


SALTO-YOUTH
EASTERN EUROPE AND CAUCASUS
RESOURCE CENTRE



FINAL REPORT

TRAINING COURSE

“EASTERN EXPRESS”

BRUKHOVYCHI, UKRAINE,
JULY 9-15 2007



**SALTO Eastern Europe and Caucasus RC
Training Course “EASTERN EXPRESS”
Brokhovychi, Ukraine, July 9-15 2007**

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INTRODUCTION

The Training Course Eastern Express has been running for the third consequent year, it was initially thought by SALTO Eastern Europe and Caucasus Resource Centre as a Training Course on how to organise youth exchanges for lesser experienced youth workers from both Programme and Partner Countries as well as giving them an opportunity to network and co-operate with other, promoting co-operation with East Europe and Caucasus countries as well as promoting the possibility of implementing youth exchanges in East Europe and Caucasus Countries.

Eastern Express III was different from its predecessors, due to the implementation of the new programme Youth in Action, much more focus was put in providing participants with lesser experience familiar knowledge with the new programme and its project management skills requirements and for time reasons sacrificing the formal networking, nonetheless encouraging it in a lesser formal level. This edition of the Eastern Express was co-organised by the Polish National Agency of the Youth in Action Programme.

Below you may find a list of the participants and the team members.

Participants from Eastern Europe and Caucasus were selected and fully financed by SALTO EECA RC, participants from Programme Countries were selected and their travel was financed by their National Agencies. Due to causes which we shall further explore later in this report only 14 or the 24 expected participants showed up.

The team was made of two freelance trainers selected following an open call for applications and were accompanied by two SALTO EECA RC staff and one expert from the Polish National Youth Agency.

Below you may find the list of team and participants.

Participant List

| COUNTRY | NAME | SURNAME | ORGANISATION | WEBSITE |
|------------|-----------|--------------|---|--|
| Armenia | Gharib | Harutyunyan | Students Council of Gyumri | |
| Azerbaijan | Chinara | Mirzayeva | CHAOS Youth Group | |
| Belarus | Volha | Khabibulina | Republican Public Organization "Belarusian Association of UNESCO Clubs" | www.belau.info |
| Belarus | Denis | Kolga | "Liberal generation" | www.li-gen.by.ru |
| Bulgaria | Borislava | Kostova | NGO "Barbastro" | |
| Moldova | Natalia | Gore | Institute for Democratic Initiatives | www.iid-moldova.org |
| Poland | Alicja | Chajewska | Association of Impossible Initiatives MOTYKA | www.motyka.org.pl |
| Poland | Melania | Dominiak | The Association of Prevention and Rehabilitation AD REM | www.adrem.webpark.pl |
| Poland | Marta | Torzewska | One World Association | www.jedenswiat.org.pl |
| Russia | Olga | Starkovskaya | Vologda Oblast Youth Public Organisation "Creative Group TONNA" | |

| | | | | |
|---------|--------|----------|--|--|
| Turkey | Meltem | Ipek | Toplum Gonulluleri, Community Volunteers | www.tog.org.tr |
| Turkey | Taghi | Khaniyev | IEEE (Institute of Electrical&Electronics Engineering) METU Student Branch | www.ieee.metu.edu.tr |
| Ukraine | Nadiia | Babynska | Chernivtsi Regional Civil Organisation "Centre of harmonious human development LELYA" | |
| Ukraine | Oksana | Udovyk | Youth NGO "Youth for Sustainable Development" | |

Team Members

| COUNTRY | NAME | SURNAME | ORGANISATION | WEBSITE |
|-----------|----------|-----------|---|--|
| Lithuania | Olga | Buzinova | Austeja Friends | www.austeja.lt |
| Italy | Lorenzo | Nava | East West East | www.conditor.org |
| Poland | Karolina | Suchecka | Polish National Agency of the Youth in Action Programme | www.youth.org.pl |
| Poland | Andriy | Pavlovych | SALTO Eastern Europe and Caucasus RC | www.salto-youth.net/eeca |
| Poland | Tomasz | Szopa | SALTO Eastern Europe and Caucasus RC | www.salto-youth.net/eeca |

Eastern Express III was designed into four stages.

Stage 1:

SALTO staff, experts from the Polish National Agency and the two pre-selected freelance trainers met in Warsaw's SALTO headquarters to prepare and discuss a possible timetable and assign different tasks to each team member. Following in depth discussion each team member agreed to focus on project management skills and providing full understanding of Youth in Action, rather than devoting programme time to networking.

Stage 2:

The programme was ready and each team members returned to their country with an assigned task to prepare in detail the parts of the programme each trainer was going to undertake using a format which answered three basic questions, What is this activity, what materials are needed, what is the expected outcome. The trainer Ms Buzinova collected all the session description and with the agreement of the all the staff, drafted a calendar and materials to send before-hand to all participants, together with a brief description of Youth in Action User's Guide, which participants were asked to study beforehand and a calendar. Which was prepared as a Word document ([please see Annex 1](#)).

STAGE 3:

The team of trainers and staff met two days prior to the beginning of the Training Course in order to finalize the last details and parts of the programme as well as to prepare the rooms and handouts for the participants and organising logistically the plenary room.

STAGE 4:

The course is implemented (a detailed description of the training course activities shall follow the introduction).

STAGE 5:

Once the course is over the Trainer Lorenzo Nava collects all the materials from the other staff members and drafts the present report.

ACTIVITY DESCRIPTION

Day-by-Day Programme

| Day 0, 10.07 | Day 1, 11.07 | Day 2, 12.07 | Day 3, 13.07 | Day 4, 14.07 | Day 5, 15.07 | 16.07 | |
|-------------------------------|--|--|---|--|--|---------------------------|--|
| Arrival of participants | Getting to know each other | Youth work reality | Project management in practice: generating the idea | Facilitated Time and Calendar Management | Important technical issues: visa obstacles Found-rising and co-funding | Departure of participants | |
| | Coffee break | | | | | | |
| | Intro to the meeting | Presentation of the organisations | Project management in practice: working with the ideas Part I | Training and Networking Projects | Specific of partnership with Neighbouring Partner countries (focus on EECA region) | | |
| | Lunch | | | | | | |
| | Group building Part I | Youth in Action: Intro the programme Exploring youth exchanges | Project management in practice: working with the ideas Part II | SALTO RC EECA: resources and opportunities | Questions and answers | | |
| | Coffee break | | | | | | |
| Group building Part II | Youth in Action: Quality demands and priorities | Budget making | Free time in Lvov | Evaluation of the meeting | | | |
| Dinner | | | | | | | |
| Welcome evening | Intercultural Tolkien evening | Youth in Action QUIZE Cinema evening | Free evening | Dinner out | Farewell evening | | |

Day 0, 9th of July: Welcome evening

| | |
|------------------|---|
| Aim(s) | - To get to know each other - To remember each other's names |
| Time | 1 h 20 min |
| Materials needed | Several rolls of the toilet paper |
| Step by step | <p>1. Welcoming: the team of organisers and trainers welcome participants on the TC, checked, if everyone from the group arrived to the right place and then each team member briefly presented him/herself.</p> <p>2. First greetings/warming up: participants had 3 min to come to each person in the group, to say Hi, to tell name, country and to give a handshake or to hug.</p> <p>3. Name-snake: participants one by one had to their names and to show one gesture, saying: "My name is ... and I do this". Each person has to say his/her name + names all previous.</p> <p>4. White map: there was a flip-chat paper placed on a wall, in the centre of it the trainer put a dot and wrote the name of the venue (Brukhovychi, Ukraine). Each person in the group one by one was invited to come to the flip-chat, to mark the place, where he/she is coming from according to the geographical order (taking into account distances, north/south/west/east sides), to say own name and explain, what this name means or why your parents decided to give you it.</p> <p>5. Toilet paper: there is a roll of toilet paper in the centre of the room. Each person was invited to take as long piece of it, as he/she wants and to rip into smaller parts People were divided into groups of 4-5 people. In these groups everybody shared as many facts about themselves, as many parts as many smalls pieces of the paper, they took. There were 3 questions, which had to be answered in any case:</p> <ul style="list-style-type: none"> - When I was childe I dreamed to become... - The craziest thing, I have done in my life was... - My involved into youth work gives me ... <p>After sharing in small groups, people told to others 2 most interesting things, they have found out about each person in their groups.</p> <p>At the end welcome drinks and snacks were offered to the participants...</p> |
| Results | Within this 1,5 hour people managed to look at each other, to learn the names and to find out some personal info about each other. |



DAY 1 10th July : Getting to know each other

| | | | | | | | | | |
|------------------|--|------|--|---------|--|-----|--|-------------|--|
| Aim(s) | - To let participants know more of each other. | | | | | | | | |
| Time | 40 minutes | | | | | | | | |
| Materials needed | 14 passports, 14 pens, cello tape | | | | | | | | |
| Step by step | <p>Get to know more about each other and where each person is coming from.</p> <p>Passport. Each participant gets a blank sheet, and each have to interview each other according to the questions on the sheet. Including trainers and staff. The papers will be hanged on the wall.</p> <p style="text-align: center;">PASSPORT</p> <p><i>Draw a picture</i></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Name</td> <td></td> </tr> <tr> <td>Surname</td> <td></td> </tr> <tr> <td>Age</td> <td></td> </tr> <tr> <td>Nationality</td> <td></td> </tr> </table> <p style="text-align: center;">Describe the word Co-operation in one sentence</p> <hr/> <p style="text-align: center;">What target group do you usually work with?</p> <hr/> <p style="text-align: center;">Where do you see yourself in five years?</p> <hr/> | Name | | Surname | | Age | | Nationality | |
| Name | | | | | | | | | |
| Surname | | | | | | | | | |
| Age | | | | | | | | | |
| Nationality | | | | | | | | | |
| Results | The group interacted with each other asking the below mentioned questions, which was over in about five minutes, as well as drawing sketches of each other, the remaining time they had left most participants used it to continue the conversation about each other's lives and points of view, which was a desired effect. Nonetheless in the evening's reflection groups, some complained that did not like this exercise because they got to know only one person. | | | | | | | | |

Day 1, 10th of July: Intro to the Training course

| | |
|------------------|---|
| Aim(s) | - To explain the idea of the TC, its aims, objectives, methodology, programme |
| Time | 90 min |
| Materials needed | Flip-char paper, markers, A4 paper |
| Step by step | <p>1. Organisers explained the idea and aim of the TC "Eastern Express", underlined, that this is the 3rd edition of such training. Afterward 2 SALTO EECA RC officers, representative of Polish National Agency and 2 trainers spoke about their roles in this training course and the field of competencies.</p> <p>2. Objectives: participants were divided into 3 groups and got a piece of paper with 2 objectives of the TC written on them. Task was to discuss its meaning and to act them out in the way, that other groups could guess the objectives.</p> <p>Group 1 To provide information about the Youth in Action Programme and especially Action 3.1 "Cooperation with Neighbouring Countries of the European Union"</p> |

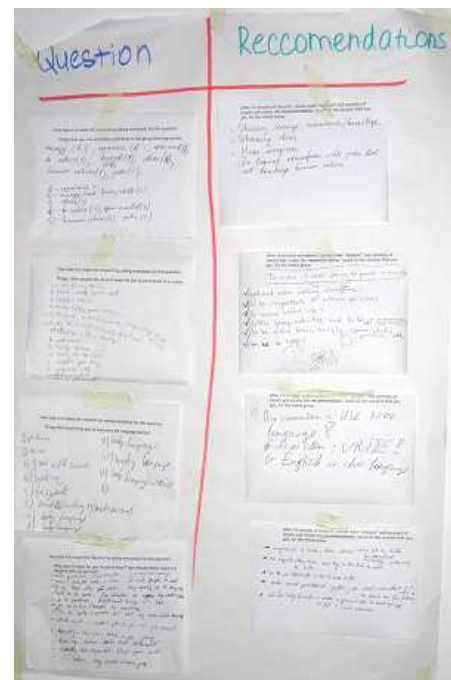
| | |
|---------|--|
| | <p>To bring together youth workers in order to facilitate and to support organisation of future youth exchange projects</p> <p>Group 2 To get to know the possibilities of cooperation between Programme and Eastern European and Caucasian Countries within the Youth in Action Programme</p> <p>To train in youth exchange project management</p> <p>Group 3 To explore the possibilities of support measures for youth exchanges within the Youth in Action programme (Training and Networking activities)</p> <p>To develop knowledge, skills and attitude necessary for the organisation of successful youth exchange project</p> <p>After performing each objective and guessing, participants commented and explained their objectives to other groups.</p> <p>3. Methodology</p> <p>Main principles: learning from experience.</p> <ol style="list-style-type: none"> 1. Experience. The programme is based on such logic that at first people getting experience within the group or reflecting and sharing their real experiences that they are bringing from their work. 2. Reflection. There will be time and space for understanding what happened, how it happened, why this experience was like that. 3. Conclusions. Drawing conclusions and recommendations for the future/ for better practice based on reflections made previously 4. Adapting/Transfer. Trying the recommendations in real practice and observing the change that it's bringing 5. New Experience... <p>Conditions for effective learning: requiring active participation and the whole involvement; responsibility for learning is essential, learner – centred and based on belief that learner can learn effectively in the group.</p> <p>Trainer – trainee relation: trainers - people creating the space and challenging people for learning. Participants used the space for interaction, common experience and learning. Trainers are "standing by" and ready counsel and to lead people through the process.</p> <p>And finally, participants were encouraged to come up with suggestions, feedback or just personal reflections to trainers in order to make the process as much based to their learning needs and styles as</p> <p>4. Programme of the training was presented day by day with the draft explanation of the aim of each session.</p> |
| Results | The aim and working principles of the training course seemed to be clear for the participants. |



DAY 1 10th July : Learning aims

| | |
|------------------|---|
| Aim(s) | - To learn the group expectations and discuss about them in small groups to get a common understanding of each other's expectations. |
| Time | 40 minutes |
| Materials needed | Four coloured papers, four markers. |
| Step by step | <p>Luggage. Post two charts on the wall, give post-it per participant. On one of the charts there will be a luggage drawn on another a dustbin. On the luggage they should post what they would like to take away with them from this training. On the dust bin what they would like to leave behind.</p> <p>Stage 1: The group is divided into four smaller groups and is assigned the above mentioned instructions. Stage 2: The groups work together for twenty minutes Stage 3: The groups present their results Stage 4: The groups get to put together the different sheets in shape of a bin or a luggage.</p> |
| Results | The group was divided into four smaller groups, the initial discussion was a bit difficult, especially deciding what topics they should tackle. Most of the groups concentrated more on what they expected rather on what they didn't want, focusing more on the luggage rather than the bin. Yet the expectations were pretty vague and diverse, from the "having a good time" and "being in a good mood" to "learning more about YIA, SALTO and fundraising" and "not to be bored". Despite the vague outcome it was good for participants to explore with each other their needs, even though vague, as a first group work it went smoothly and efficiently, and in time with the programme. |

DAY 1, 10 of July: Group building. Part I

| | |
|------------------|---|
| Aim(s) | - To prepare the group for trustful relations and open communication for efficient learning process |
| Time | Up to 2 h. |
| Materials needed | Music equipment, A4 paper, post-it's, tape |
| Step by step | <p>1. Research for group agreements. The group was divided into 7 smaller groups and every of them got the question and they had to make a research on possible answers in the group. The questions were mainly about cultural difference, issues of living together during the training, time keeping and so on.</p> <p>After all groups made research they had to summarise the results and to come up with the suggestion for the whole group (e.g. how ensure that all people appear in time; how to deal communicate with each other if there is language barriers, etc.) That's how finally the group came up with some "group contract" for learning and spending time together.</p> <p>Questions for research:</p> <ul style="list-style-type: none"> • How other people can help you to participate in a course? • Things that you can personally contribute to the group learning process • If someone disagrees with your opinion, how do you make them to communicate that to you? |



| | |
|----------------|--|
| | <ul style="list-style-type: none"> • Which is the stereotype about your culture, that you dislike most? • Things that would make you easier to overcome the language barrier? • What does it mean for you "to be in time"? How should others react if it happens that you are late? • What kind of behaviour of other people can disturb your learning process in the group? <p>2. The "Exam" for the group to check how they can manage to keep to their own suggestions. "Traffic jam"</p> <p>Participants were divided into two groups and stood in one line in front of each other (yellow boxes – group 1, blue boxes – group 2, one box in the centre – free space)</p> <div style="text-align: center;">  </div> <p>Groups had to change their positions - to come from one side the line to another one according to the following rules: Person can step only if the free space is in front of him/her or it is behind the person from the opposite team, standing in front. People cannot turn and can go only in one direction (forward).</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="416 954 970 1368" style="width: 45%;">  </div> <div data-bbox="994 958 1444 1335" style="width: 45%;"> <p>Debriefing questions:</p> <ul style="list-style-type: none"> • How are the feelings after the exam? • What have you noticed about your work as a group? • What have you seen in the process of interaction with each other? • How the agreements reached earlier were followed? • Is there anything else to add to the contract? </div> </div> |
| <p>Results</p> | <p>During the "exam exercise", which was focused mainly on making group decisions, strategy and required certain mathematical skills, group naturally divided into 2 parts, who took different roles. Some persons were working individually on finding solutions and then offered them to the rest of the group; other people said, that they 'relay on the rest' and will follow any proposed solution.</p> <p>So, finally, when the solution was proposed by one person and the group could full fill the task, this experience was discussed and certain conclusions were made on such important topics, as "responsible approach", "individual active participation", "learning in the group", as well as reasons and consequences of roles division in the group.</p> |

DAY 1 10th July: Group building. Part II

| | |
|------------------|--|
| Aim(s) | - To explore cultural diversity through Simulation |
| Time | 60 minutes |
| Materials needed | Random materials, masks |
| Step by step | <p>Monomulty. Divide participants into four groups. Each group is one culture. They will be given 20 minutes in each group to prepare according to instructions to role-play this culture. Then when they return to the room they will be explained that there was a shipwreck they are the only survivors and must co-operate with each other in order to build a shelter before a typhoon comes. Always remaining in the given role. They have</p> <p>20 minutes: Preparation 20 minutes: Implementation. 20 minutes: Reflection.</p> <p style="text-align: center;">The world of Monomulty:</p> <div data-bbox="619 772 1225 1227" data-label="Image"> </div> <p>Frostians:</p> <p>These people are known for being excellent organisers and bosses, they never carry out physical work themselves but like to tell others what to do. The stereotype about them is about how cold they are and they totally hate any physical contact. As a matter of fact any type of physical contact is seen as an invitation for sexual intercourse. Which they don't mind, as sex is not seen as something morally wrong or as a taboo in their society.</p> <p>Flamians:</p> <p>These people are known for being very lazy, and bad workers, they are highly individualists and rarely co-operate with each other at work, rather strive for individual goals. The stereotype about them is about how hot-blooded they are, they smile a lot, and if they talk to someone they must have physical contact, always touching the person with whom they talk. When they are angry they beat their feet on the floor. Sex is seen as a taboo in their society and is considered a taboo even to talk about it.</p> <p>Gendrians:</p> <p>These people are not great workers, they are not known for having built anything, but they love to decorate and are very good at it. The stereotype about them is that they have very clear and strict gender divisions. Men talk only to Men, Women talk only to Women. Men can touch metal and plastic, women can touch paper and glue. They like to sing while working.</p> |

| | |
|---------|--|
| | <p>Angelians:</p> <p>These people are extremely religious, they are known for dealing with every person and every object as something holy which was given to them by the Gods. The stereotype about them is that they are a very close community, very close to each other, and like to always be in each other's company, especially when they have to obey the main rule of their society, which is stop everything you are doing and start praying every 3 minutes.</p> <p>Now a shipwreck has taken six representatives of these peoples to a desert island. A huge tropical storm is about to come, and they have a limited time to build a shelter together which can contain at least one person.</p> |
| Results | <p>The groups were a bit confused initially on the instructions, yet were very creative in thinking up new rules and in interpreting their roles, and verbally it was made clear to all that they did not have to explain their cultures to each other, on the contrary they had to be quite stern about their peculiarities and eye the others as strange.</p> <p>As the simulation started the only ones who seemingly started to work were the Gendrians as decorators as everybody argued or tried to understand each other, as time went by and the deadline was closing most started to forget about their cultural differences and started to co-operate in order to achieve the building of a shelter, which was achieved in time.</p> <p>The discussion afterwards focused much on intercultural communication and adaptation, as what elements of culture can be visible and which can be invisible. Then the discussion moved on onto mediation and negotiation and conflict management styles and methods which were used during this simulation while they were in their roles. The only complaint about this session was that the discussion following the exercise took too long.</p> |

DAY 1 10th July: Intercultural Tolkien Evening

| | |
|------------------|--|
| Aim(s) | - To share and explore visible culture from each group |
| Time | |
| Materials needed | Random materials |
| Step by step | <p>The group was divided into four groups prior to the evening:</p> <p>Elfs: Belarus, Russia, Ukraine</p> <p>Orks: Poland, Bulgaria, Azerbaijan, Turkey</p> <p>Dwarfs: Turkey, Poland, Ukraine</p> <p>Hobbits: Moldova, Poland, Armenia, Belarus</p> |
| Results | <p>Each group organised costumes with what materials they found and mixed together their cultures and national products in order to present as them as one, and representing the cultures of Elfs, Orks, Dwarfs and Hobbits. The result was very appreciated as it brought a variety of presentation of national foods and drinks, as well as songs, dances and games through the night.</p> |

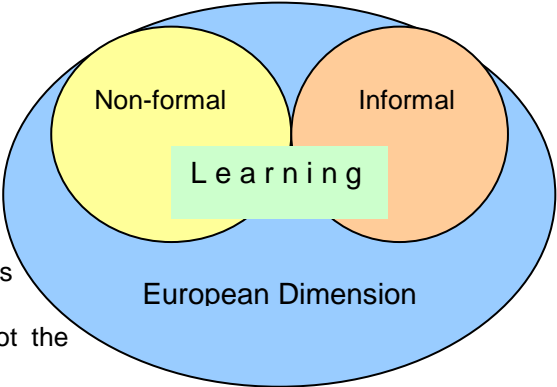
DAY 2 11th of July : Youth Realities

| | |
|------------------|---|
| Aim(s) | - A creative way to get to know each other's realities. |
| Time | 60 minutes |
| Materials needed | Random materials, markers |
| Step by step | four groups, mixed per gender, country and region. And let them work together for 30 minutes. Their task is to compare their local youth realities and put them down in a list in a logical framework, including positive and negative aspects and present it as if it was a unique reality from one place. 20 minutes: Preparation 20 minutes: Implementation. 20 minutes: Reflection. |
| Results | Each group followed this task in their own way, one group prepared a city with four different districts each representing the youth realities of each country where participants were from. Other groups just prepared a list of what they have in common and what major differences young people have, a group had a long discussion about the meaning of what disadvantaged youth meant. For some it was easy to find common problems to tackle between Programme and Partner Countries, for some their local realities seemed totally opposite and faraway from one another. |

DAY 2, 11th of July: Presentation of the organisations

| | |
|------------------|---|
| Aim(s) | - To collect brief info about each other organisations |
| Time | 1,2 h. |
| Materials needed | Flip-chat paper, markers, pens, colourful paper, music |
| Step by step | Step 1: Participants had 30 min to prepare T-shirt from flip-chat paper and to decorate it with written answers about their org. following questions have to be answered: <ul style="list-style-type: none"> - Organisation's name and structure - Geographical operating area - Aim and target group - Experience in international projects/ recent project we are proud of... - My role/responsibilities in the organisation <p>Step 2: Disco: people dressed on their T-shirts and while music was playing, they had to dance with different people and to tell about their organisations. Disco was facilitated by DJ (trainer changed the music and told, when it is time to change the dancing partner).</p> <p>At the end all t-shirts were place on the wall, so participant could read once again the profiles of participating organisations.</p> |
| Results | This session allowed participant to receive a short overview of participating organisations, to have a brief idea of, what kind of organisations are presented on this TC. Afterward during the free time participants could spend more time to speak with the people from interesting organisations, to look for possible partners. |

DAY 2, 11 of July: Intro to Youth in Action Programme

| | |
|--------------|---|
| Aim(s) | - To provide information on the main ideas and principles of the Youth in Action Programme |
| Time | 40 min |
| Materials | Flip-chat paper, markers |
| Step by step | <p>1. Open question: who are the main beneficiaries of the Youth in Action Programme? Young people (13-30) and youth workers/youth leaders.</p> <p>2. It is a programme of non-formal and informal learning with the European Dimension.</p> <p>3. What is NFE? How does it happen?</p> <p>Main principles of NFE:</p> <ul style="list-style-type: none"> • Voluntary participation • Learning through experience • Active participation • Safe environment • Learning through group process • Holistic approach • Orientation to the process, not the result  <p>4. What is the difference between non-formal and informal learning?</p> <p>Informal learning is spontaneous (happens in daily life without trainers or teachers), natural.</p> <p>5. What brings European dimension to the project?</p> <p>European values (democracy, human rights...) Common European concerns (drug abuse, racism, etc.) Intercultural experience Feeling of belonging to the European society, European Citizenship</p> <p>6. Which countries can participate and what is period of functioning of the Programme? 31 Programme country (27 EU member + 3 EFTA countries + Turkey) Neighbouring Partner Countries (EECA, SEE, Meda) Other countries in the World</p> <p>YiA: 2007-2013</p> <p>7. Who implements the programme and what kind of projects open for EECA countries?</p> <p>YiA run by EC, EACEA (centralized) and NAs in Programme countries (decentralized) with the support of SALTO RC, Eurodesk.</p> <p>European Voluntary Service (Action 2), youth exchanges and training and networking projects (Action 3) are open for cooperation with the Neighbouring Partner countries, including EECA.</p> |
| Results | This input was divided into several parts and presented as by the trainers, so involving SALTO EECA officers. It gave general understanding, what is Youth in Action Programme about: ideas, standing behind it and its main principles of functioning. |

DAY 2, 11.07: Exploring youth exchanges

| | |
|------------------|---|
| Aim(s) | To compare different understandings of the ethics of youth work, especially applied to the organisation and implementation of Youth Exchanges. |
| Time | 1 h |
| Materials needed | Paper cello-tape. Set of printed papers with questions and tasks. A bag of sweets for the winners. |
| Step by step | <p>There will be two questions, controversial ones posted on a wall. Participants will be then asked to agree, disagree, or stay neutral on this topic. Then they will have 10 minutes to convince each other to change their opinions. If there is time then a second question will be posted up.</p> <p>Question 1: Youth Exchanges help young people with little money to travel in foreign countries.</p> <p>Question 2: Youth In Action must have a European Dimension; it means that youth exchanges must be about important topics for the EU member countries.</p> <p>Question 3: Intercultural Learning in Youth Exchanges means to have fun together.</p> |
| Results | The response to this exercise was quite emotional as many participants were very active in trying to convince each other of their understanding and points of view, up to even receiving offence and making arguments very personal. Nonetheless the exercise was completed, and each question was provided with the correct answers, even though the questions were presented in such a way as to look controversial. Resulting that, youth mobility is one of the priorities for youth exchanges, that European Dimension is a must, and Intercultural learning can also be achieved through fun activities together. The last two questions created a fair division between partner and programme countries participants. |
| Reference | Programme guide "Youth in Action" |



DAY 2, 11.07: Understanding the quality aspects and priorities of Youth in Action programme

| | |
|------------------|--|
| Aim(s) | <p>- To share the understanding of quality aspects within projects of the programme Youth in Action, focusing on youth exchanges</p> <p>- To explore ways of how do we share understanding of quality with partners</p> |
| Time | 2,5 H |
| Materials needed | <p>Descriptions of project: youth exchanges</p> <p>Hand-outs with extracts from the Programme guide on Qualities and Priorities of the projects.</p> <p>Priority and Quality Assessment Sheets (for every participant)</p> <p>Big board or flipchart papers for joint Q.A.S.</p> |
| Step by step | <p>Assessment of the quality of projects</p> <p>Step 1: The group was divided into 3 smaller groups. Each person received the application form of the same youth exchange project. Every group got also hand-out with extract from the Programme guide on Quality and Priority of the project (<u>please see Annex 2</u>).</p> <p>After getting acquainted with the application form and Quality and Priority description, groups received check-list for analysis and assessment of the quality aspects of the project (<u>please see Annex 3</u>). Every group had to read and to clarify the Q.A.S., that everybody would agree what every criteria means for them. Then they have to assess the quality of the project by giving opinion does the project corresponds given quality aspects.</p> <p>Step 2: Groups brought their results to plenary for comparing results with others.</p> <p>Step 3: The debriefing is done again in the groups (but staying in plenary).</p> <p>Questions for the debriefing:</p> <ul style="list-style-type: none"> • How it was to make agreements on quality in the group? Easy/difficult? Why so? • What were the main arguments when deciding on quality? What was important to hear from your "partners" in the group? • What is influencing our understanding of projects' quality? Are we aware about those influences in international youth work? • What might be efficient ways of sharing understanding of quality with your project partners (before and during the project), taking into consideration cultural and communication aspects? • Extra question if appropriate: • How to deal if different understanding of quality appears already during the activity (which might cause misunderstandings or conflicts in the team) <i>40 min.</i> for whole debriefing |
| Results | <p>Participants tried out the process of assessing the quality of projects, they got to know new general priorities and Quality demands. They experienced how is it to agree on quality in international groups, how the Quality demands have to be reflected in application form and the project.</p> <p>People are used to understand thing differently. Participants pointed that assessment of quality depends on:</p> <ul style="list-style-type: none"> ○ Personal experience of the assessing people; ○ On personal skills and even character features; ○ Culture. <p>At the end participants discussed how important it is to take into account the above mentioned factors, while preparing the projects and also during their implementations.</p> |
| Reference | Programme guide "Youth in Action" |

DAY 2, 11.07: Quiz on Youth in Action

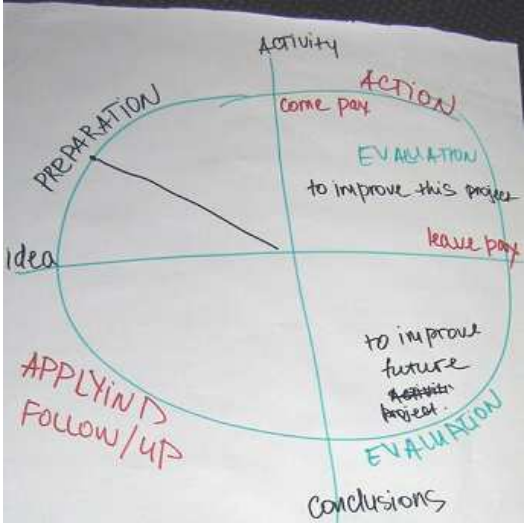
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| Aim(s) | Test their knowledge of Youth in Action. Make four teams |
| Time | 1 h |
| Materials needed | Paper cello-tape. Set of printed papers with questions and tasks. A bag of sweets for the winners. |
| Step by step | <p>Divide the group into four teams. Each team assigns themselves a name and a motto to scream together at every victory. There will be ten stations, each start from Number one and are asked to choose an envelope. A-b-c-d the envelope contains a question about Youth in Action, if they answer successfully they move to the next one. Odd stations will have questions about Youth in Action, pair stations will have a funny task. There will be a total of 6 stations. 1,3,5 will have questions. 2,4,6 will have tasks.</p> <p>QUESTION 1 Envelope 1. When the programme "Youth in Action" will end? (2013) Envelope 2. Which are the programme countries, Envelope 3. How many actions are in the programme and how many of them available for EECA countries? (5 actions, 2 open) Envelope 4. What the age limits for youth exchanges? Exchange: 13-25 (exception 26-30),</p> <p>TASK 1 Dance: Task a) Dance Sirtaki Task b) Dance Belly Dancing Task c) Dance Can Can Task d) Dance Samba</p> <p>QUESTION 2 Envelope 1. How many young people can participate in youth exchange? 16-60 without group leaders Envelope 2. Can two organisation from EECA participate in a project with a Programme Country? Envelope 3. What is valorisation? Envelope 4. What means "visibility of the project"?</p> <p>TASK 2 Sing: 1) Compose a song with 4 sentences, one sentence in each language of your team 2) Compose a song with 4 sentences, one sentence in each language of your team 3) Compose a song with 4 sentences, one sentence in each language of your team 4) Compose a song with 4 sentences, one sentence in each language of your team</p> <p>QUESTION 3 Envelope 1. What are the quality criteria for youth exchange projects? Envelope 2. How long after the deadline you can start the project? Envelope 3. How many deadlines exist for application for projects with EECA countries? Envelope 4. What is a Advance Planned visit?</p> |
| Results | This activity was combined together with the cinema evening, if was a relaxing a fun way to sum up the knowledge about the programme which was gained throughout the day. As each group answered correctly each answer. The path of this game was set in the corridor between the lobby and the plenary, and when each group managed to enter the plenary there were refreshments and soft drinks offered. |
| Reference | Programme guide "Youth in Action" |

DAY 2, 11.07: Cinema Night

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| Aim(s) | Participants brought short films and documentaries about their work and past projects and showed them. |
| Time | 3 h |
| Materials needed | PC and Projector |
| Step by step | Many participants brought short and long films about their work, projects, organisations and networks The films projected were: <ol style="list-style-type: none">1) a documentary about Armenia2) a documentary about Azerbaijan3) a documentary about Turkey4) a film about the youth festival of TONNA, and a series of short animations of their audiovisual festival.5) A film about the work camps organised by SCI. |
| Results | This session was very much enjoyed and for many participants it facilitated a better and clearer understanding of youth in action projects and their implementation, some found it very inspiring. |



DAY 3, 12.07: Project management simulation game

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| Aim(s) | - To practise skills of preparing the youth exchange: from ideas development till submitting the application form |
| Time | 1 day |
| Materials needed | Copy machine, partner request forms, adopted application forms, extract from the Programme guide with Action 1 description, envelopes, pens, A4 paper |
| Step by step | <p>Input "What is project. Different stages of project – project cycle" Open questions: what are the characteristics of a project?</p> <p>It is concrete (has concrete objectives) It has an end (timed). It should be realistic (aim is achievable) It should be evaluated: have we reached the aim?</p> <p>Project can be presented as cycle consisting of 4 different and equally important stages: preparation, action, evaluation and applying (follow-up). The explanation of the model was done using an example of a youth exchange project (what should be done on each stage). Additionally it was underlined, that evaluation can be done as during the implementation stage (daily reflection groups, etc.), so at the end/after the activities. Different evaluations have different aims (to improve current project or future projects).</p>  <p>Simulation game "Practicing skills for preparing a youth exchange project: from generating an idea till submitting the application form to NA".</p> <p>Step 1: Creating organisation and development of ideas for the youth exchange 30 min Each participant was asked to "create an organisation and to think about idea for real or fake youth exchange project". The main aims of the simulation not to come with the real projects, but to practice skills.</p> <p>Guidelines for participants:</p> <ol style="list-style-type: none"> Create your organisation: it can be the fake or the real one. Create the idea for the international youth exchange. It can be based on the real ideas, on which you will want to work afterwards, but not necessarily. Partner finding: fill in the Partner Request Form in English (please see Annex 4) and to give it to the post men (trainers) as soon as you will finish it. SALTO EECA officer is ready to consult participants (writing letters). <p>Remember! You can not communicate with people from other countries by any other means except e-mails as they are too far to hear you.</p> <p>Step 2: Partner finding Task – is to find the partner for the youth exchange</p> <p>Guidelines for participants:</p> <ol style="list-style-type: none"> Get your information pack about potential partners – trainers will give you copies of all partner request forms; Write letters to the potential partners and sent it 'by mail'. <ul style="list-style-type: none"> Write Clearly the Address (Organisation Name + Country). |

| | |
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| | <ul style="list-style-type: none"> • Give this letter to the post service, which will help you with the post delivery. c) Answer each letter you receive as quickly as possible. d) Keep sending letters until you have found a partner and have received a definite confirmation letter from that partner. e) You should have minimum 1, maximum 3 partners (bi-, tri- and multilateral youth exchanges are possible). <p>Step 3: Partner matching Group meets in the plenary and trainers check, who is working with whom, how many projects are preparing (simple matching on a flip-chat).</p> <p>There were 3 groups working on multilateral youth exchanges.</p> <p>Step 4: Feasibility Visit</p> <p>Explaining the idea of feasibility visit: Your idea and created partnership were highly appreciated by NA and they decided to give you the support for the Feasibility visit! Now you can meet partners and to develop the idea together.</p> <p>Short explanation, what is Feasibility visit comparing to Advanced Planned visit: it is a different project under "Training and Networking", which gives an opportunity for partners to meet and to work together on a project idea (also possible on application form) before to submit it to NA.</p> <p>Guidelines for participants:</p> <ul style="list-style-type: none"> a) Share your ideas how would you like to develop the project b) Agree on the title, target group, aims, activities, the methods you are going to use. c) Have a conversation together in order to have complete agreements about the preparation, implementation and evaluation activities of your international youth exchange. d) Fill – in the project description form (<u>Please see Annex 5</u>) and submit it to the NA (team of trainers and organisers) by the deadline: 15.00 <p>Consultations: Officers of NA are always ready to consult you regarding the development of your projects. Feel free to come to the Agency or sometimes officers will be visiting you.</p> <p>Step 5: comparing the simulation game and reality was done by theoretical input (please see it in Annex 6).</p> <p>Step 6: application forms assessment and feed-back to the working groups After making assessment of 3 submitted application forms, trainers and SALTO EECA officers made consulting meeting with the working groups. The aim of these consultations was not make the decision, if the project was "accepted or not", but to provide constructive feed-back for the participants, which would be useful while making real projects in the future.</p> |
| Results | <p>This simulation game together with the introducing input was a chance to practice skills in preparation of a youth exchange: from the moment of generating an idea, looking for partners till working on the real application form and receiving a feed-back on their work.</p> <p>The simulation game didn't aim to be a work on real projects (although certainly working on the real ideas would give an added value for the participant); it was an opportunity to practise in safe environment, having all chances for learning from own mistakes in facilitated process.</p> |

DAY 3, 12.07: Budget making

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| Aim(s) | <ul style="list-style-type: none"> - To clarify financial aspects of youth exchanges; - To practise skills for calculation of the budget of bi- and multi-leteral youth exchange |
| Time | 45 min |
| Materials needed | Several printed copies of situations, budget part of A 1.1. or Programme Guide |
| Step by step | <p>Step 1: Participants were divided into 3 smaller groups and received extracts from the Programme Guide of YiA programme with the financial rules of the youth exchange.</p> <p>Theoretical input on the main principles of budget making/financing of projects under YiA programme, focusing on youth exchanges. Projects stand on ideas, people and money. Community grant of youth exchanges is based on a combination of:</p> <ul style="list-style-type: none"> - Actual costs; - Flat rate amounts; - Amounts based on scales of unit costs. <p>Step 2: exercise to calculate the budget for both situations. There were given 2 exercises to calculate budgets for bilateral and multilateral youth exchanges:</p> <p>Situation 1: There is a bilateral youth exchange between Moldova and Poland. Project will take place in Poland. Each country has groups of 9 participants and 1 leader. Moldavians will have one more person, who will assist one participant, who has physical disability. Moldavians will need an entry visa to Poland. But Visa can be made only in Ukraine and that's why one person will go to Kiev to make a visa (Travel costs Chisinau – Kiev-Chisinau: 100 euro, visa fee is 50 euro). The APV will take place one month before the exchange in Poland. Two people (one leader and one youngster) from each country will participate there. Travel costs: 300 Euro from Moldova to Poland (round trip) for one person. Duration of the exchange (except travel days): 10 days.</p> <p>Situation 2: There is a multilateral youth exchange between Russia, Belarus, Uk and Germany. Project will take place in Russia. Each country has groups of 5 participants and 1 leader. Participants from UK and Germany need an entry visa to Russia, which can be obtained only, if Russian organization will issue invitation letter. The APV will take place one month before the exchange, one person from each organization will participate there. Visa price is 40 euro, invitation price is 15 euro. Travel costs: 150 Euro for Belarusian participants, 300 euro for German participants and 350 euro for UK participants (round trip) for one person. Duration of the exchange (except travel days): 8 days.</p> <p>Each of 3 groups made calculation individually. The group, which gave the right answer first (please see calculation in the Annex 7), received a price from the organisers.</p> |
| Results | Participants found it rather complicated, but at the same time very useful to calculate budget for 2 different kinds of youth exchanges. It was an opportunity to clarify financing rules and to practice skill for budget making. |
| Reference | Programme Guide of Youth in Action Programme |



DAY 3, 12.07: Risk Management and Prevention

Participants received a hand-out on Risk Management and Prevention during Youth Exchanges (Please see Annex 8).

DAY 4, 13th July: Facilitated Time and Calendar Management

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| Aim(s) | - To manage the available time to make the most out of one's own youth exchange |
| Time | 1,5 h |
| Materials needed | Post It's Wall |
| Step by step | <p>Introduction : each are made to stand up, close their eyes and count until 60, once they are done they can sit down. So it was visible to all that different people had different understandings of time.</p> <p>Then a jar was drawn on a flipchart, and then big stones, medium stones, small stones and sand had to all fit inside the jar and participants were asked what was the best way to do so.</p> <p>Finally the group agreed that it was better to put the big stones first and gradually fitting everything else.</p> <p>Once this task was accomplished the group moved onto the exercise.</p> <p>Step 1: collect from participants what activities are a must during a youth exchange. The result was :</p> <ul style="list-style-type: none"> a) Workshops b) Discussions c) Free Time d) Excursion e) Teambuilding/ICL games and Activities f) Free Time g) Evaluation <p>Step 2: once this is collect an imaginary calendar is drawn with cello tape on an vertical desk, with a division of each day in morning, afternoon and evening activities. And a differently coloured post-its represented different types of activities.</p> <p>Step 3: now the group had to decide about a random project proposal on art, what are the big stones and what are the small stones and fit them into the empty gaps. First of all the put on the workshops and discussions, then the excursion, the teambuilding and ICL activities, the evaluation at the end, and with what was left the free time.</p> <p>Step 4: the original idea was to use the project work groups from the day before to let them continue working on their project, yet because of some conflicts which arouse on the previous day, the idea was to let the groups pick a broad topic they wished among arts, music, human rights, social inclusion, and draft a programme in four groups, and 30 minutes to accomplish this task.</p> <p>Step 5: each group completed the assigned task and presented a calendar for a</p> <ul style="list-style-type: none"> 1) youth exchange on human rights 2) youth exchange on arts 3) youth exchange on music 4) youth exchange on social inclusion 5) |
| Results | The groups learnt how to differentiate and prioritise different parts of their planned programmes and how to assign priorities managing what time they had, and learning about flexibility through this action. |

DAY 4, 13th July: Training and Networking projects

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| Aim(s) | - To look at what can be accomplished, and what is Action 3.1.2/4.3 |
| Time | 1 h |
| Materials needed | Flipchart |
| Step by step | <p>At first a brief description of 4.3 actions were collected from the User's guide and assigned to couple, all except for Networking Activities 4.8. The couples had to discuss together what this action is and find a creative and funny way to present it to the group in less than two minutes and had twenty minutes to prepare. The group was creative, despite not always clear in the message, it was an entertaining task before the presentation of :</p> <ul style="list-style-type: none"> a) training course b) seminar c) partnership building activity d) job shadowing e) feasibility visit f) study visit g) evaluation meeting h) Networking activity <p>And each were explained in detail and presented, giving time for questions and answers.</p> |
| Results | The groups learnt what support measures are, and how they are meant to function in order to support local and international youth work, by first acting them out, and then listening about their explanations. |

DAY 4, 13th July: SALTO EECA RC: resources and opportunities

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| Aim(s) | - To look at what SALTO is and what can SALTO do to support partnerships and organisations' activities. |
| Time | 1 h |
| Materials needed | PowerPoint projector. |
| Step by step | SALTO's staff presented the history, goals, aims and objectives of SALTO EECA to the rest of the group, before an extensive time spent to answer questions and doubts participants had about SALTO's role, and what kind of support they can achieve. |
| Results | The groups was very happy to learn about SALTO support systems and how they can be assisted by SALTO EECA in partner finding and implementing projects in the future. Which was very appreciated in the evaluation forms. |

DAY 4 13th July. Excursion to Lviv

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| Aim(s) | To leave the venue and relax |
| Time | Afternoon and evening |
| Materials needed | Taxis |
| Step by step | The groups was offered an excursion in the old town of Lviv, then some free time just before having to reach the restaurant which was booked for the dinner out. |
| Results | The free day was a necessary break very much enjoyed and appreciated by all. |



During the morning of Day 5 due to time problems we decided to split the group in two smaller groups, one group with Ms Buzinova would look at Visa Problems, the second group with Mr. Nava would look at fundraising and co-funding.

DAY 5, 14.07: Important technical issues: visa obstacles

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| Aim(s) | - To summarize experience and make recommendations for overcoming mobility obstacles while obtaining visas for participation in Youth in Action Programme |
| Time | 40 min |
| Materials needed | Flip-chat, markers. |
| Step by step | <p>Following topics were proposed to the participants:</p> <ul style="list-style-type: none"> - Visa problems; - Financial issues. <p>People had to choose, which topic is more important for them and to attend certain session.</p> <p>Majority of participants from EECA countries have chosen to take part in the discussions, devoted to visa problem. They were asked to share their experience in obtaining visas for participating in YiA project abroad and come up with the recommendations on this issue.</p> |
| Results | <p>The following conclusions/recommendations were developed by the participants:</p> <ul style="list-style-type: none"> - When you apply for a visa to participate in YiA project abroad, ask for support of SALTO EECA multipliers in your country: they can provide you with a special letter; - Embassies of "popular" countries have more work and can be less friendly, comparing to the embassies of countries. That's why be morally prepared for it, when you plan to apply for a visa to such country; - Be pleasant and respect the offices in the embassies (smile, be polite, etc. ;) - Prepare an invitation letter in the official language of the country (not only I English); - If you have a special case (shorter period for obtaining the visa, etc.), try to establish a contact with the Embassy before to go their personally. Inform them about your situations: call, send fax, e-mail. - Underline your participation in EU programme: support letter with YiA symbols; ask you partners in this country to contact the embassy. Try to arrange special appointment with them. - Submit original, not faxed invitation (it looks more trustful); - Have the original invitation letter with you, when you enter the country: you might be asked to present it on the border. - Register in SALTO EECA Forum and read other hints there. |

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| | <p>Besides these recommendations, participants prepared a draft of the invitation letter. So, a good invitation letter should have following information:</p> <ul style="list-style-type: none"> - Your complete passport details and address; - Data of the inviting organisations (type of the organisation, address, tel/fax, e-mail, web-page, registration number, etc.) - Explanation of the project (its aims, objectives, financed by EU programme); - Dates of the invitation letter should a bit longer, than the dates of the projects (+ extra days for travel); - Financial conditions of your participation: board/lodging, insurance, part of travel expenses is covered; - Invitation letter should be made on the head-letter of the organisation and be signed by its director (president, etc.) and stamped. |
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DAY 5, 14.07: Important technical issues: co-funding and fundraising

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| Aim(s) | - To summarize experience and make recommendations for obtaining co-funding and fundraising for Youth in Action Programme | | | | |
| Time | 40 min | | | | |
| Materials needed | No materials | | | | |
| Step by step | <p>Following topics were proposed to the participants:</p> <ul style="list-style-type: none"> - Visa problems; - Financial issues. <p>People had to choose, which topic is more important for them and to attend certain session.</p> <p>Majority of participants from EECA countries have chosen to take part in the discussions, devoted to visa problem. They were asked to share their experience in obtaining visas for participating in YiA project abroad and come up with the recommendations on this issue.</p> | | | | |
| Results | <p>The following recommendations were developed:</p> <ul style="list-style-type: none"> - when approaching foundations do not ask for money, but ask for co-operation on tackling similar topics as they do. - When approaching a private donor do not beg, but offer them a service and a favour in return for financial support. <p>Annexed is the list of Dos and Don'ts on Fundraising which was discussed orally.</p> <p style="text-align: center;"><u>Fund Raising Realities and Strategies:</u></p> <p>Lessons for funding sources</p> <table border="1" style="width: 100%;"> <tr> <td>a) The Reality</td> </tr> <tr> <td>Sometime easier to get money for <i>one</i> event than for the whole project</td> </tr> <tr> <td>> The Strategy</td> </tr> <tr> <td>Develop a comprehensive project, but break it into smaller chunk sized bits to seek funding for <i>each</i> part, from the same or sometimes different sources.</td> </tr> </table> | a) The Reality | Sometime easier to get money for <i>one</i> event than for the whole project | > The Strategy | Develop a comprehensive project, but break it into smaller chunk sized bits to seek funding for <i>each</i> part, from the same or sometimes different sources. |
| a) The Reality | | | | | |
| Sometime easier to get money for <i>one</i> event than for the whole project | | | | | |
| > The Strategy | | | | | |
| Develop a comprehensive project, but break it into smaller chunk sized bits to seek funding for <i>each</i> part, from the same or sometimes different sources. | | | | | |

b) The Reality

More and more NGOs are seeking more money from traditional funding sources.

> The Strategy

Develop a more diversified range of donors who can provide different amounts at different points of a programme/project's implementation. Seek both local as well as overseas donors.

c) The Reality

Many donors are providing much less money than required, or simply do not have enough.

> The Strategy

A diversified fund-raising programme is very important. An interesting thumb-rule - closer the donor, smaller the amount. A person walking on the street in your town may provide only small change that he currently has in his pocket. But a more 'distant' person or organization may provide more funding.

d) The Reality

There are many conditions and terms imposed on funds provided by most donors that may restrict its use.

> The Strategy

Understand the *need* for these conditions/terms by looking at it from the donors' perspective; ensure that you have communicated your needs very clearly - the who, how, why and when; try to find a middle ground in negotiating with the donor - satisfy their needs without sacrificing your own.

e) The Reality

Misdeeds and fraud by some NGOs taint the sector as a whole, creating mistrust and misunderstanding.

> The Strategy

Get out of the 'charity' angle. Develop clear professionalism among the staff members. Always be willing to provide info on the NGO's goals and objectives, as well as programmes. Get third party organizations to write about the programme and projects. Keep good relations with the media, and cultivate spokespersons among the staff members.

f) The Reality

Sometimes it is so difficult to find a donor who is willing to finance a specific programme or project.

> The Strategy

Look in other places. Sometimes a local businessman or company may be willing to help - only if and when asked! Seek funding from 'non-traditional' sources that may exist in your own backyard.

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| | <p>g) The Reality</p> <p>It takes so much time, effort and money itself to find and secure funding.</p> |
| | <p>> The Strategy</p> <p>All staff members of an NGO should spend part of their time in fund raising - each catering to different aspects of the process - writing proposals, finding and networking with donors, negotiating, writing reports etc.</p> |
| | <p>h) The Reality</p> <p>Fund raising activities need skills and knowledge to be effective and successful - which most NGOs do not have.</p> |
| | <p>> The Strategy</p> <p>Creating NGO Networks, NGO service centers, information kiosks etc. help in pooling and developing the knowledge and skills needed for this purpose.</p> |
| | <p>i) The Reality</p> <p>NGOs, in many cases, are in competition with each other to seek and find funds.</p> |
| | <p>> The Strategy</p> <p>Try to find the differences and uniqueness of your own programme/projects. What new approach have you used? Usually, each NGO services a different aspect or a different community - with rare overlap. Develop a 'bigger picture' with other NGOs that illustrates comprehensive and diverse package of services and projects.</p> |

DAY 5, 14.07: Specific of partnership with Neighbouring Partner countries (focus on EECA region)

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| Aim(s) | - To raise awareness on specifics of cooperation with neighbouring countries and with EECA particularly. |
| Time | 90 min |
| Materials needed | Several copies of printed cases for each group, flip-chat, markers. |
| Step by step | <p>Step 1: Participants were divided into 3 groups. Each group had a different situation, happened on a youth exchange or specific for cooperation with EECA countries. In each situation there are 2 or 3 different positions (people with specific roles), description of one role is given to 2 people.</p> <p>Situation 1: 2 roles, 4 people Situation 2: 2 roles, 4 people Situation 3: 3 roles, 6 people</p> <p>Please see description of each role in the Annex 9.</p> <p>Step 2: two people, who received one role, had to discuss it together and to prepare themselves for the next step – acting. People having different roles from the same situation should not hear, communicate or show their roles descriptions to each other.</p> <p>Step 3: Performing. There is a table in the centre of the room. Two people, who were working on the same role, had to decide, who of them will act in the performance. One person from each role is invited to sit at the table; another person is standing behind</p> |

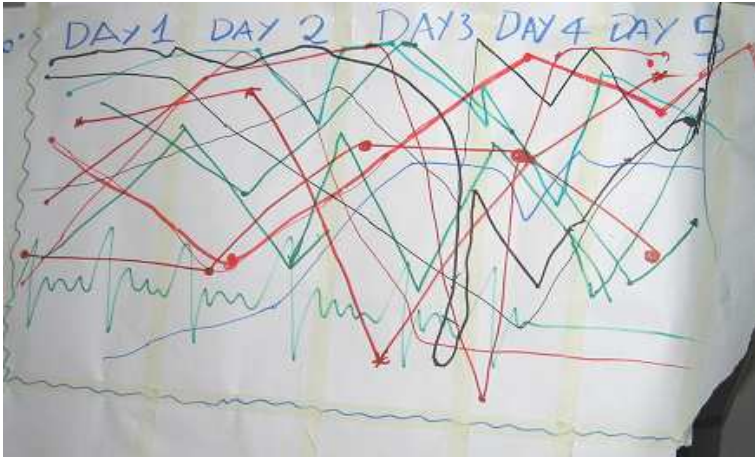
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| | <p>the chair. If during the play he/she feels, that it is needed, he/she can replace the first actor and participate in the discussion.</p> <p>After the signal performing start and finish. The whole process is facilitated by the trainer.</p> <p>Debriefing and conclusions after each situation.</p> <p>Question for debriefing:</p> <ul style="list-style-type: none"> - What do you see in the play? How do you understand the situation? - How this situation could be prevented? - What can be done at the moment of performing? How to improve the situation? - What is important to know, while building the partnership with the Neighbouring Partner countries (EECA)? <p>Conclusions were put on a flip-chat and discussed by the group.</p> |
| Results | <p>The following conclusions/recommendations on the specific of partnership with EECA countries were made by the participants:</p> <ul style="list-style-type: none"> - When you make a project with a partner from EECA region, be prepared, that this organisation might be less experienced with YiA programme, than Programme Country partner; - Pay a lot of attention, when you explain "obvious" things to you partner: do not use a lot of specific terminology, which might be unfamiliar for your partner. Be very clear, when you agree on responsibilities and roles in the project. - Remember, that your project should be equally interesting and address needs of ALL partners. - Do not blame your partner for taking passive position, ask yourself, what you have done to have active partner in the project. Active participation of each partner is a common responsibility: everyone should make efforts to be inclusive and to contribute. - Partner country: explain in details your working reality. What is "normal" for you might seem suspicious for your Programme Country partner. - Programme Country partner: clarify all the details in advance. Communicate! Be aware, that you may have different law, different reality with your Partner Country Partner. - Young people are equal partners of project. Projects should be done not for the young people, but together with them. - Basis for equality – maximum of information and open communication before the project. |


Day 5, 14.07: Questions and answers

| | |
|------------------|--|
| Aim(s) | To provide opportunity to ask and discuss issues and questions on all the topics touched during the TC (and not answered enough before) |
| Time | 1.5 hour |
| Materials needed | Big space for organising several discussion groups |
| Step by step | <p>LSD method (learning space dynamics):</p> <p>L – learning as individual process of receiving info and knowledge, egocentric activity with personal responsibility</p> <p>S – one common space for all the learning process, which consists from different smaller spaces</p> <p>D – "law of 2 feet" – from each topic one can take as much as needs, and then to switch to another one.</p> <p>Organisation of space – several places to discuss different topics.</p> <ul style="list-style-type: none"> - Topics proposed by trainers (each of the trainers is there to facilitate the |

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| | discussion and share): <ul style="list-style-type: none"> o Training and networking projects o EVS o Media and public relations o Evaluation o Youth Pass Practical aspects of projects in and with EECA countries . |
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DAY 5, 14.07: Final evaluation

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| Aim(s) | - To reflect on the learning outcomes; - To review the process of learning and interactions within the group; - To feedback on organisational and educational management of the training course. |
| Time | 1 h |
| Materials needed | A4 paper, flip-chat paper, markers, pens |
| Step by step | <p>1. Emotional evaluation: the wall of cry and the road of joy.</p> <p>The wall of cry: people stand in two lines one person in front of another one. Distance between the lines is 2-3 meters. After the signal from the trainer participants from one line go to the participants from the second line and whisper to the ear of another person, what they didn't like at the TC. Another person doesn't speak (he/she is "The Wall of Cry" in Jerusalem).</p> <p>Second shift: the lines change their roles (another person becomes the Wall). Several shifts are done until the moment when everything is said.</p> <p>The road of joy: participants stand in couples holding hands of each other above their heads, making some kind of tunnel. One by one each couples go under the hands, run till the end of the tunnel shouting loud positive emotions, joys, etc. Several rounds are done.</p> <p>2. Reminding the programme of the course: made by guided visualisation of by asking participants to recall briefly elements of the training course.</p> <p>3. Emotional line In the centre of the room it was places a big piece of paper with time line, reflecting emotional level on Y line and time on X line. While relaxing music was playing everyone had to draw own "feeling line". Some participants commented their lines on voluntary basis.</p> <p>See below the emotional line:</p>  |

| | |
|----------------|---|
| | <p>4. Evaluation cake Trainers prepared a "cake", where different pieces were different parts of the meeting:</p> <ul style="list-style-type: none"> - Accommodation (venue); - Food; - Team of trainers and organisers; - Group; - Programme flow. <p>And also different blocks of the programme:</p> <ul style="list-style-type: none"> - Youth realities - Youth in Action programme - Project management - Support systems (training and networking projects) <p>Participants made a point with marker on each piece, evaluating the success of it (centre of the cake is 100%)</p>  <p>4. Written evaluation (form was prepared by SALTO EECA). Please see the answers of participant in ANNEX 10</p> <p>5. Closing circle Everyone was invited to say the last things to the group or to the team. People were thanking trainers, organisers and other participants for useful and joyful time, spent together, hoping, that this event will be a beginning of fruitful cooperation between many partners.</p> <p>At the end team said the last words, thanking people for their participation, wishing them good luck with their projects and closed the circle.</p> |
| <p>Results</p> | <p>Generally participants were very happy with the result of the TC. They said that they learned a lot during these 5 days, the programme was adapted to the experience and need of the people. Now they feel confident to make youth exchange with EECA countries. "If in the process there will be something, we don't know, we know, where to look for this information".</p> <p>Participants underlined, that learning in the smaller group makes the process very intensive and the finally those people, who took part in the TC, received a lot of attention from the side of the team of trainers and organisers. Working in a smaller group is very good from the point of view of receiving knowledge, but at the same time it decreases the possibility for partner finding during the TC.</p> <p>One of the participants said at the end: "I feel a big pity for the people, who didn't come to this training. They missed a lot!"</p> |

EVALUATION

Evaluation of participants (summary)

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| <p>1 Was the training course held in an environment where you felt comfortable to learn?</p> <p>The answer to this question ranged between "all of the time" and "most of the time" , despite the positive marks there were various complaints about the quality of food, and there were contrasting comments about the venue, the recollection centre of Brukhovychi a village 20km from Lviv, some appreciating being faraway from everything in order to better concentrate, and some feeling too away from civilization and contact with the outside world.</p> |
| <p>2 Were your experiences in youth work taken into consideration in the TC?</p> <p>The answer to this question was mostly balanced between "All the Time" and "Some of the time" mostly because lesser experienced participants shied away from voicing their opinions before more experienced participants. While the more experienced participants tried to assist the new comers sharing their background and openly communicating. There was appreciation on the fact that all had a chance to speak and voice out their comments regardless of knowledge and experience.</p> |
| <p>3 Did you learn from the other participants during the TC?</p> <p>The answer to this question ranged between "all of the time" and "most of the time". Participants were very appreciative of the presence of more experienced participants, using what free time was available to network with each other and learn about each other's work and background. Programme Country participants instead were glad to get to meet EECA partner countries and learn about their realities, generally it was a good a balanced exchange of information.</p> |
| <p>4 Did the TC meet the aims and objectives set by seminar organizers?</p> <p>The answer to this question ranged between "all of the time" and "most of the time". Mostly thanks to the information prepared and sent beforehand most participant had a clear idea about what was going to happen and what to expect, and it mostly met these expectation, in some cases it went above expectations, in some other cases the aims and objectives were felt not totally reached because of a large amount of participants missing who did not show up at the training course.</p> |
| <p>5 Were the appropriate resources available to use and take away?</p> <p>The answer to this question was mostly balanced between "All the Time" and "Some of the time" some criticism approached the lack to internet resources as there was only one computer not always available, at the reception of the venue. Some other complaints approached the lack of available tools such as pens, or handouts. Yet generally the participants were thankful for what materials they received and the team tried to compensate adding electronic form materials to the CDs.</p> |
| <p>6 Were you actively participating in the TC?</p> <p>The answer to this question ranged between "all of the time" and "most of the time". Each mentioned high motivation to participate and gain as much as possible, for some , sometimes, the load of information was too much to digest, and some others felt tired after evening activities and informal time, yet there was a big effort to make the most of it most of the time, even when feeling to back out unpleasant activities for some, for the sake of group and learning.</p> |
| <p>7 Were the method used appropriate to the topic?</p> <p>The answer to this question ranged between "all of the time" and "most of the time". There were some complaints about a few activities, regarding boredom or creating bad feelings, nonetheless participants enjoyed innovative methodologies and new techniques used by such a diverse team as a good compensation. What was most important is that participants mostly understood the methodology and wish to use it themselves in their youth work. Moreover much appreciation was shown for the reflection groups, as often participant's requests were met and implemented by the team.</p> |
| <p>8 What was your knowledge and ability to organize Youth Exchange projects before this Training?</p> <p>Most marks regarding this question ranged between 2 and 4. Generally prior to the training most, with few exception, had just a vague idea about YIA and youth exchanges, some thought they knew and realized they knew little, yet the level of knowledge for fairly balanced, including a few who have participated/organized youth exchanges before, mostly with the previous Youth Programme.</p> |

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| <p>9 What is your knowledge and ability to organize Youth Exchange projects now?</p> <p>Most marks regarding this question ranged between 5 and 6. Most participants feel grateful for the knowledge received and are in good spirits at the end of the project, feeling to have gained a lot of information and skills to organize a youth exchange, yet still miss some practical knowledge which some admit can be gained only through experience.</p> |
| <p>10 what is your awareness about the Support Systems now?</p> <p>Most marks regarding this question range between 4 and 5. Participants were mostly grateful about the amount of information they received and about having made a personal contact with SALTO staff, as mostly feel that information received still has to be digested as well as how to use the received information for future international youth work.</p> |
| <p>11 Do you feel that you understand better the specifics of cooperation between Programme and Eastern European & Caucasian countries?</p> <p>Most marks regarding this question range between 4 and 6. Most felt the information about Programme and EECA countries was complete, mostly programme country participants have had no previous experience with EECA and wish to implement partnerships, EECA participants felt the lack of more participants from Programme countries.</p> |
| <p>12 how do you find the work of the team of the TC Eastern Express? Did you receive appropriate support from the TEAM during this TC?</p> <p>Most comments about the work of the team ranged between harmonious, well coordinated, professional, detailed, disciplined work of the team. It was very much liked that SALTO staff took on some sessions, giving more variety to the programme, and confronting participants with different methodologies. Also much appreciation was given to the informality of the group and the friendliness of staff.</p> |
| <p>13 Do you want to address your feedback (constructive comments on working style, methods, approach, behaviours) towards individual TEAM members</p> <p>Participants mostly appreciated the variety of methodologies and approaches used, yet some criticism came to the non-formal activities as some felt some topics are too serious to be faced in a "game", criticism also affected the simulation activities as they were mentioned as not properly organized or fully to the point, as well as some disliked the debates and confrontations, as well as instructions to some activities being unclear to some and leading to misunderstanding either the task or the outcome. But generally appreciation to the staff and to their work was generally very positive and thankful, especially on a personal level.</p> |
| <p>14 Other comments</p> <p>Many participants feel they gained plenty of motivation in order what to do in the future, as personal careers, as implementing youth in action programmes, as well as on a more personal level regarding personal growth and intercultural learning. Yet motivation was a constant answer to this question.</p> |

Evaluation Meeting of the team of trainers and organisers

15.07.07

Olga – good, first-time team of trainers, it was a bit hard at the beginning as we never worked together before, but I am satisfied, we had good teamwork even though we never worked together, the participants liked it.

There was just one point on the evaluations which caused some problems, the simulation day, the problem was that we used real countries, what should we do, use real examples or fake them, that is the dilemma. Also because some took it as a simulation and some for real, maybe we should make a different training course or focus on partnership building activities? Eastern Europe and Caucasus countries are anyway always in the look out for new partners, sometimes more than Programme Countries. Despite this point I can say that personally I am satisfied that they have now the knowledge, and now they need partners.

Andriy – Regarding the simulation I think we should make it more unreal, no real countries, no real organization. Regarding also the partner requests forms should be more neutral.

Olga – I agree.

Lorenzo – yes ok, but, we also can't act out as nurses, what I mean is that in every real partnership building activity there are some people left not completely satisfied with the outcome, the way this simulation was structured it left an open road to step into reality, which I would not close, in case organizations and people, really would like to co-operate with each other and implement a real project together.

Andriy – I see your point, but changing the topic I would like to point out that it is easier to work with small numbers, also when it comes to dealing with conflicts, and another positive aspect of having such small numbers was that the content was deeper and feedback better. I liked the logical structure of the programme.

Olga – me too.

Andriy – also I would like to say that it is better to place free time earlier in the programme, this time it was too late, and the days before the free day, exhausting. And about the food, it was typical stolovka food, not so good.

Olga – Food was bad, but venue and surrounding was perfect.

Tomek – The kitchen staff was unfriendly

Andriy – Food should be improved, this is must

Olga – Yes fine, but lets not forget, our aim was to provide information on Youth in Action and East Europe and Caucasus co-operation and that we did well, despite some participants might have expected to implement training courses after this training, the focus was on Youth exchanges not on Training Courses, so participants should expect to learn about youth exchanges, Support Systems, well it could have been more, but we had no time left in the programme unfortunately.

But this group was by majority not so experienced and there was some initial confusion on meanings and possible actions, this is why I can say that they appreciated very much the personal contact with SALTO. Our second objective, the development of future projects was a bit difficult since this group was so small and unbalanced between Programme and Partner Countries, but maybe next time we should focus more on networking. This Eastern Express was much more focused on training than networking as there were many new elements.

Tomek – Participants and team were good and work went smooth. But lets add one more day. Project management simulation lacked a part on evaluation process, I feel there was still some confusion about the meaning, or even the necessity of evaluation. Add a contact making part and more realistic communication. Focus more on participants and support of networking and lobbying.

Olga – Yes, focus it on how to formulate ideas, maybe It was a mistake not to do risk prevention support systems in the project management part. To have a full project management, not only the project preparation phase. But then again, we learn from experience.

Lorenzo – I agree, about adding one more day, not to sacrifice anything from such a good format and add one more partnership building activity, and to be sure about the effectiveness of their partnerships and project implementation lets add long distance coaching and tuition for the implementation of projects.

Tomek – As a structured tuition it can last for three months, until the deadline for submission, then they are on their own, contacting us if necessary.

Lorenzo – And as topics I would include somehow media plus valorization and visualization, since now it's a compulsory component in the application form, as well as fundraising and co-funding as part of the programme, there were many questions about that.

Olga – Yes that could be interesting, I would also like to remark that the budget activity was great but it was quite tough at the same time.

Tomek – Yes and it took too much time, we should work a bit on time management, so each activity is planned and fits properly without sacrificing other planned activities..

Lorenzo – True enough, anyway the involvement of SALTO was great, it give a good variety to the programme, and the feedback from participants was also great, especially because each one of us has different methodologies which don't contrast with each other, on the contrary compensate very well. Another idea, maybe in the future Eastern Express can offer training on two forms of exchange, 1.1 and 2.1 group EVS for work camps, since now it is possible, and it is a sort of youth exchange after all.

Olga – I agree

Tomek – But it was really a pity that we had such a low turn out, the period of end of July is great for both partner and programme countries. Maybe in the future we should use yahoogroups for call for participants, use our multipliers in EECA, network more with National Agencies for support, even though right now most Agencies are in chaos because of the new Programme.

Summary of the Team Meeting

Feathers in the hat:

- 1) new team first time co-operating, effective and successful team work
- 2) success in providing information about co-operation with EECA and about YIA
- 3) successful personal contact and support to each participant

Black eyes:

- 1) quality of food
- 2) free time too late
- 3) structure of the simulation
- 4) time management

Future Recommendations:

- 1) add one more day
- 2) put more focus on partnership building activity
- 3) include fundraising and co-funding as a topic
- 4) include media and visibility as a topic
- 5) when training for youth exchange include also the evaluation process as a topic
- 6) include an experimental 3 month tuition for the formed groups who wish to apply for a youth exchange.
- 7) Use yahoogroups, multipliers and lobby National Agencies to guarantee more support and participation.
- 8) Design enough time for support systems.

CONCLUSIONS

Starting from the team, the freelance trainers Olga Buzinova and Lorenzo Nava were working together for the first time, even though both have worked in the past with SALTO EECA Staff, and altogether managed to prepare a coherent and comprehensive programme for Eastern Express III, as all agreed beforehand to focus the training on Youth in Action and Project Management, given the nature of the new programme and how most people are unfamiliar, and for this reason sacrificing the usual contact-making element of Eastern Express.

Unfortunately because of causes exterior to the control of the Team a few days prior to the beginning of the course there has been a very high amount of drop out of participants from both Partner and Programme countries. as a result only fourteen participants showed up, not entirely covering the whole EECA region and with an unbalanced presence of EECA and Programme Countries.

Nonetheless the Team faced the present situation and faced an unbalanced group, highly motivated, with similar levels of experience and which has strongly prepared for this training course, and in time the small number of participants has revealed to be a fortune. The group bonded fast with each other, almost making some teambuilding activities unnecessary, and the group reacted constructively and surprisingly united in most group tasks, at times surprising the Team itself.

The venue was a Recollection Centre of the Greek Catholic Church of the Lviv Region, an elegant hostel with large double rooms and service, just poor internet connection, and even poorer food.

The first day was quite light as it focused mostly on teambuilding activities and was crowned by the entertainment of the intercultural evening. The second day already starts to face the heavier topics of introducing Youth in Action and the aims and objectives and purpose of Youth Exchanges, as a day it flowed smoothly, and despite the intensity of the day, the day was crowned by the cinema evening, where participants showed documentaries about their lands, or short films about their work, for many visualizing projects made sense at the end of this day and just as many found it inspiring for their future work.

The most demanding day was the third day, starting with a light exercise about sharing local realities and understanding common problems youths have in different countries. That was just before starting a day long simulation which was very demanding both physically and emotionally, as often the boundary between simulation and reality was crossed over and over at times creating tensions, which were all fixed during the evening presentations of result and an entertaining night out visiting a nearby Youth Exchange.

Being this day quite demanding on the following day as the team planned to continue and conclude the cycle of project management and support systems, before a long awaited afternoon out, fortunately the weather was merciful each time the group was out the venue. Only a storm reached the group late in the evening after the guided tour in the local restaurant.

The next day was the final and last day, to round up and conclude the floor was mostly given to participants so that they could ask what questions and doubts they still had, before taking on the evaluation and celebrating the end of the project in the local restaurant Koliba.

Concluding therefore the small group of participants blended strongly together forming bonds also with the team, given the numbers and the isolated place where the training was taking place. The group itself was very creative in formulating project ideas and a good lot left with the idea of implementing those developed ideas, or just with new partnerships to include in upcoming projects or in the future.

The evaluations were pleasant to read, especially at how much time it took participants to fill them in details providing material for discussion and interesting ideas for upcoming SALTO EECA training courses.

As a conclusion Eastern Express III against all odds turned out to be a great success and left everybody with enough encouragement to implement Eastern Express IV in the future.

L.N.

ANNEX 1 : Draft Calendar and Info-Pack for Participants

Objectives of the training course "Eastern Express":

- To provide information about the Youth in Action Programme and especially Action 3.1;
- To get to know with possibilities of cooperation between Programme and EECA countries within the Youth in Action Programme.
- To train in youth exchange project management;
- To explore the possibilities of support for youth exchanges' organizers (Training and Networking activities);
- To develop the necessary knowledge, skills and attitude to organise a successful youth exchange;
- To bring together people working with young people in order to create new project ideas within Action 3.1 of the Youth in Action Programme.

Draft day-by-day programme

| Day 0, 10.07 | Day 1, 11.07 | Day 2, 12.07 | Day 3, 13.07 | Day 4, 14.07 | Day 5, 15.07 | 16.07 | |
|-------------------------|----------------------------|---|---|---|--|---------------------------|--|
| Arrival of participants | Getting to know each other | Youth work reality | Project management in practice: generating the idea | Youth exchanges and Training & Networking activities – way to support your project | Important technical issues for the project realization | Departure of participants | |
| | Coffee break | | | | | | |
| | Intro to the meeting | Presentation of the organisations | Project management in practice: working with the ideas Part I | Specific of partnership with Neighbouring Partner countries (focus on EECA region) | Networking space | | |
| | Lunch | | | | | | |
| | Group building Part I | Youth in Action: focus on the youth exchanges | Project management in practice: working with the ideas Part II | SALTO RC EECA: resources and opportunities | Questions and answers | | |
| | Coffee break | | | | | | |
| | Group building Part II | Youth in Action: Quality demands and priorities | Project management in practice: practical tips | Free time in Lvov | Evaluation of the meeting | | |
| Dinner | | | | | | | |
| Welcome evening | Intercultural evening | Cinema evening | Free evening | Dinner out | Farewell evening | | |

How to prepare yourself for the programme?

- For the part of the programme called "Presentation of the organisations" please bring materials about your organizations (brochures, leaflets, etc.), but DO NOT bring power point presentations (there will be no time to show it!).
- If you have interesting films/video clips from your organizations/projects or any other relevant video materials, which you would like to share with others... there will be a chance to show it during Cinema Evening, so feel free to bring them! ☺
- Your favorite music, musical instruments, costumes, national food, little souvenirs, photos, post cards of your native countries/towns will be useful for the intercultural evening.
- The last, but not the least: for the success of the sessions devoted to the Youth in Action programme, please read carefully the attached document: <BasicInfo YiA.pdf>

**Practical information
for the participants of Training course
EASTERN EXPRESS**

**9-15 July 2007,
Brukhovychi near Lviv, Ukraine**



Time of Arrival: 9th July (Monday), 2007 to Lviv International Airport "Sknilov" or Lviv Railway/Bus Station. We would like to ask you kindly if possible to arrive before 17th o'clock.

Departure: 15th July (Sunday), 2007

Please note that if because of lack of flight connections you need additional accommodation before or after the Training Course (TC), it will be provided and its costs will be covered by the SALTO EECA RC. **But you need to contact and to inform us in advance about your travel details! Please let us know as soon as possible about your travel schedule.**

The Venue:

**Recollection centre of Lviv Curia of Ukrainian Greek-Catholic Church
4 Shyroka St.,
Brukhovychi near Lviv
phone. (+38032) 244-81-02, 244-80-85**

Transport to the hotel and from the venue:

All the local transport will be provided by the organizers.

You will be picked up from the place of destination (e.g. airport, train or bus station) to the training venue or to the hotel if you'll arrive day before, so please look for the person with logo-plate of the the SALTO EECA RC logo (the same as above) in the arrival hall.

Please inform us by phone, fax, e-mail or sms about any changes in your travel.

Accommodation

In principle you will be sharing a double room with another person of same sex, each room has one bathroom. There is towels and bed linen. We didn't foreseen any official meeting, so please bring with you clothes in which you feel comfortable.

Travel costs

Polish National Agency of the Youth in Action Programme will provide board and lodging for all participants. Travel costs of participants from Eastern Europe and Caucasus will be reimbursed directly by the SALTO-YOUTH EECA RC. **NOTE!** Please collect and save all financial documents (e.g. invoices, receipts, etc.) which can confirm your costs (it is necessary for our financial reports and book-keeping). These documents are necessary to receive reimbursements of costs. Please note that reimbursement will be done in EURO, regardless of the currency indicated on your ticket.

Please also note, that if price indicated on the travel ticket is different (smaller) than price, which you finally paid, in order to receive actual price, you have to bring with you also the invoice, where the real cost will be indicated. Travel costs don't include city transport costs (e.g taxi, city transport).

Travel costs of participants from Programme Countries will be reimbursed by appropriate National Agency (if other options are not agreed with the participants and NAs). SALTO-YOUTH EECA RC will not provide medical insurance for Training Course.

Preparations

Please prepare a very short oral presentation of your experience with youth-work, with special focus on voluntary work and the YOUTH programme (if you have such) in your country.

For the part of the programme called "Presentation of the organisations" please bring materials about your organizations (brochures, leaflets, etc.), but DO NOT bring power point presentations (there will be no time to show it!).

If you have interesting films/video clips from your organizations/projects or any other relevant video materials, which you would like to share with others... there will be a chance to show it during Cinema Evening, so feel free to bring them! ☺

Your favorite music, musical instruments, costumes, national food, little souvenirs, photos, post cards of your native countries/towns will be useful for the intercultural evening.

The last, but not the least: for the success of the sessions devoted to the Youth in Action programme, please read carefully the attached document: <BasicInfo YiA.pdf>

Contact:

If you need help, have questions or need further information please contact SALTO EECA Team:

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Malgorzata Kostrowiecka, email: gkostrowiecka@youth.org.pl, eeeca@salto-youth.net

ANNEX 2: Priorities of the Youth in Action Programme

1) European citizenship

Making young people aware that they are European citizens is a priority of the **Youth in Action** Programme. The objective is to encourage young people to reflect upon European topics including European citizenship and to involve them in the discussion on the construction and the future of the European Union.

On this basis, projects should have a strong European dimension and stimulate reflection on the emerging European society and its values.

2) Participation of young people

A main priority of the **Youth in Action** Programme is the participation of young people in democratic life. The overall objective for participation is to encourage young people to be active citizens. This objective has the three following dimensions, laid down in the Council resolution on the common objectives for participation by and information for young people¹:

- to increase the participation by young people in the civic life of their community;
- to increase participation by young people in the system of representative democracy;
- greater support for various forms of learning to participate.

Projects funded under the **Youth in Action** Programme should reflect these three dimensions by using participation as a pedagogical principle for project implementation.

¹ Council Resolution (2003/C 295/04) of 25 November 2003, OJ C 295 of 5.12.2003, pp. 6-8.

3) Cultural Diversity

The respect for cultural diversity together with the fight against racism and xenophobia are priorities of the **Youth in Action** Programme. By facilitating joint activities of young people from different cultural, ethnic and religious backgrounds, the Programme aims to develop the intercultural learning of young people.

As far as the development and implementation of projects are concerned, this means that young people participating in a project should become aware of its intercultural dimension. Intercultural working methods should be used to enable project participants to participate on an equal basis.

4) Inclusion of young people with fewer opportunities

An important priority for the European Commission is to give young people with fewer opportunities access to the **Youth in Action** Programme.

Youth groups and organisations should take appropriate measures to avoid exclusion of specific target groups. The **Youth in Action** Programme is a Programme for all, and efforts should be made to include young people with special needs.

In close cooperation with the National Agencies and the SALTO Resource Centres, the European Commission has established a strategy for the inclusion of young people with fewer opportunities in the **Youth in Action** Programme, targeting in particular young people from a less-privileged educational, socio-economic, cultural or geographical background, or with disabilities.

In addition, annual priorities may be fixed for the **Youth in Action** Programme and communicated on the Commission and National Agencies website and in the annex of the present Programme Guide.

ANNEX 3: Priority and Quality checklist

| Priority and Quality checklist | | | |
|---|-----|----|---------|
| General Priorities | YES | NO | Remarks |
| Active participation of young people | | | |
| Is there clear evidence of young people's involvement in the project? | | | |
| Is the group of young people planning and realising the project themselves? | | | |
| Does the project seek to increase the participation by young people in the civic life of their community? | | | |
| Does the project provide space for young people for learning to participate? | | | |
| Cultural diversity | | | |
| Do the activities of the project allow young people participating in a project to become aware of its intercultural dimension? | | | |
| Are there Intercultural working methods intended be used to enable project participants to participate on an equal basis? | | | |
| European dimension | | | |
| Does the project reflect a common concern for European society, such as racism, xenophobia and anti-Semitism, drug abuse? | | | |
| Do the project activities promote European values, such as equal opportunities, human rights and democracy, respect for other cultures? | | | |
| Inclusion of young people with fewer opportunities | | | |
| Are there any measures planned to increase inclusion of specific target groups in the project? | | | |
| Does the applicant express special attention on needs of young people with fewer opportunities in the project? | | | |

| | | | |
|--|--|--|--|
| Quality demands | | | |
| Programme and working methods | | | |
| Has the project a <i>clear</i> and <i>structured</i> programme of daily activities which correspond to the theme and objectives? | | | |
| Will the planned activities enable the participants to explore different topics on an equal basis, regardless of their language abilities or other skills? | | | |
| Is there clear evidence that the activities are prepared by co-operation of all partners and young people involved? | | | |
| Has the project constant evaluation process before, during and after the activity? | | | |
| Learning objectives | | | |
| Does the project seeks contribute to the young people's education process and increase their awareness of the European/international context in which they live? | | | |
| Are the activities based on main principles of Non-formal education? | | | |
| Is there any evidence that young people shared and discussed about what they want to learn through doing this project? | | | |
| Impact | | | |
| Is there any impact foreseen not only for participants, but also for local community in which the activity takes place? | | | |
| Is there any evidence that project pursue to reach long – term impact on participants and their organisations? | | | |
| Visibility | | | |
| Are there any activities foreseen to ensure the visibility of the support received from the Youth in Action Programme | | | |
| Is there evidence of making the <i>results</i> of the activity visible to larger community(ies)? | | | |
| Valorisation and follow – up | | | |
| Is it planned somehow to <i>transfer</i> the achievements and <i>results</i> of the activity to other youth groups and organisations, which could benefit from them? | | | |
| Is there clear plan of such activities in the project? | | | |

ANNEX 4: PARTNER REQUEST FORM

Name of your organisation:

Country:

Organisation description/profile:

In which country would you like to find a partner?
(Please select minimum 2 countries)

1.
2.

Give a short description of your theme and your exchange ideas:

What important things do you think youngsters can learn in exchanges?

What else do you want to tell your possible partner?

ANNEX 5: Application from



Youth in Action Programme



Adopted application form for the simulation game on youth exchange project management

Training course "Eastern Express"

Please fill in all relevant sections of this application. It is compulsory to annex ALL documents requested in the check list.

Part I. Project identification and summary

| | |
|--|---|
| Name of your organisation | |
| <i>Please indicate the name and acronym of your organisation:</i> | |
| | |
| Title of your project | |
| <i>Please give a short title to your project.</i> | |
| | |
| Type of activity | |
| <i>Please tick the boxes corresponding to the exchange for which you are submitting this application. For more information, please consult Section E, Action 3.1 and Section C, Action 1.1 of the Programme Guide.</i> | |
| This project is a Youth Exchange of the following type : (tick <u>one</u> box only) | |
| <input type="checkbox"/> bilateral (2 Countries) | <input type="checkbox"/> trilateral (3 Countries) |
| <input type="checkbox"/> multilateral (at least 4 Countries) | |
| Duration of your project² | |
| <i>Please indicate the total duration of the project from preparation to evaluation, and also the start and end dates of the actual Exchange activities.</i> | |
| The project starts ³ : (date when the first costs incur) | The project ends: (date when the last costs incur) |
| _____ / / | _____ / / |
| The activities start : | The activities end ⁴ : |
| _____ / / | _____ / / |
| Total duration of the activities (in days), including travel days : | |
| _____ | |
| Venue(s) ⁵ : | |
| _____ | |

Part V. Project description

Programme and working methods:

Please indicate:

- *the theme(s) and objectives of the project,*
- *in which concrete daily activities the theme(s) and the objectives will be put into practice and which working methods you intend to use,*
- *how the young people will be actively involved in each stage of the project.*

Learning objectives:

Please describe how the planned activities and working methods will contribute to the process of non-formal education of young people involved in the project.

European Dimension:

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

- the project fosters young people's sense of European citizenship and helps them to understand their role as part of the present and future of Europe;*
- the project reflects a common concern for European society, such as racism, xenophobia and anti-semitism, drug abuse...;*
- the project's theme is of European interest, such as EU enlargement, European institutions, European projects;*
- the project activities promote European values, such as equal opportunities, human rights and democracy, respect for other cultures.*

Impact:

Please explain the expected impact on young participants and the local communities involved in the project and which measures are foreseen to attain this impact.

Inclusion of young people with fewer opportunities:

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

Please tick the situation they face:

- | | |
|--|--|
| <input type="checkbox"/> Educational difficulties (early school-leavers, etc.) | <input type="checkbox"/> Economic difficulties |
| <input type="checkbox"/> Social difficulties (discrimination of any kind, drug problems, broken families, etc.), | <input type="checkbox"/> Disability |
| <input type="checkbox"/> Cultural differences | <input type="checkbox"/> Health problems |
| <input type="checkbox"/> Other: please specify: | <input type="checkbox"/> Geographical difficulties |

Visibility:

Please describe:

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

ANNEX 6: Difference between the Simulation Game and reality

Difference between the Simulation Game and reality (Matrix - revealed)

In this document we provide you with the overview of main aspects that are different during the Simulation Game and the real life to make you aware.

| Step 1: Partner request | Partner request in reality |
|--|--|
| <ul style="list-style-type: none"> • Creating the organisation – in order to have supportive learning environment you are encouraged to work in couples and participate in the simulation game with your real organisation or create a fake one. • Preferences in countries – in the partner request form you are asked to express your interest in certain countries when looking for partners. In the simulation game you may find partners only among the represented countries in the training course. | <ul style="list-style-type: none"> • In real life no <u>fake</u> organisation can apply for the funding at the YOUTH in Action programme or participate in the project as partners. • In real life you can look for partners from the countries participating in the programme YOUTH in Action either as partner countries (27 EU members, EFTA countries, candidate state for EU membership and neighbouring partner countries). For more detailed information look in Programme's Guide or consult your National Agency. • In reality, besides the partner finding system offered by the network of National Agencies there are many other ways of finding partners. Use your creativity and existing networks! |

| Step 2: Partner finding | Partner finding in real life |
|--|--|
| <ul style="list-style-type: none"> • At the beginning of this step you receive a bunch of partner request forms grouped by trainers and, by reading them, you choose with whom you would like to cooperate. • Communication with potential partners – the only way how you can communicate with other people during this step is by sending letter delivered by post functioning in the simulation game. • In the simulation game you can only be partner in one project. • You may have partnership with maximum 3 other organisations participating in the simulation game. | <ul style="list-style-type: none"> • In real life the partner requests circulate through different means and in a more chaotic way, and it is your task to choose the ones what suits the best to you. By connecting to different information channels you may receive and send partner request forms. • In reality for the communication with partners you may use not only the regular post, but also e-mail and other IT communication tools, telephone and fax...or even the messages in the bottle thrown into the sea. • In real life there are no obligations to participate only in one project at once but it is the responsibility of your organisation to make sure that, by participating in several projects at the same time, this will not affect the quality of your project(s). • In reality, if your organisation is a beginner in YiA programme it is recommended to start from bilateral or trilateral projects. But if you are able to host a multilateral project and you will explain this in the application there is even the priority for this. |
| Step 3: Feasibility visit | Reality with meeting the partners |
| <ul style="list-style-type: none"> • Feasibility visit – in this step you have the chance during the simulation game to meet your partner(s) face-to-face and discuss, agree and draft your common project before filling in the application form. • Availability of the application – at the end of this step you get the application form used in the simulation game to make last check and agreement with your partner(s). • Duration and number of participants: in the simulation you had several hours to the feasibility visit and all member of you organisation could participate in it. • Place for feasibility visit was not important in the simulation game. | <ul style="list-style-type: none"> • There is a real possibility within programme YOUTH in Action for meeting with your partner(s) – Feasibility Visit as a separate project before applying for the youth exchange. For more detailed information look in Programme's Guide or consult your National/Executive Agency. • In real life you may download the application and prepare other needed documents by yourself whenever you need. Most of the documents related to the programme YOUTH in Action might be found on the web-site of your National Agency in your mother tongue. English version of the applications and other documents are available on the official web-site of European Commission programme YOUTH in Action. • Duration of feasibility visit should be appropriate to the aims. Up to 2 representatives per partner/organisation can participate. • 70% of travel expenses and 100% of visa costs are covered. • Feasibility visit can be organised either in the country of applicant organisation, or in the neighbouring partner country. |

| Step 4: Application | Reality with applications |
|--|--|
| <ul style="list-style-type: none"> Application form – in the simulation game we use simplified version of the application form but still containing main elements from the real application form. English language – during the simulation game you are encouraged to fill in the application form in English to learn the language. | <ul style="list-style-type: none"> Valid version of the application can be downloaded from the web-site of your National Agency. English version is available for downloading at official the web-site of the European Commission. In real life, you may fill-in the application form in your native language (programme countries) but still you may decide to do it also in English in order to share the ideas and responsibilities with your partner(s). In reality there are no official rules about the communication with your National Agency but still be reasonable with addressing your questions. |

| Step 5 : Advanced planning visit |
|---|
| <ul style="list-style-type: none"> Advance planning visit is good opportunity to meet the partners and discuss content and practical aspects of the project. In simulation game we didn't go till the time, when the project has been approved and APV took place. In real life, the advanced planning visit should take place in Hosting country. The duration is maximum 2 days and the can be one leader or one leader and one participant from each country. <p>100% of travel and visa expenses to APV are covered.</p> |

ANNEX 7: Making the budget

Situation1 : There is a bilateral youth exchange between Moldova and Poland. Project will take place in Poland. Each country has groups of 9 participants and 1 leader. Moldavians will have one more person, who will assist one participant, who has physical disability. Moldavians will need an entry visa to Poland. But Visa can be made only in Ukraine and that's why one person will go to Kiev to make a visa (Travel costs Chisinau – Kiev-Chisinau: 100 euro, visa fee is 50 euro). The APV will take place one month before the exchange in Poland. Two people (one leader and one youngster) from each country will participate there.

Travel costs: 300 Euro from Moldova to Poland (round trip) for one person.

Duration of the exchange (except travel days): 10 days.

Calculation:

Sending organisation

Travel costs for 10 people (leader, participants): 10 people x 300 Euro = 3000 Euro x 70% = **2100 Euro**

Preparation of the group on local level: **480 Euro**

Advance planning visit (APV): 2 people x 300 Euro + 192 for board and lodging (explanation: 48 Euro x 2 people x 2 days) = **792 Euro**

Exceptional costs: Travel of assistant to Poland: **300 Euro (100%)**

Visa costs: 11 people x 50 Euro = **550 Euro**

Travel costs for making visa (Chisinau – Kiev-Chisinau) = **100 Euro**

Total costs for sending organisation: 2100 + 480 + 792 + 300 + 550 + 100 = **4322 Euro**

Hosting organisation

Preparation of participants: **480 Euro**

Activity costs: 960 Euro for the activities + 3600 (**18 Euro** per person per day for board and lodging x 20 persons x 10 days) = **4560 Euro**

Exceptional costs: living of one assistant (of that disabled person) during exchange 1 person x 18 Euro x 10 days = **180 Euro**

Total costs for Hosting organisation: 480 + 4560 + 180 = **5220 Euro**

Total budget: 9542 euro

Situation 2: There is a multilateral youth exchange between Russia, Belarus, Uk and Germany. Project will take place in Russia. Each country has groups of 5 participants and 1 leader. Participants from UK and Germany need an entry visa to Russia, which can be obtained only, if Russian organization will issue invitation letter. The APV will take place one month before the exchange, one person from each organization will participate there.

Visa price is 40 euro, invitation price is 15 euro.

Travel costs: 150 Euro for Belarusian participants, 300 euro for German participants and 350 euro for UK participants (round trip) for one person.

Duration of the exchange (except travel days): 8 days.

Calculation:

Sending organisations

UK: Travel costs for 6 people (1 leader, 5 participants): 6 people x 350 Euro = 2100 Euro x 70% = **1470 Euro**

Visa costs 6 pax x 40 euro=**240 euro**

Germany: Travel costs for 6 people (1 leader, 5 participants): 6 people x 300 Euro = 1800 Euro x 70% = **1260 Euro**

Visa costs 6 pax x 40 euro=**240 euro**

Belarus: Travel costs for 6 people (1 leader, 5 participants): 6 people x 150 Euro = 900 Euro x 70% = **630 Euro**

Preparation of the groups on local level: 480 Euro x 3 partners= **1440**

Advance planning visit (APV):

Travel costs (150+300+350=800)+Board and lodging (48 Euro x 3 people x 2 days=288) = **1088 Euro**

Visa for group leaders from Uk and Germany: 2*40=**80 euro**

Total costs for sending organisations: 1470+240+1260+240+630+1440+1088+80= **6448 euro**

Hosting organization

Preparation of participants: **480 Euro**

Activity costs: 1920 Euro for the activities + 3456 (**18 Euro** per person per day for board and lodging x 6 persons x 4 groups x 8 days) = **5376 Euro**

Exceptional costs: invitation letters for 14 (12 people for youth exchange + 2 invitations for APV): 15 euro x 15= **225 euro**

Total costs for Hosting organisation: 480 + 5376 + 225 = **6081 Euro**

Total budget: 12529 euro

ANNEX 8: Hand out the checklist from on Risk Prevention and Management prepared by the Irish National Agency.

RISK AND SAFETY IN YOUTH EXCHANGE

CHECKLIST FOR YOUTH LEADERS/WORKERS ORGANISING A YOUTH EXCHANGE

Background

This checklist has been developed at a seminar in Ireland on Risk and Safety in Youth Exchange which was held in February 2003. The seminar involved participants from seven different countries. Participants all had experience of youth exchange and of issues around risk and safety in organising exchanges. This checklist is a product of a series of workshops which aimed to develop guidelines or 'pointers' for youth leaders and youth workers involved in youth exchange. The document is based on the experience and expertise of participants and on the valuable input of experts in the field including Chris Gould (Avon and Somerset Police and founder of the charity Child-Safe).

The checklist is broken into three sections:

- Preparing for the Exchange
- On the Exchange
- Evaluation and Monitoring

Preparation for the exchange

- Partner finding
 - ✓ Advance Planning Visit is strongly recommended (two people if possible-one should be a young person). Withdraw from partnership if it is not suitable.
 - ✓ Check out the legitimacy of the partner group
 - ✓ Try to match interests and ethos of two organisations
 - ✓ Use a specimen 'common agreement' to help develop a contract or agreement between the two organisations – aims, objectives, activities, role of leaders etc. Agreement should include a commitment to the safety and welfare of the young people
 - ✓ Have a 'risk assessment' checklist for the planning visit (include accommodation, activities, leaders etc)
- Accommodation
 - ✓ In the planning stage check out the proposed sleeping arrangements for participants
 - ✓ Check out health and safety issues in relation to accommodation
 - ✓ Make host family aware of organisation's child protection policy
 - ✓ Screening for host families is essential (police checks if available). Ask host family to complete an application form.
 - ✓ Give placement details to participant and their family at least four weeks in advance of exchange. This facilitates contact between the young person and the host family in advance of the visit.
 - ✓ Provide a briefing for host families. Give a copy of the whole programme. Be clear on responsibilities. Give host families emergency contact details.
 - ✓ Maintain and update database for host families
- ✓ In the case of non homestay accommodation, check out the centre on the planning visit and ensure that it is approved to acceptable standard.
- ✓ Single gender dormitories are essential for under 18
- ✓ Ensure that leader accommodation is appropriate
- ✓ All leaders to have a rooming list
- ✓ Have a clear contract with accommodation providers

- Recruitment and Training

- ✓ Where police checks are available and legal, they should be used for leaders and host families.
- ✓ Ensure you have written approval of parents/guardians for those under 18.
- ✓ Ensure you have adequate and appropriate insurance for all stages of the activity – including planning visit.
- ✓ Participant details form – clarify level of information required. How will information be used? What level of confidentiality?
- ✓ Selection process for young people should be open and transparent.
- ✓ Ensure a good training and preparation programme for young people – should include the development and agreement of contract and ground rules for all participants. Training should also include information on cultural awareness, safety and well being, relationship building.
- ✓ Give participants an information pack including a 'help me' card.

- Leadership

- ✓ Appoint a key leader (the buck stops here!)
- ✓ Ensure that leaders are appropriately qualified for certain activities (rock climbing, water sports etc)
- ✓ If recruiting leaders from outside the organisation they must complete an application form. Screening and police check to be carried out.
- ✓ Ensure gender and age appropriate balance among leaders.
- ✓ All leaders to have child protection training
- ✓ Leaders to be given clear roles and responsibilities
- ✓ Leaders should understand and respect the participants
- ✓ Leaders to be made aware of their duty to care and what this means
- ✓ At least one leader should have first aid training

- Programme

- ✓ Plan de-briefing sessions daily with the young people and the participants
- ✓ For the unstructured programme – ensure there are some boundaries and that it is monitored
- ✓ Ensure that there is a clear schedule for leaders including responsibilities and time off

- Emergency procedures

- ✓ Have clear emergency plans to include 24/7 contact details for host and home country, emergency procedures if you need to evacuate, have an emergency fund, know where participants and leaders are at all times
- ✓ Have a back up plan if the programme needs to change for any reason
- ✓ Bring a medical kit with you

- Tools for planning

- ✓ Planning visit checklist
- ✓ Risk Assessment pro formas
- ✓ Specimen common agreement for organisations
- ✓ Specimen personal details form (medical conditions? Confidentiality?)
- ✓ Specimen group contract
- ✓ Contact details form
- ✓ List of useful websites

During the Exchange

- Documents to bring with you

- ✓ Details of Insurance
- ✓ Participant details (application forms)
- ✓ Copy of programme
- ✓ First Aid certificate (if a leader is qualified)
- ✓ Group contract
- ✓ Contact details
- ✓ Tickets
- ✓ Accommodation details
- ✓ Child Protection policy (own country). Whichever country's policy is most stringent – go by that one

- Support system
 - ✓ Have a clear system of support for participants
 - ✓ Support system for leaders. Supporting each other
 - ✓ Sending and hosting organisations to each have a designated contact person in case of emergency
 - ✓ Funding agency contact details if necessary

- Orientation on arrival

Host to organise orientation meeting, which will include the following:

 - ✓ Welcome
 - ✓ Practicalities and logistics
 - ✓ Programme introduction
 - ✓ Cultural information
 - ✓ Contact details
 - ✓ 'Help me' card
 - ✓ Responsibilities
 - ✓ Group contract
 - ✓ Awareness and understanding of home sickness
 - ✓ There should be one central information point for participants displaying information in both languages

- Tools for orientation
 - ✓ Orientation pack
 - ✓ Cultural ice breakers
 - ✓ Information point/board
 - ✓ 'Help me' card
 - ✓ Group contract

- Leaders
 - ✓ Leaders to have a common understanding and position on certain issues – particularly in emergency situations
 - ✓ Leaders should meet daily
 - ✓ Clear responsibilities for leaders
 - ✓ Support system for leaders
 - ✓ Leaders should know where participants are at all times – even in free time
 - ✓ Leaders to have a good system for keeping records
 - ✓ Should have a good, open and ongoing relationship with the young people.

- Handling Child Protection Issues
 - ✓ Take it seriously
 - ✓ Remove the child where appropriate
 - ✓ Contact designated person
 - ✓ Use emergency contact numbers of hosting and sending organisation
 - ✓ Take recommended steps as per child protection policy (refer to policy in own country and host country)
 - ✓ Keep participant informed
 - ✓ Where appropriate, contact law enforcement agency
 - ✓ Ensure support for leader dealing with issue

- Involving the participants
 - ✓ Ongoing consultation and monitoring with participants
 - ✓ Be clear around the ground rules and consequences if not adhered to
 - ✓ Regular reports from participants about accommodation (host family, centre etc)
 - ✓ Young people to keep a journal of the exchange – this can be shared with leaders

- Accommodation
 - ✓ Meet host families regularly throughout the exchange. Visit participants in the host family
 - ✓ Meet young people regularly and get a report on the hosting arrangements and if there are any difficulties
 - ✓ In a situation of a serious difficulty arising in a homestay situation, remove the young person.

Monitoring and Evaluation

- ✓ Systems for monitoring and evaluation should be developed prior to the exchange and agreed with the hosting organisation where appropriate
- ✓ Monitoring and evaluation should be carried out with the young people, the leaders, the hosting organisation and the host families
- ✓ If expectations and ground rules are clear at beginning, it is easier to monitor progress and difficulties
- ✓ There should be daily evaluations with the participants and the leaders
- ✓ Leaders should have daily meetings to review the programme
- ✓ Participants should keep a journal of the exchange
- ✓ Have an evaluation box where participants can post comments whenever they like
- ✓ Use creative forms of evaluation
- ✓ Carry out a full, final evaluation – 'warts and all'. Evaluation should be a real exercise for learning from.
- ✓ Make sure you have a system for keeping records and reports during the exchange.

ANNEX 9: Specific of partnership with Neighbouring Partner Countries: roles description.

Situation 1:

Role 1: You are project coordinator from German NGO, applicant and host organisation for a youth exchange. While preparing this project you have asked all your partners for their ideas/proposals and all other kinds of contribution for this youth exchange. One of the partners (from Georgia) from the beginning didn't show enough interest in the project and finally all its contribution was limited to sending Partnership agreement for the application form and group of young people with a youth leader. You are very self-organised person, consider yourself as a professional and expect others to act in the same way.

So, you were preparing more, than anyone else and feel very tired and when finally activity starts, and Georgian group arrives, they start to complain, that the project doesn't look, as they expected. You are irritated with such complains and very angry with the youth leader and the whole his organisation.

So, finally you decided to talk to this person one to one and discuss, **how it could be prevented and what to do now.**

Role 2:

You are youth leader from small village in Georgia. Now you and your youngster participate in the first international project – a youth exchange in Germany. You were very excited with the project and had a lot of expectations, like to talk more about the situation of young people from rural areas in Georgia, and explain the situation of the Caucasus to other participants. But you feel, that your expectations are not taken into consideration and seems nobody cares about your background. For example today in the programme instead of having strange games about stereotypes it would have been more useful to use the time to discuss about real problems in your region.

For you it was difficult to take a group so far away from their home, visas, travel and 30% of expenses is a very high price to pay for the families of your village. You are very disappointed that it seems your efforts are not respected by the organisers. You feel yourself as an organiser since you are a leader of one of the teams.

SO finally you have a meeting with the organiser who invited you here to decide, **how it could be prevented and what to do now**

Situation 2

Role 1: You are a Swedish youth leader. A year ago in a Partnership Building Activity you met a Ukrainian organisation and decided to make a youth exchange together in Ukraine, so you applied to your National Agency and the project was approved.

There are a few weeks left and its time to make the final preparations, and its time to send money to your Ukrainian partner, in the last moment you are informed that this money should be transferred to the personal bank account of their director, instead than on the bank account of the organisation as it is should be in each transparent relation. They told you that because of legal and taxation problems it would be easier to justify it this way, than by having to justify such amounts of money on their organisational account.

You are shocked: the situation is ridiculous, you are responsible for this grant and your name with the National Agency is at stake, you heard stories of how grant money disappeared in some cases with partner countries, which makes you all the more suspicious.

So now you decided to call your partner to clarify the situation and to discuss, **how it could be prevented and what to do now**

Role 2:

You are a Ukrainian youth leader, a year ago you participated in a Partnership Building Activity, where you met a Swedish organisation and decided to make a youth exchange together in Ukraine. Afterward the Swedes applied to their National Agency and the project was approved.

There are a few weeks left and its time to make the final preparations, and its time to receive money from your partner to pay for accommodation and other logistics.

Your organisation is small, your bank account is only in Grivnas, receiving foreign currencies can be a problem, moreover most of the deals you made with accommodation are on personal level and there will be no invoices. So it will be difficult for your organisation to deal with taxes on this money which they can't prove how it was spent.

So, you have asked Swedes to transfer money for preparation to the personal account of your director. In the Partnership Building Activity you heard that this is normal practice to receive money in cash or in personal accounts, so what is the big deal? Suddenly your Swedish partner wrote to you a strange and offending letter, It sounds that they don't trust you, and this makes you angry, your motivation to work with them is fading away.

So now you decided to call your partner to clarify the situation and to discuss, **how it could be prevented and what to do now**

Situation 3

Role 1: You are the organiser of a youth exchange from UK. A few weeks ago you had an advance planned visit with the youth leader from Russia, and you together agreed on the programme.

The final outcome of the project was a presentation of the results in a local school. It was very hard to negotiate time and get the agreement of the headmaster to organise such an event during school time.

The activities start, and right in the middle participants from Russia and some British disagree with having the presentation in the school and want to have it as a concert in the city centre, as they think it will be more interesting.

You refused saying that you already have a deal with a school and cancelling would put at risk your reputation, moreover to change the programme would cost money which you don't have for logistics and permits. Nonetheless some participants went on strike and refuse to take part in the activities until their demands are met, so you decided to meet with the Russian youth leader and one of the rebellious participants from Russia, you are very disappointed in the leadership skills of the Russian youth leader and the level of preparation of their team, while your group is much more disciplined and will obey.

On this meeting you want to discuss, **what to do now and how it could be prevented.**

Role 2 : You are a youth leader from Russia, and brought a team to the UK for a bilateral Youth Exchange. A few weeks ago during the advance planned visit you met with your British partner and agreed on the programme.

The final outcome was a presentation for pupils of a school.

In middle of the exchange your participants and some British disagree with having the presentation in the school and want to have it as a concert in the city centre, as they think it will be more interesting. Your British partner disagreed to meet the requests of your participants, and so they feel sad and lost motivation to participate any further.

From one side you understand that presentation in the school have been planned and its not polite to cancel it. On the other hand you understand and feel responsible for your youngsters and their demands.

You want to make everybody happy, but you feel you are almost excluded from the negotiation process.

Therefore now you and one of your youngsters decided to meet with the British youth leader to discuss, **what to do now and how it could be prevented.**

Role 3: you are a participant in a bilateral youth exchange taking place in the UK, you come together with your school mates, with whom you play in the same band.

You were told you would have a chance to perform your music in the UK, well, nobody told you, that your audience would be aged between 6 and 10 as it is a primary school. So you went to the British youth leader/organiser and proposed your idea, he was rude and said no, the programme can't be changed and did not even listen to your alternative. This project is about making something interesting for young people and not a tool for the good public relations for the organiser... In protest you and your friends spoke with the British and discovered that almost nobody wants to go to the school when you can perform in the city centre. Happy you managed to stop the activities of the youth exchange.

So, now you have a meeting with the British organiser decided and your group leader will be there, who was neutral all the time. This is a victory and you feel important.

ANNEX 10: Written evaluation of participants

**SALTO EECA RC EVALUATION FORM
 TRAINING COURSE "EASTERN EXPRESS"
 BRUKHOVYCHI, UKRAINE, JULY 9-15 2207**



It is important for you and for our Resource Centre to reflect upon your own learning development from the Training Course. This information will be processed anonymously and will not be used for any other purpose than to improve and evaluate the quality and the impact of the any of programme events organised by the SALTO EECA Resource Centre.

You are kindly asked to complete following points of the questionnaire, providing us with your valuable feedback and recommendations, which could be use for further improvements of the SALTO Eastern Europe and Caucasus Resource Centre activities.

1. **Was the training course held in an environment where you felt comfortable to learn?**

| All the time | Most of the time | Some of the time | Never |
|--------------|------------------|------------------|-------|
| xxxxx | xxxxxxx | x | |

Comments:

| |
|---|
| 0 |
| 2) I didn't like the game when we were divided into 2 groups and forced each other to think the same. |
| 3) There is a person who supposes that his/her point of view is the most important, that is not so comfortable. |
| 4) I felt all the time with everybody very comfortable. I during the course, free time etc... it was good to talk to the trainers, put own questions. |
| 5) sometimes I think that we were a bit isolated, but, for the purpose of learning it was a good choice. |
| 6) during two first evenings we should have gone as well outside from the venue. For example just out to the centre of Brukhovuychi, to change an ambient for a while, have a walk. |
| 7) the plenary was ok, but in this building I felt myself as in a prison. |
| 0 |
| 9) because of food I feel myself uncomfortable I have all the time bad stomach pain, except for the 1 st day. The reason in me (my mood depends on my state of body) |
| 10) actually I felt wonderful all the time except some moments when people from the group were pressing or not tolerant, but I think it is natural and compromises were reached always. |
| 11) more better to hold directly in Lviv, a lot of computers needed. |
| 0 |
| 13) it was rainy outside, but we had a great room where we had TC and people were great too. |
| 14) our venue's being a bit away from city centre (and even village centre) made us concentrate more on learning |

2. Were your experiences in youth work taken into consideration in the TC?

| All the time | Most of the time | Some of the time | Never |
|--------------|------------------|------------------|-------|
| xxxx | xxxxxx | xxxx | |

Comments:

| |
|---|
| 1) I am not picking "all the time" because it was better to, sometimes, leave the people with more experience have their turn to speak. |
| 2) Yes I can have a right to express my point of view, my experiences |
| 0 |
| 4) I could share with my experience with other participants and I felt, I could use my knowledge in games, simulations etc... |
| 5) It is because I feel like my work experience is a bit different, and I much more take than share. |
| 0 |
| 7) the trainer give chances to speak, we could express our feelings and experiences easily |
| 0 |
| 9) its because I haven't the such experience (more formal) |
| 10) yes, I had experience in project management before TC , and the knowledge I got here completed it and made even more clear the examples, that trainers used were real and practical. I learned a lot about different stages of creating international project |
| 0 |
| 0 |
| 13) actually I haven't that big experience, but with what I have I was happy to be taken into consideration. |
| 14) I was participant here, therefore I did not make any recommendation as the programme was anyway quite ok itself . however, participants sometimes asked some questions to me and I tried to help them with my previous experiences |

3. Did you learn from the other participants during the TC?

| All the time | Most of the time | Some of the time | Never |
|--------------|------------------|------------------|-------|
| xxxxxxx | xxxxxxx | x | |

Comments:

| |
|---|
| 1) well, I actually know some things so it wasn't all the time. |
| 2) Even during the nights |
| 3) During some informal conversations at the post-TC events. |
| 4) We could exchange our experience during the training and free time. But I thought there will be more time for it on the forum. |
| 5) There were 3 participants from whom I really think that I've learned a lot of useful information. |
| 6) I was asking a lot to the others about their experience and I have received feedback as well when we have common decision I was listening to them very carefully. |
| 7) we shared our experiences a lot during the group works |
| 0 |
| 9) I really opened in my mind so much |
| 10) it was really great, that in TC took part people experienced in youth work and new comers. It was a good exchange of experience and it gave a lot of chances to consult with each other. One more thing is that we all work in different spheres and could exchange this knowledge as well as I also learned about youth work in other countries. |

| |
|--|
| 0 |
| 12) especially from participants from partner country, |
| 13) I learned about their countries what reality they have in youth work in these countries. |
| 14). There are always something to be learn from anybody ! ☺ |

4. Did the TC meet the aims and objectives set by seminar organizers?

| | | | |
|--------------|------------------|------------------|-------|
| All the time | Most of the time | Some of the time | Never |
| xxxxxxxxx | xxxxx | | |

Comments:

| |
|--|
| 1) the team is following their aims & ideas and take into account the views of participants |
| 2) I think very well. I learnt a lot of new things, and got new knowledge. |
| 0 |
| 0 |
| 5) the fact that the programme schedule was very well arranged, I can say that the main aims and objectives were achieved. |
| 0 |
| 7) this training was the one which was sent beforehand everything in the training was to the point. I appreciate it. |
| 0 |
| 0 |
| 10) I got even more than I expected. Not only the useful information but also resources where I can find further information. I know have a clear idea of youth exchanges, I got good contacts from abroad, I hope it will help not only creating common projects, but also in finding more partners if it's necessary |
| 0 |
| 12) but sometimes was too hard because of too much information and activities organized during one day. |
| 13) I think it was more than that. I learned everything what I need and should have learned or hoped. So, for me it means that aims and objectives were met |
| 14) as we missed some of our participants, the outcome did not meet totally set by the organizers. However, talking about our participants who were here, almost all of them were very eager to learn, and that is why they learnt a lot. |

5. Were the appropriate resources available to use and take away?

| | | | |
|--------------|------------------|------------------|-------|
| All the time | Most of the time | Some of the time | Never |
| xxxxx | xxxxxx | xxx | |

Comments:

| |
|---|
| 1) we need internet |
| 0 |
| 3) there was organized an NGO market so I was able in silence to approach the table and take the information about other NGOs participants also I truly believe we will be given additional info. And there is a website available. |

| |
|---|
| 4) a few games or methods I didn't like. And I think it could be use something more. |
| 5) I didn't feel like I don't have access to some resources, but internet and, maybe, somemore pens, because at the end of the training everybody were complaining they lost their pen ☺ |
| 6) I just have a problem to find easy access to internet, but I have survived without it ☺ the team was very open and my questions never were without answers. |
| 7) everything was available, we had so many materials different hand ounts in different workshops. |
| 0 |
| 0 |
| 10) In my opinion some of the materials should be given to us also (at least 1 task on budgeting, so that to analyse it one more time. I don't know if I should write it hear, I would also like the phone numbers in the list of participants, but I will do it myself anyway. |
| 0 |
| 12) how cooperate with the organization from partner country |
| 13) yes, we had quite great, nice, beautiful guideless, materials and I was reading it in my room. |
| 14) we asked (requested) our organizers to give us at least soft materials on the CD. We will see if we have or not . there were some materials not to be taken away, except those, everything was available for us. |

6. Were you actively participating in the TC?

| All the time | Most of the time | Some of the time | Never |
|--------------|------------------|------------------|-------|
| xxxx | xxxxxxxx | x | |

Comments:

| |
|--|
| 1) most of the time because of obvious reasons but the fact that your topics interested me enough to overcome my hang-over is very significant! |
| 2) Sorry, after the party I was too tired |
| 3) I can express my point of view of that is why I participated most of the time. |
| 4) Now I think I could be more active on the forum. I worked more active in group |
| 5) I try to do my best even if were so much exhausted |
| 6) I didn't like too much the "traffic game" and I haven't participated deeply. But most of the time I was involved into games, discussion etc... I like a lot to work in small groups and we had a lot of activities like that |
| 7) I tried to participate actively to the work training because that is the reason why I am here, I learned new things, new strategies, new simulations etc... |
| 0 |
| 9) Sometimes I lost interest because of misunderstanding |
| 10) I tried to be active all the time, but sometimes the amount of information was really big and it was hard to concentrate and not to feel tired. There were some periods when it was hard to follow, for example the financial part on budgeting. |
| 0 |
| 12) it was really very important for me because I want to cooperate with organization from EECA |
| 13) hmmm... I can't judge myself because I don't see myself from above ☹ |
| 14) that is one of the international activities that I participated, which I could take my motivation and participation high every, or almost, every time ☺ |

7. Were the method used appropriate to the topic?

| | | | |
|--------------|------------------|------------------|-------|
| All the time | Most of the time | Some of the time | Never |
| xxxxxxxx | xxxxxx | | |

Comments:

| |
|---|
| 1) your methods were brilliant and I am going to "steal" most of them but in general you should explain the rules of the games more carefully because I sometimes couldn't get them even though I think I have good English. For example the word "prevent" in the solving problems role game in day 5 misled me that the participants are not already in the exchange. |
| 2)_I like the games, it is so cool |
| 3) Absolutely. Trainers are experienced that helped to use method appropriate to the topic. |
| 4) I liked most of the games and methods. Some of them were too boring or I didn't like them. |
| 5) sometimes I felt like some of the things are too serious to be shown in a game way. Some of the games were less meaningful for some of the topics. But as a general view the tools and methods were combined very well |
| 6) During the course team was using different methods, that's why the training wasn't boring, I have learnt a lot, I've gained practical skills: different games, energizers, ways to discuss topics. |
| 7) everybody had different methodologies to the different topic which suited much. It was obvious that both team and trainers were well prepared every time. |
| 0 |
| 9) except the last one: questions and answers – we had to make it together, not divided |
| 10) the methods were various and what I liked most that practically all the advice that we gave in our reflection groups to the trainers were taken into account and it seemed to me that the programme was really flexible. And the games were in time and good too, I never got bored. |
| 0 |
| 12) Yes!!!!!!! |
| 13) it was appropriate to the topic all the time. |
| 14) some activities could be done more appropriate way, but there are really exception just one or two. |

8. What was your knowledge and ability to organize Youth Exchange projects before this Training?

| | | | | | |
|--------------|-------|------|----|--------------------|---|
| No knowledge | | | | Detailed knowledge | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| x | xxxxx | xxxx | xx | x | x |

Comments:

| |
|---|
| 1) between 2 and 3 |
| 2)_I knew only general things, but now |
| 3) Only those projects that I can apply for our government |
| 4) I organized a few youth exchanges but not in youth in action, I wanted to know more information about project management, visa etc... with partner countries |
| 5) our organization mostly organizes trainings and less youth exchanges and that is why I can say that my knowledge were quite less. ☹ |

| |
|--|
| 6) I haven't made any youth exchange before I had just few information about the project from my observation. My organization have some experience in it and did one YA-2 months ago but I wasn't involved deeply into this project. |
| 7) before this training, I participated in some youth exchanges and once I organized with a project team |
| 0 |
| 0 |
| 10) I had only some vague idea about youth exchange |
| 0 |
| 0 |
| 13) I was thinking that I can do it easily, but when I learned in details everything about YE I have understood that I know nothing!!! |
| 14) I organised four exchanges before. Therefore I can consider myself as detailed knowledged ☺ |

9. What is your knowledge and ability to organize Youth Exchange projects now?

| | | | | | |
|--------------|---|---|--------------------|---------|------|
| No knowledge | | | Detailed knowledge | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| | | | xxx | xxxxxxx | xxxx |

Comments:

| |
|--|
| 1) between 4 and 5 |
| 2) I think that I gained a lot, but still need practical experience |
| 3) Well... I have to think on everything, to think on a project and find partners. Also I must fill in application form. |
| 4) I feel more comfortable with this knowledge. |
| 5) I think I am ready to prove my actual knowledge and skills by organizing a real youth exchange |
| 6) I have understood a lot, I was trying to be focused all the time during training, during this TC I have received many information I need now time to study by myself about YIA, read guide/bible ☺ . But I feel that it is possible to make a project in my city. |
| 7) I had experiences with the youth exchanges before this training but now I completely learn what the job is. I am conscious about all steps, I am happy that I will not ask only questions to the other people anymore |
| 0 |
| 9) in any case I know where I can find or send somebody info about YE |
| 10) I know not everything but I have enough opportunity how to find support and now where to look for partners, and the tools how to make a good project. |
| 0 |
| 12) I think that I am really ready to organize exchange maybe at the beginning of next year. |
| 13) I wouldn't say it is excellent , because I haven't experience, but I can do it as well. |
| 14) You can not reach the best ever. I improved my skills a lot. |

10. What is your awareness about the Support Systems now?

| No knowledge | | | Detailed knowledge | | |
|--------------|---|---|--------------------|------------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | | | XXXXX | XXXXXXXXXX | |

Comments:

| |
|---|
| 0 |
| 0 |
| 3) I'll have time to think and to reflect at home my NGO. Read more info in the guide, web-websites and to analyse everything |
| 4) it is good to get to know people (in real) who can help you in the future, to know what kind of info can they give you.it is important to have this kind of support. |
| 5) it is much more wider, for sure I'll try to make use of them, especially now that I know the person who deals with this. ☺ |
| 0 |
| 0 |
| 0 |
| 0 |
| 10) Now I know how to use SALTO Resource Centres and that I can also address National Agencies in other Programme Countries. |
| 0 |
| 12) SALTO because for me it is support system, I think that they do good work and it will be possible to talk and get important answers. |
| 13) It is increased, I didn't know that much as now |
| 14) I had really a little knowledge about support systems before. By this TC I learnt much. But there are something still unclear in my mind. But I got the enthusiasm to investigate ! ☺ |

11. Do you feel that you understand better the specifics of cooperation between Programme and Eastern European & Caucasian countries?

| No knowledge | | | Detailed knowledge | | |
|--------------|---|---|--------------------|------------|-----|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | | x | xx | XXXXXXXXXX | xxx |

Comments:

| |
|--|
| 0 |
| 2) Yes, I didn't know before that many things like we cannot participate only with Turkey, we need EU-member partner |
| 3) Absolutely. I do understand all the problems, benefits and possible solutions of different situations in such an area (EECA) |
| 4) of course there will be some questions at home, but till now I feel better with this knowledge. |
| 5) Here I can say that there still exists necessity to improve this point, maybe a better and much more serious simulation game. I think we didn't pay enough attention to this subject. |
| 6) I didn't have any idea about co-operation with EECA. After receiving knowledge from team and as well from participants it is much clearer for me. |

| |
|---|
| 7) It's a pity for me, I haven't worked on EECA countries before, in this training I felt myself guilty for never working with EECA. In this training, I promised myself to add at least 2 EECA to our youth exchanges. |
| 0 |
| 9) Its very complicated and I have to interiorise all of info I have received |
| 10) I think I have a general idea now, the information concerning this topic was complete, maybe if there were more participants from Programme Countries... |
| 0 |
| 12) I think that I have to get more understand by only by practice, so during organising youth exchange. |
| 13) Yes I feel so |
| 14) We were trained and informed about all the species. |

12. How do you find the work of the team of the TC Eastern Express? Did you receive appropriate support from the TEAM during this TC?

Comments:

| |
|--|
| 1) I am very happy that I had the possibility to learn from you |
| 2) Yes!!! I like trainers and SALTO support, not because of their experience or knowledge but they are very nice people I feel not officially good attitude but personal "good attitude" I even feel this during such an official thing – as reimbursement |
| 3) Absolutely – on my point of view, it's necessary to have a good sense of humour. The team has it – so its nice to be taught by them. I received all the appropriate support beginning with preparation work until the end |
| 4) I felt good with everybody from the team, and I could always ask them. I liked it. The support from their side was all the time! Thank you ☺ important was also to see that whole team co-operate very well |
| 5) the team was great. Very good co-operation between the trainers and SALTO EECA representatives, that fact that Tomek and Andriy actively involve themselves in the process of teaching was a big + |
| 6) yes! All the times there was appropriate support from the team as I wrote before they were opened, friendly and explaining everything clearly and patiently. I think that team was very experienced and professional. Would like each person from team was different and have various ways of giving us knowledge. |
| 7) They were PERFECT! Organizers (Tomek, Andriy) trainers (Olga, Lorenzo) without any exception they were marvelous, the team was kind and friendly which gave me the security and comfortable in this place, we could communicate with the team easily. |
| 8) yes, I received, the work of the team was perfect |
| 9) excellent! My mind is full of info, soul is full of new emotions. I really don't like to write bad things. Because I think it's unthankful from my side. Sorry |
| 10) I really liked the good and warm atmosphere during the entire course. All the trainers were like not bosses, but real partners and friends. It was really important for me. I see that everybody (Lorenzo, Olga, Tomek, Andiy, Karolina) were experts in different spheres and have not only theoretical , but practical knowledge and what is more important, they can have this knowledge, exchange ideas, using good methods. |

| |
|--|
| 11) good + |
| 12) Yes! They all (you all) have a big experience not only knowledge and I think that it made this course so good. |
| 13) They answered to all my boring questions, listened me very carefully and attentively. They were great, I love them. |
| 14) Quite professional, very well coordinated, open. I could always receive support, information and help from the team. |

13. Do you want to address your feedback (constructive comments on working style, methods, approach, behaviors) towards individual TEAM members.

Comments:

| |
|---|
| 1) Lorenzo your sense of humour is making the educational sessions as entertaining as the free time activities! The others – you're probably not aware how many ideas I got for only one weeks. By the way , don't cut off the cinema evening even though it looks a bit boring activity. I got the majority of the ideas during it |
| 2) OLGA – you are so nice. I think your husband is the happiest person in the world. We need more such trainers. LORENZO – are are perfect massage-man, we need more trainers massage-men ...☺ you are really very professional and funny and friendly....ANDRIY – I am happy that Ukraine as represented in SALTO by such a person as you. I can be proud of this. You organize everything in such a professional way that there is nothing to be shame for. Ukraine has a bright future because of such people. TOMEK – you are the kindest person I met here. You are always open and this makes you so friendly. I felt like I can easily ask you about everything. Thanks for that |
| 3) My only constructive comment is to organize a simulating game in an appropriate way if it's a simulation – it's a simulations. I really have some methods to share with and I can send it by email/mail. I am specializing in modelling/simulating games and have gained certain experience so you are than welcome ! |
| 4) I liked this exchange between Lorenzo and Olga was very fluent ☺ I didn't like the game about "time" it was too much chaos, and "questions and answers" I was confused and didn't know whom I should talk to... I liked very much all energizers, IC evening and free time in Lviv. With "partnership part" we should have more time to exchange our points of view |
| 5) the game with simulating problems that might appear in partnership was a bit wrong. First of all there was a mistake to use real names of the countries, because it was a little bit less constructive when there was to blame. It should be longer and there was necessary to find solutions also. This would give the opportunity to reflect much deeper on this and finally bring some skills. |
| 6) What I like a lot that you are acting according to our needs – energizers, sweets etc... |
| 7) Andriy: Hospitable, kind, friendly, serious. Tomek: Helpful, Talkative. Olga: you are so cute. Lorenzo: Has what a trainer should have! |
| 0 |
| 0 |
| 10) I feel really comfortable and will miss everybody from the team. I will not say individually but to all of you this TC was like a dream, I like you guys!!! ☺ |
| 0 |
| 12) Want to thank you all!!! |
| 13) Andriy, Olga, Lorenzo, Tomek, Karolina – perfect team. Feedback = thank you!!!!... |

14) Olga – Well informed about the situation of EECA and Programme Countries. She has very innovative working styles and methods. Lorenzo – he knows a lot about the programme, maybe more than the ones who prepared it ☺ again very nice and different working methods. Andriy - very tolerant ☺ he knows all the formal requirements of programme and the situation of EECA contries. Tomek – very patient ☺ always trying to find common points. He also has a great knowledge about programme and different countries' working style.

14. Other comments

| |
|---|
| 1) the most important thing that I learned is how to sort the applicable ideas out of the only good ideas. May be you could do some activities in this direction the next time |
| 0 |
| 3) I'd like to thank all the team! You are the best. And it was a pleasure to be taught by such trainers. After such an event I am becoming more and more sure that I will work for NGO/international organization in my present/future. Thanks a lot to you |
| 4) The time was good organized, free time and the whole training. Nothing too much nothing too little. The food should be better more fruits and WF ☺ hi hi... I didn't like the evaluation games |
| 5) I felt a bit old for this group, bit still I like it a lot, the meeting evening was cute, the cinema evening was a good idea, the dinner in Lviv was extraordinary, what else. It is fine when the activities are so different and well organized. Bravissimo. |
| 6) Hope it will be possible to contact with members of team after the Training course, if should have some more questions. I had a great time and I want to thank you that you have chosen me as a participant. I feel stronger, able to try make a project and I can find some support from SALTO-youth etc... |
| 7) I had participated so many trainings but this training team was without doubt the best team I have ever met! I liked the working style in a disciplined way (I mean you worked hard while we are enjoying) you behaves in a calm and kind way. I thank the team giving this opportunity to us. I hope to meet you in the future! |
| 0 |
| 9) you know, it makes me think over more deeply about youth work. I look at it from other side. It's huge work to involve youth into social life so... I don't know, but there are many things (extremely new for me) to think about. I really receive a lot (non only knowledge, skills...) but also some internal things (new thoughts, new feelings...) thank you. |
| 10) I have only one suggestion: there should be an opportunity to make copies of different study materials for group members too. E.g. at least 1 copy of role-plays could be given and for example the text of budgeting task (so that to analyse it later) and also some recommendations about visas or money could be typed and printed. But it is just a wish, anyway there was time to put it down in any notebook. (by the way many thanks for it, and other materials too!! ☺) |
| 0 |
| 0 |
| 13) Thank you for my birthday, thanks for everything you have done and tolerated. I love you all. |
| 14) I really loved to be here. It was kind of a refreshment for me for future projects. Hope I can continue co-operation with everybody I met here. Thank you all for these great 5 + 2 days. |