

**EVENT DESCRIPTION SHEET**

<b>PROJECT</b>	
<b>Participant:</b>	FAIE - FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH
<b>PIC number:</b>	943344304
<b>Project name and acronym:</b>	[JUST EU and ME - JUST EU and ME]

<b>EVENT DESCRIPTION</b>	
<b>Event number:</b>	Work package 3
<b>Event name:</b>	<b>EUROPEAN WORKSHOPS FOR YOUTH ACTIVISTS – THEORY OF CHANGE.</b>
<b>Type:</b>	Training
<b>In situ/online:</b>	online
<b>Location:</b>	From Bielsko-Biala, Poland, via Zoom
<b>Date(s):</b>	First session on Saturday 25.03.2023 ; second session on Wednesday 29.03.2023; third session Tuesday 21.06.2023 (first half of the third session) and Wednesday (second half of the third session) 22.06.2023
<b>Website(s) (if any):</b>	-
<b>Participants</b>	
Female:	58
Male:	40
Non-binary:	4
From country 1 [Poland]	54
From country 2 [Italy]	20
From country 3 [Spain]	8
From country 4 [Greece]	5
From country 5 [Belgium]	2
From country 6 [Bulgaria.]	11
From country 7 [France]	1

From country 8 [Denmark]	1		
Total number of participants:	102	From total number of countries:	8

**Description**

*Provide a short description of the event and its activities.*

**The « Theory of Change » workshop for the youth activists**, promoted with the statement  
*... A Theory of Change is an organization's story of how the world will be different because of what it does...*

was realised three times :

- 1) 25th of March 2023; 10.00 - 17.00 CET (including lunch break)
- 2) 29th of March 2023; 10.00 - 17.00 CET (including lunch break)
- 3) 20th – 21st of June 2023; 16.00 – 19.00 CET

The workshop was a part of the **JUST EU and ME** project. It was the third event and a transnational capacity building programme aiming at providing young people (18-30 Years old) and representatives of youth associations with knowledge, skills and opportunities for actively participating in developing recommendations to improve EU and Member States policies implementing the European Pillar of Social Rights and addressing social justice issues such as access to education, gender equality, equal opportunities etc.

**The aims of the workshop were:**

- To provide activists with skills to envision and plan an effective social intervention through Theory of Change.
- To strengthen activists' ability to cooperate with European peers.

**The registration** was open to all interested and possible through the web form. While registering, the participants were asked to choose one of the 3 topics related to the European Pillar of Social Rights they are interested the most (1. Education and training; 2. Gender equality; 3. Equal opportunities) – to work within the chosen topic at the workshop part. The registering persons were also proposed to propose a specific topic to develop the Theory of Change for during the workshop.

**The workshop** consisted of introductory part, where the Theory of Change idea/tool was introduced presented, reaching also to the challenges of the change processes and reminding the context – the 3 European Pillar of Social Rights addressed by the project.  
Then, an interactive workshop part followed. At the workshop the participant, collaboratively, practiced all the stages of developing the theory of change for the chosen topic.  
This allowed to directly put the new knowledge into practice.

The workshop was realized in an interactive and involving way. The tool used for collaborative work was Miro.

The importance and value of open discussion, exchange of experiences and ideas was being highlighted as the core of European cooperation. At the beginning, the participants set their own rules for group cooperation online. In order to give the participants as much as possible practical context as possible, the assumption was to work on the topic relevant for the youth at the European level and to define the type of youth organization/movement that could, in reality, address the chosen topic. Dividing the workshop into 3 sessions allowed working in smaller groups, realizing interactive workshop. The June session was meant to create the opportunity for the youth activists delegated by the new JUST EU and ME project partner from Greece to take part.

**The workshop agenda included the following:**

1. The change. What is it about? Understanding change.  
The Iceberg model. Resistance to change.
2. The Theory of Change. Presentation and explanation of the methodology.  
Rules for the workshop.  
Questions & Answers.

### 3. Introducing/reminding: The three topics based on the European Pillar of Social Rights:

1. Education, training and life-long learning
2. Gender equality
3. Equal opportunities

### 4. Introduction to the Theory of Change workshop.

The common rules for the workshop.

Defining the topic for the Theory of Change we will be working on.

#### 5.1. Theory of Change developing workshop.

Step 1: Defining the long-term goal(s)/long-term outcome(s).

What changes does your team want to see?

What will change?

Who will change?

=> Clarifying the long-term goal (outcome).

Step 2, part 1: Preconditions.

Backward mapping – developing the pathway of change – preconditions.

Defining the NECESSARY and SUFFICIENT preconditions; “drilling down”.

“Flipping” barriers into preconditions.

Step 3: Identifying Assumptions and Interventions.

Designing intervention/action plan.

Step 4: Defining Indicators (Evidence).

How will you know if your project has been successful?

Step 5: Writing the Narrative.

How would you communicate your Theory of Change to the outside world?

### 6. How can I apply the Theory of Change in my work/activity?

Applications of the Theory of Change. Questions & Answers.

### 7. Reflection round. Closing the workshop.

As a result of the workshops, the 7 draft, exemplary “theories of change” were developed by the workshop participants in the 3 thematic areas: education and training; gender equality; equal opportunities.

#### **The workshop participants learnt:**

- ✓ How to define long-term goals, identifying influencing factors and the conditions that must be met to achieve these goals.
- ✓ How to design the pathway of change.
- ✓ How ideologies, values, preconceptions, stereotypes influence the way change is meant to happen and how to make these conditions visible.
- ✓ How to write a narrative to be employed, among others, for advocacy actions.

After the workshops, the participants received the workshop presentation including links to further learning materials related to the Theory of Change application,

There were **102 persons from 8 European countries** actively taking part in the workshops, participating min. 70% of the workshop time. Most of the workshop participants were the youth, by 30 years old.

The total number of participants of the workshops, including those participating less than 70% of the workshop time, were **189**.

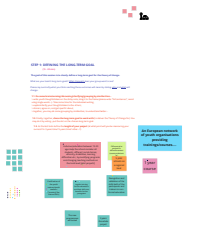
#### **Evaluation**

Organisers shared the Survey link with the participants and included the link in the follow-up e-mail as well. The number of people who completed the survey so far forty six (46).

Overall, through the Survey the overall assessment of the event was positive (average 4,1 out of 5). Most of the participants who answered to the survey mentioned that they will use what they learnt in their daily work to some extent.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).
2.0	26 July 2023	Final version by FAIE - FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH
3.0	31.07.2023	Final version by FAIE - FUNDACJA ALTERNATYWNYCH INICJATYW EDUKACYJNYCH





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RESEARCH MODELS TO EXPLORE OPPORTUNITIES

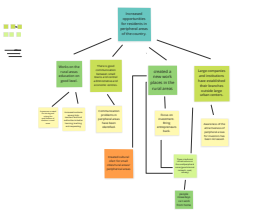
STEP 1: IDENTIFY THE LONG-TERM GOALS

- Identify the long-term goals of the organization.
- Identify the key stakeholders and their interests.
- Identify the current challenges and opportunities.
- Identify the resources available for the research.



STEP 2: RESEARCH DESIGNING & CONDUCTING THE RESEARCH

- Design the research methodology.
- Conduct the research.
- Analyze the data.
- Report the findings.



RESEARCH DESIGNING & CONDUCTING THE RESEARCH



STEP 3: ANALYZING RESEARCH FINDINGS AND REPORTING THEM

- Analyze the research findings.
- Report the findings.
- Discuss the implications.
- Recommend actions.

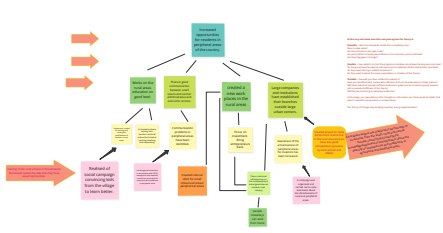


ANALYZING RESEARCH FINDINGS AND REPORTING THEM



STEP 4: EVALUATING RESEARCH FINDINGS

- Evaluate the research findings.
- Discuss the implications.
- Recommend actions.
- Monitor the progress.



EVALUATING RESEARCH FINDINGS



STEP 5: WRITING THE NARRATIVE

- Write the narrative.
- Discuss the implications.
- Recommend actions.
- Monitor the progress.



WRITING THE NARRATIVE

