

Member State: **IRELAND**

Short title of the project:

**YOUTH SKILLS DEVELOPMENT****I. BASIC INFORMATION**

I.1 Short title of the Pilot Action

YOUTH SKILLS DEVELOPMENT

1.1. Full title of the Pilot Action/ project

Developing the skills of young people (through the creative use of the media)

1.2. Leader+ theme of the Pilot Action / project

1. Use of new know-how and new technologies
2. Improving the quality of life in rural areas
3. Adding value to local products
4. Best use of natural and cultural resources

1.3. Other themes (please specify)

1.4. Sub-themes of the project

1.5. Pilot Action Identification code

PA\_Rd2\_IE01-L+IENAT-08

1.6. Type of action / project

- Territorial (Action 1)
- Interterritorial Cooperation (Action 2)
- Transnational Cooperation (Action2)

I.2 LAG contact details

2.1. Country - Region

IRELAND

2.2. Official name of the LAG

KILDARE EUROPEAN LEADER TEORANTA

2.3. Leader+ Observatory code

L+IENAT-08

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## 2.4. Leader+ theme selected

1. Use of new know-how and new technologies
2. Improving the quality of life in rural areas
3. Adding value to local products
4. Best use of natural and cultural resources

## 2.5. Other themes please specify

## 2.6. Name of Partner-LAGs, if cooperation project (Action 2)

Partner 1	Teignbridge (L+GBENG-24)
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## I.3. The "local" project operator who is implementing or coordintaing the action

3.1.1 Name of the organisation	KELT
3.1.2 Contact person	Justin Larkin
3.2. Address	The Woods House, Clane, Co. Kildare
3.3. Post code	
3.4. City	
3.5. E-Mail	Justin@kelt.ie
3.6. Phone	+35345861973
3.7. Fax	+35345861975
3.8. Website address	<a href="http://www.kelt.ie">www.kelt.ie</a>

## I.4. Budget (€)

4.1. Total budget (€):	137093,63 €
4.2. EAGGF (€):	120722,89 €
4.3. Public National Funding (€):	16370,74 €
4.4. Private Funding (€):	

## I.5 Duration of the action/project

5.1 Start date (dd/mm/yy)	01/04/05	5.2. End date (dd/mm/yy)	01/05/06
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**II. DESCRIPTION OF THE LEADER+ PILOT ACTION**

## II.1. Brief history of the Pilot Action

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*Description of the ideas behind the development of this action/project; the initiator(s) of the action/project; the involvement of local partners (LAG, project operators etc.) in the conception/development of the action/project; how this action/project is embedded in the territorial strategy.*

Life can often throw up a happy coincidence or convergence of shared experiences, and the creation of this project owes its origins to a fortunate meeting of like minded people. The genesis of this project came from three facts:

-Firstly (and most importantly) the two participating LAGs had similar motivation to work with young people in a new and innovative way. The way the project works is driven by the young people themselves and is relevant to their own life experiences and expectations.

-Secondly, both LAGs had already undertaken similar projects of this nature within the LAG areas. Therefore, the LAGs already had certain amount of experience in developing and delivering this type of project.

-Thirdly, both LAGs had decided that they wished to develop a transnational project around the work they had already completed. With this in mind, representatives from KELT and TRRP travelled to a UK Leader+ Workshop held in Ballater on 27th/29th April 2004, to look for transnational partner. The Groups met at one of the sessions, and agreed that they were interested in exploring a transnational cooperation opportunities.

At the early stages, there was another potential partner who was interested in the project and the initiators remained in contact. However, by November 2004, it became obvious that only KELT and TRRP were in a position to proceed. They organised a series of joint meetings during January and February 2005, and a final proposal was agreed by March 2005.

**II.2. Main activities of the action / project**

*Indication of the main activities planned and carried out, including where and when they took place, and who carried them out (indicating the local operators).*

This project is essentially a training-based initiative for young people from a range of backgrounds in each of the LAG areas. The key elements of the project are:

-Participation of young people (ages 14 – 21) from the Teignbridge District and County Kildare areas

-The delivery of a tailored training programme to these young people, designed around the harnessing of their creativity through the medium of digital film technology. By building on the current practices in both LAG areas, the project promoters hope to provide a fun but relevant training programme, that incorporates the cultivation of the young peoples' creative talents and develops life skills as well as technical expertise in the use of digital film media.

-Exchanges of training personnel/facilitators from Teignbridge and Kildare areas in the delivery of this training programme. By combining the working methods and personnel of both Leader+ areas, both sets of young people receive the experience of working with different methodologies and facilitators.

-Exchange of experiences and views of young people from each area through the mediums of 'live links' and DVD/film footage. These exchanges (ideas, thoughts and opinions) are based around two core themes: (1) the perception and reality (of living in their area) and (2) 'a day in the life' of where they live. Through these exchanges, young people will explore the opportunities and choices they have, and can compare their perceptions and realities of their daily life. The exchanges offer them a way to creatively identify and express their needs and priorities for the future.

This project is being delivered through a combination of:

-Training-based workshops for young people in Teignbridge and County Kildare in the technical and creative use of digital film technology.

-Working jointly with both teams of facilitators in Teignbridge and Celbridge to offer the young people the experience of both methodologies.

-Editing of films in Teignbridge and County Kildare from the same source material.

-Facilitation of the production of three film based products in Kildare and Teignbridge respectively around the themes of perception and reality/a day in the life.

-Presentation of the films via 3 different formats: a public screening of films (possibly at simultaneous community events in Teignbridge and Kildare with a live weblink between the venues), touring the film work in the VANLAND caravan to local centres, galleries, events, and the production of DVDs for distribution to schools and the wider community.

-Preparation of a documentary about how each team of facilitators worked, to be filmed and edited by specifically

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chosen young people from each area.  
-Public launches and presentation of the finished DVDs.

**II.3. Concrete outputs and results of the action / project**

*Explanation of the concrete outputs and the results of the whole action/project for the territory; identification of the direct beneficiaries of the action/project.*

The concrete outputs of the project include:

- Training Guide to all practices developed and involved in the process.
- Completion and production of DVDs: (a) Background film and production of the "making" of the transnational project; (b) Reality and Perception/Day in the Life, (c) Training Footage DVD
- Hours of raw film footage from the Ballitore and Christow training weeks. This includes the shooting of a music video to accompany the production of a CD for one of the Kildare participants. It also includes the material for the Perceptions and Reality together with the day in the life DVD's.
- Delivery of skills training in all aspects of film production
- Life long learning experiences for the young people.
- Exchange of technical expertise and delivery of two methodologies.
- Visit by group of young people from Newbridge, Co. Kildare.

The material produced will be shown and distributed via public events and within the LAGs' areas through their contact networks and will provide a lasting record. In additional, both LAGs will endeavour to share their knowledge and learning gained through the project.

According to the young people themselves, they gained a tremendous learning experience from this project. They obtained technical skills that will enable them to undertake future training in this area if they so choose. Some of the young people had indicated that they would like to consider a career in the film/broadcasting industry based on their experience so far.

**II.4. Problems encountered; lessons learned**

*Explanation of the main problems encountered, how they were solved and the lessons learned.*

Problems encountered:

The two facilitators/trainers involved in this project are very different in terms of organisational structure and in the way they delivered their training and facilitation. During the implementation of the project it became evident that these differences manifested themselves in terms of minor misunderstanding between the two trainers, and in terms of their respective responsibilities in delivering some of the training.

These issues were resolved during the implementation of the project as both LAGs had regular contact with all the partners and were able to address these issues before they became a major problem. Furthermore, project promoters are happy that the project fulfilled all its objectives and that the young people involved received the training as planned. In fact the feedback from the young people has been extremely positive. The trainers have also indicated that their overall experience was very positive. If the LAGs were to change their approach, it would have been to allow more time for the two trainers to get to know each other prior to the project commencing.

Lessons learnt:

In a project of this nature, the LAGs had to be flexible and to be able to respond to circumstances as they arose. It was essential to allow the project to develop organically. The fact that both LAGs had the same motivation in undertaking this project, and like minded thinking, has certainly helped. The fact that the LAGs could deal openly with each other and respect each other's position and achievements is a very positive factor. Certainly, having two partners who speak the same language made the process much simpler.

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## II.5. The "Leader+ added-value of this action/project

*...on the method, process, results; description in which way(s) Leader+ has brought a clear added value.*

Through the Leader funding both LAGs obtained experience of working with young people using digital film media. It is important to stress that while there were some similarities in the work of the two LAGs, both were doing different things and the methodologies used were different. However, the Leader+ programme had significant added value for the project by combining the use of both styles in one project.

**III. WHY IS THIS ACTION/PROJECT A GOOD PRACTICE ONE?**

## III.1. Area-based approach

*This entails defining a development policy on the basis of an area's own particular situation, in terms of its strengths and weaknesses.*

This project very much reflects an area based approach, as both LAGs had identified the needs of young people as important priorities within their respective areas. Both LAGs had implemented innovative training based actions to address these needs. The transnational project was an almost natural extension of each LAG's local actions.

## III.2. Bottom-up approach

*This aims to encourage participatory decision-making at the local level for all development policy aspects.*

The project was designed on the basis of a strong bottom-up principle. It influenced the manner in which the project involved the young people, and the manner in which they are given the control its implementation. This principle is also reflected in the flexibility adopted in terms of project implementation. While LAGs had to try and develop a framework within which the project could take place, they also tried to respond to ideas/situations as they arise. The project promoters did not seek to involve young people in isolation from their communities. They tried to stimulate and encourage active interaction, and this has manifested itself in different ways in both LAG areas.

## III.3. Partnership approach and the "Local Action Group"

*The LAG is a body of public and private players, united in a partnership, which identifies a joint strategy and a local action plan for developing a Leader area.*

The partnership approach underpinned the project promoters' involvement in this project. Both LAGs have an extensive network of contacts within their respective communities and with young people in particular, without which this project would not have run as well as it did. Both LAGs also had good working relationship with their respective trainers, which formed the basis of a successful project. LAGs worked together in devising this project in response to local needs. They also maintained transnational cooperation elements and remained in regular contact with all the partners (Centre for Performing Arts in Celbridge, and Dartington College of Arts in Devon) throughout the project.

## III.4. Innovation

*Even though the Leader concept and its implementation in the field are innovative in themselves, the Leader+ Initiative stresses that the actions must also be innovative.*

Probably the most innovative aspect of this project was the fact that the project is driven by the young people themselves. They decided on the issues to be explored, they developed the story lines, they determined the format of how the stories are presented (a TV magazine style broadcast, a short play/drama), they did the filming and managed the production, and they provided editing control. Project promoters provided the training to enable them take on this responsibility.

A number of the aspects of this project can be seen as innovative, including:

-the methodologies used by each LAG in their own projects (the way of working with young people, the training and

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supports delivered, the use of digital film technology).  
 -the exploration of the differences of the two LAGs' respective approaches and integration of these into one project.  
 -the combination of training in technical skills, and development of life skills.

**III.5. Integrated approach**

*The actions and projects contained in the local action plan are linked and coordinated as a coherent whole.*

**III.6. Networking and cooperation between areas**

*By facilitating the exchange and circulation of information on rural development policies, and the dissemination and transfer of innovation, the Leader network aims to break the isolation of LAGs and to establish a basis of information and analysis on the actions.*

The project was implemented through the cooperation of the KELT Leader+ Group (Ireland) and Teinbridge Leader+ Group (UK). This cooperation opportunity provided promoters with confidence that they could develop and implement a good project. It has resulted in an appreciation of each other's areas, and recognition of common social and rural characteristics through the exchange of experiences. A strong network of local contacts has been established, the project managed to successfully access young people, local communities and the technical expertise required to deliver the training elements.

**III.7. Local financing and management**

*Delegating to the LAG a proportion of the decision-making responsibilities for funding and management (depending on the Member State's specific mode of organisation and institutional context)*

The fact that each LAG had funding available to support this type of initiative and that each LAG had the authority to make funding decisions to support this project had two impacts:  
 -it gave each LAG the confidence to plan and prepare the project,  
 -it allowed each LAG to plan and implement activities in a timely and cost efficient manner.

Furthermore, as the LAG was actively involved in the financial management of this project and identified clear lines of responsibilities (in particular it has been agreed that each LAG would be responsible for expenditure incurred in its own area and for any travel) meant that they were able to deliver within budget and on time.

**III.8. Transferability**

*The action/project is transferable to other rural areas with similar geographical and economic characteristics.*

Both LAGs have produced written and visual material in terms of the methodologies used and on the implementation of this project. They believe that this project is transferable and are happy to share their experiences and information with other LAGs.

**III.9. Sustainability**

*Economic sustainability.*

There have been a number of unanticipated spin-offs to this project, which enhance the sustainability of this project. In Ballitore, Co. Kildare, the delivery of a week-long programme for young people and the wider community has created a whole new energy within the community. The community was highly enthusiastic about this project, and they requested to see completed footage from the film shooting. In consultation with the community, the project promoters agreed to have a 'Premiere' night. The demand to see the 'Premiere' was so huge that the promoters had to put in live video links into the local pubs.

As part of the community night in Christow, Blind Ditch was able to show archival film footage from the South West Regional Film Archive. A series of films were shown recording life in the region from the forties, fifties and sixties.



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People were invited to a special to record their own memories and reactions to the archival film (this was managed by the young people, they carried out the interviews and filmed the interviews). Over two hours of interviews were recorded, and this material is going to be given to South West Regional Film Archive to keep for future generations.