

Part I. Project identification and summary (cont.)

Summary of the project

Please give a short description of your project (approximately 10-15 lines). Please note that if your project is approved, this paragraph may be used for publication. Therefore be accurate and include the venue, the type of project, the theme, the objectives, the duration in days, the countries involved, the number of participants, the implemented activities and the methods applied. This summary should be completed in English, French or German, regardless of which language you use to fill in the rest of this application. Please be concise and clear.

The world I would like to live in is a trilateral project (Italy-Malta-Turkey) whose aim is to give to young people the possibilities and the tools to build their own future. For 13 working days, 32 youngsters coming from three partner countries, will meet in Sinnai (Cagliari) to develop their European awareness and build a sense of European citizenship around a theme like Youth Participation in public and social life. They will take part to seminars, debates, conferences; they will interview common people, professionists and representatives of the institutions; they will work together on the projection, design and construction of a website containing an innovative youth forum; they will share any aspect of a two week ordinary life in an amene town (and its coastal enclave) in the South of Sardinia. During this period, they will critically analyze European and local policies concerning youth, finding out the reasons of young exclusion from the social and public life (that often lead to youth unemployment, diseases and migrations) and trying to propose useful solutions and to create a youth network with whom youngsters from all over Europe can participate in this debate, then contributing to create the world where they would like to live.

Composition of the partnership

Name of promoter	Country	Role in the project
Polisolidale Fondazione di partecipazione	Italy	Applicant
Comune di Birzebuga	Malta	Partner Promoter
Gelidonya Youth Group	Turkey	Partner Promoter
<i>TOTAL number of promoters</i>		3

Part IV. Participants in the project

If more space is needed, please add rows.

A. Information on the YOUNG PEOPLE directly involved in the project

Please give information about the composition of the group of young people by country of residence participating in the project (*not including the group leaders*).

Country of residence	Total number of young people ⁵	Name of the promoter ⁶	Distribution by gender		Distribution by age group ⁷			
			M	F	13-14	15-17	18-25	26-30
Italy	12	Polisolidale Fondazione di partecipazione	6	6			10	2
Malta	10	Comune Birzebbuga	5	5			8	2
Turkey	10	Gelidonya Youth Group	5	5			8	2
<i>Subtotal</i>	32							

⁵ From 16 to 60 participants - minimum 8 participants per group (for a bilateral Youth Exchange), minimum 6 participants per group (for a Trilateral Youth Exchange) and minimum 4 participants per group (for a Multilateral Youth Exchange).

⁶ Please specify whether it sends or hosts participants.

⁷ Young people aged between 13 and 25 and legally resident in a Programme Country can participate in a Youth Exchange. Up to 20% of participants may be aged between 25 and 30, at the application deadline.

B. Information on the GROUP LEADERS directly involved in the project

Please note that the group leaders should only be mentioned in this table, not in table A.

Country of residence	Total number of group leaders ⁸	Promoter	Distribution by gender	
			M	F
Italy	2	Polisolidale Fondazione di partecipazione	1	1
Malta	2	Comune Birzebbuga	1	1
Turkey	2	Gelidonya Youth Group	1	1
<i>Subtotal</i>	6			

⁸ Minimum 1 group leader per promoter.

TOTAL of participants (young people and group leaders)

38

Part V. Project description

The points below are intended to serve as a guide for your description of the proposed activities. The information that is requested will be very important in the selection process, and later for the running of the project. For further information, please consult the Programme Guide, part B – Action 1.1.

If more space is needed, please extend boxes.

Objectives and priorities:

Please explain the context, the origin and the objectives of your project and in which way it meets the objectives and the priorities of the Youth in Action Programme.

The goal of the project “The World I would like to live in” is to make possible that 32 youngsters from Italy, England and Turkey may develop their European awareness and build a sense of European citizenship around a theme like Youth Participation in public and social life; it will last 9 months and the activities are foreseen to develop on a 16 working days meeting that will take place in Solanas and Sinnai, (but also in Burcei and Maracalagonis) a small Italian town in the beautiful and warm island of Sardinia.

The future owns to the youngsters. Several times we've heard this way of saying, but often we are not used to focalize its real meaning; the youngsters have to build their own future, that will be a common future for all of European citizens. Of course we all hope it may be a better future, but we forget that if youngsters grow in a world that has not been created around them, they will not be able to build anything different from what we are now living in; so, if we don't like something, or if we think that something would be improved, it's on youngsters that we have to invest, as they are one of world's most important resource, due to their innovative and creative spirit.

The lack of policies (not only at local level) that may effectively impact on the lives of the youngsters is the main reason of several important problems that our society has to face, starting from youth unemployment (and then the every-day-more-common phenomenon of migrations of youngsters), disaffection to the democratic system (decreasing level of youngsters going to vote during the different kinds of elections; low number of young representatives elected among town/city councils or regional/national Parliaments) and most of all the diffusion of a sense of social exclusion among the young people, that always more feel themselves are a “world-a-part” from the one of the “older” people, and this approach consequently leads them to think they have nothing to share with what they consider the “other” world.

This is the starting point of this project as we agreed with our partner promoters; the world as it's been built, our way of thinking and our present priorities are creating disaffection among youngsters, while we need them to be actively involved in public and social life, to be in this way capable to cooperate and to make a sustainable and open-to-everyone future. It's then mandatory to regain youngsters' confidence, calling them to play their role in public and social life.

The topic of this project has been suggested by the “Polisolidale Fondazione di partecipazione” that has in charge the management of social services on three bordering towns in the south of Sardinia (Sinnai, Maracalagonis and Burcei); due to this task, it has to deal every day with young people with their different problems. During talks and open discussions with the young people of Sinnai and Solanas (where a Youth Council has recently been created and legally registered), the “Fondazione” has finally found out that the reason of these problems was to be brought back to the fact that policies are not built around young people, and going back again, to the failure of the involvement of young people in the decisional stage. The other partners agreed on this considerations, as they were already trying to tackle the problem; then we decided to work together to find a common solution.

The objective of the project is to promote young people's active citizenship and their European citizenship in particular, fostering their participation in social and public life and creating the bases for their involvement in the decisional stage; at the same time it will contribute to developing, among their own communities, suitable support systems for future youth activities and the capabilities of civil society organizations in the youth field.

With this project, young people from the three participating countries will cross their national borders to share their personal social experience, exchanging opinions and good practices, investigating on how youngsters are currently involved in public, social and political life among their communities and on which are the weak aspects of the policies concerning them. During the project time they will learn to respect several types of diversity (cultural, social, economic, etc). They will learn to play their role in the society in a non formal way, that is to say “learning by doing”. In this way they will understand and realize the importance of the discussion, of the exchanges of opinions and also how a multicultural environment can help them to face their problems and to find positive solutions to them. They will work together for the same purpose, that is the development of more sustainable youth policies at each level, and the pursuit of what we call “The world I would like to live in”.

Partnership, theme and activities:

Please indicate:

- how you found the other promoter(s), how you established an efficient partnership, and how the partner(s) will cooperate and be involved in the project,
- the theme(s) of the project,
- the activities foreseen throughout the project for its implementation, including preparatory and evaluation activities.
- the practical arrangements for the implementation of the Activity (food, lodging, transports, etc.)

Please attach an estimated daily timetable of the planned Activity.

• how you found the other promoter(s), how you established an efficient partnership, and how the partner(s) will cooperate and be involved in the project,

We found the other promoter (Bicester) on the town-twinning website, because we heard (from some town that had already participated to that) something concerning that programme (twinning-town) and we were looking for available partners; this is why we left a post on the website. English partners wrote us by email, giving their full availability to our proposal. Soon we had to face some political oppositions to our idea, because our Town Council preferred to twin with towns that already shared something in common with our town; at that point our correspondence was already too intense and very friendly that the two of us thought that, if not with a twinning, it would have been a good idea to better know each other first, and then, things going well, to get involved in such an important relationship as a twinning is. We were surfing the Internet to check some good cooperation opportunities; some months later, after having checked a lot of programmes, without finding a suitable one for our ideas, we remind that the previous year a town near our (Quartucciu) with great success had sent some of its youngsters to Romania in the framework of some youth projects, and then with an useful inter-administrative talk, we discovered the Youth in Action programme, whose deadline was two months later, and immediately asked to the other partner if it would have liked to participate. English were enthusiast to join that possibility with us. Quartucciu also suggested us to involve their Turkish partner (Kumluca) in that lucky project; as Kumluca was already planning the follow up of that project (acting as hosting country) we were put by them in contact with a turkish informal group of young people, with whom we immediately established good relationships. Turkish, as they were later involved, gave us the decisive push to our idea. We started talking by email, but as long as the deadline became nearer, we used also social forums and instant messenger instruments, as msn and skype.

Deciding the topic has not been hard, as we all wanted to find out some way to involve youngsters in civil life, so our proposal, as it was formulated, has been immediately approved by the other partners. We then had some brain storming session to define and underline how each of us saw or thought this project 'd have liked to be or contain and, as soon as everything was clear, we assigned the tasks; filling in the forms, creating the budget, writing the daily programme, etc. We immediately found out that each of us was thinking in the same way and with the same purpose, so everything was really easy to do and we didn't face any critical situation.

• the theme(s) of the project,

The theme of the project is the participation of young people to the public and social life of their communities, with a particular focus on the development of their capability to find a job and to establish youth networks. Youngsters actually are particularly involved in their communities' life, but have few possibilities to effectively impact on it, due to the difficulties to propose their point of view or, when they can propose it, to see their suggestions implemented. Until now they have been passive addressees of programmes and policies thought by adults to answer to adults' needs; youngsters are very present in common spaces, but their point of view is limited to forms of expressions typical of the youth's culture, that are currently not completely understood and then accepted by the adults and by policies makers. Youth employment services are affected by these adult-centric approaches, built on schooled people (ready to enter the job market) and not made to answer to the needs that are trying to build their own future since the teen and the young age (in this way, they have to know better how to orientate their cultural and professional formation). There is a strong demand of innovating the languages and the forms of communicating between youngsters and adults, creating participation structures that may convey the point of view of the first ones into the management practices of local communities. The mastery of the ICT - Information and Communication Technologies, is fundamental to the success of this project; youngsters will use such tools to improve their competencies in communicating and establishing lasting relationships and useful open networks. They will work on the design, the planning and the construction of a website made by youngsters for the youngsters.

They will learn to be protagonist and to take care about their own future at 360°; will realize which are their capacities and their needs, expressing them in a clear and efficient way, so they can reach those who make policies; they will learn how to underline and make treasure of their experiences, to recognize and to give value to any kind of cultural diversity. Turkey, Italy and England have got very different systems to manage the participation of young people, and this project will represent a great opportunity to study them, learning how they work, to elaborate them and to exchange good practices between the partner countries; the same considerations may be made about youth employment services and systems concerning the problem solving in this field. We want these three cultures to become an integrated network that may lead to youngsters empowerment; it's because we believe that they will be able to change their life and their territories only if

they will learn the importance of establishing good relationships with their neighbours, learning from comparing and critically analyzing the other societies and cultures. In this sense, they will build the world where they would like to live.

- **the activities foreseen throughout the project for its implementation, including preparatory and evaluation activities.**

1 PREPARATORY ACTIVITIES

1.1 Executive Planning

From the 1st September to the date when the activities will start, the responsables of the three partners will talk continuously to define the approach to the project. This phase is fundamental because it will allow the groups to prepare the material they have to bring with them, to get the best benefit and results from the activities foreseen and from the whole exchange. On the one hand, in this stage will be better defined the logistic arrangements (depending on the arrival time, special needs of the participants, as they will be selected, etc.) and on the other hand the didactic and technical aspects (tools and documents to be brought, slides to be made, etc.).

We decided not to plan a preparatory visit as the responsables will participate to 3 via-skype conferences, having regards to define in a high detailed way the aspects they will find useful to elaborate.

1.2 analysis of participants' needs and expectations

After the selection of the groups' members, that will be done through a transparent procedure, the responsables of the 3 groups will prepare a questionnaire that the youngsters will be asked to fill in. In this way we'll have all the needed information concerning composition of the groups (in particular about people with fewer opportunities) and to collect their expectations and motivations. In a model of learning by doing as the one we intend to follow within this project, this is a step of crucial importance because it allows us to assess and to measure the competencies before the project starts and after the project ends. Each group will evaluate the questionnaires and then they will be compared.

1.3 executive schedule

The conclusion of this first phase will be represented by the formulation of a joint list containing all the needed materials and tools, and this will be spread to each participant by email.

2 EXCHANGE ACTIVITIES

2.1 Welcome activities

The youngsters will be received by a welcome celebration in Sinnai; during that, the Mayor, councillorships and the other citizens of Sinnai will introduce themselves and their culture and traditions. Between traditional songs and dances, the foreign groups will appreciate local meals.

2.2 Creating the website

All the activities rotate around the creation of a communication tool that will allow youngsters to have a tangible product of their work and will foster their future exchange plans. It will remain even after the end of the project, and will be a test of the goodness of their efforts.

As the European Commission recently updated its "Information Provider's Guide" (IPG), we will hold a seminar based on the contents of the guide, that will drive the youngsters and help them in any aspects of creating a website: from designing, maintaining and promoting the site to setting up blogs or make it accessible and reading. It's task oriented (planning-building-promoting) and will be very useful for the youngsters, that will learn the best ways to make a website.

The website will be totally thought, planned, designed and managed and updated by young people. During or after each activity (seminar, conferences, interview, laboratory, workshop, visit) foreseen in the project, they will prepare a document (text, video, pictures, audio, etc) that will be posted in this website. In this website, the youngsters will be allowed to talk about the territory and the communities where they live, telling how they see it, how they want it should be. It will contain a chat room and several blogs and forums the youngsters will use to stay in touch even after the end of the project, and through this network youngsters will plan future projects and initiatives. The website will be prepared in the English language and will be connected (by some working links) to the Youth in Action Programme, acting as a promoter means of its actions and as a container for good practices in the field of youth.

2.3 Workshops, Seminars and Laboratories

The youngsters will discuss around the ways to improve their participation to their communities' life during dedicated sessions of ARL. A part from planned workshops and seminars, each morning they will decide the working timetable of the rest of the day (where and how to interview people, what kind of documents and video collect, what to post on the creating website, etc). They will analyze working experiences and good practices in the field of participation of young people; improving their research and analysis competencies. In

the same time, they will be improve their informatic and language level.

2.4 Socializing and leisure activities

The participants will take part to several ice breaking games and other activities that will foster the socialization between them, and will know the places where sardinian citizens use to go. Squares, roads and other public and private places will be animated by activities pursuing this aims. This objectives will also be reached by leisure activities to interesting, historical and natural places but also by sport activities (soccer and rugby matches for guys, volleyball and basketball for girls) that will foster a sense of mutual understanding among them (be part of a team in any sense).

2.5 Goodbye celebration

As for the welcome celebration, a meal in one of the main squares of the town will be organized, with folk dances and songs, and sportive and artistic exhibitions.

3 EVALUATION ACTIVITIES

Varios activities will contribute to evaluate the different aspects of the exchange. Each of them will be posted on the website to reach the best transparency.

3.1 Activities evaluation

Realized at the end of each day, made using the SWAT approach, to make it clear how useful has each wokshop, seminar, interviewing session been useful to the purposes of the project. The youngsters will be invited to reflect on what they learnt and on if and how much they are improving their competencies (according to the questionnaire they were asked to fill in in the preparatory activities). They will also express their point of view on the working method used and on its efficiency to reach the final results. It will be done during open discussion sessions.

3.2 Project evaluation

Will be made at the end of the activities to measure their capacity to reach the planned objectives, according to the indicators established in this application and those defined by the youngsters themselves. We will do that with 2 different discussions and questionnaires, one for youngsters and one for the group leaders. They will express their evaluation even on the logistic and didactics aspects, as on the global project, personal satisfaction and capacity of the project to impact their needs.

We will also measure regularly (each 3-6 months)after the project's end, the impact of the project on the youth reality, to check if it really contributed to change their life or to establish some useful form of cooeration or network. The indicators we will use have been described in the Methodologies section.

• *the practical arrangements for the implementation of the Activity (food, lodging, transports, etc.)*

The participants will be received by the person in charge of the project and by the group leaders and some youngsters of the hosting group. Youngsters will find at the airport of Elmas (Cagliari) a coach rented by the applicant. It will bring them to the hosting building, in Solanas, a seaside resort in the territory of Sinnai, 40 km far from the airport. The building was before owned by a religious order and later used as a hostel; now it is a Rrecreational and Aggregational Centre (RAC), and hosts cultural, artistic and socializing events and activities, and also touristic initiatives.

It is totally conform to the security and higienical prescriptions (a vigilance service will be, in any case, provided); a bathroom is inside each room. It also has a conference room and other facilities for workshops and laboratories.

The activities will also be held in the Environmental Educational Centre (EEC), 300 meters far from the accommodating building. The EEC has got any kind of facilities for conferences, seminars and similar initiatives. Video conference, desks, flipcharts, overhead projector and so on. Inside its little classrooms we can also organize thematic works. The other activities will take place in other structures (institutional, public and private places) in the towns of Sinnai, Maracalagonis, Burcei).

The participants will have breakfast, lunch and dinner among restaurants or agrotourisms located in these towns or in Solanas, or among families that will host them from time to time. It's foreseen that some meal will take place in the form of picnic (during excursions) or will be offered by some local associations (Pro Loco, etc).

For short displacements the youngsters will use public transports, while for long ones they will transported by a big coach (52 sitting places).

Protection and safety:

Please describe how your project ensures the protection and safety of young people involved.

The youngsters will stay in Solanas, a marine enclave owned by Sinnai. Solanas is located in the South-East of Sardinia, on a coastal area of particular beautifulness, appreciated a lot by hundred of thousand of tourists that every year, coming from every part of the world (Germany, England and rest of Italy above all), use to spend their holidays in the area. Its beautiful beaches, a natural marine reserve shared with the bordering towns, and thousands of square meters of typical Sardinian vegetation (called "macchia mediterranea") make that Solanas is considered, with reason, a natural paradise.

While Villasimius, Costa Rei and Torre delle Stelle (other touristic towns near Solanas) have been known, besides their beaches and vegetation, also for their nightlife, Solanas has always remained a quiet town, where people willing to find a savage and silent environment find their natural habitat. Nonetheless, it owns beautiful lodging facilities (one of those being the place where the partners promoters will spend their staying) and useful structures (duty doctor, supermarket, churches, bars, social assistance, etc...). The youngsters will all be lodged in a beautiful structure that has been used as hostel until some years ago, and has later become a Recreational Centre. So, it offers clean areas and bedrooms, water sanitation and water facilities, and all the comforts. The safety of youngsters is something that we really care about, so it's foreseen that a vigilance service will be guarantee during the day of the activities.

The foreign groups will arrive to Cagliari by plane, and then will be taken to the place of their staying by coach; the same coach will be used every times that some visit is planned, according to the daily activities programme. The presence of two group leaders (instead of just one) for each group will give to the youngsters, expecially to those at their first experience abroad, the right moral support. During the activities, considered the topic of the project and the presence of some people with fewer opportunities, social assistance will be guarantee continuously by experts (pedagogs, etc). All the participants will be ensured for the period of the activities (Civil and casualty liabilities).

Project's content and methodology:

Please describe:

- *how the main theme reflects the interests and needs of participants,*
- *the working methods,*
- *how the planned activities and working methods will contribute to the process of non-formal learning and to the promotion of social and personal development of young people involved in the project,*
- *how the young people will be actively involved in each stage of the project.*

• how the main theme reflects the interests and needs of participants,

The main theme (youngsters participation to civil and public life) is extremely important for the young participants as it allows them to obtain concrete results and to improve their life. The theme has been decided according to the interests and to the needs expressed by the three partners; in Sinnai, young people have recently completed the bureaucratic process that made them officially establish a Youth Council among the Town Hall. It's a council that the public administration has to consult every time it has to discuss on a theme concerning youth (as in the field of youth employment, free time, education, health, or about policies to prevent some dysfunctional behaviour). The Turkish youth group consists of young people who come together to feel themselves active in the society and to help integrating other youngsters in that; the English group is made by people that raise their own money to give to its member the possibility to meet foreign youngsters and establish lasting relationships, then playing an important role in the promotion of their town.

The involved young people have then the need to complete their work, started with the establishing of these participation structures; the best way to do that, according to them and to the applicant, is to compare any of these experience with other groups' ones, having the possibility to discuss with youngsters from other similar realities. In this way, they will be able to deeper penetrate in their communities' administrative, civil and public life, and then will find some innovative form to interact at any level with policy-makers, especially in the employment field; this will be useful to improve their personal competencies and to help them in finding a job. In this sense, one of the aim of the project is to help them establishing good relations with other group of youngsters, and this will be pursued with the design and creation of a new-concept website and youth forum.

• the working methods,

The working method will be very effective: the work will be organized around the concept of "Action Research Lab" (ARL). They are now used and very useful to improve competencies of people with particular problems. The youngsters will be guided in their course by cultural mediators and by entertainers specialized in establishing a dialogue between them and to find the keys to solve their problems. The approach of an ARL is quite schematic; on a first phase youngsters will deeply and critically analyze the various section of their "problem" (namely, the participation of young people to the public life). They will be asked to clearly document any characteristic that compose it (e.g.: urban space and youth needs; the management of services related to them; new languages and capability to penetrate a changing world; forms of participation, etc).

Defined the various investigating fields, they will go down into the territory, to interview people, to film situation of particular disease, to take pictures, to find documents and texts (among bibliothèque, archives, etc), to look for information on the internet, to take part to seminars, chatrooms, open discussions, etc. The territory will then represent not only a physical place where the youngsters will leave and spend each day, but will play its most important role as a testing lab for their analysis and for the whole project. They will organize their own work.

When collected all the above mentioned information, they will be asked to develop improvement processes, implementing a long term participative system that may involve the 3 groups and the 3 communities involved. We believe that this system have to have the profile of a dedicated website. the young people involved in the project will post all their experiences, films and video, pictures, documents, in a website that they will design and construct by themselves, under the supervision of some experts. After each of the described work sessions youngsters will be invited to evaluate their work, so developing and improving their analysis capacities. At the end of the activity period, it will then become an open space for communicating and to share positive and negatives experiences of active participation among their own communities. A particular section of the website will be dedicated to the description of the Youth in Action programme and its actions.

- **how the planned activities and working methods will contribute to the process of non-formal learning and to the promotion of social and personal development of young people involved in the project,**

The proposed method and methodologies develop, among youngsters, competencies typical of the non-formal learning; they will improve their capacity to analysis and their problem solving abilities, their discussion competencies and the ability to find common solutions by cooperation. Through the ARL approach and its rigid structure, they will learn an efficient working method, useful in their selfpromotion and in their empowerment. The group leaders and the activity leaders will use clear communicating methodologies (most of all, cognitives and constructives), that youngsters will learn by imitation and observation. Finally, they will acquire new competencies useful to honestly self-evaluate themselves and define better their objectives and their aims. Through the design and the implementation of the website they will also learn advanced informatic competencies, as will also improve their writing level and will acquire some management competence (the website will be managed by themselves, so they will sell spot areas, moderate the forum, be involved in burocratic procedures, etc.)

- **how the young people will be actively involved in each stage of the project.**

The youngsters have been actively involved since the first stage of the project (definition of the theme and objectives); in several brainstorming session, they expressed their point of view, many times conveyed by their representatives among the partner groups. In this sense can be told that they ideated this project. They will also be involved in the thematic deepening stage; they will organize their own work, defining the documentation modalities (in this sense the “OST - Open Space Technique” methodology will represent the best option for a 38 people group).

They will be particularly involved in the evaluation stage, that will be held each single day, at the end of the activities; in this way they will contribute to the assessment of their work, giving their opinion on the used methodologies, on the accuracy of the work done, on the planned activities themselves, etc.

But most of all they will work on first person on the design, planning and construction of the website that represents the tangible product of the project; they will define its structure and its contents. They will update it regularly and they will look after the promotional and marketing campaign among their peers.

They will then be involved in all the stages: planning, implementation, intermediate and final evaluation, disseminating, visibility, and follow-up.

European dimension:

Please indicate if and how your project reflects the following characteristics; tick box(es) and then describe:

- the project fosters young people's sense of European citizenship and helps them to understand their role as part of the present and future of Europe;
- the project reflects a common concern for European society, such as racism, xenophobia and anti-semitism, drug abuse...;
- the project's theme is linked to EU topics, such as EU enlargement, the roles and activities of the European institutions, the EU's action in matters affecting young people;
- the project debates the founding principles of the EU, i.e. principles of liberty, democracy, respect for human rights and fundamental freedoms, and the rule of law.

1) how the project fosters young people's sense of European citizenship and helps them to understand their role as part of the present and future of Europe

The project is focused on the will to help youngsters to understand their role as part of the present and the future of Europe. Its aim is to strengthen the connections and the dialogue between European citizens, that's why the forum they will build during the project will be strongly promoted and will be open to any other youngster or informal group of young people or to any other town or association which would like to exchange ideas and opinions, as good practices or just simple experiences, leading to stimulate their active participation in a way they like. The youngsters will analyze the role played by their peers in the construction of the European Union by listening to some previous experience and hearing some testimonies, and will have the opportunity to improve that role and to suggest new solutions and new ways to act in this building process. The forum will represent a basis for future collaborations on Europeans themes and a way to increase the capability of youth associations that will share this opportunity.

3) how the project's theme is linked to EU topics, such as EU enlargement, the roles and activities of the European institutions, the EU's action in matters affecting young people;

The aim of the project is to make youngsters understand which role they are called to play in the future of Europe, to fight against prejudice, social exclusion and to prevent the situations that lead to youth unemployment. In this sense, it will be of fundamental importance to investigate what are the European policies and its actions that currently affect young people. They will interview and will heard speaking people that works every day within this field, learning from their experience. At the same time, will be deeply involved in the research of european programmes concerning youth, trying to work on them. In this way, they will realize that EU's institutions consider that youngsters play a fundamental role in the construction of the European society, and that they are asked to be reliable because EU is trying to involve them in this process and that there are several ways in which they can establish a dialogue with the responsables of those policies, having then the possibility to suggest improvements or just to may be heard by them. They are the people that choose which one will be their own future.

Impact, multiplying effect and follow-up:

Please explain the expected impact on young participants and the local communities involved in the project and which measures are foreseen to attain this impact. In a long term perspective, please describe how you plan to achieve a multiplying effect and sustainable impact. Please also explain how you plan to follow up this Youth Exchange (e.g. new projects within the framework of the Youth in Action Programme, continuous contact with the promoter(s), etc.)?

The involved youngsters will improve their communicating competencies within the public administration and will become more reliable for any commitment they will receive in the future, and will be useful to raise their self-esteem and to help them in finding their place (even working one) among their communities. In two words, they will understand the meaning of active citizenship. That's something their communities strongly demand to them.

Moreover, other towns (between them: Maracalagonis, Burcei and Quartucciu in Sardinia, Kumluca and Antalya in Turkey, Kidlington in England) have shown the interest to establish some consulting and youth involvement tools like the Sinnai's Youth Council. The first project's impact on the territory will be then to raise the awareness of the involved communities and of the bordering towns, whose public administrations will benefit by the results of the project and from its dissemination, that will be planned accurately. This first impact will be reached by a public presentation of the website and of the activities taken to realize it. The website and its forum will be open to each young people and will soon become the reference point for youth councils and other informal groups or association, and the benchmark for other similar initiatives.

The youngsters that will take part to the project will manage the website even after the project's end, and it will become a platform useful for the Youth in Action Programme, because it will be a container of good practices in the involvement of youngsters in public life. It will contain a link to the YiA programme and to other similar programmes or websites. The youngsters think to meet each 15 days on the chatroom to talk about the website and to improve and update its contents.

Of course this continuous contacts between the promoters and their youngsters will foster future projects: they may be realized on the framework of the Youth in Action Programme, but we don't forget the possibility of a twinning between Sinnai and Bicester (that was the starting idea!!) while with the Turkish partner we had already started to talk about some exchange involving youth workers or teachers.

The success and the result of our project will be measured by:

- Number of created youth organizations that dialogate with public administrations;
- Number and quality of decision taken at local level after consulting a youth organization;
- Number and quality of activities promoted by youth organizations;
- Number of joint projects proposed by the partners in the following years.

This measuring will be realized 6 months after the end of the activities and 6 months after the end of the project.

Visibility:

Apart from the compulsory use of the Programme Logo (please see Part C, Publicity, of the Programme Guide), please describe:

- *how you will ensure the visibility of the project;*
- *how your project will provide clear promotional added value for the Youth in Action Programme.*

1) how you will ensure the visibility of the project:

We have thought to guarantee the visibility of the project in several ways. First of all, we will affix lots of posters in the main places of the town of Sinnai and Solanas, as the bordering towns of Maracalagonis and Burcei (where the applicant Fondazione plays an important institutional role in the social services' sector, and where some visit and seminar is foreseen), to invite as many youngsters as we can to the activities (seminar, discussions, etc) that are foreseen useful to be open to the public. It's foreseen that also a little representative from the town of Quartucciu (whose youngsters already participated in a similar project and may know some people from the Turkish group) will take part to some activities.

Fliers and other brochure will be spread in institutional buildings and in the commercial activities of the towns. A launch presentation will be held before the project start.

As the mentioned towns are very known in Sardinia for their mural painting, it's foreseen that some walls will be painted with subjects reminding the project and the Youth in Action Programmes. On the roads gathering to, and departing from Sinnai, and on the road that gathers to Solanas, driven each summer by Millions of cars, we will place banners and advertisings concerning the project.

Moreover, we are taking into the right consideration the role played by mass-media in raising the awareness of the people from the local communities; so we will spot the activities on local and regional press, as much as on local televisions; the youngsters of the "Youth Council" of the town will have the task to reach the widest range of youngsters by posting some advertisement on the main social forums (as facebook, twitter, etc).

Of course the project will be promoted in the institutional websites of the three partners, and promoted among their communities with fliers and similar initiatives.

2) how your project will provide clear promotional added value for the Youth in Action Programme

The main product of the project will be an open forum on the internet, where youngsters from all over the world will be invited to discuss about their expectations, their problems, their feelings, their cultural diversity; but it will also be a mean with whom the visibility of the Youth in Action programme will be ensured for the years to come among an even larger numbers of youngsters. In fact, every person that enter that will enter that website (and we count to it will have thousands of visitors) will be able to click on the logo of the Youth in Action programme, so he/she will read about that, raising his/her awareness on the possibilities it offers to the youngsters of the whole Europe.

During the activities, we will organize a workshop on the Youth in Action Programme and its actions, and representatives from other towns of Sardinia will be invited.

Dissemination and exploitation of results:

Please give a detailed description of standard measures planned in view to disseminate and exploit the results of the project.

(For inspiration, please see Part B, Action 1.1, How to develop a good project? of the Programme Guide)

This is a point of the project we particular care about. The success of our initiative, that we hope will be known all over Sardinia and among the partner communities, is strictly connected to the level of dissemination and exploitation that we will be capable to give to its results. It's of vital importance for the website and the forum that the youngsters will create, that the bigger number of people may know it exists and that it may be useful for their needs. That's the reason why we foresee a lot of actions to be taken after the activities will be closed.

We plan to organize a public presentation of the results, where the youngsters that have been involved in the project themselves will speak to their fellow citizens, because we believe that anyone better than them may generate the interest of their citizens. Moreover, a photo gallery (available on the internet and also in the main institutional places of the towns), some DVD and PPT presentation, as also a good practices book (but also short brochure, T-shirt and stickers), will be created, printed and given to schools, bibliotheque and recreation centres, and teachers will be asked to talk to their students about our project.

Mass media will be invited to all those initiatives and thanks to them, our project will overcome the border of our town and of our territory; youngsters will be encouraged to participate to any TV or Radio programme where they can promote the website and the forum that themselves contributed to create within the project.

Have you planned additional measures assuring dissemination and exploitation of project's results? Yes No

If so, please describe them, give additional information on the target group and include a timetable of your planned activities.

We don't think there is a big difference between the "dissemination measures" and the "additional measures assuring dissemination"; we hope that the project's results may reach as many people as possible; in this sense, we planned activities that may impact on every kind of target groups, from the youngsters to the elders. As told above, website, digital supports, conferences, presentations, photo gallery, as also public debates and other similar solutions will be adopted to inform that the World where youngsters want to live has started to become a reality.

Inclusion of young people with fewer opportunities:

Does your project involve young people with fewer opportunities (facing situations that make their inclusion in society more difficult, see main situations/obstacles identified herebelow) and/or special needs (mobility problems, health care, etc.)? If so, please describe and motivate.

Young people with fewer opportunities will have surely to be involved because in the place they would like to live there is no space for any kind of discrimination and evach person is accepted for what it does and not only for what it is. We believe that they may offer useful prospectives to the other youngsters part of the project, and we wants that they may express their point of view, that is a direct consequence of their particular needs. In this sense the participation of them is of vital importance for the whole project and for the discussions and the debates that it will generate. Each group will involve at least 2 young people with fewer opportunities.

Although their different backgrounds or their social difficulties, they will work together, giving the widest freedom to their creative and innovative spirit. The project will involve on one hand youngsters living in far mountain villages or in rural areas, and on the other hand young people with social and economical diseases. Thanks to the way of non formal learning that the project will propose them, they will easily integrate with the others and their diversity will enrich the whole group. In this way they will feel completely as a part of the society and will develop a sense of reliability that will be useful for themselves and for their peers in the project.

Number of young people with fewer opportunities **directly involved** in the project (out of the total number of participants indicated in Part IV, Table A of this form): **6**

Please tick the situation(s) they face:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Social obstacles | <input checked="" type="checkbox"/> Economic obstacles | <input type="checkbox"/> Disability |
| <input type="checkbox"/> Educational difficulties | <input type="checkbox"/> Cultural differences | <input type="checkbox"/> Health problems |
| <input checked="" type="checkbox"/> Geographical obstacles | <input type="checkbox"/> Other – please specify: | |