all partners do the activities locally	20 young people + 1 youth worker	1 expert on video making/ country + 1 coordinator/ country
n° 5	International youth meeting	1st July 2013	7th July 2013	Palermo, Italy	CEIPES (and all partners)	CEIPES coordinate and all partners participate	4 young people + 1 youth worker	1 coordinator/ country

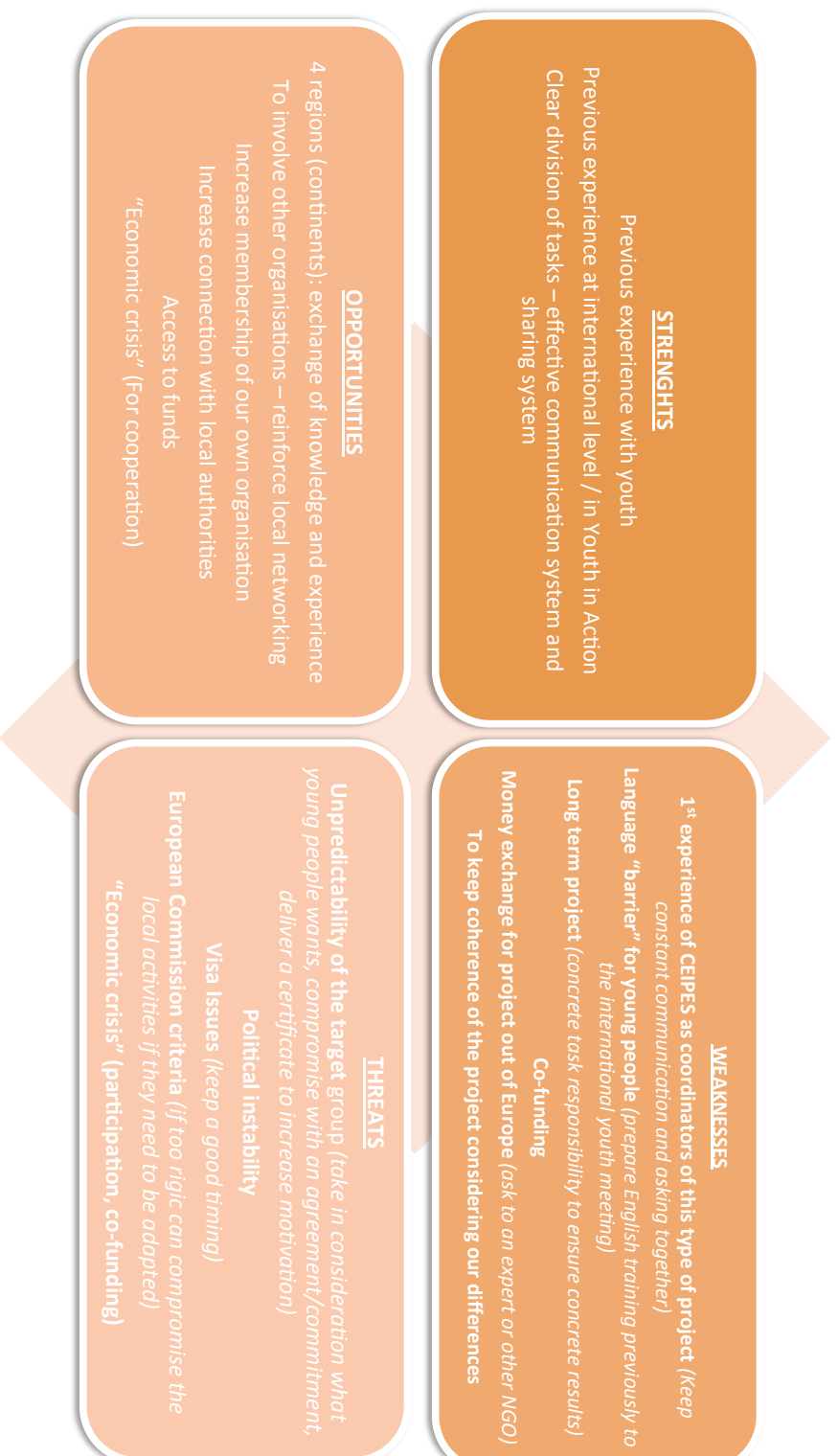
Work programme								
Activity	from (m/yyyy)	to (m/yyyy)	Venue	Partner organisation(s) involved / country(ies)	Role in the activity	N° of young people/youth workers per country	Number of trainers, facilitators, staff	
n° 6	Creation of the good practice guide on the gymkhana and Creation of recommendations	01/04/2013	31/08/2013	All partner countries	CEIPES, FCV, FEP and KYF (and all partners)	CEIPES, FCV, FEP and KYF write the guide and all partners contribute when necessary	1 youth worker	1 coordinator/ country
n° 7	International voluntary service	01/03/2013	31/07/2013	All partner countries	CEIPES+NSII+FEP (and all partners)	CEIPES+NSII+FEP coordinate and all partners host and send 1 volunteer	1 young people	1 coordinator/ country
n° 8	Valorisation activities	01/06/2013	31/07/2013	All partner countries	CEIPES+USB (and all partners)	CEIPES+USB coordinate and all partners do the activities locally	20 young people + 1 youth worker	1 coordinator/ country
n° 9	Monitoring and evaluation activities	01/09/2012	31/08/2013	All partner countries	CEIPES+OAJNU (and all partners)	CEIPES+OAJNU coordinate and all partners do the activities locally	1 youth worker + 20 young people	1 coordinator/ country
Total n°:						576	80	

8. SWOT ANALYSIS OF THE PROJECT

8.1. Risks analysis (developed during the writing phase)

Risks	Corrective measures
Intercultural conflicts among partners	Increase communication and clarify the conflict situation; partners can work as mediators if they are not involved. In the kick-off meeting this type of situations will be discussed and common working rules will be defined. Furthermore the partnership values should act as factors that motivate partners to overcome these type of situations.
Staff change	Keep record of everything, pass all the necessary information to the new staff before leaving the project, do meeting with the new staff and the national and general coordinators.
Difficulty to find participants	Contact more local partners/schools/youth centres, ensure wide dissemination of the project on proper time, present the project in interesting way, dialogue with young people individually or in small groups working with them on the relevance of the project and asking them what they would like to see in the project in order to be motivated to take part. Agree with the group that if participants drop out they have to ensure a substitute.
Lack of motivation from participants	Ensure activities are run by professionals with experience and knowledge of the target group, ensure activities are done in a stimulating way, work with unmotivated participants to understand the problem and address it together with them, ask other group elements to support to motivate the participant(s) in question. Besides, the active engagement, foster young people responsibility and shared decision-making are fundamental elements that avoid this situation and that can be used if it happens.
Difficulties to keep the timing proposed in the project	Move slightly the activities in order to accommodate the need for more time, do activities in less time but keeping same hours/n. participants, ensure efficient project coordination and monitoring tools that avoid this type of situation.
Financial difficulties: excessive expenditure, difficulties with co-finding	Offer partners a clear perspective on the budget, propose partners a monitoring tool to keep record of the expenses done, work on fundraising. Since the very beginning of the project and also asking for sponsorship.
Visa difficulties	Do visa request in proper time, ensure the visa request is complete with all documents.
Violence in local communities	If violent situations arise in local communities hindering the good development of the project partners will search for new places where to implement the project respecting the same characteristics. If this happens at a late stage it will be possible to invite young people to other places or even to dialogue with the municipality in order to find a solution.

8.2. SWOT analysis done during the kick-off meeting



9. MONITORING AND EVALUATION

9.1. General strategy

The table below reassumes the monitoring and evaluation strategy of Seed of Change. This strategy will be adapted to the practice by the evaluation and monitoring working group.

What	Target	Timing	Tools
Monitoring of general project on-going	Project coordinators	Every 4 months	<ul style="list-style-type: none"> • continuous communication • midterm questionnaire and financial report • review meetings
Evaluation of cooperation and feeling of partnership	Project coordinators	At the end of the kick-off After 6 months	<ul style="list-style-type: none"> • Evaluation questionnaire • kick-off meeting • Questionnaires
Evaluation of the gymkhana activities and its relevance and impact in young people	young people youth workers	At the end of each activity	<ul style="list-style-type: none"> • interactive activity (young people) • short report (youth workers) • quantitative indicators (e.g. n. of people benefiting from awareness raising campaign)
Evaluation of the international youth meeting relevance and impact in young people	young people youth workers	Last day of the meeting 3 months after the meeting (only young people)	<ul style="list-style-type: none"> • Questionnaire and interactive activity (young people) • Evaluation meeting (youth workers)
Evaluation of the international voluntary service relevance and impact in young people	Young people youth workers	End of voluntary service 3 months after the voluntary service (only young people)	<ul style="list-style-type: none"> • Questionnaire
Review of the good practice guide/recommendations	N/A	July 2013	<ul style="list-style-type: none"> • Review by external staff
Impact of visibility and dissemination	N/A	Every 4 months	<ul style="list-style-type: none"> • quantitative measures (e.g. n. of website visits, n. friends on Facebook, n. press releases and n. of readers, etc)

Relevance of the guide and recommendations	Youth workers participating in the final conference NGOs and local authorities receiving the guide/recommendations by internet	After final conference After workshop with youth workers When disseminating the guide through internet	<ul style="list-style-type: none"> Questionnaire (in the case of internet dissemination we will ask receivers to send back a short questionnaire filled in)
Impact and relevance of peer education activities	Young people target of peer education Young people that run peer education activities	After peer education activities	<ul style="list-style-type: none"> Interactive activity (young people target of peer education) Review meeting (young people that run the activities)
Final evaluation of the project impact and relevance	young people Youth workers Project coordinators	July 2013 August 2013 – final project report	<ul style="list-style-type: none"> focus group (young people) Final evaluation questionnaire (youth workers and coordinators) put together all evaluation and monitoring results to get a comprehensive and general evaluation of the project

9.2. List of indicators

This is not an exhaustive list and needs to be improved and completed.

Impact in young people	Degree of participation in the activities
	Young people self-assessment where they state the changes they feel
	n. young people engaged in new activities that promote their development
	n. young participants who get a new job or get engaged in school again
Impact in partners	n. new follow up projects
	n. emails exchanged
	Partners self-assessment where they state their increased capacity building on the project themes
	n. of workshops dedicated to partners capacity building
Impact in the local community	n. participants in gymkhana public activities

and indirect beneficiaries	n. participants in peer education activities
	n. people participating in awareness raising campaign
Impact in policy making	n. advocacy meetings
	n. visible changes in policies
	n. new opportunities offered by the local authorities to young people

10. VISIBILITY AND VALORISATION

10.1. Visibility

Targets

Young people from disadvantaged neighbourhoods, youth NGOs, local authorities

Tools

Posters, leaflets, press releases, website, digital information sharing (newsletters, emails), Facebook

Timing

At the beginning of the project more intensively and after on important milestones (such as when the gymkhana activities happen)

Language

English and partners' languages (for visibility at national level)

10.1.1. What is expected from partners?

Task	Outreach per partner	Total outreach	How to demonstrate?	Partner in charge
Distribute 160 leaflets of the project	200	1600	✓ Printed brochure	CEIPES
Distribute 20 posters of the project = 20 x 50 people	1000	8000	✓ Printed poster	CEIPES
2 press releases about the project	200	1600	✓ Press releases and copy of the published article ✓ Number of readers	All
2 articles about the project in partners' websites and newsletters	400	3200	✓ Copy of the articles in the website and newsletter with the links ✓ Number of readers	All
1 Facebook group	N/A	500	✓ FB group page ✓ number of likes	Visibility working group
1 Project website = 50 visits x 330 days	N/A	16500	✓ Website ✓ Number of visits	CEIPES
Informal visibility = 168 young people/youth workers x 6 friends/family	126	1008	✓ Ask young people with how many people they shared about the project	All

YouTube account = 168 young people/youth workers x 10 contacts	210	1680	✓ YouTube account ✓ Number of visits	Visibility working group
Visibility through the activities of the gymkhana = indirect beneficiaries	331	2648	✓ See indirect beneficiaries	All
TOTAL	2467	36736		

Total outreach: 36736

This outreach includes a variety of targets such as young people, youth NGOs and youth workers, local authorities and local community.

10.2. Valorisation

In 'Seed of Change' the valorisation process is conceived as an integral part of the activities and not as 'something to do after the project if'... This way we have foreseen 2 months (June and July) to carry out the valorisation of the project results. We foresee the following activities:

Final conference

Half day final conference to share the project results with the targets of the valorization plan; the conference will focus on the project results and will involve directly and actively the young participants as speakers and in the involvement of other young people; we plan to have at least 30 people in this conference in each country; in occasion of the conference partners will launch a press release about the project results (outreach of 100 people per country).

Workshop with youth workers

In order to ensure the guide and recommendations will be used partners will organize a workshop involving at least 15 youth workers where they will explain the method of the gymkhana and the way recommendations can be useful and how they can be used.

Dissemination of the project results to various targets

This approach includes several tools such as sending emails to mailing lists of NGOs and local authorities (a minimum of 50 contacts by partner), putting an article of the guide on the own website and newsletter (outreach of 200 people by partner), sending the video done by young people to NGOs that can share it with young people and put it on the YouTube (outreach of around 1680 young people and NGOs)

Photo album of the project

The photo album is a good way to show the project moments and interest people on what has been done; it will be available on the project website and in the Facebook group.

10.2.1. What is expected from partners?

Task	Outreach per partner	Total outreach	How to demonstrate?	Partner in charge
1 final conference per partner in the local community	30	240	<ul style="list-style-type: none"> ✓ Participants' list ✓ Photos 	All
1 press release per partner in occasion of the conference	100	800	<ul style="list-style-type: none"> ✓ Press releases and copy of the published article ✓ Number of readers 	All
1 workshop per partner with youth workers	15	120	<ul style="list-style-type: none"> ✓ Participants' list ✓ Photos 	All
1 video story telling of the project	N/A	150	<ul style="list-style-type: none"> ✓ Number of views of the video (partners websites and YouTube account) ✓ Number of likes in FB 	All
emails to mailing lists of NGOs and local authorities	200	1600	<ul style="list-style-type: none"> ✓ Copy of the email sent ✓ List of NGOs and local authorities with contacts ✓ In case there are also the replies from the receivers of the email 	All
1 article per partner about the project results (video, recommendations and gymkhana guide) on the own website and newsletter	200	1600	<ul style="list-style-type: none"> ✓ Copy of the articles in the website and newsletter with the links ✓ Number of readers 	All
TOTAL	545	4510		

Total outreach: 4510

This outreach includes a variety of targets such as young people, youth NGOs and youth workers, local authorities and local community.

10.3. Practical information

When you do visibility and valorisation of the project and project results you **have always to use the following logos and sentence:**



Youth
in Action



Seed of Change

"This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

In this page you can find the other language version of the sentence and of the Youth in Action logo:

http://eacea.ec.europa.eu/about/eacea_logos_en.php

11. EXPECTED RESULTS STEP BY STEP

In this section you can find a comprehensive summary of the various results and products of the project. You may want to consult this section to monitor if you are developing the project accordingly with what is expected. The results and products are connected with the various activities, which on their way are connected with the objectives.

11.1. Principal outcomes of the project

Creation of a good practice guide on the gymkhana

The guide will focus on the gymkhana as a tool to work with young people on social rights, offering a practical approach based on the project experience and supported by theoretical aspects. The guide will offer the possibility to replicate and adapt the gymkhana method to other contexts and groups.

Publication of recommendations

The recommendations are about how non-formal education contributes to awareness and fulfilment of social rights for young people from disadvantaged neighbourhoods (to be included in the good practice guide). These recommendations will be developed together by partners and young people, who should have a voice considering that this is especially relevant to them

Video

Video filmed by each group of participants in their Partner country, about a topic related to access to social rights (education and training, employment, health, housing, information and counselling, protection and safety). It will show how the situation concerning that specific right(s) is in their country.

Photo album with the most important moments of the project

The album will include photos from all project moments and from all partners and will include an introduction on the project and its results, the album will be paper and digital in order to facilitate sharing through the internet and a biggest outreach especially among young people

Website of the project

Where all information and updates will be posted throughout the project development. It will also be used as a forum where young people, local community and youth workers can post, exchange ideas and discuss in the field of youth, sharing their experience and knowledge, as well as resources for working on the issue of Social Rights with young people.

11.2. Other expected tangible and intangible results (by activity)

Tangible results	Date	Description
Kick-off meeting	1 st Oct – 6 th Oct 2012	<ul style="list-style-type: none"> 1 international meeting in Palermo with 8 participants for 4 days 1 report of the meeting Materials used during the meeting such as ppt. presentations and good practices shared visibility, valorization and monitoring/evaluation plans 4 capacity building workshops Templates for financial management 7 internal agreements between partners and CEIPES
Project website	Oct 2012	<ul style="list-style-type: none"> 1 website of the project
Visibility activities	Sept-May 2013	<ul style="list-style-type: none"> 1600 leaflets of the project (200 per partner) 160 posters of the project (20 per partner) 16 press releases about the project (2 per country) 16 articles about the project in partners' websites and newsletters (2 per country) 1 Facebook group
Artistic products	Nov 2012	<ul style="list-style-type: none"> 8 preparatory workshops (1 per country) 8 artistic products from the arts workshop (1 per country)
Traditional games	Dec 2012	<ul style="list-style-type: none"> 8 research made by each country group (1 per country) 8 events on traditional games (1 per country)
Videos	Feb 2013	<ul style="list-style-type: none"> 8 workshops on video making with experts lasting for 2 days (1 per country) 8 videos made by young people (1 per country) 160 DVDs with all the videos (20 per country) 1 YouTube account to share videos
Workshops on access to job	Feb-Mar 2013	<ul style="list-style-type: none"> 8 workshops on access to job lasting 5 days each (1 per country) materials used in the various workshops such as training units, reports and evaluations 40 meetings with local vocational schools and employers (5 meetings per country)
Advocacy campaign	Mar-Jun 2013	<ul style="list-style-type: none"> 8 awareness raising campaigns (1 per country) 8 advocacy meetings (1 per country) 8 position papers (1 per country) 8 follow up advocacy meetings (1 per country) Results of the campaign such as changes in policies (this can only be observed probably after the project end)
Peer training	Apr-Jun 2013	<ul style="list-style-type: none"> 8 workshops on peer training lasting 5 days each (1 per country) materials used in the various workshops such as training units, reports and evaluations 16 peer trainings in schools/youth centres (2 per country)
International youth meeting	1 st Jul – 7 th Jul 2013	<ul style="list-style-type: none"> 1 international youth meeting in Palermo lasting for 5 days with 40 participants

		<ul style="list-style-type: none"> materials used in the various workshops such as training units, reports and evaluations 1 world puzzle
International voluntary service	Feb-Aug 2013	<ul style="list-style-type: none"> 8 International voluntary service mobilities lasting for 1 month each (1 per country) 8 articles about the voluntary experience done by young participants (1 per country) 8 reports about the voluntary experience done by young participants (1 per country)
Good practice guide	Jul 2013	<ul style="list-style-type: none"> 1 good practice guide with 30 pages translated in 4 languages (digital and paper version) 1 new method to use with young people from disadvantaged neighbourhoods on the theme of access to social rights 80 paper version copies of the guide (10 per partner)
Recommendations	Jul 2013	<ul style="list-style-type: none"> Recommendations on the way non-formal education (NFE) contribute to awareness and fulfilment of social rights for young people from disadvantaged neighbourhoods, 2 pages to be included in the good practice guide
Final conference	Jul 2013	<ul style="list-style-type: none"> 8 final conferences lasting half day in each local community to share the project results and impact (1 per country) materials used such as ppt. presentations, reports and evaluations 8 press releases about the project (1 per country)
Workshop with youth workers	Jul 2013	<ul style="list-style-type: none"> 8 workshops with youth workers to share the guide and recommendations (1 per country) materials used in the workshop such as training units, reports and evaluations
Dissemination of the project results to various targets	Jun-Jul 2013	<ul style="list-style-type: none"> emails sent to local, national and international NGOs/local authorities working in the field of the project (at least 50 NGOs per partner in a total of 400) 8 articles about the project in partners' websites/newsletters (1 per partner)
Video story telling of the project	Jun 2013	<ul style="list-style-type: none"> 8 photo albums of the project (1 per partner)
Monitoring and evaluation results	Sept 2012-Aug 2013	<ul style="list-style-type: none"> All the questionnaires and other monitoring and evaluation tools used Results of the evaluations in short report format
Intangible results	Date	Description
Increased cooperation among partner organisations	New EVS project for 1 st Feb 2013 Follow up projects after the end of the project	Through the project partners will increase the cooperation, the capacity to work together, they will know each other organisations better and the respective working contexts. All this will provide further opportunities for future and better cooperation and also better results and increased impact.

Increased knowledge on the field of the project (partners)	By the end of the project	This one year project will increase partners' competences to work in the field of social rights with young people with disadvantaged backgrounds. All partners have already this capacity and the project will facilitate the exchange of experience and know-how, contributing thus to increase these competences.
New skills, knowledge, attitudes/values by young people	By the end of the project	Throughout the project young people will acquire and develop various skills, knowledge and attitudes/values related with the various activities they will do. We mention some of them: <ul style="list-style-type: none"> • Knowledge: human rights, social rights (SR), mechanisms of protection of SR, legal documents safeguarding SR, knowledge on video making, various concepts (prejudices, stereotypes, peer to peer, intercultural dialogue, advocacy, awareness raising campaign, etc), traditional games on various countries, situation of young people and SR in other countries, mechanisms and tools to protect the own SR, how to do a CV, how to search for a job, understanding the role of Governments in SR protection, etc • Skills: artistic skills, video making and editing skills, advocacy, cooperation, communication, ICT, critical thinking, ability to recognise human rights violations, ability to participate in and organise social groups, intercultural communication, etc • Values/attitudes: openness, critical thinking, cooperation, curiosity, respect and valorisation of diversity, empathy, sense of responsibility, sense of justice, etc • Other: the project will permit young people to increase their sense of self-worth and self-esteem, to feel more empowered and to respect themselves more
Increase project management capacity by partners	By the end of the project	The project will increase partners' capacity to do the management and coordination of international youth project and projects in general, thus being an added value for the work of the NGOs involved.
Networking at local, national and international level	By the end of the project	Throughout the project all partners will activate and create networks at local and international level which will be necessary for the adequate project implementation and sustainability. These networks will become an added value also for the future work of all partners.

12. TASK DISTRIBUTION AND WORKING GROUPS

The work on the project is based both on individual and team work. The 'individual work' concerns all the moments when partners will develop activities at local level. The 'team work' is about the cooperation we have to set up to take forward the various aspects of the project such as visibility, evaluation, etc.

The concept of the various working groups is to take advantage of the strong points of each partner (what they already do and know how to do) and to create multicultural teams that can bring an intercultural dimension to the work developed.

As you see CEIPES is in all working teams as this way we can keep the overview of the project activities and make the link among partners in the various working teams.

The various working teams are the following:

General coordination

CEIPES

- ✓ General coordination of the project
- ✓ Contact with the EACEA
- ✓ Financial management

Preparatory phase

CEIPES

- ✓ Host the kick-off meeting
- ✓ Coordinate the preparatory work to the project and the local activities
- ✓ Visibility materials

Visibility

CEIPES + WNSO + NSII

- ✓ Develop a list of all the visibility activities to be done with dates
- ✓ Remind partners on established deadlines about the visibility activities
- ✓ Keep a count of the outreach of the visibility activities
- ✓ Create and update the website, YouTube and FB page of the project

Implementation of the activities

CEIPES + NSII + FEP

- ✓ Create an excel file with all partners calendar for the implementation phase
- ✓ Support the implementation work whenever necessary
- ✓ Ensure the synchronisation of the local activities that are to be developed contemporarily – 21st March and traditional games day
- ✓ Prepare the international youth meeting
- ✓ Prepare and support with partners the voluntary service activities (each partner will be responsible to deliver the visa documents on time and organise all the preparation for sending and hosting the volunteers)

Monitoring and evaluation

CEIPES + OAJNU

- ✓ Create the monitoring and evaluation tools of the project
- ✓ Send partners in the establish dates the evaluation tools
- ✓ Collect and analyse evaluation data in a meaningful way
- ✓ Creation of indicators of achievement

Valorisation

CEIPES + USB

- ✓ Develop a list of all the valorisation activities to be done with dates
- ✓ Remind partners on established deadlines about the valorisation activities
- ✓ Keep a count of the outreach of the valorisation activities

Creation of outcomes (guide and recommendations)

CEIPES + FCV + FEP + KYF + WNSO

- ✓ Development of the contents of the guide and recommendations
- ✓ Graphic design

13. NOTES ON FINANCIAL ISSUES

13.1. Financial record Keeping and reporting

All expenses of the project will be reimbursed 79,92% AND all Partners have to provide proofs of expenditure for the 100% of the various budget lines.

Staff costs

Concerning the staff costs made for the execution of the project, Partners they are required to present to CEIPES a copy of the work contract of the person in charge of the activities/coordination and signed time sheets according to the reporting schedule below.

All staff costs need to be reported via these time sheets, including staff costs that are not covered by the grant amount for staff costs.

Travel expenses

The final amount of the travel expenses shall be determined based on real costs, and as all other budget line of the project will be reimbursed max. **79,92%** of the estimated total eligible costs indicated in Annex II on the bi-lateral agreement signed between CEIPES and the Partners.

Taxi will only be reimbursed in early hours in the morning or late hours in the evening when no public transportation is available.

Missing tickets WILL NOT be reimbursed.

Travel expenses shall be justified through the following documents:

- Passport or identity card
- Electronic tickets and invoices/receipts: Electronic tickets will only be considered as acceptable on proof of payment. You must provide an original bill, showing the amount paid and the method of payment used. *An itinerary receipt given by the airline company will not suffice, unless it is supported by a proof of payment* (i.e. Original bill, credit card slip, bank statement showing the amount spent).
- Copy of the visa page on passport, and all invoice related to visa cost (if applicable).
- Boarding card(s)
- Bus/train tickets

Financial reports

All financial reports shall be sent according to the following schedule:

Reporting period	Deadline submission reports
01/09/2012 – 30/11/2012	31/12/2012
01/12/2012 – 28/02/2013	31/03/2013

01/03/2013 – 31/05/2013	30/06/2013
01/06/2012 – 31/08/2013	30/09/2013

Financial record

Concerning the expenses made by on the various budget lines, Partners are required to present to CEIPES a copy of all the invoices related to the expenses reported.

For the eligibility of the expenses the following information is required on respective invoice: description of the cost, project name and project number.

If invoices are in any other language than English, and for transparency of the expenses, Partners shall attach to the invoice a translation of the expenses into English.

The Partner shall keep a record of any expenditure incurred under the Project and all proofs and related documents for five years after the end of the period covered by the present Agreement. Upon request the Partner shall make available any documentation on Project finances and activities required by the Commission.

CEIPES and Partners shall be bound by the obligations set and instructions given concerning the budget in the EACEA Agreement (you may find it in the drop box of the project).

Concerning the project costs made for the execution of the project, Partners are required to present CEIPES completed and signed cost claims for travel and other costs listed in Annex II of the bi-lateral agreement. All costs indicated on the Annex II need to be accounted for by means of dated and certified copies of invoices and/or tickets. These dated and certified copies will be attached to the relevant financial sheet.

All invoices must be dated and certified as true and exact by the Financial Officer of the Partner. CEIPES may reject any item of expenditure which cannot be justified in accordance with the rules set out in the Administrative and Financial Handbook for Applicants, this handbook for applicants is available on the website of the Education, Audiovisual and Culture Executive Agency (EACEA), <http://eacea.ec.europa.eu>

13.2. Budget, grant amount and payments

CEIPES and Partners shall be bound by the obligations set and instructions given concerning the budget in the EACEA Contract. CEIPES may reject any item of expenditure that cannot be justified in accordance with the rules set out in the rules for Eligible Costs.

If the total actual eligible costs when the action ends are lower than the estimated total eligible costs, the European Union's contribution shall be limited to the amount obtained by applying the European Union grant percentage specified in Article I.4.3 of EACEA Contract to the total actual eligible costs approved by the Agency. In this case the partner shall return the money to CEIPES who will return it back to the EU.

Payments to the partners

CEIPES received a first instalment of 80% of the maximum grant amount from the EU and will receive the 20% remaining after the approval of the final report by the EACEA (approximately at the end of 2013).

After CEIPES and Partners have signed the bi-lateral agreement, CEIPES will make the first payment equivalent to **40%** of the maximum grant amount for each Partner. A second instalment of **40%** will be made at the end of the sixth month activity of the project, after receiving feedbacks, financial reports and the approval of the mid-term report by CEIPES. The final payment (**20%** of the grant amount for each partner) will be made after the approval of the Final report by the Commission.

Instalment %	Date of instalment
40%	October/November 2012
40%	February 2013
20%	December 2013 (to be confirmed)

Payments will be made under the condition that the Partner has delivered all work according to the work plan contained in Annex I of the bi-lateral agreement and better described in this manual and submitted all required reporting.

All payments shall be made in Euro. Any conversion of actual costs into Euro shall be made at the daily rate published in the Official Journal of the European Union or, failing that, at the monthly accounting rate established by the Commission and published on its website applicable on the day when the payment order is issued by the Agency, unless the Special Conditions of the agreement lay down specific provisions. For that please use this website:

http://ec.europa.eu/budget/contracts_grants/info_contracts/inforeuro/inforeuro_en.cfm

14. USEFUL RESOURCES



European Social Charter of the Council of Europe

<http://www.coe.int/t/dghl/monitoring/socialcharter/>



Access to social rights for young people from disadvantaged neighbourhoods

<http://enter.coe.int/>



Useful publications on the theme of the project

<http://enter.coe.int/eng/Publications>



SALTO's Inclusion for ALL youth work booklets

<http://www.salto-youth.net/rc/inclusion/inclusionpublications/inclusionforall/>



T-Kit Social inclusion

http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/8/Tkit_8_EN



Youthpass for all

www.salto-youth.net/Inclusion/



Youthpass in the EVS training cycle

<https://www.youthpass.eu/en/youthpass/downloads/>



A toolkit on advocacy

<http://europe.wagggsworld.org/en/resources/document/view/2542>



Coyote n.11 - Non-formal education and learning

<http://youth-partnership-eu.coe.int/youth-partnership/publications/Coyote/11/Index>



ENTER! Access to social rights for young people from disadvantaged neighbourhoods

<http://enter.coe.int/>



Draft recommendation of the Committee of Ministers to member states on the access to social rights for young people from disadvantaged neighbourhoods (Council of Europe, 16 November 2011)

<http://enter.coe.int/eng/Media/Files/ENTER!-Recommendation-Revised-16-November>



Renewed framework for European cooperation in the youth field (2010-2018)

http://ec.europa.eu/youth/policy/eu-youth-strategy_en.htm

http://europa.eu/legislation_summaries/education_training_youth/youth/c11059_en.htm



EU Strategy for Youth – Investing and Empowering

http://ec.europa.eu/youth/news/youth-investing-and-empowering_en.htm

15. BIBLIOGRAPHY AND WEBGRAPHY

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