Training course

"Youth Work From Different Angles and European Future"

Mostar, Bosnia and Herzegovina

2nd – 10th of July 2015.

SUMMARY:

Project "YOUTH WORK FROM DIFFERENT ANGLES AND EUROPEAN FUTURE" aimed at broadening knowledge of youth workers from different countries; those who are old European Union members, those who are new members and those who are not members but they will become part of EU in close future by prediction of their leaders and EU representatives. Youth workers are all facing different situations in their everyday work because of different country's policies, regulations etc. This project offered unique possibility for youth workers to meet at one place, discuss their experience and situations; problems, they are facing with as youth workers and provide them with new knowledge and skills which will be helpful in their work in future. Youth workers from partner countries got knowledge and information about possibilities for their work and changes that will happen and influence on youth work once the country becomes part of the European Union – important topic for their work in the future.

Main objectives of the project were:

- Implement one training for 23 youth workers from 5 countries;

- Share experience and methodologies of work between youth workers from different countries (both programme and partner countries);

- Improve knowledge about topic of youth work, participation of youth in projects;

- Sharing and learning common information about youth work policies and laws in the EU countries.

Participants were youth workers coming from partner organizations partly and partly participants selected by organizations, all aged 19 - 35.

Activity was implemented in Mostar, town on the south of Bosnia and Herzegovina. Dates of the activity were 02.07. – 10.07.2015.

Next countries were involved in the activity, as partner organizations: Bosnia and Herzegovina, Albania, Croatia and Slovakia.

Training had various **methodologies** used and their usage for different topics and workshops can be seen in timetable of activities

Some of the methodologies that were used for the training are next: Organized fun activities and socializing of participants, Presentation, Learning groups, Icebreakers and problem solving tasks, Sharing sessions and discussions, Theory and practical examples, Reflection groups and Methods chosen by participants.

Project aimed at having **impact** on participants and participating organizations in next:

1. Improving knowledge of youth workers

2. Improving in general, knowledge and skills of participating organizations and their staff in ways of working with youth;

3. Gaining knowledge about EU and fundraising activities possible within European Union and member states;

4. Gaining knowledge on policies about youth work both in partner and member countries of EU;

5. Improving quantity and quality of work with youth;

6. Increase of awareness in terms of importance of quality youth work and active work with youth.

In order to reproduce results on higher scale, next activities will be carried out by coordinating organization and partner organizations during the period of next 3-5 years:

1. Increasing quantity and quality of work with youth,

2. Creation and/or implementation of new youth based projects both in local and national levels,

3. Creating programs and projects for education of youth about youth led projects,

4. Education of local youth workers in communities where the organizations are implementing their activities,

5. Creating programs of education for youth workers on country level,

6. Informal and/or formal education of youth workers, sharing common tools and methodologies of youth work.

Above mentioned activities will be focused on working with youth and in some cases cooperating with authorities. Project have possibility to gain results in the topic of youth work in each country, sharing the importance of youth work and in general sharing and creating common tools and methodologies for youth work on the area of many EU member and nonmember states.

ORGANISER AND PARTNER ORGANIZATIONS IN THE PROJECT

List of partner organizations

Partner no	Role	Organization Name	City	Country
P01	Applicant	Malatya Il Milli Egitim Mudurlugu	Malatya	Turkey
P02	Sending organization	NGO Youth Power	Mostar	Bosnia and Herzegovina
P03	Sending organization	A.D.E.L. - Association for Development, Education and Labour	Stropkov	Slovakia
P04	Sending organization	ACT for SOCIETY Center	Tirana	Albania
P05	Sending organization	Outward Bound Croatia (OBC)	Zagreb	Croatia

1. **Malatya Il Milli Egitim Mudurlugu**

Malatya Provincial Directorate of National Education is directly responsible all formal and non-formal educational services and activities in the city center. The most of our beneficiaries age are between 16-28.

In our organization, we aim not only increasing the academic success level of students but also help them to gain some moral values such as active citizenship, respecting others, sharing, inclusion ,saving the nature, entrepreneurship for civil life, demanding the democratic life etc.

The public training center was founded with in our organization. The work done by Youth center given a real contribute in inter-ethnic detention, development of peace and tolerance, removal of prejudices among youth and development of possibilities for youth cooperation in realization of different multi ethnic projects.

From the beginning of work, our center have developed many activities for Young people such are: IT courses, Foreign languages, Math course, Life skills(literacy HIV/Aids) music activities and also leisure activities such are: celebration ,spectacles, summer camps for disabled children,.

After some years we are focused in Youth work and non formal education, and by implementing the Youth projects we have realize that our Youth In Malatya is very open minded and they need a corporation and Youth Exchanges with international Youth.

From this point of view, since 2007, we have been organizing youth in action projects. These kinds of programs are important to provide equal opportunities those who are disadvantageous group in out city. To broaden our students and youth' horizon, to learn different skills, to see different cultures we have been trying to get involved many projects. In 2012 we have had our accreditation as sending and coordinating organization. We are sending long term volunteers to Sweden.

2. NGO Youth Power

NGO YP was established in January 2013 by group of young people who had experience in working in different NGO's, and had initiative for establishment of YP. YP creates a society in which young people are respected, successful and have opportunity to develop their potentials. We are working on promotion of healthy lifestyles, non-violent behavior, gender equality, connecting young, active participation in social life and decision-making, volunteerism, promoting culture, advocating for democracy and human rights.

Programs that we are implementing:

-Prevention of violence (three schools in Herzegovina – Neretva Canton – Mostar, Jablanica and Konjic);

-Youth in action (EVS, Youth exchange, Youth trainings) (Cultural diversity; Bridge of better beginnings; etc.);

-MasterPeace clubs Bosnia and Herzegovina (peace building actions through clubs).

YP have 14 employees on 3 programs and 30 volunteers (psychologists, pedagogues, social worker, peer educators, counsellors); proportion of women versus men is 65/35%; team is made of long time volunteers and humanitarians.

In close future we are planning to establish branch in Albania and Kosovo, which will work as separate offices in network of Youth Power of Balkans.

3. A.D.E.L. - Association for Development, Education and Labour

We are organization, which trying to create opportunities for young people who would like to be an active, try and learn something new and gain some experience and knowledge for personal and professional development. We would like to enrich the educational, social and

cultural life of young people living in our country, mainly young people with fewer opportunities and coming from Eastern Slovakia.

Our organization is aimed towards community of youth development, because we believe that young people can play an active role in the public life and become partners in the decision-making processes, and a driving force in the shaping of the society they live in. We would like to contribute to the formation of new successful generation, which is determined to change the world for the better.

Our main goals are:

- to increase employment of young people and to support their personal and professional development,

- to inform and promote opportunities for young people about study abroad, internships, volunteering etc.,

- to promote European integration of western Balkan countries and constructive debate about EU,

- to encourage active citizenship and civic participation of young people in particular,

- to assist in building and developing a civil society based on the principles of democracy, freedom, pluralistic and rule of law, justice, responsibility and solidarity,

- to promote and seek the solutions for increasing the transparency in the allocation of public resources,

- to increase legal awareness of citizens and to promote and protect of human rights and freedoms,

- to encourage a responsible attitude to the nature and animals, to promote healthy lifestyles and environmental protection,

- to promote regional development and cross-border cooperation.

Our motto is: Youth is not just a temporary state on the way to adulthood, but the space for our own journey, opinions and solutions – and we want to fill in this lack of space!

4. ACT for SOCIETY Center

ACT for SOCIETY Center", extends its activity in Albania and is a non- governmental, non-political and independent organization established in December 2011. The aim of establishment and of the functioning of the center "ACT for SOCIETY Center", is to give to the individuals and community the opportunity to be part of the social, economic, cultural life of the country, in order to build a healthy society, by helping them how to act for they own social

problems through holding different workshops, trainings, conferences, and campaigns. Since April 2013 ACT for SOCIETY is the official representative of MasterPeace MOVEMENT in Albania. Its mission is to enhance democratization processes, good governance, fight corruption as well as support vulnerable groups in the Albanian Society through the organization of seminars workshops, trainings and campaigns

Objectives:

- Stimulate good governance, fight of corruption and transparency;

- Promote human rights and inclusiveness of marginalized groups having in focus gender issues, Roma community, and other vulnerable groups

- Contribute to integration processes;

- Enhance youth activities, initiatives and projects;

- Embrace think-tank ideology and stimulate research;

- Promote Decentralization and Regional and Cross- Border Cooperation;

- Peace – building.

5. Outward Bound Croatia (OBC)

Outward Bound Croatia is a member of Outward Bound International whose experiential educational programs are recognized in over 30 countries around the world as a valuable enrichment of the classic school system. The main field of activity is organization and implementation of innovative outdoor programs for school children and youth, with special concern to youth with fewer opportunities, like children from broken families, youth with behavioral problems, youth facing post-war reconciliation difficulties and so on. Programs include courses in nature, teaching various technical skills and sports, learning how to overcome physical and mental challenges and result in building self-esteem and discovering one's own full capacities, which can later be transferred to everyday life. Special attention is also given to social and environmental responsibility and the impact of one's actions on the group and society as a whole. We teach and work by the following values: compassion, integrity, excellence, inclusion and diversity. Learning through experience, challenge and adventure in a supportive environment are the principles we use to design and deliver programs with targeted outcomes like character development, leadership and service. We organize training courses, youth exchanges and EVS projects for youth supported by the Erasmus + and previously by the Youth in Action program. Our members are regularly attending youth projects, working as trainers or participating. We are constantly developing youth projects with partner youth organizations across Europe and wider.

PROGRAM OF THE TRAINING COURSE

|	Day 1 2nd July 2015. Thursday	Day 2 3rd July 2015 Friday	Day 3 4th July 2015 Saturday	Day 4 5th July 2015 Sunday	Day 5 6th July 2015 Monday	Day 6 7th July 2015 Tuesday	Day 7 8th July 2015 Wednesday	Day 8 9th July 2015 Thursday	Day 9 10th July 2015 Friday
8:00 – 9:00		Breakfast							
9:30 – 11:00 Session 1	Arrival of participants	Getting to know each other. Expectations, fears and contributions	Youth work In EU - creating background knowledge	Conclusions of previous days (policies about youth work)	Future of European Union	New methodologies for work with youth - Programme M	Using different methodologies for youth led projects	Development of new projects among participants	Departure of participants
11:00 – 11:30		Coffee break							
11:30 – 13:00 Session 2		Project and project objectives	Youth work in participating partner countries of EU	Introduction to learning about EU	Using different methodologies for youth work	Tools for work with youth - SALTO	How to write a project for youth? I part	Development of new projects among participants	
13:00		Lunch break							
16:00 – 17:30 Session 3		What is youth work?	Policies concerning the topic of youth work in partner countries of EU	History of EU	FREE AFTERNOON	How to be a better youth worker?	How to write a project for youth? II part	Closing the learning and evaluation	
17:30 – 18:00		Coffee break				Coffee break			
18:00 – 19:30 Session 4		Learning about common practices of youth work in participants countries	Youth work in participating program countries of EU and policies concerning the youth work	EU presence in participants' countries		Improving our work on higher level	Funding for youth projects and youth led projects	Youthpass and closing the training	
19:30 – 20:00		Daily evaluation round	Daily evaluation round	Daily evaluation round		Daily evaluation round	Daily evaluation round		
20:00		Dinner					Dinner		
21:00 →	Welcome party	Intercultural evening I	Intercultural evening II	Night in the town	Free night	Barbeque		*Consultation for development of new projects*	

SESIONS' OUTCOMES

Getting to know each other. Expectations, fears and contributions

- Participants introduced themselves using various energizers and get-to-know each other games.
- Second part of the session was focused on sharing participants' expectations, fears and contributions by working in groups and as individuals.

Pictures made during the session:
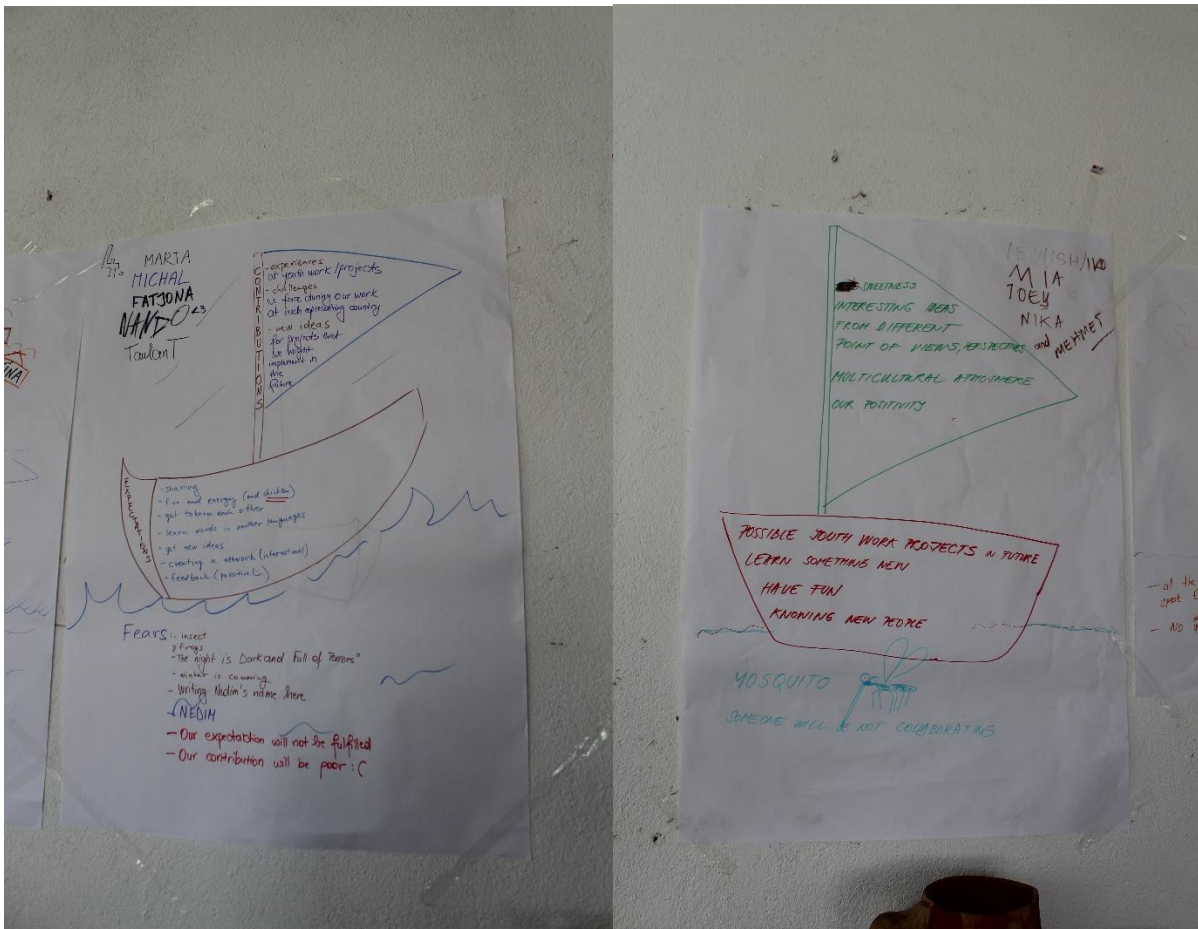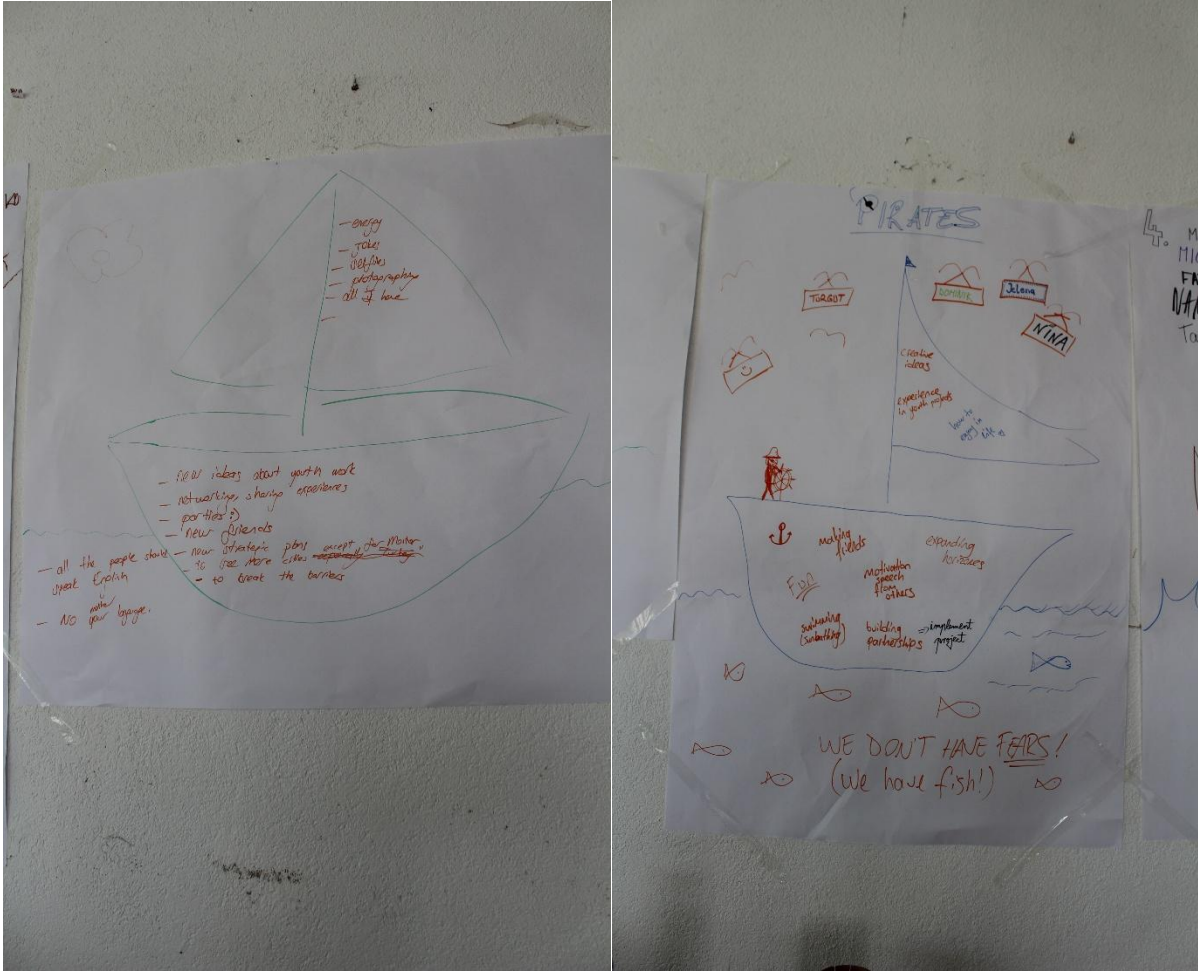
Project and project objectives

- ➢ Presenting project and project objectives to participants
- ➢ Going through agenda with participants

What is youth work?

Participants' national groups – questions for group work and discussion:

- What is youth work?
- Participants' knowledge about history of youth work.
- Approaches to youth work:
    - Community youth work
    - Youth empowerment
    - Centre based youth work
    - Faith-based youth work
    - Detached youth work
    - Outreach youth work
    - School based youth work
    - Youth development

Once participants got the questions they worked in groups and later on presented their work to whole group of the training course. At the conclusion some basic knowledge concerning the topics of before given questions was presented to participants.

Youth work is community support activity aimed at older children and adolescents. Depending upon the culture and the community, different services and institutions may exist for this purpose. "Youth work" is defined as activities that intentionally seek to impact young people. This is primarily a set of loosely affiliated activities that have been defined, redefined, examined, and reinvented in subsequent generations. Youth work is historically said to focus on five areas, including a focus on young people; an emphasis on voluntary participation and relationship; a commitment to association by youth and adults; friendly and informal atmospheres, and; acting with integrity.

History of youth work

Youth work often emphasizes the need to involve young people in the running of their own services through a process of youth-led youth work. First, early youth workers, often from the middle classes, frequently saw working with deserving young people as an expression of their Christian faith. Secondly there was a concern to instill a middle class set of values in working class youth. This early approach to youth work has actually been around since the birth of the Industrial Revolution in the 19th century, which was the first time that young men left their own homes and cottage industries to migrate to the big towns. The result of this migration was an emergent youth culture in urban areas, which locally was responded to by the efforts of local people. Although with the formation of the YMCA (and later Scouting) organizations were founded whose sole aim was to address these issues, the emphasis was always on providing for young people.

Community youth workers provide community-based activities for young people in a variety of settings throughout local communities, including places of worship, nonprofit organizations and government agencies.

Youth empowerment is the deliberate granting of authority to young people by adults. This may take the form of youth leadership in program or organizational planning, research, design, facilitation or evaluation. This youth-centered approach has been shown to be particularly effective at promoting and sustaining youth engagement and for its efficacy across cultural, social and other boundaries.

Centre-based youth work is carried out at a dedicated premises, which may include facilities such as drop-in coffee bars, sports facilities and advice centers. Most youth clubs fall under this fairly wide category. It is reliant on young people choosing to come to the center, but in some cases may be linked with outreach or school-based youth work.

Faith-based youth work is carried out from a foundation of religious morals and may be for the purpose of sharing or engendering religious views. In the Christian church the main purpose of faith-based youth work may be derived from the biblical commandment to "love your neighbor."

In its purest form, **detached youth work** is a form of street-based youth work provision, which operates without the use of a center and takes place where young people "are at" both geographically and developmentally. Often confused with outreach work, because of the similar principles i.e. making contact on the streets with those "hard to reach" or "unattached" young people. Detached work is seen as more than trying to encourage young people to utilize existing provision (which is the often used definition of Outreach work) and is used as a method of delivering informal and social education and is concerned with addressing whatever needs are presented to or perceived by the youth worker.

Similar to detached youth work, **outreach** is a form of youth work that takes place on young people's own territory and is a method of work that supports and compliments new and existing center/project based youth work. Primarily used to inform young people of services that exist in their locality and to encourage them to use such services, Outreach can also seek to identify, through consultation with young people, any gaps that exist in services aimed at meeting their needs.

School-based youth work is carried out in schools and is provided directly for the pupils, often by an organization external from the school. It may include lessons, assemblies, after-school clubs, one to one mentoring etc. There may be a link with other non-school youth activities.

Youth development programs seek to identify the needs of young people from a social/educational perspective, and to meet those needs through structured, intentional activities that satisfy those needs. This area includes community youth development and positive youth development activities.

Learning about common practices of youth work in participants countries

> Participants brainstorming for the term "youth work"

Some of the answers:

- Being a real part of the society
- Informal education
- Reveal potential
- Devotion
- Facilitator
- Personal development
- Cooperation
- Developing skills.

> Group work in national teams – assignments
1. Present work of some youth work based organization from your country;
2. Present good / positive stories about youth led projects and projects dedicated to the topic of youth work;
3. Present bas / negative stories about youth led projects and projects dedicated to the topic of youth work.

Albania group:

- Education projects

- Human rights project

- Environmental projects

- Society and democracy

- Peace building projects

- Bad practices in the country are connected to problems of spending project money on activities that are not supported by that project activities and/or activities that are not connected to youth development or youth work if such activities are part of the project proposal.

Bosnia and Herzegovina group:

- Educational workshops (how to write CV and motivational letter)

- Good practices can be seen in cases where youth is educated enough to write CVs and motivational letters

- Minimizing racism and different forms of discrimination

- Inclusion of Roma and LGBT population in local communities

- Bad practices can be seen in manipulation with Roma population and their rights and manipulations with IPA funds.

Croatia group:

- Examples of good organizations: AISEC, KOMA and START UP

- Good practices: volunteering in different countries, action called "Green it up", organizing projects workshops, partnerships between organizations and teaching young people

- Major problem that can be seen in the country in terms of youth work and projects dedicated to youth work is selling projects (applying with already approved projects to different donor).

Slovakia group:

- Some organizations from the country that are active: AISEC, IUEVENTA, ADEL, MLADI INFO, MAGNA CARTA, INEX, SAIA, STEP

- Examples of good projects; "Get organized" (Austria – Slovakia action), Jump, Comprax, Career nights

- Positive thing is that you don't have to be a member of some organization to participate in the project of that organization.

- Bad thing is lack of information about projects on English language and lack of motivation.

Turkey group:

- Examples of good organizations from the country: Ministry of education (high schools etc.), Community Volunteers Association, HEI, NGOs (Youth Art, Youth Centers)

- Examples of good projects: Dress Alike Feel Alike, Living Library, To Talk Via Music, EuroCity

- Examples of bad projects: using donors fund for organizing wedding, manager's personal problems.

Youth work in EU – creating background knowledge

1st Part

"EuroRail Activity"

Issues addressed

• Prejudice and limits of tolerance.

• Images and stereotyping about different minorities living in Europe.

Aims

• To challenge participant's stereotypes and prejudice about other people and

minorities, and about the images and associations the text raises.

• To reflect on the perceptions different participants have of minorities.

• To raise self-awareness about the limits of tolerance.

• To confront the different values and stereotypes of the participants.

Debriefing and evaluation

The debriefing and discussion will be based on the group's reports. Comparing

the different results is a good way to introduce the discussion.

You may continue by asking questions such as:

• How realistic are the situations presented?

• Has anyone in the group experienced a similar situation in real life?

• What were the major factors that determined your individual decisions?

• If the groups did not manage to reach common conclusions, why was this?

• What was most difficult?

• What factors prevented you coming to a consensus?

• Which stereotypes does the list of passengers evoke?

• Are the stereotypes in the descriptions given or in our minds and imagination?

• Where do we get these images from?

• How would it feel to be in a situation in which nobody would want to share

a train compartment with you?

2nd part

-A brief presentation about main youth work issues in Europe

•   Active Citizenship

•   Social Inclusion

•   Democracy & Human Rights

•   Equality

•   Unemployment

- Group work ;

Participants aimed to reaching common definitons of the issues listed above by group discussion.

Youth work in participating partner countries of EU

➢ Work in groups by participating countries that are partner countries of EU (Turkey, B&H and Albania)
➢ Discussion about qualities of a youth worker in each country and work of involved partners.

<u>Albania</u>

Work of ACT for Society:
- Human rights
- Gender issues
- Building peace – Masterpeace
- European Citizenship and Democracy.

Projects in Albania
- Collecting plastic bottle caps for helping those who are in need:
- Recycling jeans for making new products.

Governmental bodies in charge for youth work:
- Ministry of Youth and Well-being
- Ministry of education
- Platforms for youth and volunteers
- Center for youth.

Some of the skills youth worker working in Albania should have:
1. Creativity
2. Equality
3. Hard-working
4. Warm hearted
5. Informed.

Bosnia and Herzegovina

Work of NGO Youth Power:
- YMI – Young Men Initiative
- Violence – Let's stop it!
- Masterpeace Bosnia and Herzegovina
- Youth Art Movement
- European Voluntary Service..

Qualities of a youth worker from Bosnia and Herzegovina:
1. Go to sleep before midnight, wakes up early in the morning
2. Active
3. Uses social medias
4. Working with youth actively.

Turkey

Ministry of education is in charge for work with youth. In Turkey there are activities conducted in regards to education of adults.
One of interesting projects that were presented is "Malatya is reading" where youth are encouraged to spend more time in reading rather than using phones etc.

Qualities of a good youth worker from Turkey:
- Mentor
- Volunteer
- Encouraging others
- Professional
- Empowering
- Organizer
- Leader
- Active-citizen
- Collaborative.

Brainstorming for term youth work (some of the participants' answers)

Informal education	Facilitation	Reveal potential
NGO YOUTH POWER	ACT FOR SOCIETY	Bridge to EU
Development	Education	To empower

Policies concerning the topic of youth work in partner countries of EU

Participants were split in groups and their task was to find policies and strategies that are concerning partner countries of EU. Aim was to resource for the policies, present them and conclude are they good/bad/adequate for youth work and youth workers.

Group were using web sites and their contacts as:

"Youth Workers are people who work with young people in a wide variety of non-formal and informal contexts, typically focusing on personal and social development through one-to-one relationships and in group-based activities. Being learning facilitators may be their main task, but it is at least as likely that youth workers take a social pedagogic or directly social work based approach. In many cases, these roles and functions are combined with each other."

- http://www.youthpolicy.org/wp-content/uploads/library/2006_Policy_Review_Europe_Asia_Eng.pdf

" 6.1. Future steps to be taken to promote youth employment

Many of the issues discussed in this report imply policy recommendations. Someare already in process. For example, the EU accession process has generated an increase in foreign direct investment. This will help therefore labour law compliance. The main obstacles in the way of social inclusion, however, are unemployment levels, which are increasing with current demographic trends. New entrants are particularly negatively affected. There are no easy solutions. Implications for education are easy to depict. Turkey must move to twelve years of mandatory schooling. It must revamp and upgrade its non-functioning vocational education system. Longer the status quo, later the labour force participation (LFPR) response, especially for women. If current young cohort is not adequately schooled and the median education level increases at its current slow pace, the LFPR of women will stay low relative to Turkey's income group of countries. Of course, if the demand is not forthcoming, Turkey may simply be working towards creating more educated and unemployed persons. This requires a labor market conducive to job creation."

- http://www.youthpolicy.org/library/wp-content/uploads/library/2007_Youth_Employment_Turkey_Eng.pdf

" The first task for the ministry is to establish an agency for youth that would increase the staff and budget for youth. The agency would support the youth work in the country, assist the project administration and act as the main interlocutor for youth issues from the side of the Albanian Government. The government has asked assistance from the UK Government and UNDP for the project of establishing the agency. (European Youth Forum 2007)"

- http://www.youthpolicy.org/library/wp-content/uploads/library/Albania_2010_Youth_Policy_Review.pdf

" This last section includes observations on the opportunities provided by the state to the field of youth work in Turkey. These observations are intended to contribute to the improvement of such opportunities and rather than policy proposals as such, they should be regarded as an attempt to identify the current state of affairs. A future task following from these observations could be to reflect on how the shortcomings in this area can be addressed, with the participation and contributions of non-governmental stakeholders. The main focus of General Directorate for Youth and Sports as an institution is not youth work, but rather sports. Both its organisational structure and its budget allocation validate this assessment"

- http://www.youthpolicy.org/wp-content/uploads/library/2008_Youth_Work_Policies_Turkey_Eng.pdf

Conclusion: They conclude that was quite difficult to find youth work policies for countries as Bosnia and Herzegovina or Albania. And that policies that they find are not really policies in the sense of contact it is more like description what are youth work and more explanation. Groups think that in partner countries there is no quality youth work policies or anything similar and that is one of the priorities to make one.

Youth work in participating program countries of EU and policies concerning the youth work

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Random chosen group were made and task was to prepare each group as one of the participating EU countries. The task was to collect legislation and policies concerning youth work in those courtiers together with general policies for EU.

The sources and content that groups use for this workshop were:

Youth work and European Union:
http://ec.europa.eu/youth/policy/youth_strategy/index_en.htm

"EU Youth Strategy

The European Commission promotes dialogue between youth and policy makers in order to increase active citizenship, foster social integration, and ensure inclusion of the young in EU policy development. These priorities form a core part of the EU Youth Strategy for 2010-18, which has two overall objectives:

- to provide more and equal opportunities for young people in education and in the job market

- to encourage young people to actively participate in society.

The Strategy proposes initiatives in eight fields of action:

- Education and training

- Employment & entrepreneurship

- Health & well-being

- Participation

- Voluntary activities

- Social inclusion

- Youth & the world

- Creativity & culture

How is this being done?

This work is carried out primarily through the Youth in Action programme, as well as the development of a framework for political cooperation, and increasing the visibility of youth and their organisations. This is primarily achieved through:

- Cooperation with EU countries

- Structured dialogue

- The EU youth report

- Youth work

- Evidence based policy making

- Peer-learning

In addition to these there is the Erasmus+ programme, which provides opportunities for young people to live, learn, and play an active role in society in other EU countries. Within this process there is space provided for youth platforms such as National Youth Councils to give their opinion and actively participate.

Youth councils are a form of youth voice engaged in community decision-making. Youth councils exist on local, state, provincial, regional, national, and international levels among governments, non governmental organizations (NGO), schools, and other entities."

Youth work and Council of Europe - http://www.coe.int/t/dg4/youth/

" CO-MANAGEMENT

The Council of Europe's commitment to fostering greater youth participation can be demonstrated through its system of co-management. This involves representatives from youth non-governmental organisations (NGOs) sitting down in committees with government officials who together then work out the priorities for the youth sector and make recommendations for future budgets and programmes. These proposals are then adopted by the Committee of Ministers, the Council of Europe's decision-making body.

DECISION-MAKING STRUCTURES

The European Steering Committee for Youth (CDEJ) brings together representatives of ministries and organisations responsible for youth matters from the 49 States Parties to the European Cultural Convention. It encourages closer co-operation between governments on youth issues and provides a forum for comparing national youth policies, exchanging best practices and drafting standard texts such as Recommendation R(97)3 on youth participation and the future of civil society and the Convention on Transnational Voluntary Service for Young People. The CDEJ also organises the Conferences of European Ministers with responsibility for youth matters and drafts youth policy laws and regulations in member states.

The Advisory Council on Youth is made up of 30 representatives from youth NGOs and networks who provide opinions and input on all youth sector activities. It also ensures that young people are involved in other activities of the Council of Europe.

The Joint Council on Youth brings the CDEJ and the Advisory Council together in a co-decision body which establishes the youth sector's priorities, objectives and budgets.

The Programming Committee on Youth is a subsidiary co-decision body made up of eight members each from the CDEJ and the Advisory Council. It establishes, monitors and evaluates the programmes of the European Youth Centres and of the European Youth Foundation.

Youth work and European Youth Forum: www.youthforum.org

The European Youth Forum (YFJ, from Youth Forum Jeunesse) is the platform of the national youth councils and international non-governmental youth organisations in Europe. It strives for youth rights in international institutions such as the European Union, the Council of Europe and the United Nations.

The European Youth Forum works in the fields of youth policy and youth work development. It focuses its work on European youth policy matters, whilst through engagement on the global level it is enhancing the capacities of its members and promoting global interdependence. In its daily work the European Youth Forum represents the views and opinions of youth organisations in all relevant policy areas and promotes the cross-sectoral nature of youth policy towards a variety of institutional actors. The principles of equality and sustainable development are mainstreamed in the work of the European Youth Forum.

As of January 2014, it consists of 40 National Youth Councils and 59 international youth NGOs, a total of 99 bodies from across Europe.

Aims:

- Increase the participation of young people and youth organisations in society, as well as in decision-making processes;

- Positively influence policy issues affecting young people and youth organisations, by being a recognised partner for international institutions, namely the European Union, the Council of Europe and the United Nations;

- Promote the concept of youth policy as an integrated and cross-sectoral element of overall policy development, namely through youth mainstreaming;

- Facilitate the participation of young people through the development of sustainable and independent youth organisations at the national and international level, particularly in respect to ensuring dependable, adequate funding for them;

- Promote the exchange of ideas and experience, mutual understanding, as well as the equal rights and opportunities among young people in Europe;

- Uphold intercultural understanding, democracy, respect, diversity, human rights, active citizenship and solidarity;

- Contribute to the development of youth work in other regions of the world.

To overcome the challenges faced by young people, the European Youth Forum has three main goals:

- Greater youth participation

- Stronger youth organizations

- Increased youth autonomy and inclusion

Youth Forums current claims are:

- Free Movement for Young People; Quality Education; Stronger Youth Civil Society; Investing in Youth; For Youth Rights; Quality Internships; Young Europeans In The World; Empowered Youth; Quality Jobs."

Conclusion: Participants were searching and making presentation of youth work, policies and strategies concerning youth work in program countries. They conclude that program countries that were mostly with good policies and strategies about youth work. There are many chances and good policies what is and how is defined youth work. Also there are future plans depending from country to country about steps in youth work and job opportunities for youth and for people working with youth.

Conclusions of previous days (policies about youth work)

Joint discussion about previous session and group talk about coming session.

Introduction to learning about EU

EU countries

Member states of the EU (year of entry)
Austria (1995)
Belgium (1958)
Bulgaria (2007)
Cyprus (2004)
Croatia (2013)
Czech Republic (2004)
Denmark (1973)
Estonia (2004)
Finland (1995)
France (1958)
Germany (1958)
Greece (1981)
Hungary (2004)
Ireland (1973)
Italy (1958)
Latvia (2004)
Lithuania (2004)
Luxembourg (1958)
Malta (2004)
Netherlands (1958)
Poland (2004)
Portugal (1986)
Romania (2007)
Slovakia (2004)
Slovenia (2004)
Spain (1986)
Sweden (1995)
United Kingdom (1973)

On the road to EU membership
Candidate countries
Albania
The former Yugoslav Republic of Macedonia
Montenegro
Serbia
Turkey

Potential candidates
Bosnia and Herzegovina
Kosovo *
* This designation is without prejudice to positions on status, and is in line with UNSCR 1244/99 and the ICJ Opinion on the Kosovo declaration of independence

EU symbols

The European flag
The 12 stars in a circle symbolise the ideals of unity, solidarity and harmony among the peoples of Europe.
The European anthem
The melody used to symbolise the EU comes from the Ninth Symphony composed in 1823 by Ludwig Van Beethoven.
Europe Day
The ideas behind the European Union were first put forward on 9 May 1950 by French foreign minister Robert Schuman. This is why 9 May is celebrated as a key date for the EU.
The EU motto
"United in diversity" is the motto of the European Union.
It signifies how Europeans have come together, in the form of the EU, to work for peace and prosperity, while at the same time being enriched by the continent's many different cultures, traditions and languages.

Money and the EU

The EU budget is funded from sources including a percentage of each member country's gross national income. It is spent on efforts as diverse as raising the standard of living in poorer regions and ensuring food safety. The euro is the common currency of most EU countries.
How is the EU funded?
The EU obtains revenue not only from contributions from member countries but also from import duties on products from outside the EU and a percentage of the value-added tax levied by each country.
How is the EU budget spent?
The EU budget pays for a vast array of activities from rural development and environmental protection to protection of external borders and promotion of human rights. The Commission, Council and Parliament all have a say in how big the budget is and how it is allocated. But the Commission and EU countries are responsible for the actual spending.
The euro
The euro – used every day by some 338.6 million Europeans – is the most tangible proof of cooperation between EU countries. Its benefits are immediately obvious to anyone travelling abroad or shopping online on websites based in another EU country.
The Economic and Financial Crisis
The economic crisis has prompted intense and sustained action by the EU's national governments, the European Central Bank and the Commission since it erupted worldwide in 2008. All have been working closely together to support growth and employment, protect

savings, maintain a flow of affordable credit for businesses and households, ensure financial stability, and put in place a better governance system for the future.

EU institutions and other bodies

EU institutions in brief:
European Parliament
European Council
Council of the European Union
European Commission
Court of Justice of the European Union (CJEU)
European Central Bank (ECB)
European Court of Auditors (ECA)
European External Action Service (EEAS)
European Economic and Social Committee (EESC)
Committee of the Regions (CoR)
European Investment Bank (EIB)
European Ombudsman
European Data Protection Supervisor (EDPS)
Interinstitutional bodies
A unique institutional set-up
In the EU's unique institutional set-up:
- the EU's broad priorities are set by the European Council, which brings together national and EU-level leaders
- directly elected MEPs represent European citizens in the European Parliament
- the interests of the EU as a whole are promoted by the European Commission, whose members are appointed by national governments

governments defend their own country's national interests in the Council of the European Union.
Setting the agenda
The European Council sets the EU's overall political direction – but has no powers to pass laws. Led by its President – currently Donald Tusk – and comprising national heads of state or government and the President of the Commission, it meets for a few days at a time at least twice every 6 months.
Law-making
There are 3 main institutions involved in EU legislation:
1. the European Parliament, which represents the EU's citizens and is directly elected by them;
2. the Council of the European Union, which represents the governments of the individual member countries. The Presidency of the Council is shared by the member states on a rotating basis.
3. the European Commission, which represents the interests of the Union as a whole.

Together, these three institutions produce through the "Ordinary Legislative Procedure" (ex "co-decision") the policies and laws that apply throughout the EU. In principle, the Commission proposes new laws, and the Parliament and Council adopt them. The Commission and the member countries then implement them, and the Commission ensures that the laws are properly applied and implemented.

*data used from website www.europa.eu

History of EU

- Work in groups; discussion about different year in terms of the European Union.
- Presentation of the history of EU by years.

1945 - 1959

A peaceful Europe – the beginnings of cooperation

The European Union is set up with the aim of ending the frequent and bloody wars between neighbours, which culminated in the Second World War. As of 1950, the European Coal and Steel Community begins to unite European countries economically and politically in order to secure lasting peace. The six founders are Belgium, France, Germany, Italy, Luxembourg and the Netherlands. The 1950s are dominated by a cold war between east and west. Protests in Hungary against the Communist regime are put down by Soviet tanks in 1956; while the following year, 1957, the Soviet Union takes the lead in the space race, when it launches the first man-made space satellite, Sputnik 1. Also in 1957, the Treaty of Rome creates the European Economic Community (EEC), or 'Common Market'.

1960 - 1969

The 'Swinging Sixties' – a period of economic growth

The 1960s sees the emergence of 'youth culture', with groups such as The Beatles attracting huge crowds of teenage fans wherever they appear, helping to stimulate a cultural revolution and widening the generation gap. It is a good period for the economy, helped by the fact that EU countries stop charging custom duties when they trade with each other. They also agree joint control over food production, so that everybody now has enough to eat - and soon there is even surplus agricultural produce. May 1968 becomes famous for student riots in Paris, and many changes in society and behaviour become associated with the so-called '68 generation'.

1970 - 1979

A growing Community – the first Enlargement

Denmark, Ireland and the United Kingdom join the European Union on 1 January 1973, raising the number of member states to nine. The short, yet brutal, Arab-Israeli war of October 1973 result in an energy crisis and economic problems in Europe. The last right-wing dictatorships in Europe come to an end with the overthrow of the Salazar regime in Portugal in 1974 and the death of General Franco of Spain in 1975. The EU regional policy starts to transfer huge sums to create jobs and infrastructure in poorer areas. The European Parliament increases its influence in EU affairs and in 1979 all citizens can, for the first time, elect their members directly.

1980 - 1989

The changing face of Europe - the fall of the Berlin Wall

The Polish trade union, Solidarność, and its leader Lech Walesa, become household names across Europe and the world following the Gdansk shipyard strikes in the summer of 1980. In 1981, Greece becomes the 10th member of the EU and Spain and Portugal follow five years later. In 1986 the Single European Act is signed. This is a treaty which provides the basis for a vast six-year programme aimed at sorting out the problems with the free-flow of trade across EU borders and thus creates the 'Single Market'. There is major political upheaval when, on 9 November 1989, the Berlin Wall is pulled down and the border between East and West Germany is opened for the first time in 28 years, this leads to the reunification of Germany when both East and West Germany are united in October 1990.

1990 - 1999

A Europe without frontiers

With the collapse of communism across central and eastern Europe, Europeans become closer neighbours. In 1993 the Single Market is completed with the 'four freedoms' of: movement of goods, services, people and money. The 1990s is also the decade of two treaties, the 'Maastricht' Treaty on European Union in 1993 and the Treaty of Amsterdam in 1999. People are concerned about how to protect the environment and also how Europeans can act together when it comes to security and defence matters. In 1995 the EU gains three more new members, Austria, Finland and Sweden. A small village in Luxembourg gives its name to the 'Schengen' agreements that gradually allow people to travel without having their passports checked at the borders. Millions of young people study in other countries with EU support. Communication is made easier as more and more people start using mobile phones and the internet.

2000 – 2009

Further expansion

The euro is the new currency for many Europeans. 11 September 2001 becomes synonymous with the 'War on Terror' after hijacked airliners are flown into buildings in New York and Washington. EU countries begin to work much more closely together to fight crime. The political divisions between east and west Europe are finally declared healed when no fewer than 10 new countries join the EU in 2004, followed by two more in 2007. A financial crisis hits the global economy in September 2008, leading to closer economic cooperation between EU countries. The Treaty of Lisbon is ratified by all EU countries before entering into force on 1 December 2009. It provides the EU with modern institutions and more efficient working methods.

2010 – today

A decade of opportunities and challenges

The new decade starts with a severe economic crisis, but also with the hope that investments in new green and climate-friendly technologies and closer European cooperation will bring lasting growth and welfare.

*data used from website www.europa.eu

EU presence in participants' countries

Participants' national groups – questions:

- Which is the responsible institution for EU integration and communication with the EU in your country and how does it work?

- How long is the EU integration process lasting (did it last) and why did it take so long (so short)?

- What was (is) the biggest public concern before entering in the EU?

- Which are the most important celebrities who support the EU in your country and how do they do this?

- Which are the biggest Euro-skeptics in your country and what are their arguments?

- What are the 3 most important benefits your country gets or would get from the EU?

Participants groups were making presentation of their answers, after there was group discussion and comments on legislations, institutions that are working in their countries. What is positive and negative impact of those institutions? They had group discussion in the groups about EU integrations, is that possible and what is EU offering to countries that are not member of EU. They were pronging when their country is going to be member of EU, is that going to happened etc.

They also share some fears concerning natural resources that they have in their countries and is that going to be used and taken from their countries and theirs citizens ad entering ticket to EU. On the other side they were discussing about different job opportunities and educational opportunities if their country is member of EU. Discussion was also going in the was of interfering participants from EU member state countries and they were explaining what they have as citizens of EU and what third they lose as part of EU and what did they get.

In the end they conclude that EU is present on their countries and that is just question of the time and years when their county will be member and that is going to have positive and negative effect in any way.

Future of European Union

-National groups discussion about the questions, & Preparation of a presentation mainly concerning EU Future in participationg countries regarding questions below, through acting, singing, dancing, Powerpoint presentation, making a short movie etc etc ..

Questions

1.   The EU's economic and trading power is seen as its main asset, followed by its respect for democracy and human rights. What do you think? How it is going to affect your country in the future?

2.   Unemployment is viewed as the biggest challenge the EU faces. What is the situation in your country now and how it is going to be after EU presence in your country?

3.   Many people think that the ageing of the EU's population is a serious problem together with environmental issues and instability in the regions bordering the EU. Considering your country, please evaluate your situation in terms of;

– Ageing - Environmental issues   - Instability in the regions bordering your country , How EU will affect you ?

4.   The EU's influence on the world stage: A majority of Europeans think the EU will be more influential in 2020 than other world powers, with the exception of China and the United States. Do you agree or not? Why? What about your country? Is it going to be more powerful in the future with EU membership?

5.   In terms of Youth Work in your country, how do you foresee your country in the future? Is Europen Union going to impact the quality of youth work? Is EU going to affect volunteering, cultural awareness, active citizenship practices and similar youth concerning issues through Youth work?

Debriefing and Evaluation

Important notes

- Croatia: The team consensus was that comparing with other countries, discrimination and gender equality problems will decrease in the future. Eu membership brought Croatia more mobility opportunities for young people.

-Slovakia: Unemployment and immigration problems can occur as youth problems in the future. EU membership will help them to work on youth related issues more.

-Turkey: The team presented their ideas through a board game thet designed during the activity. The country has instable security problems in the borders, democracy and humanr rights issues. EU will help country change the laws in this way.

-Bosnia and Herzegovina: The team agreed on the idea that the country needs a long time and effort to be a European Union member. As located in a multicultural area, B&H is in better situation related with cultural awarenes.

-Albania: Participants shared the idea that the national education system in Albania doesn't apply the needs of labour market, unemployment of young people is a serious problem. EU will help to decrease it by widening the labour markets.

Using different methodologies for youth work

- ➤ Work in 4 groups; each group discussing different methodology for youth work.
- ➤ Open discussion about each methodology and examples from real life of each participant and where each methodology could be used.

Model One: Character Building

The Analysis of Youth Problems/Adolescence within this model is that:
-       Young people are in a stage of transition from childhood to adult life
-       Within a stage of transition, young people have the capacity to rebel and thus need to have rebellious capacity directed towards socially acceptable ends.
-       An underlying concern of this approach is the apparent decline in moral values and the need for young people to have contact with adults of good moral character as role models.
The Programme Emphasis will concentrate on:
-       Character formation within an existing moral code
-       Inculcating a particular moral code and the 'accepted norms' of society

-        Place a high value on diverting young people from rule breaking and disorderly or unacceptable behavior

The Relationship Base between Young people and Adults with in this model is that:

-        The youth worker is viewed as a role model concerned with guiding young people alone a path which society and their local communities desire.

-        The relationship is usually authoritarian with the group rules and values decided in advance by the adults.

The Outcomes, intended or unconscious will thus be

Young People who:

-        Are disciplined

-        Have accepted the moral values of society

-        Contribute to the maintenance of social order through their allegiance to existing social institutions and structures

A Society:

-        Where the status quo is maintained

-        The institutions of family and state remain unchanged

-        Values which underpin these institutions are inculcated in the younger generation and maintained as a result.

Model Two: Personal Development

The Analysis of Youth Problems with in this model is that:

-        Young people are passing through a transitory period from childhood to adulthood

-        Young people need to surmount the tasks that go hand in hand with that stage

-        The key developmental tasks for young people are to develop positive self-images, stable interpersonal relationships and the social skills necessary to participate within existing structures of society

The Programme Emphasis with in this model will be:

-        To help young people explore and clarify their own values related to the choices they make in terms of health, sexuality, faith etc and to understand the consequences of their choices

-        The support of young people to make their own choices with reference to social norms but in a way that does not undermine social stability

-        Central to the programme emphasis is the belief that the programme is a means to an end rather than an activity in itself. As such workers will be conscious to use the programme as a means of challenging values, attitudes and relationships amongst the youth people, thereby, contributing to their growth and development.

The Relationship Base between Adults and Young People within this model is:

-        Young people are treated as equals by the adult youth workers

-        The youth worker performs the role of confidante, supporter, motivator, counsellor and group worker

The Outcomes of this model intended or unconscious are:

Young People who:

-        Are prepared for an active role in society

-        Have developed the ability to build and maintain relationships

-        Have a positive sense of their own identity and personal values

- Have a sense of control over their life and believe that they can succeed if they try hard enough

A Society
- Where the status quo remains largely unchanged
- Participation within the institutions of the state of based in personal choice

Model Three: Critical Social Education

The Analysis of Youth Problems/Adolescence within this model is that:
- Structural factors impede the personal development of groups of young people
- Inequalities which exist in society impact adversely on the life chances of groups of young people, particularly the socially disadvantaged
- If changes can be made through existing institutions, the position of young people can be improved.

The Programme Emphasis within this model will be:
- To raise the consciousness of young people to the forces which exist in society that create situations of disadvantage for them as a group
- Work with minority or oppressed groups of young people
- To work with young people to mobilise change within institutions to improve their life situation

The Relationship Base between Adults and Young People within this model is:
- Adults have the positive intention to transfer power to young people
- Relationships are undertaken with young people to engage them as partners
- Self-managing groups of young people are supported through the advice and encouragement of adults

The Outcomes of this model intended or unconscious are:

Young People who:
- Have developed the ability to analyse how decision, power groups etc. operate within society
- Have developed the capacity to define 'their position' in society and have acquired the skills to act to change this if they wish
- Are active in mobilising groups at local level to seek change within the existing structures of society

A Society within which:
- Institutions are challenged to undergo adaptation in response to demands for change
- Institutions within which tensions exist as they undergo reflection and adaptation.

Model Four: Radical Social Change

The Analysis of Youth Problems/Adolescence within this model is that:
- Young people are socially exploited group in society
- The interests of powerful economic and social groups have the impact of marginalising sectors of young people and reducing their life chances.
- Equality for young people cannot be achieved until institutions are made to change their forms, rules and power bases.

The Programme Emphasis with this model will focus on:

- Promoting a socialist manifesto an achieving the objective of socialist transformation
- The experiences of young people are explored to help them locate themselves as an exploited group in society

The Relationship Based between Adults and Young People is one:

- Where young people are recruited as activities to lobby and campaign groups
- A pre-set revolutionary agenda is set into which young people are given active roles in developing

The Outcomes intended or unconscious are:

Young People who:

- Have developed skills to act as lobbyist and campaigners in the objective of social transformation.

Society where:

- The institutions will be overthrown and replaced.

New methodologies for work with youth – Program M

Young Men Manual (M Manual): A Gendered Approach to Building Life Skills for a Healthy Transition to Manhood, a training manual developed by CARE International in collaboration with Instituto Promundo, Status: M, Center E8, Perpetuum Mobile, Association XY and Initiatives for use by educators, youth workers and other professionals working with young men is an important contribution to those working to support the healthy development of young people. Using a gender lens by focusing on masculinity (ies) we seek to deconstruct some of the challenges, young men face in adolescence. The manual seeks to build the skills necessary for young men to develop healthy relationships based on gender equality, to understand their physical, sexual and emotional development and to address all forms of violence in their everyday life. This manual is an important resource for governments and nongovernmental organizations (including Ministries dealing with Education and Youth) that understand the importance of how gender social constructions around masculinity affect the attitudes and behaviors of boys and young men. This manual seeks to build skills and competencies of young men to face some of the life course challenges that are often a part of the transition period of adolescence. We believe by working in a more comprehensive approach than addressing just a single issue we can achieve more positive results. A significant feature of this Manual is that it has been tested and validated through research and evaluation in schools in Bosnia and Herzegovina, Croatia and Serbia.

The research conducted as part of the young men initiative (and research conducted by others) has clearly demonstrated the need to address the diverse topics covered in this manual. During adolescence young men are often engaged in a variety of risky behaviors. This ranges from binge drinking (drinking alcohol until they are drunk), experimenting with drugs and exposure to violence either as a victim or a perpetrator. This is a time of experimentation

as they try to figure out the type of man they want to be. Many young men start to date and develop their first sexual relationships.

Lacking knowledge and skills to deal with these experiences put them at risk. We know from research at the European level that the leading causes of death for young men in this age group are traffic accidents, suicide and interpersonal violence. Gender norms and social constructions of masculinity often contribute to these harmful behaviors and practices. Young people adopt their personal lifestyle during the transition from family and home to adulthood under the influence of a complex mixture of economic, social, cultural and educational processes.

The impact of inequalities (gender, social and/or health) may be immediate, with poor outcomes being apparent in a range of indicators and behaviors during childhood and adolescence. These may reduce young people's ability to participate fully in many aspects of life and affect, for example, school attendance and academic achievement, social functioning, sports participation and uptake of employment opportunities. Quality of life and mental well-being may consequently be affected. Life skills education can be a protective factor against some of these challenges.

The Manual has been prepared through a three year long participatory process. It is published in English and Croatian/Serbian/Bosnian/Albanian to encourage wide-spread use in the region. The manual was designed to work alongside a lifestyle campaign at the school and community level that promotes a more positive and healthier version of what it means to be a man. For resources around the campaign please consult with the local partner(s) in each country. CARE and its partners encourage government and nongovernmental organizations to adopt this manual as part of their comprehensive efforts around life skills education. Any approach must bring schools, community, families and other important civil society actors together to support young people as they emerge into young adults.

Discussions about young men have often focused on their problems – either their lack of positive participation in reproductive and sexual health matters or their sometimes violent behaviors. Some youth health initiatives approach young men as obstacles or aggressors. Indeed, some young men are violent toward their female partners. Some are also violent toward each other. And many young men – too many – do not participate in the care of the children and do not participate adequately in the sexual and reproductive health care needs of themselves and their partners. At the same time, there are many young men who are respectful in their relationships with their partners and each other, as well as many young fathers who participate in the care of their children.

It is clear from research and from our personal experiences as educators, parents, teachers and health professionals that young men respond to what we expect from them. From research on delinquency, we know that one of the main factors associated with delinquent behavior among young men is being labeled or identified as a delinquent by parents, teachers and other adults. Young men who feel they are categorized and/or treated

as "delinquent" are more likely to become delinquent. If we expect young men to be violent, if we expect them not to be involved with the children they may father, if we expect them not to participate in reproductive and sexual health issues in a responsible way, then we are, in effect, contributing to the creation of self-fulfilling prophecies.

For all of these reasons and more, this manual and the activities contained within are grounded in the assumption that young men should be seen as allies – potential or actual – and not as obstacles. Some young men do in fact act in irresponsible and even violent ways. We do not condone their behavior. Rather, we believe it is imperative that we start from the things that many young men are doing right and believe in the potential of other young men to do the same.

resource : Program M manual

Tools for work with youth – SALTO

SALTO-YOUTH stands for Support, Advanced Learning and Training Opportunities within the Erasmus+: Youth in Action programme, the EU programme for education, training, youth and sport.

What is SALTO-YOUTH?

Established in 2000, SALTO-YOUTH is a network of eight Resource Centres working on European priority areas within the youth field. As part of the European Commission's Training Strategy, SALTO-YOUTH provides non-formal learning resources for youth workers and youth leaders and organises training and contact-making activities to support organisations and National Agencies within the frame of the European Commission's Erasmus+ :Youth in Action programme and beyond.

SALTO Partnerships & Cooperation

SALTO-YOUTH does not take over the work of other actors in the field - on the contrary - SALTO strives to complement existing initiatives or build synergies between them.

- SALTO provides mutilateral Training Courses, in cooperation with National Agencies/Coordinators, about European Priority Topics and according to NAs needs.
- SALTO works together with the Partnership on European Youth Worker Training between the Council of Europe and the European Commission on publications like Coyote and T-Kits, through interlinking between their websites and by co-organising Trainer Meetings
- The SALTO EuroMed Resource Centre is a partner in the EuroMed Partnership agreement between the Council of Europe and the European Commission
- SALTO cooperates with the European Youth Forum and lists their Pool of Trainers members in TOY.

Milestones throughout SALTO history

- September 2000: 4 SALTO-YOUTH coordinators started working within the National Agencies of Flanders-Belgium, France, Germany and the UK. Their main task was to organise training courses which transcended the scope and resources of the NAs.
- 2001: SALTO goes Online and starts diseminating different useful training tools for youth work and training via its SALTO-YOUTH.net website. SALTO Germany presents the European Training Calendar at Bridges for Training
- September 2001: SALTO Belgium-Flanders organises a big training event called Bridges for Training, bringing together trainers and training organisers from all over Europe, and thus placing SALTO on the European training landscape
- April 2002: The South East Europe YOUTH Resource Centre in Slovenia is created to promote the participation of young people and other actors in the field of youth and non-formal education from South East Europe in the YOUTH programme
- Mid 2002: The Information Resource Centre is created (Sweden/Hungary) and in November 2002 it launches YouthNet, an intranet tool to support communication work of the National Agencies
- September 2002: TOY-a Trainers Online for Youth database is launched, aiming to help training organiser find the 'right' trainer and youth (work) trainers can promote their skills online.
- Mid 2003: The EuroMed Resource Centre is part of the EuroMed Partnership agreement between the Council of Europe and the European Commission and gets additional resources to implement EuroMed training activities.
- April 2003: SALTO launches the Toolbox for Training, an online bookshelf of training resources, making a wide variety of training tools easily accessible to youth workers, trainers and National Agencies/Coordinators.
- September 2003: With the creation of the new 'Youth Initiatives' and 'Eastern-Europe and Caucasus' Resource Centres, all 8 YOUTH support structures merge into a network of SALTO-YOUTH Resource Centres, each working on a priority topic, and carrying out some horizontal tasks on behalf of the network.
- May 2004: Launch of the New common website, representing the entire SALTO network, with added functionalities such as MySALTO.
- June 2004: Launch of the interlinking of the European Youth Forum's Pool of Trainers and SALTO's TOY-Trainers Online for Youth.

Who does What?

Since 2002 the SALTO-YOUTH centres evolved towards true Resource Centres on a specific priority or region.

- SALTO Cultural Diversity RC (UK)
- SALTO Inclusion RC(Belgium-Fl)
- SALTO Participation RC (Belgium-Fr)
- SALTO Eastern Europe and Caucasus (Poland)
- SALTO EuroMed RC(France)
- SALTO South-East Europe RC(Slovenia)

- SALTO Training and Cooperation RC (Germany)
- SALTO Information RC(Sweden/Hungary)

In addition to their training role the SALTO-YOUTH Resource Centres also undertake a number of 'horizontal' tasks, such as developing training resources, sending regular newsletters about European YOUTH priorities, providing a European Training Calendar, making experienced European youth trainers accessible, evaluating the training activities, etc.
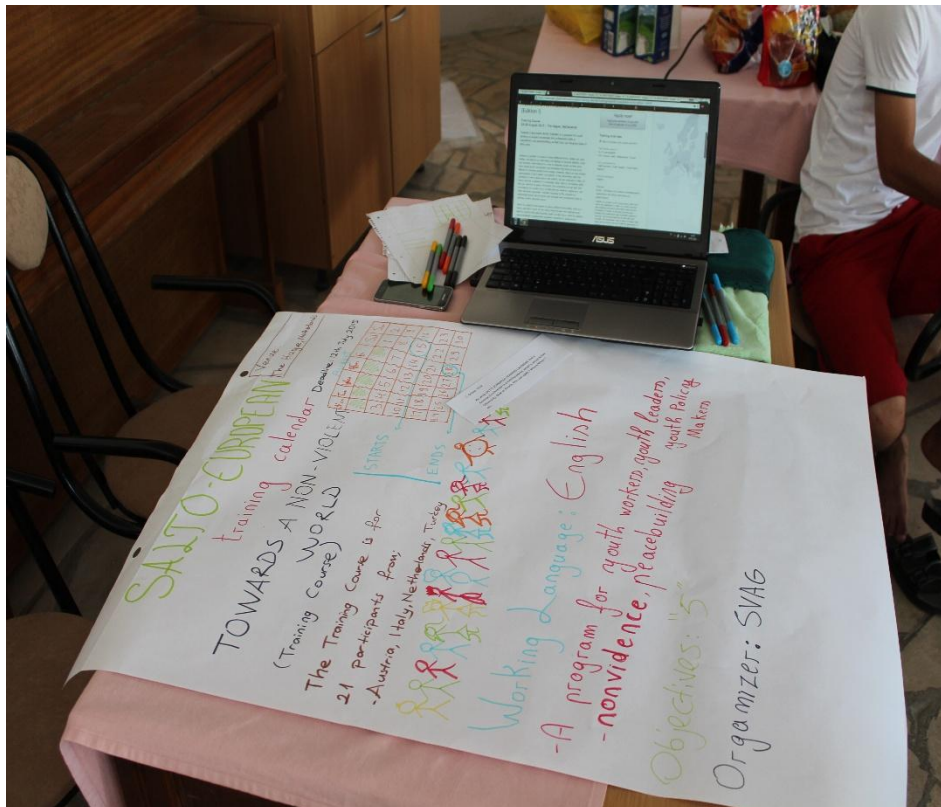
How to be a better youth worker?

Participants were mix in 4 groups:

Participants' definitions of "youth work / youth worker":

Group 1:

- for the group 15-30 years old

- non-formal education

- empowering, including youth

- helping youth

- volunteering

- organizing events

- fighting for youth rights, focusing on young people, their needs, experiences and contributions

- gathering young people from different cultures/countries together

- sharing their experience

Group 2:

- organized for young people between 13-30

- paid or voluntary work

- working with marginalized groups

- non-formal, not implemented as part of the formal educational system

- it can include:

• _non formal education activities

• _pear to pear learning

• _different events that have aim of supporting youth communities

• _youth centers – place for young people to go, hang out, speak about their problems

- characteristics of a good youth worker:

• _promoting tolerance, acceptance, non-judgmental

• _organizational skills, social skills

• _motivated and inspired to work with young people

• _improve lives and empower young people

• _work with them on self-development

Group 3:

- The purpose of youth work is to facilitate an environment and /or support mechanism where youth come together to live, learn and play.

Group 4:

- It's the process of undertaking activities with young people. These activities aim to tackle various issues young people face and empowering them.

Questions:

1. What are the opportunities for youth in your area regarding EU and European citizenship?

2. Needs of youth related to EU information and European citizenship?

3. What are the challenges & obstacles for youth related to EU info & European citizenship?

Group 1: What are the opportunities for youth in your area regarding EU and European citizenship:

- more opportunities exist that more people know

- Youth in Action, now Erasmus Plus – EVS

- money from social and culture fund

- funds for entrepreneurship

- European Youth Forum (EYF)

- European social fund

- European culture fund

- internships

- volunteering

- European Youth Parliament

- raising awareness

- promoting organizations on larger scale

- local projects

- youth funds

- European youth weekend

Group 2: Needs of youth related to EU information and European citizenship:

- more money, funds and grants for NGO's working with youth

- incorporation of lectures/subjects about the EU in formal education system: schools, high schools and universities

- EU youth portals, ESN, etc. – promotion

- publications available to the youth

- more info and better communication, info-centers that are available

- promotion of opportunities

- Erasmus network

- decentralization opportunities (not all info points only in capital cities)

- integration of rural areas – more programmes, implementing them

- general motivation

- support of local media

- youth centers adopting info packs

- awareness

- freedom of movement

- better communication

- path to citizenship

Group 3: What are the challenges & obstacles for youth related to EU info & European citizenship:

- lack of communication and information for the average young people

- lack of interest and time

- not reaching specific target group

- visas for some of the Balkan countries and Turkey

- narrow mind

- lack of awareness

- finding good approach

- political obstacles to citizenship

- don't know where to go for info

- lack of cooperation with public institutions

- funds raising for youth project concerning EU info and European citizenship

- lack of help with writing projects and with specific questions

- fit the structure of your project into an existing framework that might not be suitable

- politicians / adults understanding the youth

After realizing what is youth work and who is youth worker; what are obstacles, opportunities we were having discussions after realizing all sides good and bad in youth work how to be better youth worker. They conclude that youth worker can be any person that is working with youth, but also that person should have as many training and education in working with youth. Youth worked should just be person that is working one job with youth but that person should also be there and share new things and offering new opportunities for youth is all aspects of their life and if that person cant help they should be full of connection and met that youth with adequate person who can help or mentor young person in their life. Youth workers are roll models and they should think of their function even in their private life, because they don't know when and who is present if they are drinking or making any negative things in their life's.

Improving our work on higher level

- General discussion among participants about improving their work in local communities
- Answering 3 why and how to improve their own growth:
    1. What is my job as a youth worker?
    2. How good am I doing it?
    3. How can I improve myself?
- Planning new activities and working on the plan for next ten years by making a timeline.

Using different methodologies for youth led projects

- Creating common start point about project development among participants
- Developing new project ideas in 4 groups
    1. Group: Non-formal education
    2. Group: Ecology
    3. Group: Violence prevention

4. Group: Promotion of human rights and democracy.
➢ Role play of presenting project ideas to possible donors and discussing common mistakes participants made such as
   1. Presenting realistic number of people who are involved by some project.
   2. Inclusion of different target groups.
   3. Cooperation with third parties; such as institutions and partners.
   4. How to ensure sustainability of a project.
   5. Planning of activities step by step and providing concrete description to donor.
   6. Providing additional funding for the project.

BASIS OF PROJECT DEVELOPMENTS – STEP BY STEP

Step 1:

Explain the project plan to key stakeholders and discuss its key components. One of the most misunderstood terms in project management, the project plan is a set of living documents that can be expected to change over the life of the project. Like a roadmap, it provides the direction for the project. And like the traveler, the project manager needs to set the course for the project, which in project management terms means creating the project plan. Just as a driver may encounter road construction or new routes to the final destination, the project manager may need to correct the project course as well.

Step 2:

Define roles and responsibilities. Not all key stakeholders will review all documents, so it is necessary to determine who on the project needs to approve which parts of the plan.

Step 3:

Hold a kickoff meeting. The kickoff meeting is an effective way to bring stakeholders together to discuss the project. It is an effective way to initiate the planning process. It can be used to start building trust among the team members and ensure that everyone's idea are taken into account. Kickoff meetings also demonstrate commitment from the sponsor for the project.

Step 4:

Develop a Scope Statement. The Scope Statement is arguably the most important document in the project plan. It's the foundation for the rest of the project. It describes the project and is used to get common agreement among the stakeholders about the scope. The Scope Statement clearly describes what the outcome of the project will be. It is the basis for getting the buy-in and agreement from the sponsor and other stakeholders and decreases the chances of miscommunication. This document will most likely grow and change with the life of the project.

Step 5:

Develop scope baseline. Once the deliverables are confirmed in the Scope Statement, they need to be developed into a work breakdown structure (WBS), which is a decomposition of all the deliverables in the project.

Step 6:

Develop the schedule and cost baselines.

Step 7:

Create baseline management plans. Once the scope, schedule, and cost baselines have been established, you can create the steps the team will take to manage variances to these plans. All these management plans usually include a review and approval process for modifying the baselines. Different approval levels are usually needed for different types of changes. In addition, not all new requests will result in changes to the scope, schedule, or budget, but a process is needed to study all new requests to determine their impact to the project.

Step 8:

Develop the staffing plan. The staffing plan is a chart that shows the time periods, usually month, quarter, year, that each resource will come onto and leave the project. It is similar to other project management charts, like a Gantt chart, but does not show tasks, estimates, begin and end dates, or the critical path. It shows only the time period and resource and the length of time that resource is expected to remain on the project.

Step 9:

Analyze project quality and risks.

Step 10:

Communicate! One important aspect of the project plan is the Communications Plan.

How to write a project for youth?

➢ Giving general background knowledge about project writing to participants during two sessions.

*source: CPB grant writing short manual with suggestion

PREPARATION

You are likely to find preliminary grant writing steps to be the most time consuming, yet most vital aspect of the process. If done well, your prepartory work will simplify the writing stage.

1. Define your project.

• Clarify the purpose of your project and write a mission statement.

• Define the scope of work to focus your funding search.

• Determine the broad project goals, then identify the specific objectives that

define how you will focus the work to accomplish those goals.

Example:

• Goal: To improve production quality.

• Objective 1: Recruit advanced production talent.

• Objective 2: Train mid-level producers.

• Objective 3: Upgrade production equipment.

These goals and objectives suggest the proposal will request support for recruitment activity, production training, and equipment purchase. In contrast, a different proposal with the same goal might focus only on equipment upgrades.

Decide who will benefit. Benefits may extend beyond the direct beneficiary to include the audience, other institutions, etc.

Draft expected project outcomes in measurable terms.

Draft a timeline that includes the planning phase, the period of searching for funds, proposal writing, and the intended project start date. Periodically update the timeline as you learn more about submission deadlines, award timetables, etc.

2. Identify the right funding sources.

Foundation centers, computerized databases, station development offices, publications, and public libraries are some of the resources available to assist your funding search.

Do not limit your funding search to one source.

Look for a match between your project and the grants you seek by looking for consistency between the purpose and goals of your project and the funder. In addition, pinpoint specific funding priorities and preferences.

Make direct contact with funders to support projects like yours.

Request proposal guidelines. Also request a list of projects previously funded. Perhaps an annual report is available.

Inquire about the maximum amount available. Also, find out the average size and funding range of awards.

Determine if funding levels of the grants you select are appropriate for your project. Note whether there is a funding floor or ceiling. Find out whether the funder has other grant sources for which your project is eligible.

3. Contact the funders.

Think of the funder as a resource.

Identify a project officer who will address your questions.

Some funders offer technical assistance, others do not. Ask for technical assistance, including a review of proposal drafts.

Inquire about how proposals are reviewed and how decisions are made.

Inquire about budgetary requirements and preferences. Are matching funds required? Is inkind acceptable as a portion of applicants' share? What may be counted as in-kind, and how might it be applied? Learn about payment processes, including cash flow.

Remember, the contacts you make may prove invaluable, even if not for now.

4. Acquire proposal guidelines.

Guidelines usually tell you about:

• submission deadlines

• eligibility

• proposal format: award levels forms, margins, spacing, evaluation process and restrictions on the number criteria of pages, etc.

• review timetable

• budgets

• funding goals and priorities

• award levels

• evaluation process and criteria

• whom to contact

• other submission requirements

Additionally:

Read the guidelines carefully, then read them again.

Ask the funder to clarify your questions.

5. Know the submission deadline.

Plan to submit your proposal on or preferably before the deadline.

Be realistic about whether you have time to prepare a competitive proposal that meets the deadline.

Know the funder's policies on late submissions, exceptions, and mail delays.

Find out how the funder will notify you about the receipt and status of your proposal. Factor this information into your timeline.

6. Determine personnel needs.

Identify required personnel both by function and, if possible, by name. Contact project consultants, trainers, and other auxiliary personnel to seek availability, acquire permission to include them in the project, and negotiate compensation. Personnel compensation is important budget information.

7. Update your timeline.

This is a good point at which to update your timeline, now that you know about submission deadlines and review timetables. Factor into your schedule time to write multiple drafts, gather relevant and permissible materials, and prepare an impartial critique of your proposal for clarity, substance, and form.

WRITING THE PROPOSAL

Structure, attention to specifications, concise persuasive writing, and a reasonable budget are the critical elements of the writing stage.

There are many ways to organize proposals. Read the guidelines for specifications about required information and how it should be arranged.

Standard proposal components are: the narrative, budget, appendix of support material, and authorized signature. Sometimes proposal applications require abstracts or summaries, an explanation of budget items, and certifications.

1. Narratives

Statement of need - purpose, goals, measurable objectives, and a compelling, logical reason why the proposal should be supported. Background provides perspective and is often a welcome component.

Approach - method and process of accomplishing goals and objectives, description of intended scope of work with expected outcomes, outline of activities, description of personnel functions with names of key staff and consultants, if possible.

Method of evaluation - some require very technical measurements of results. Inquire about expectations.

Project timeline - paints a picture of project flow that includes start and end dates, schedule of activities, and projected outcomes. Should be detailed enough to include staff selection and start dates.

Credentials - information about the applicant that certifies ability to successfully undertake the proposed effort. Typically includes institutional or individual track record and resumes.

Tips on Writing the Narrative:

Narratives typically must satisfy the following questions:

• What do we want?

• What concern will be addressed and why?

• Who will benefit and how?

• What specific objectives can be accomplished and how?

• How will results be measured?

• How does this funding request relate to the funders purpose, objectives, and priorities?

• Who are we (organization, independent producer) and how do we qualify to meet this need?

The HOOK:

There are many ways to represent the same idea. However, the HOOK tailors the description of the idea to the interest of a particular funder. The HOOK aligns the project with the purpose, and goals of the funding source. This is a critical aspect of any proposal narrative because it determines how compelling reviewers will perceive your proposal to be.

2. Budget

Budgets are cost projections. They are also a window into how projects will be implemented and managed. Well-planned budgets reflect carefully thought out projects.

Funders use these factors to assess budgets:

• Can the job be accomplished with this budget?

• Are costs reasonable for the market - or too

• high or low?

• Is the budget consistent with proposed activities?

• Is there sufficient budget detail and explanation?

Many funders provide mandatory budget forms that must be submitted with the proposal.

Don't forget to list in-kind and matching revenue, where appropriate.

Be flexible about your budget in case the funder chooses to negotiate costs.

3. Supporting materials

Supporting materials are often arranged in an appendix. These materials may endorse the project and the applicant, provide certifications, add information about project personnel and consultants, exhibit tables and charts, etc.

Policies about the inclusion of supporting materials differ widely among funders. Whether to allow them usually depends upon how materials contribute to a proposal's evaluation. Restrictions are often based on excess volume, the element of bias, and relevance. Find out if supporting materials are desired or even allowed.

Be prepared to invest the time to collect resources, produce a tape, document capability, update a resume, collect letters, include reference reports or whatever is needed.

4. Authorized Signatures

Authorized signatures are required. Proposals may be rejected for lack of an authorized signature. Be sure to allow the time to acquire a needed signature.

5. Specifications

Tailor proposal writing to specifications found in the guidelines. Include only the number of pages allowed. Observe the format. Is there a form to complete? Must the proposal be typed, double spaced, on 8-1/2 x 11 inch pages? Are cover pages allowed or desired? Caution! - the beautifully bound proposal is not always appreciated or allowed. Be concise. Elaborations should add depth and scope, not page fillers. Be prepared to write one or more drafts.

6. Submission checklist

• The proposal must be NEAT, COMPLETE, and ON TIME, with the requested number of copies and original authorized signatures.

• Address the proposal as directed in the guidelines.

• Be sure to include required documentation.

FOLLOW-UP

Contact the funding source about the status, evaluation, and outcome of your proposal. It is important to request feedback about a proposal's strengths and weaknesses, although this information is sometimes unavailable, especially with a large volume of submissions. Reference information may also be useful if you choose to approach the same or different funder again with your idea.

Funding for youth projects and youth led projects

Participants were in 5 persons groups. Each group got different source and they need to resource and extract information's from sources about funding possibilities. They were making presentations of their knowledge and information they find on the sources. Sources were:

- http://visegradfund.org/home/

- http://ec.europa.eu/programmes/erasmus-plus/index_en.htm

- http://ec.europa.eu/programmes/creative-europe/

First group were resourcing about visegrad founds – they collected many information's, share also short description of application. We also discuses about positive and negative side of Visegrad found. What they conclude is that Visegrad founds in interesting sounds and that youth can apply for different and even more project that it is with Erasmus+. They were mentioning examples of building schools from found of Visegrad+. But for them negative side is list of countries that can participate in it.

Second group was resourcing and presenting Erasmus+ - Youth exchange – group was presenting concept of youth exchange, explaining idea and concept of youth exchange, who can apply and what is needed. They also mention deadlines for applying. They conclude that this is great part for sharing experience and learning by doing. Also positive part of it is age range so many youth can be included in project. Only negative that they mention is range of money that is for youth exchange, specially in travel cost there is differences between TC or EVS and YE.

Third group was presenting Erasmus + - Training course – presentation was similar to previous one but with aspect on training course. They were explaining differences in application, methodology of work and also implementation. They mention budget and deadlines.

Fourth groups was resourcing and presenting Erasmus+ - EVS – group was really energized, they were making presentation with story telling what is EVS and what opportunity EVS is giving for young persons. They explain who is sending, hosting and coordinating project of EVS. Were and how youth can apply for EVS opportunity and also how one organization can get accreditation for EVS. It were really good presentation with all details about EVS project.

Fifth group was presenting Creative Europe – group was full of information's that they collected on website of creative Europe. They sad that this program is offering many possibilities to youth and especially it is nice that project can be so creative and without any limitations in creating and implementing ideas. Only negative thing that group conclude is the deadline, they thing that better would be if there were more deadlines like in Erasmus+.

Development of new projects among participants

Work in 2 groups on development of projects which will later be applied to Erasmus+ program for funding – different national agencies in agreement made in group.

Group 1 short summary of the project

ROMEPEDIA
Duratıon:6 months
Participant:20
Place:Albany
COUNTRIES: Albania, Croatia, Turkey and Bosnia and Herzegovina
DRAFT FOR A PROJECT culture, traditions, life styles, norms and regulations in their community. And to develop empathy and sympathy so it will be easier for people to understand life point of view of Roma people and also to increase positive towards Roma people in order to accept them easily in the society.
   There will be a LIVING LIBRARY to meet the people from different regions to share their ideas and their feelings.
    We will organize hosting family days .In this session we will make the young people from the different countries come to Roma people's neighbourhood especially in their natural living areas, their homes.They will have 1or 3 nights there. They can have a chance to observe their life styles.
   Craft and Supplies made by love from the youth participants for the Rome people will be shared. The participants can listen their stories, their experiences and they can share their traditional food.
    Dinner Party and Dance Night will be organized.

Group 2 short summary of the project

The main objective of our project is to enable our participants to improve their perception of cultural diversity by letting them cooperate and collaborate with their foreign peers and, thus; make them more aware of their cultural values and understand that each culture has its own richness. Our participants will present about their traditional meals and share the recipes with each other. Participants, with their group leaders, from Albania, Slovakia, Croatia, Romania, Bosnia and Herzegovina and Greece will meet in Turkey and share their experiences related to their own traditional recipes and eating habits. So, they will have chance to learn and discover new cultures and taste different traditional dishes, and also learn how to cook them. As final product, we will create e-Books, DVDs, Blog, videos, Facebook groups, leaflets and mobile application of our project to be able to share its results with as many people as possible. We will create a recipe book at the end of our project and share it with people around us.

Closing the learning and evaluation / Youthpass and closing training

- Open discussion about the training course with participants and talk about subjects covered by the training course.
- Evaluation of the training course done by participants using questionnaires about satisfaction with organization, learning process and learning outcomes. Analysis of the evaluation is available below.
- Handing out Youthpass certificates and giving information about filling out second part of the Youthpass certificates.
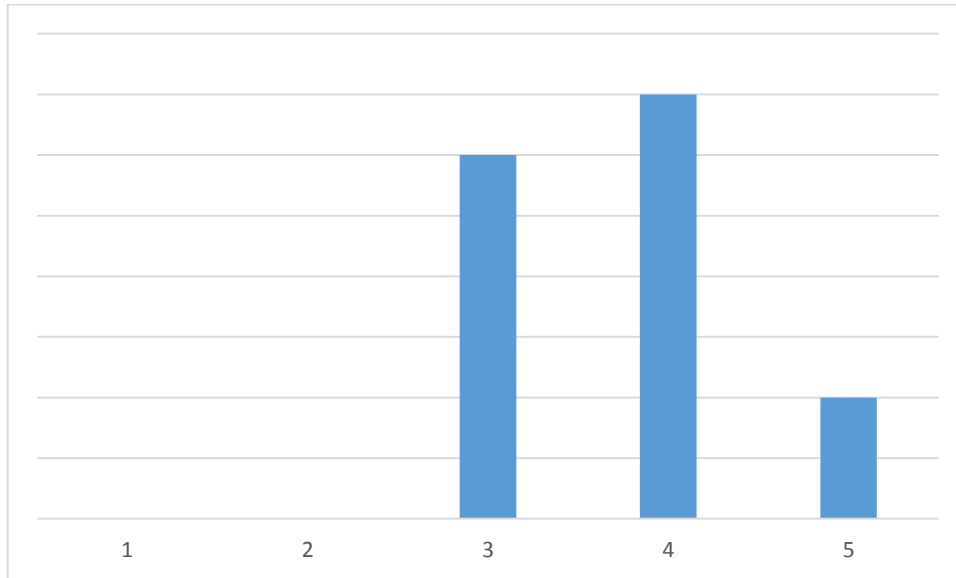

Summary analysis of evaluation forms of participants

1. How would you rate overall satisfaction level from the course in general? How far your expectations from the training course have been met? *(please explain)*

Some answers:

- In general I am satisfy. Maybe I expect other flow of the course but it was my fault.
- Almost my expectations were met but not all so it was great for me.
- I didn't expect this much of hotness but it was very fun and educating. Sometimes trainer's methodologies were fun but sometimes boring.
- It was just fine! My expectations from the course have been full filled, and I am glade that besides all the challenges we made it through as a group!
- I really liked it in general. My expectations from the training course, but just from the training course have been satisfied.
- My expectation was good.
- My expectation and satisfaction was good and creativity for me was nice and in good level.
- The training will help me in my future proposals as I learned about some important aspects about Erasmus+ and youth work. So, I can say that I am satisfied with the training course and it met my expectations.

2. What are the 5 most important things you learnt in this training course?

Wordle made from answers of participants to this question

Some answers:

- SALTO, 4 methods of youth work, application form.
- What is youth worker, how it looks in other countries with NGO's, forms of youth working, types of funding's, writing project.
- Most important thing is how to write the project, we worked with application form, we learned more about youth work, meeting Albanian people.
- Youth in different countries, writing of projects, history and future of EU.
- Differences between countries, writing projects, practical info about what is important for investors in youth work, how should youth workers behave and what kind of obligations does he/she have.
- What are the main concepts in projects writing, how to write a good project, how, where and when to apply for project funding.

- Youth work, youth worker, experiences of EU programs, SALTO, application form.

3. How would you rate your awareness of EU influence on youth work and knowledge about youth work policies both in EU and non-EU countries (1=none, 5=perfect) – *put a circle and share opinion please*

Some comments:

- We share a lot about youth work policies in every country. There are some differences between EU and non-EU countries, especially in non-EU countries; there is not so proper policies. And EU have big influence in policies of EU countries.
- I am not very full of awareness of EU and youth work etc.
- Being aware of EU will promote the way we perceive youth work and youth policies.
- Nearly, I have no idea about influence of youth work policies. But, it is good to share information with other participants. I learned many things about youth work in different countries.
- We shared our knowledge from other countries.
- EU plays important role in youth work and this should be more present in more of countries, because people often do not know what youth work is, and which option they could use.
- There is high level of influence on youth work and knowledge about youth work policies. I was surprised that is also in non-EU countries on high level.
- I learned about differences between countries. Mainly it's about people trying to do some things everywhere but whit different legislative.
- In non-EU countries there are more influence of "others" like USAID, SIDA and other countries.
- My awareness is so important about it. But the other hard experiences are more important for this situation. Not only awareness is.

4. How would you rate your knowledge of youth work and youth education on local and on European level, especially in relation to the EU? (1=none, 5=perfect) – *put a circle and share opinion please*
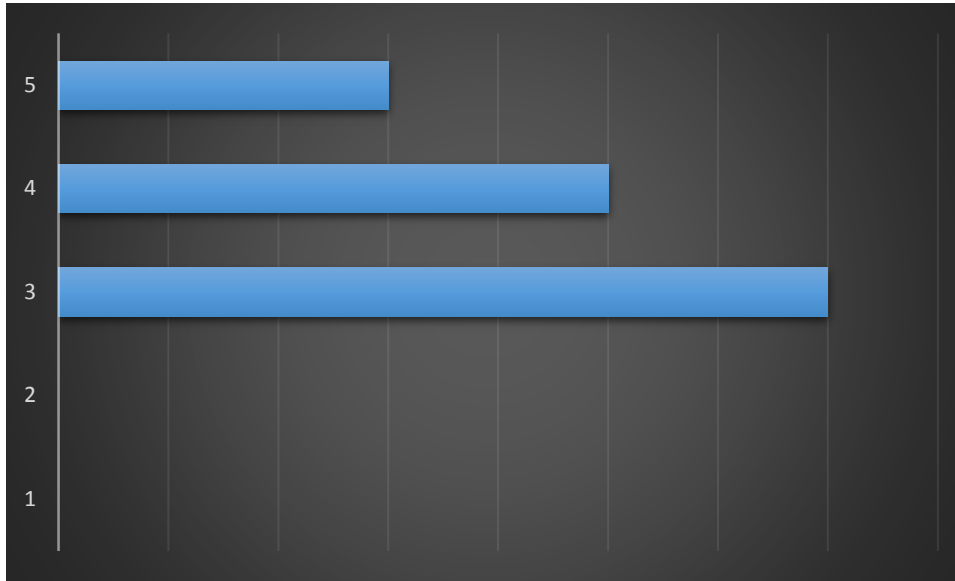
Some comments:

- When I came here I didn't have knowledge about this area. This course show me what a youth work and youth education is. But I need to look for more information about it on local and European level too.
- I know some important things about youth work and youth education.
- I have basic knowledge about youth work and youth education but I need some more experience and practice to be better and more active on these fields.
- As I said I learned many things about youth work in different countries. Now I am aware of what's going on in there.
- We shared our knowledge among participants.
- I don't have a lot of knowledge about youth work and youth education on these levels, so I can't answer to this question.
- I am aware of things in youth work because I'm working with young people on local level and now I got a chance to see how other people are doing it.
- Not so perfect since I'm not a professional youth worker and I don't have much experience.

5. How would you rate your understanding and competence of using the Erasmus PLUS programme? (1=none, 5=perfect) – *put a circle and share opinion please*
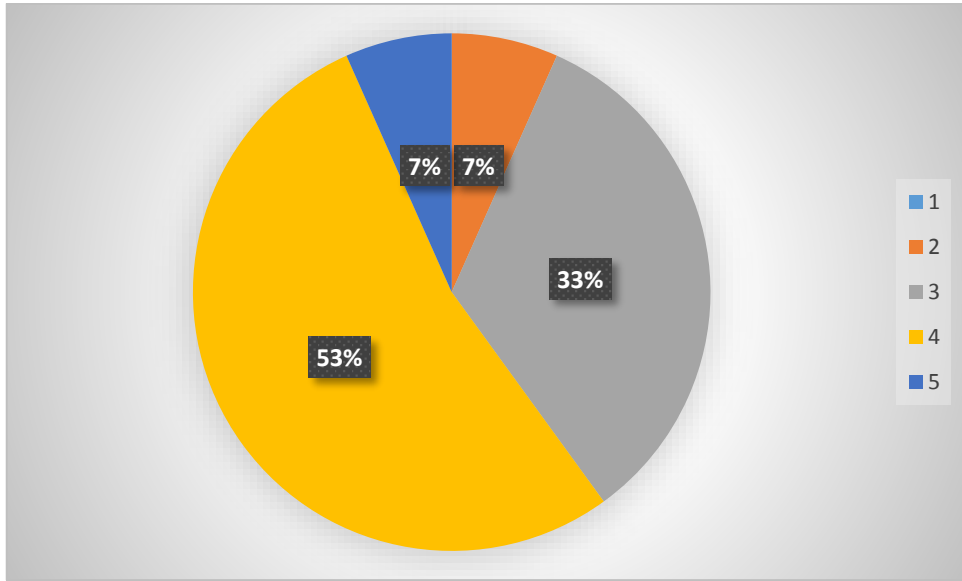
Some comments:

- I understand it quite good. By participation on this course or any other Erasmus+ course you understand it more because you gain experience.
- I don't feel I'm OK with Erasmus+ programme but I will be for myself.
- I have the competency and basic info to the programme but I need more experience.
- Using Erasmus+ programme is a big chance to come together and share ideas. With the help of this platform many youth workers around the world work together as they are citizens of same country.
- I understand it quite good now.
- I have attended few Erasmus+ events, but my understanding of using it in any other way than being participant is limited.
- Erasmus+ programme – Program that helps to young people improve their skills and prepare them for future.
- There are things changing for every deadline in Erasmus+ but generally I think I'm understanding main competences of using it.
- I have theoretical background but not practiced one. There are many opportunities and ways to use Erasmus programme that should be used more.

6. How would you rate your skills in development of new European level projects concerning the topic of youth work? (1=none, 5=perfect) – *put a circle and share opinion please*
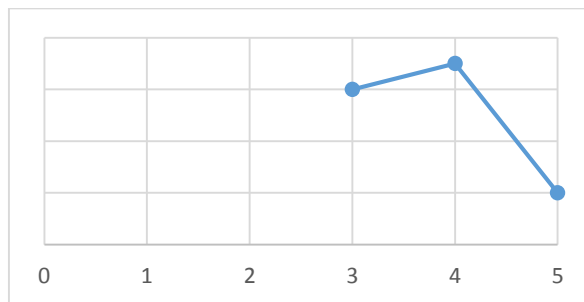
Some comments:

- By this project I understand importance of youth work and how important is to develop it in Europe.
- I'm a kind of creative person and I have good confirmative skills and actually I'm in the progress in EU projects.
- I can write and manage youth projects as I'm interested in this field and I have enough experience to engage in it.
- With this training my awareness level goes up in terms of youth work.
- We had possibility to simulate the development of projects and some important things how it should look like we're also explained.
- We had nice exercise how to create our own project and we got feedback why we would pass or fail from the point of view of donors.
- I still don't have so many skills in development of new European level, but it can be better n future – I hope that.
- I will know that after developing a new project.
- I have more skills in other topics.
- Absolutely yes, I will make a new youth work project after this training.

7. How would you rate your competences in grant application writing within the Erasmus PLUS? (1=none, 5=perfect) – *put a circle and share opinion please*
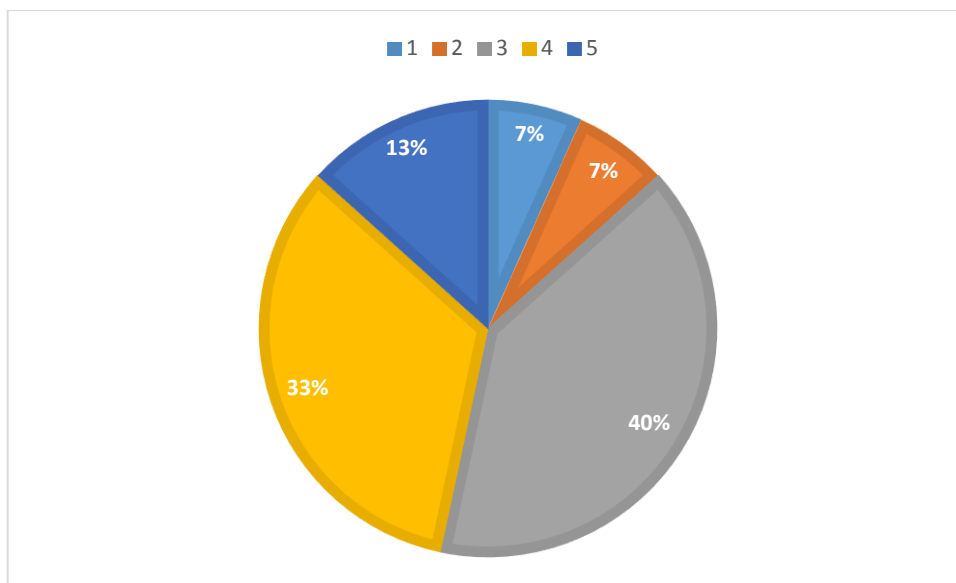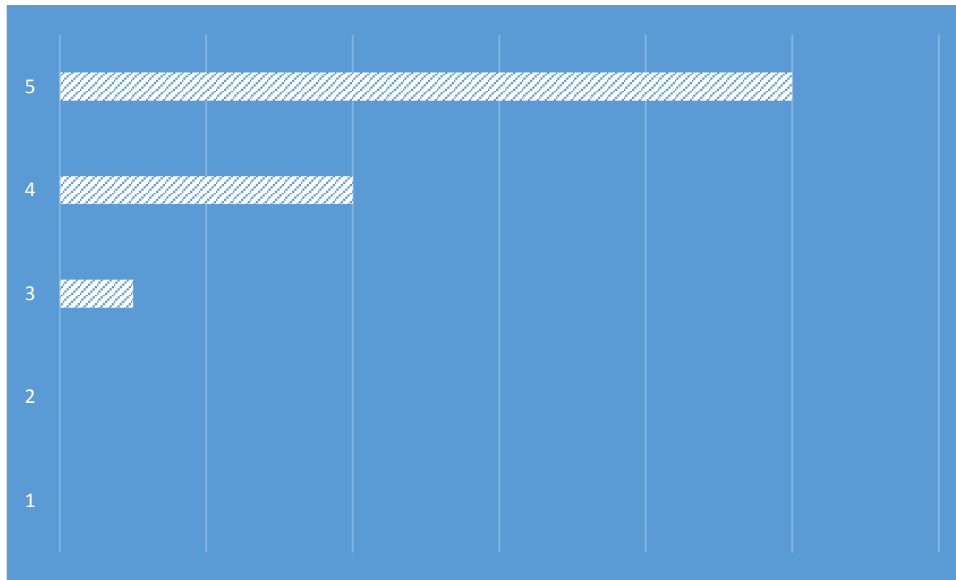

Some comments:

- This topic was really great because we can try how to write a project and we also fulfill an application form so we see how it looks like. Learning by doing.
- I think to write a project requires some techniques and I am not very good at these.
- I don't have info about grant application projects.
- I need more experience to do something, but now I have basic information and I know where to find information.
- This was most interesting part of lectures for me. We have had application form explained really nice and understandable.
- I don't know how to answer on this question…
- I know some basics about it and I hope I will improve my competences in future.

- Since I saw the grant application form for the first time here on this training I would say my competences are not so "perfect".

8. How would you rate the influence of intercultural exchange and learning happening on this training course onto your personal learning and development? (1=none, 5=perfect) – *put a circle and share opinion please*

Some comments:

- The influence was big. Every country was different and everybody shape our group dynamic and process of learning. I'm really glad that I can communicate in English with people and learn a lot from them, not only during official program.
- Of course perfect because everybody from different regions made me think different. They added me different angles and I think that's the point.
- This training course encouraged me for my future work about personal development.
- It's a great thing to meet with people from different countries, different cultures and share ideas with the help of some particular objectives.
- I have learned a lot about different countries.
- Because of this course I would like to attend another course, probably with some interesting topic.
- This kind of projects are always great experience and meeting new people, learning from them and working together can help everyone to understand better cultural differences, and to learn about yourself.

9. Will your participation in this training course be useful for your organization and colleagues? How would you use what you learnt in the course back home?

Some answers:

- I am not a member of NGO but after this training course I want to work in some, in the future. And also a lots of contacts and new friends can help me.

- I'm sure it will work in my organization. I will share my opinions with my colleagues. I will give information to my colleagues about writing the project.
- I would share this knowledge with people from my organization and it is always useful to know how to write a project.
- It will be very useful for the work in the organization in the future because all these topics are related to everyday work in an NGO.
- Yes of course. I will use new knowledge and what I've learned here to share them with my colleagues.
- I will share with my NGO.
- I will share in my NGO with the team and I will use this knowledge in my everyday work.
- I'll share what I learned here with my colleagues and I'll keep writing and managing projects.
- I will use what I learned in developing projects in my work.
- We have learned new things, saw new techniques of working, and shared experiences, learned about different people from different countries. Generally it was inspiring, what to do and what not to do.
- I think yes, I can use gain knowledge for me because actually I am not a member of an NGO.
- I hope I will have chance to use some methods and information with young people in my country. Sharing is caring.
- Yes, I will find way to motivate other members of my NGO to start planning and writing project concerning the topic of youth work.

10. How well did the educational team fulfill their role?

Wordle made from answers of participants to this question

Some answers:

- I'm satisfied with educational team. They were kind, educated and always give us needed information and advices.
- They were great in communicating with us,
- I think they did very good job.
- I think they tried and did the best to fulfill the educational role.

- Well!
- The best!
- The educational team have the educational information about the training.
- They were good enough and experienced to meet my needs and expectations from this training course.
- They're great. They know what they're doing. One can easily see that they worked months long to prepare planning of this training course. But, please, more energizers, team building and group dividing activities.
- Educational team tried a lot to fulfill their role and to give us possibility to share our knowledge.
- Generally I can conclude that educational team fulfill their role, but it could be better.
- Educational team was experienced, I didn't have any problems with them.
- Educational team was great and approachable. I am glad I met young people with so many knowledge about youth work.
- They did their job correctly.
- Yes, I think they work a lots on preparation of this training.

11. How well did the organizational/technical team fulfill their role?

Wordle made from answers of participants to this question

Some answers:

- Organizational team from Turkey was great. Technical team from Bosna have some problems with keep their own rules (timing, language…) but in general they try to do their best.
- There were some organizational technical problems. But everything was solved easily except cleaning. Thank you for all. I look forward to meet at one more youth program too.
- Very well.
- The organizational team provided us with all the necessities and I am glad for that.
- Not well!
- ☺
- They done the role in the best way.

- There were some technical problems about the rooms but they were not that big problem.
- Some precautions must be taken before. That's why it's called "pre" caution! But, I know how hard it is to organize international course. I mean, they are all acceptable problems. Thanks for everything – you worked hard!
- Organizational team from Turkey ok. Technical team from Bosnia – there were some problems with keeping their own rules regarding the timing, speaking only English etc. But I think they tried a lot in general.
- There were some problems. Turkish organizational team acted great. Bosnia technical team not so good, but generally they tried to fulfill their role correctly.
- It could be better in future to find technical team, who can speak English.
- Organizational team did a good job but sometimes I think they should be more flexible. More fresh food on this weather!
- I would just suggest for next project to choose other period (not summer) or air-conditioned accommodation / activity area.
- Yes, I think it is so good.