



Turkish National Agency of Youth In Action  
SALTO Eastern Europe and Caucasus Resource Centre

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TRAINERS: MUSA AKGUL, ANDRIY DONETS

## PARTICIPANTS OF THE TC AND TEAM MEMBERS

COUNTRY	NAME	SURNAME	ORGANSATION	WEB-SITE
Armenia	Ruzan	Badalyan	Federation Of Youth Clubs of Armenia	<a href="http://www.youthclubs.am">www.youthclubs.am</a>
Armenia	Tigran	Ghazaryan	"ARENA" Caucasian Youth Center of Civil Society Development and European Integration	
Azerbaijan	Esmira	Mammadova	"OL!" Azerbaijan Youth Movement	<a href="http://www.ol-az.org">www.ol-az.org</a>
Azerbaijan	Nigar	Abaszada	Centre "Women and Modern World"	<a href="http://www.womenmw-az.org">www.womenmw-az.org</a>
Belarus	Mikhail	Larchanka	Belarusian Youth Organization "Student Initiative"	
Belarus	Antonina	Yelistratova	Next Stop - New Life	
Belarus	Alena	Luhautsova	PU Education Center "POST"	<a href="http://www.centerpost.org">www.centerpost.org</a>
Finland	Viljami	Kinnunen	Kokkolan Kaupunki/ Nuorten toimintakeskus Hansa	
Finland	Markku	Koski	V-S Dysleksia ry	
Georgia	Grigol	Murgulia	Youth Club of Georgia	
Hungary	Tamas	Kozma	Pillar Foundation	<a href="http://www.pillar.hu">www.pillar.hu</a>
Hungary	Nyizsnyik	Orsolya	Hungarian Model United Nations Student Association	<a href="http://www.enszmodell.hu">www.enszmodell.hu</a>
Lithuania	Ieva	Dulinskaite	Youth Line	
Moldova	Lucia	Gutan	Organization for Social Cooperation and Development	
Moldova	Victoria	Ivancioglo	A O Perspectiva	
Poland	Roman	Gruszczuk	Karol Miarka Association	
Russian Federation	Olga	Polstyankina	Volunteer and Language centre "Open World"	
Sweden	Daniel	Löwendahl	The Swedish United Nations Association, Malmö	<a href="http://fn.se/malmo">http://fn.se/malmo</a>
Turkey	Gamze	Karabiyik	Izmir Culture and Solidarity Association	<a href="http://www.genc-iz.org.tr">www.genc-iz.org.tr</a>
Turkey	Gülgönül	Bozoğlu	Yalova University EU and Foreign Affairs Excellence Center	<a href="http://www.yalova.edu.tr">www.yalova.edu.tr</a>
Turkey	Hacer	Sönmez	BURSA GENÇLİK BİRLİĞİ DERNEĞİ	
United Kingdom	Paul	Clewett	The Swift Centre Youth Group	<a href="http://www.theswift.org.uk">www.theswift.org.uk</a>
United Kingdom	Narsha	Khan-Sappore	Strong Linx	<a href="http://www.stronglinx.org">www.stronglinx.org</a>
Ukraine	Oksana	Yermolenko	"Planeta Molodost"	
Ukraine	Kostiantyn	Pertsovskiy	Ukrainian Union of Jewish Students	<a href="http://uujs.org">http://uujs.org</a>

## TEAM MEMBERS

COUNTRY	NAME	SURNAME	ORGANSATION	WEB-SITE
Hungary	Zsuzsa	Herold	Action 3.1 officer, Hungarian National Agency of the Youth in Action Programme	<a href="http://www.mobilitas.hu">www.mobilitas.hu</a>
Lithuania	Laimonas	Ragauska	Reporter, Association of Youth Non-Formal Education in Lithuania	<a href="http://www.salto-youth.net/find-a-trainer/322.html">www.salto-youth.net/find-a-trainer/322.html</a>
Poland	Andriy	Pavlovych	Co-organiser, SALTO Eastern Europe and Caucasus Centre	<a href="http://www.salto-youth.net/eeca">www.salto-youth.net/eeca</a>
Poland	Dominika	Jagiello	Action 3.1 officer, Polish National Agency of the Youth in Action Programme	<a href="http://www.youth.org.pl">www.youth.org.pl</a>
Turkey	Handan	Boyar	Co-organiser, Turkish National Agency of the Youth in Action Programme	<a href="http://www.ua.gov.tr">www.ua.gov.tr</a>
Turkey	Musa	Akgul	Trainer, Y-E-N & AEGEE	<a href="http://www.salto-youth.net/find-a-trainer/1374.html">www.salto-youth.net/find-a-trainer/1374.html</a>
Ukraine	Andriy	Donets	Trainer, Donetsk Youth Debate Centre	<a href="http://www.salto-youth.net/find-a-trainer/1106.html">www.salto-youth.net/find-a-trainer/1106.html</a>

## DAY 0, October 25, 2009. Welcome Evening

TITLE ACTIVITY: Getting to know each other

Objectives	<ul style="list-style-type: none"><li>-To provide opportunities for participants to get to know each other</li><li>-To evoke participant's sense of creativity</li><li>-To reflect about personal values</li><li>-To impel participant's associative thinking</li></ul>
Participants	20-25 participants
Time frame	Min 30 minutes
Materials / Resources	none
Description of activities	<p>Participants were first asked to tell their name and their passion without saying their country.</p> <p>The second round of names participants were asked to tell their name and some association to their name starting with the same letter as the name. The task of the next person in a row was to repeat the name and association of the previous one and tell one's own. The last person in the row should repeat all the names and associations.</p> <p>The third activity was optional. The suggestion was to explore a bit Taksim area of Istanbul keeping all together and not losing anyone from the group. Those who were in Taksim area during warm weekend nights will understand the challenge to keep together and not to lose anybody. 10-15 participants took the challenge!</p>
Comments	The most challenging thing during the evening for participants was to communicate with each other without knowing the home country of each other. That was probably the most frequent question everybody got asked during the evening.
Results	The participants got to know each other, trained their memory and associative learning, got first teambuilding within the training, have taken the challenge to get to know each other without the pressure of stereotypes about our countries.
Source	The idea of names and passions comes from the discussion on intercultural learning on the blog devoted to non-formal learning <a href="http://www.non-formality.org">www.non-formality.org</a>

## DAY 1, October 26, 2009

TITLE ACTIVITY: Opening the training, getting to know each other, introduction of the programme

Objectives	<ul style="list-style-type: none"><li>-To present the aims and objectives of the training course, stakeholders involved prehistory of the course.</li><li>-To provide opportunities for participants to "break the ice", to get to know each other better</li><li>-To introduce the planned training agenda</li><li>-To explain working and living practicalities of the venue.</li></ul>
Participants	25 participants
Time frame	90 minutes
Materials / Resources	Prepared training agenda blocks to be mounted on the wall,
Description of activities	<p>After official opening of the training by representative of SALTO EECA and Turkish National Agency and introducing of the team we started to break the ice and getting to know each other better.</p> <p>The participants were suggested to walk randomly around the plenary room and meeting someone say "hallo" and introduce themselves, but in different modes,</p>

	<p>i.e.: official, serious, shy, indifferent, friendly, absolutely cheerful.</p> <p>Zip-Zap: The participants were stayed in a circle and the trainer in the middle of this circle.</p> <p>The trainer gave 40 seconds to the pax to learn the names on their left and right. Whenever the trainer pointed any one by saying zip or zap, that person had to say the name of the other person on their left (if zip) or right (if zap). When any one couldn't say the name in some seconds then that person had to come to the middle.</p>
Comments	
Results	Participants got to know the history of Eastern Express TC, learned about aims and objectives of the TC, got to know stakeholders of the training, team members and each other better, "shorten the distance" between each other, learned the names.
Source	

TITLE ACTIVITY: Facebook

Objectives	<ul style="list-style-type: none"> <li>-To provide opportunities for participants to get to know each other</li> <li>-To create space for non-verbal communication during the whole training</li> <li>-To create a social space for partnership building, enhancing creativity through developing the space</li> <li>-To keep the information about the participants visible.</li> </ul>
Participants	25 participants
Time frame	90 minutes
Materials / Resources	Map of Europe, ropes, participant's profiles, clue, photo paper, printer
Description of activities	<p>Each participant fills in a profile and brings it for the training. On the first evening all participants are pictured to attach photos to their profiles.</p> <p>During the session the profiles of participants were introduced. On the map of Europe on the wall participants mark the place where they are coming from, attach one end of a rope to the place and another to the profile and stick it on the wall beyond the map.</p> <p>Every day pictures, comments, announcements are added to Facebook.</p> <p>It was also used for collecting participants' project ideas and/or fields of interest within which they would like to develop a project.</p>
Comments	It is possible to suggest the participants to draw the map of Europe. The facebook of the kind may also be used as the space for: getting to know each other, communication between participants themselves and the team, daily evaluation, project generation. This tool allows keeping information about participants visible during the whole training.
Results	Participants got to know each other, shared their contacts and interesting information about themselves and got space for non-verbal communication, visualisation of the training process.
Source	Inspired by Mark Elliot Zuckerberg

TITLE ACTIVITY: Expectations from the TC

Objectives	-To provide opportunities for participants to share their expectations, fears and contributions for the TC -To create space for daily evaluation and final visual evaluation -To visualize participant's learning process -To evoke creativity
Participants	25 participants
Time frame	30 minutes to introduce. It stays and develops during the whole training.
Materials / Resources	Background text from the "Little Prince" by Antoine de Saint Exupéry, postits shaped as seeds, drops and warms, Easy accessible space on the wall to stick flip-chart papers for further drawings, felt-tip pens, crayons, or anything to draw with should be available all time.
Description of activities	Introducing the activity the passage from "Little prince" is read: <i>"It seemed that on the little prince's planet, as on all planets there were good plants and bad plants. Good seeds come from good plants and bad seeds come from bad plants. But seeds are invisible. They remain dormant in the depth of the earth until one of them suddenly decides to wake up. It stretches itself, timidly at first, and then begins to push a charming little spring inoffensively towards the sun"</i> . The participants are suggested to plant the garden of the TC and take care about it during the training. Each participant gets seeds standing for expectations, drops – for personal contribution and warms – for fears or something which one would not like to happen, writes down. In smaller groups of 4 people participants asked to share what they have written during 5 minutes and after sticks seeds, drops and warms to the allocated space on the wall and optionally shares with the whole group.
Comments	It is necessary to remind people about their garden everyday to express the development of their expectations and learning. For some people is easier to express their feeling in drawing then in writing or saying, so this tool helpful for some people. It is also good to use for visual evaluation at the end of the training.
Results	Participants formulated and shared their expectations. Thought about their contributions to the training process and shared their fears or something they would not like to happen.
Source	Got to know the tool during Tool Fair II

#### TITLE ACTIVITY: Group Building

Objectives	- To warm-up the atmosphere - To enforce group dynamic - To prepare a better learning area
Participants	20-25 participants
Time frame	90 minutes
Materials / Resources	Flipcharts, Markers, scissors, chairs, Drawing toy (it is a special toy designed by a training company)
Description of activities	Here for the group building three main activities were designed because first we wanted them to express and work in small groups then into the big group Make a line on the chairs: Chairs were set as a circle or close to each other. The participants were asked to stand on their chairs. Then the trainer asked them to make a line according to the first letter of their names by keep standing on the chairs (From A to Z). It was not allowed for them to speak so they had to find any other communication way. Secondly they were asked to make another line according to the time of their

	<p>trip to Istanbul.</p> <p>Drawing Toy: The participants were divided into 2 small groups and a <b>drawing toy was given to each group ( There are 10 ropes and a pencil in the middle</b>, each oarticipants need to hold a rope then they should draw the given shape by using the ropes). They were allowed to speak only before they started to draw then it was not allowed. After they had finished the first shape the second had given.</p> <p>Group juggling: This exercise was done again with the whole group. Give a ball to each group and ask them to pass it to each other</p> <ul style="list-style-type: none"> <li>- They had to remember to whom if they pass the ball in the first round.</li> <li>- Then asked them to pass it again to the same same people but in a shorter time</li> <li>- After it was passed 2 rounds then trainer gave them another ball so they need to juggle with 2 balls</li> <li>- Then passed the third and fourth and fifth balls which became a challenge for them</li> </ul> <p>Then the trainers did the debriefing with whole group. By asking them about the processes in small and big groups. Also it was asked to relate these experiences with the real life.</p>
Comments	The idea of having first in small then in big groups was very useful for those who are more comfortable to speak and express themselves in both conditions. I believe this activity became very useful for the group building and also this was mentioned during the reflection groups.
Source	Juggling and making lines were from SALTO but the drawing toy was founded and used by the trainer.

TITLE ACTIVITY: Presentation of YiA

Objectives	<ul style="list-style-type: none"> <li>-To provide participants the space to explore YiA Programme</li> <li>-To evoke participants creativity during preparation presentation of the programme together</li> <li>-To contribute team building process</li> </ul>
Participants	25 participants
Time frame	120 minutes
Materials / Resources	<p><b>Materials:</b> Programme guide per each station, white A4 papers, 4 pens at each station.</p> <p><b>For station 1 "Poetry corner":</b> 6 sets of Extracts from Users' Guide</p> <p><b>For station 2 "Graphic design bureau":</b> flipchart size papers, marker pens of different colours, pencils, elastic, crayons or colour pencils, optional aquarelle or gouache paints and brushes, cup of water. 6 sets of Extracts from Users' Guide</p> <p><b>For station 3 "Postcard design workshop":</b> cardboard pieces of a postcard size (110x150 mm) white or coloured, marker pens of different colours, pencils, elastic, crayons or colour pencils, optional aquarelle or gouache paints and brushes, cup of water. 6 sets of Extracts from Users' Guide</p> <p><b>For station 4 "YiA PR office":</b> 6 sets of Extracts from Users' Guide</p> <p><b>For station 5. "Intellectual games studio"</b> 6 sets of Extracts from Users' Guide</p>
Description of activities	There should be 5 stations, preferably isolated from each other so the groups won't disturb each other organised in the training venue. Each station refers to a

	specific area of Activity. Each smaller group receives a number from 1 to 6 (a letter, a sign...). Each of the stations will be visited by each smaller group for 20 minutes and complete the <a href="#">task</a> about one specific field of the Youth in Action. When every team visited each station the teams comes together to present their results
Comments	The flow of the exercise depends a lot on the level of knowledge participants have about the Programme. If the level is basic participants need more time to read Programme Guide. As well as the group is not well acknowledged with the Programme it will be necessary to have an additional session on presentation of the structure of the Programme.
Results	The participants explored different fields of the Youth in Action programme i.e.: objectives and priorities of the YiA, important features of the YiA, Formal criteria of YiA, Actions of the YiA opened for cooperation with EECA, application implementation and reporting procedure Specifics of cooperation with EECA, Available Support.
Source	Specially developed for this TC

TITLE ACTIVITY: Creativity and innovations in youth projects

Objectives	<ul style="list-style-type: none"> <li>-To explore what is creativity</li> <li>-To reflect on the participants realities in terms of creativity and innovations</li> <li>-To discuss what can be done within the youth project to support and evoke creativity of young people</li> </ul>
Participants	25 participants
Time frame	60 minutes
Materials / Resources	Flipcharts, markers, definitions developed by participants, beamer, screen.
Description of activities	The session started with the shearing of participants. They were ask to bring an object symbolizing creativity and present it explaining why it is a symbol of creativity. Due to this searing the group got an impression what is creativity for different people and how it may be perceived. The input by participants was followed by the input from the team on the nature of creativity, review of different theories. <a href="#">Presentation</a> 20 minutes. Using the <a href="#">model</a> of pentagon ask participants to reflect personally on each of the five points of <b>context</b> of participants with regard to “employ” creativity.
Comments	
Results	The participants got acquainted with different theories on creativity, how it works, what are the sources, what are the main features, and opportunities to develop creativity and apply it in different contexts. The participants also got hints for personal reflection about different aspects of creativity in their contexts.
Source	Developed specially for this TC. Based on publications of: Center for Creative Learning. Source: Assessing creativity: A guide for educators, Teresa M. Amabile 2006, National Centre on Education and the Economy, Donald J. Treffinger. Centre for Creative learning. COCO model, Handbook on creativity by Robert J. Sternberg.

TITLE ACTIVITY: Creative welcome night

Objectives	<ul style="list-style-type: none"> <li>-To get to know each other better</li> <li>-To provide space for informal communication</li> <li>-To evoke sense of creativity</li> <li>-To provide opportunities for cooperation between participants</li> <li>-To commemorate the TC</li> </ul>
Participants	25 participants
Time frame	90 minutes

Materials / Resources	T-shirts, fabric paints, brushes.
Description of activities	Participants were suggested to create their own T-shirts for the TC using paints, brushes and their personal creativity. Each participant got a T-shirt, a drink, a snack, an inspiration and a space for expression.
Comments	This activity was good for providing a space for informal communication, creation, self expression, producing a “souvenir” from the training.
Results	Participants got to know each other better and ‘deeper’ through expressing themselves in painting, developing a T-shirt.
Source	

### DAY 2, October 27, 2009

#### TITLE ACTIVITY: Formal and quality criteria of YE

Objectives	<ul style="list-style-type: none"> <li>-To present formal/technical criteria of a youth exchange project</li> <li>-To explore principles, formalities, important features</li> <li>-To discuss (may be to set) quality criteria for YE</li> <li>-To practice to put the above into paper.</li> </ul>
Participants	25 participants
Time frame	90 minutes
Materials / Resources	Flipcharts, markers, statements to complete, Programme guide or Hand out with <a href="#">Priorities and qualities of YiA Programme</a>
Description of activities	<p>The session starts with the input on the formal criteria of international youth exchanges from the Programme guide.</p> <p>When the formal criteria are met it is necessary to concentrate and discuss the quality criteria. For that participants works in 5 small groups of 5 persons. Each group needs to explore and discuss a set of quality criteria of a youth exchange project. The criteria are presented as <a href="#">incomplete sentences</a> to be finished by a small group. Sentences are to be completed from a very practical perspective in order to equip participants with understanding of how the quality criteria should be put into practice in their projects. After 40 minutes of work participants present their work to the group.</p>
Results	Participants got to know formal criteria, explored quality criteria of Youth exchanges and discussed how to <a href="#">put quality into practice</a> .
Comments	Experts – representatives of NAs were giving the short feedback and recommendations how quality of youth exchange project can be improved.
Source	Developed for the TC.

#### TITLE ACTIVITY: Partnership By Musa

Objectives	<ul style="list-style-type: none"> <li>- To discover what partnership means</li> <li>- To understand the importance of partnership during a youth exchange</li> <li>- To increase awareness for the principles, important issues and challenges of partnership.</li> </ul>
Participants	20-25 participants
Time frame	90 minutes
Materials / Resources	Flipcharts with different colors, scissors, balloons, markers, colorful pencils, glue, rope

Description of activities	<p>Human Body:</p> <ul style="list-style-type: none"> <li>- We divided the group into four and give names of some different parts of human body to each group (1- Head , 2-left arm, right leg, 3-right arm, left leg, 4-body) and asked each group to make those parts by using the given materials (The groups worked separately in different rooms so that they couldn't see each other while working and they decided the size colour, etc.)</li> <li>- After 15 minutes after they had already started their work in small groups the trainer asked each groups to select a representatives to meet another representatives of the other groups to talk about their works.</li> <li>- During this meeting the representatives talked and took some notes, After five minutes the meeting ended and they turned back to their groups to do the changes for a better and balanced human body</li> <li>- They had another 10 minutes for doing the changes and after 10 minutes they gathered in the main working room to create the human, and the debriefing had done just after. During the debriefing many questions such as , how was it to work for only a part of the body?, how was it after the meeting of the representatives?, how could you do it better? How can we link it with the real partnership during a youth exchange?</li> <li>- After the debriefing the trainer gave important issues and challenges of partnership as an input.</li> </ul>
Comments	<p>This exercise is very suitable for partnership during a youth exchange because during the debriefing they started to complain about doing the meeting of the representatives at the beginning of their work instead of doing in the middle so we linked the case with the reality and pointed that not to meet their partners at the middle but at the beginning. Also it was mentioned clearly that their partners are a part of their projects and results so they are not guests.</p>

TITLE ACTIVITY: Formal Presentation of Youth in Action Programme (optional session during lunch break)

Objectives	- To inform participants about Youth in Action, its aims, priorities, important features, structure.
Participants	25 participants
Time frame	60 minutes
Materials / Resources	Beamer, screen
Description of activities	The session was prepared by the Action 3.1 officers of Hungarian and Polish National Agencies Zsuzsa Herold and Dominika Jagiello and representative of SALTO EECA RC Andrij Pavlovich.

Results	Participants got the basic information about the Youth in Action Programme.
Comments	
Source	

TITLE ACTIVITY: Intercultural learning.

Objectives	<ul style="list-style-type: none"> <li>-To explore and discuss notion “culture”</li> <li>-To personally reflect on personal identity</li> <li>-To discuss the question of influence of culture to the personal identity</li> <li>-To explore the ways of interrelations between identities and cultures.</li> </ul>
Participants	25 participants
Time frame	90 minutes
Materials / Resources	Flipcharts, markers, Shrek cartoon, beamer, laptop, loud speakers, Identity map template
Description of activities	<ul style="list-style-type: none"> <li>- Discovering culture using the onion model of culture</li> </ul> <p>The session starts with collective gathering of ideas features/elements which made up a culture. Having this done we suggest participants to locate different elements of culture in an onion cut drawing placing obvious, visible elements to the outer levels and hidden elements to the inner layers.</p> <p>Questions for debriefing:</p> <p><i>Is the division between layers clear? What consequences does that have? Do the layers stay the same? Or do they change? Is that necessary they stay the same? What are advantages and disadvantages of the layers staying the same or changing?</i></p> <ul style="list-style-type: none"> <li>- Individual reflections on personal identities</li> </ul> <p>To move smoothly from culture to the personal identity the fragment from the Shrek cartoon will be displayed. After this we will ask participants to think about who they are identifying layers of their personal identity. What are the outer factors which influenced development of our personal identity? Which other factors can influence it? What made us up as a personality? What are the inner and outer layers of our personal identity? Participants have time for personal reflection. When the participants are done with their expressions of identity they are asked to share their findings in group and try to find similarities and differences.</p> <ul style="list-style-type: none"> <li>- Coexistence and interaction of identities</li> </ul> <p>Participants asked to think on the question what happen when two or more identities meet what would help them to cooperate, learn from each other. <i>Is that possible that identities can be limited in one of the layers by the others? How would they feel if they would be limited in one of the elements of their identity? What would they do? What others should/can do to avoid limitations of someone else?</i></p> <p>At the end of the session participants were provided with the hand out on Steps of intercultural learning to visualize the process they were previously discussing</p>
Comments	Depending on the time available it is possible to picture personal identity in different ways, for example to make identity bandana or poncho
Results	<p>Participants came to the conclusion that intercultural learning will happen when:</p> <ul style="list-style-type: none"> <li>• There is a topic for communication</li> <li>• Needs satisfaction,</li> <li>• Respecting each other</li> <li>• Motivation to get knowledge</li> <li>• Exchange of ideas</li> <li>• Good will</li> <li>• Activities together</li> </ul>

	<ul style="list-style-type: none"> <li>• Common interest</li> </ul>
Source	The idea of the session is adopted from the ID booklet on intercultural learning, though the innovative thing is to overlay layers of culture with layers of personal identity, to make this session as more personal reflection exercise. It was inspired by the recent discussion on intercultural learning in European Youth work based on the revised Ten thesis of intercultural learning by Hendrik Otten.

**TITLE ACTIVITY: NGO Bazaar**

Objectives	<ul style="list-style-type: none"> <li>-To present organisations of participants</li> <li>-To present activities and fields of interests of participants</li> <li>-To provide space for formal and informal communications</li> <li>-To support creativity of participants and to develop skills of promotion and negotiation</li> <li>-To visualize activities of participants' NGOs</li> </ul>
Participants	25 participants
Time frame	90 minutes
Materials / Resources	Flipcharts, markers, scissors, colour papers, pens, crayons and any other materials to help participants to develop their presentations. For Bazaar room large enough to provide each participant with table space, beamer and loudspeakers.
Description of activities	Participants were asked to prepare their presentations before coming to the training and finalise them at the spot. The only requirement was not to concentrate solely on multimedia presentations. The Bazaar opens with one minute teaser/advertisement by each participant to attract visitors to one's own table. Further process is facilitated by the group itself and each participant decides where to go and whom to invite to the table.
Results	Participants got to know activities of the NGOs presented by the other participants, fields of interests, ideas for cooperation, future projects, realities and contexts of each other.
Comments	It was a real Bazaar with bargaining, presentations, making deals, shaking hands, treating, refreshments and drinks
Source	Inspired by the spirit of Istanbul.

**DAY 3, October 28, 2009**

**TITLE ACTIVITY: PCM**

Objectives	<ul style="list-style-type: none"> <li>- To create "a project thinking"</li> <li>- To show the project as a whole picture</li> <li>- To increase awareness on how to develop a project idea</li> </ul>
Participants	20-25 participants
Time frame	90 minutes
Materials / Resources	Colorful printed pcm steps, envelopes, flipchart and markers
Description of activities	<p>Project Cycle Management:</p> <p>The participants were divided into 5 small groups and were given an envelope with mixed project cycle steps. Then they were asked the groups to put this steps in correct order by discussing in their groups in the given time.</p> <p>Each group presented their results with their reasons and an open discussion for the differences in those groups had</p>

	strated The trainer gave the correct order and input on PCM. Also they were reminded that the quality of the projects depends on many aspects such as creativity, innovation and mainly on getting the right pcm thinking.
Comments	Here they had the chance to see the whole picture before they started to work on their own projects and the trainer gave them feedback always, this facilitated their learning and practicing process.
Source	Mission Impossible exercises was used for this activity.

TITLE ACTIVITY: Making project groups

Objectives	-To group participants' ideas on possible youth exchanges -To develop bases for future work on the project development
Participants	25 participants
Time frame	40 minutes
Materials / Resources	Post-its, pens
Description of activities	Using facebook wall to collect and group ideas of participants of possible youth exchanges; Participants were suggested to share their project ideas or topics they would like to work with within a youth exchange. At the beginning of the session there was a time allocated to finalize the ideas, to post them to the facebook and to find possible matches with the other ideas/topics. The groups were created of maximum 5 persons in each.
Comments	The participants were very productive and motivated so it was quite easy to form project groups.
Results	6 project groups were formed dealing with the following issues: dance and music; culture; intercultural learning; European issues, environment and sport.

TITLE ACTIVITY: Needs analyses

Objectives	-To raise awareness on the bases of the future project -To explore local realities of the participants (who are we working for? with whom are we working?) -To develop characteristics of the target groups. -To examine methods of needs analyses (young people, local communities needs)
Participants	25 participants
Time frame	60 minutes
Materials / Resources	Flipchart and markers
Description of activities	In the plenary we tried to find out how do we know what our project is necessary and needed. In their project groups participants were suggested to think on the origin of their future project answering the <a href="#">supporting questions</a> adopted from the application form.  At the end of the discussions and explorations in small groups in big group the participants were suggested to think what can be the sources of information to find out if our project is really needed and important.
Results	As the result of this session the participants got the opportunity to meet in their project groups and share their contexts, realities they work in, discuss why they want to do this project. As well the participants worked out the sources of information and tools to get the information about the necessity of the future project. They are:

	<p>Mass media;  Social networks;  Rumours;  Existing reports, statistics;  Focus groups;  Interviews;  Questionnaire surveys;  Public hearings;  Communication with other organisations;  Use personal relations;</p>
Source	The questions developed on the base of the application form and recommendations in T-kit 3 "Project management"

TITLE ACTIVITY: From Imagining the project to Setting aims and objectives –Musa

Objectives	<ul style="list-style-type: none"> <li>-To develop a vision of the change the project will produce</li> <li>-To develop skills on setting aims and objectives of the project</li> <li>-To evoke participants' sense of imagination</li> </ul>
Participants	25 participants
Time frame	40 minutes
Materials / Resources	Flipchart and markers, plasticine supporting questions
Description of activities	<p>In order the project to be successful in terms of bringing a change the project team and the participants should be aware about the final result they want to achieve. The participants in their project groups will be asked to imagine their ideal project. What will be the outcome of the project? What will it bring to participants? Local community? Europe? The participants have the task to model their project outcomes how they imagine them.</p> <p>When we imagine what we want to achieve this is the right time to put the aim of our project and objectives for its achievement. Using supporting questions participants continued working in project groups.</p> <p>The session ends with presentation of the project group of their projects sculptures, aims to achieve and objectives.</p>
Results	The participants imagined, realised and made clear for themselves and their project group what is their project about, what they want to achieve and how are they going to do this.
Comments	
Source	Based on recommendations in T-kit 3 "Project management".

TITLE ACTIVITY: Intercultural night out

Objectives	<ul style="list-style-type: none"> <li>- To explore different cultures in Istanbul;</li> <li>- To find frames of references with participant's own cultures;</li> <li>- To deepen understanding of one's own culture through other culture</li> <li>- Talking to people on the streets to find out the perceptions of culture in Istanbul.</li> <li>- To support creative approach to 'problem' solving, completing the task.</li> </ul>
Participants	25 participants
Time frame	2-3 hours on the streets/pubs/clubs of Istanbul
Materials / Resources	Pens and papers
Description of activities	The participants are randomly grouped into 5 groups of 5 persons. They are suggested to recall the list of aspects/elements creating a culture from the

	session on Intercultural learning and pick up at least three elements to discover in Istanbul. The task of the groups is to discover these elements and to prepare short presentation. The obligatory element of the discovery is to talk/question at least 5 people on the streets.
Results	Mostly participants were selecting the elements which are really on the surface and easy to see: food and drinks, music. But some of the issues were deep, like values, fashion, and education. Consequently the presentations were richer and the process of exploration was more interesting. Those who talked more to more people found out more interesting facts and could deeper reflect on their own culture.
Comments	For many participants this activity was challenging as they expected regular “intercultural” evening with food and drinks in comfort settings. For the others it was a better opportunity to experience intercultural communication and learning.
Source	Encouraged by the spirit of multicultural, diverse and inspiring Istanbul

#### DAY 4, October 29, 2009

##### TITLE ACTIVITY: Planning

Objectives	<ul style="list-style-type: none"> <li>- To raise awareness on the importance of planning the project activities;</li> <li>- To examine what and how to plan, with whom to plan</li> <li>- To explore possible local resources for the project; implementation;</li> </ul>
Participants	26 participants
Time frame	45 minutes
Materials / Resources	Flipchart and markers
Description of activities	In this session the trainer started to ask the participants what could be a planning during their projects and wrote down their answers and asked the others to comment on them. Input was given on the meaning and importance of planning at the end. Before they went to work into their project groups the trainer did a presentation on 6 Hats of De Bono, which could be useful for them to use this approach for more creative projects.
Comments	De Bono Technique and parallel thinking was founded very interesting and most of the participants were eager to use it in their life and also during their projects. This exercise could be developed more by practicing De Bono hats by using the colours and ask them to follow the instructions of each hat.
Source	Edward De Bono 6 hats Technique

##### TITLE ACTIVITY: Developing of the programme of the exchange

Objectives	<ul style="list-style-type: none"> <li>- To simulate communication process between the partners while developing the agenda of youth exchange</li> <li>- To revise needs and interests of young people</li> <li>- To plan the programme of the exchange which would meet needs and interests</li> </ul>
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	- To evoke creative thinking of participants
Participants	25 participants
Time frame	90 minutes
Materials / Resources	Flip-chart papers, post-its, marker pens
Description of activities	The session started with determining what kind of problems young people faces in their life, what kind of needs do they have. All the issues mentioned by the group were written on post-its. One issue on one post-it. The same procedure was repeated for interests of young people. The two sets of post-its were placed into boxes and participants were suggested to pull one or two out of each box. After this exercise it was the time for developing the programmes/activities of the exchanges planned by the project groups on the previous day. The project groups were asked to take into consideration needs/problems of young people and interests of young people while developing their programmes and where possible address the problems and interests they pulled out of the box. The theorists say that often random combinations provoke creativity and lead to innovations!
Results	Participants discussed the programme and possible activities of their future exchange. It goes without saying that it is absolutely hard to develop the programme of the exchange for 90 minutes but the group work allowed to discuss approaches and develop the general outline of the programme.
Comments	
Source	Based on recommendations in T-kit 3 "Project management".

TITLE ACTIVITY: Risk awareness by Musa

Objectives	<ul style="list-style-type: none"> <li>- To increase awareness about risk assessment and risk management in YE</li> <li>- To share experiences on different risky topics and their pre-cautions</li> <li>- To learn how and when to do the risk assessment</li> </ul>
Participants	20-25 participants
Time frame	90 minutes
Materials / Resources	Printed out Intercultural Dangers papers, pencils, 3 small working rooms
Description of activities	<p>First the trainer gave input on risks and when, how to do the assessment by an interactive way for a short time then, The participants were divided into three small groups and a trainer became responsible for each of these groups. The trainer gave a chart to each participant where they could see main dangers-risks such as partnership, age, food, alcohol, etc. during a youth project. Also there was another chart where they could think and write down pre-cautions related to these subjects. The trainers worked as facilitators during these small works just to keep them on a right track. At the end of these session hand outs (check lists for group leaders, participants, organizations ) on Youth risk safety was given to the participants.</p>
Comments	

	I got the handouts from a Youth Risk Safety handbook, which was prepared by Irish NA, I have changed some parts because they were more about long term student exchanges. This was a good opportunity for them to share different experiences and to see that the risk differs in different countries and environment. So this increased their awareness on working deeply on the regulations of working with youngsters in different countries.
Source	Irish NA – Youth Risk Safety Handbook

TITLE ACTIVITY: Free time in Istanbul, Boat trip in Bosphorus

**DAY 5, October 30, 2009**

TITLE ACTIVITY: Evaluation

Objectives	<ul style="list-style-type: none"> <li>- To raise awareness about importance of evaluation of the project activities</li> <li>- To explore the process of evaluation</li> <li>- To develop indicators for evaluation</li> <li>- To select methods for evaluation</li> </ul>
Participants	25 participants
Time frame	90 minutes
Materials / Resources	Flipchart and markers
Description of activities	<p>The session started with generating ideas on the questions:</p> <p>Why to evaluate?          What to evaluate?          With whom to evaluate?          When to evaluate?          How to evaluate?</p> <p>Having finished with gathering the ideas the participants returned to work in their project groups to work on the evaluation plan for the future project. The main emphasis was made on the evaluation of activities planned within the programme in terms of how they correlates with the project objectives and their role and input into achieving the general aim of the project.</p>
Results	Participants understood the importance of evaluation providing <a href="#">ideas for the questions</a> and trained their skills to develop plan for evaluation, define actors for evaluation, set indicators and chose methods of evaluation.
Comments	
Source	Based on recommendations in T-kit 3 “Project management”.

TITLE ACTIVITY: Support systems and specifics of cooperation with EECA region

Objectives	<ul style="list-style-type: none"> <li>- To inform participants about systems of support for cooperation with EECA region</li> <li>- To discuss specifics of cooperation with EECA countries</li> </ul>
Participants	25 participants
Time frame	45 minutes
Materials / Resources	Beamer and screen, flip-chart, marker pens
Description of activities	During this session representative of SALTO EECA RC Andrij Pavlovich presented background, objectives, activities of SALTO EECA RC, explained what kind of support and from whom it is possible to receive. Internet based resources and tools for facilitating development and implementation of youth projects were also

	presented to participants. The main attention was paid to questions of participants.
Results	Participants what kind of assistance and from whom and how it is possible to receive for development and implementation of youth projects in general and youth projects in partnership with EECA in particular.
Comments	
Source	Based on recommendations in T-kit 3 "Project management".

#### TITLE ACTIVITY: Budget of the project

Objectives	<ul style="list-style-type: none"> <li>- To develop skills of participants to produce budgets for the projects</li> <li>- To explain rules of funding within Youth in Action Programme</li> </ul>
Participants	25 participants
Time frame	45 minutes
Materials / Resources	Pens and paper, budget template from the application form
Description of activities	The session was prepared by the Action 3.1 officers of Hungarian and Polish National Agencies Zsuzsa Herold and Dominika Jagiello. It consisted of the input from the experts on the rules of budget development for youth exchanges and practical individual task on calculating the budget of a set youth exchange.
Results	Participants developed skills on development of budgets for youth exchanges within Action 3.1 of the Youth in Action Programme.
Comments	
Source	

#### TITLE ACTIVITY: Tahtakale – Stock Exchange

Objectives	- To review various aspects of YE and explore the creative ways how to put them into practice
Participants	20-25 participants
Time frame	90 minutes
Materials / Resources	Ballons, flipcharts, A4 papers, rope, a big plannery, 4 tables
Description of activities	<p>The trainers prepared the plannery as Tahtakale (stock exchange area), and put 4 tables with enough and equal chairs, also put the same amount of money on each table:</p> <ul style="list-style-type: none"> <li>- Set a library</li> <li>- Set a table for the evaluators (who were the officers of the NA and SALTO)</li> <li>- Ask each group to find a motto about money</li> <li>- Prepared questions related to all topics they have ever seen until this day and put them in balloons and make a corner with these balloons. Any group could buy balloons and when gave the right answer received more than they gave.</li> <li>- Set a corner with 5 stocks (1- Creative project ideas 2- Intercultural Learning 3- DEOR, 4- Participation of Young People, 5- European Citizenship). Any group could buy any of these stocks and write creative idea; way for it then will give it to the library and will receive money according to its creativity.</li> </ul>

	<ul style="list-style-type: none"> <li>- Set a corner with Golden Ballons where we out a research topics that they would need to use the programme guide by paying to the library.</li> <li>- At the end of the game the group that had the biggest amount was the winner.</li> </ul> <p>The experts, officers comment on their results in the big group and did the closure for the stck exchange.</p>
Comments	<p>The participants liked it a lot but suggested that could be better if we could do it earlier at least in the morning. It was an evaluation for us on one hand that we could see their learning and understanding from the training course, snce it was the last activity.</p> <p>It was also very useful that the participants became familiar with the programme guide and clarified most of the last points by asking the questions to the officers, experts.</p>
Source	Was taken from the Stock Exchange Exercise that was used in ATOQ 2005 in Poland.

TITLE ACTIVITY: Evaluation of the training course

Objectives	<ul style="list-style-type: none"> <li>- To reflect on the learning outcomes;</li> <li>- To review the process of learning and interactions within the group;</li> <li>- To feedback on organisational and educational management of the training course.</li> </ul>
Participants	25 participants
Time frame	45 minutes
Materials / Resources	Pens and paper, budget template from the application form
Description of activities	<p>The participants were asked to share their developments in the garden they planted on the first day. To remember and reflect on their expectations, contributions and fears and to see what happened with the garden. Every participant got a chance to comment on his/her feelings, impressions, learning outcomes.</p> <p>Written evaluation forms.</p>
Results	The participants in general are satisfied with the trainings their expectations were fulfilled and most of the fears didn't happened. Participants are happy with their involvement and contribution into the training, even sometimes surprised to be more committed to the TC process than expected.
Comments	
Source	

Evaluation summary

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

The answers of participants are concentrated between 'all the time' (78,3%) and 'most of the time' (21,7%). Generally the participants felt comfortable to learn with some small exceptions resulted by the personal conditions, temperature in the training rooms, personal challenges to perform the tasks. All participants are satisfied with the training venue.

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

The answers are spread between 'all the time' (34,7%) and "most of the time" (56,5%). The most popular comment was that "I don't have much experience and I didn't have much to share". Anyway participants appreciated the opportunities to work in small groups where they felt more comfortable to share even "small" experiences.

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

The answers are mostly balanced between 'all the time' (52,1%) and 'most of the time' (34,8%). The participants enjoyed communication and common work. The comments about the group are mostly very positive, noticing that the learning happened not only during the training sessions but also during the free time. Quite often participants mention the usefulness of the small group work for sharing and learning.

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

All comments are absolutely positive and participants consider that the TC met 'all aims and objectives' (60,8%) and 'most of them' (39,1%). One person mentioned that 'Some presentations were boring' but at the same time appreciates the learning outcome of the 'presentations'.

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

Most of the participants (60,8%) are absolutely satisfied with the resources available during the training and to take away. Others (39,1%) consider that the resources were appropriate 'most of the time'. There were several comments that it would be good to take away the books from library, organised for the TC.

**6. Did the training course provide you the opportunity to participate actively all the time?**

The comments are mostly positive and the majority of participants were active 'all the time' (73,9%) and 'most of the time' (21,7%). There was one comment from the participant who could not participate actively during intercultural evening as he/she 'hate asking questions on the street'.

**7. Were the methods used during the training course appropriate and suitable for your learning? Please choose appropriate answer by crossing the square.**

The participants were asked to evaluate methods used in each of the big themes of the training as some methods were new and applied for the first time during this training: Exploration of Youth in Action programme, Partnership building, Intercultural learning, Project management essentials. The general evaluation shows that the participants mostly consider the methods to be fully appropriate and mostly appropriate. There were two critical remarks – one on the methods applied for exploration of Youth in Action programme because concentration on the creative work didn't fit with summarizing of the information received during exploration and another one on Project management essentials as a participant missed the plenary presentation of the results of other groups.

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

The variety of answers on this question is wider than with the other questions. Majority (43,4%) of participants rated their knowledge and ability as 4 of 6 (where 1 is no knowledge and 6 is detailed knowledge), a bit smaller number (39,1%) of participants rated it as 5 and the rest 8,7% and 8,7% rated their ability as 3 and 6. The comments of the participants also vary from absolutely enthusiastic to restrained. Some of the participants are inspired to continue development of their project even not having full confidence about application procedure; others are stating the need of further working with the Programme Guide and the application form. But the general tone of the comments shows the readiness of participants to continue development of a youth exchange project.

**9. What is your awareness about the Support Systems now?**

More than a half of the participants rated their knowledge about support systems as 5 (39,1%) and 6 (17,5%). Another part were more moderate in their ratings –21,7% rated their awareness as 3 and 4. The comments are also diverse. For some participants the presented information was very clear, the others would like to use and practice the support system to get full understanding of how it functions.

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

The majority of participants rated their understanding fairly high. 82,7% of participants evaluated their understanding of the issue as 5 and 6 that shows the detailed or nearly detailed understanding of specifics of

cooperation with EECA region. Two participants rated their understanding as 4. Other 2 participants pointed 2 and 3. The comments are all positive about the information on the issue.

**11. 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? (You may provide feedback for individual members of the team)**

Participants evaluated the work of the team very positively and provided positive feedback for the team members. Most comments ranged as excellent, great, very opened, patient, professional, energetic, motivated, perfect, creative, encouraging, supportive, very good, hard working, impressive.

**12. What would you say about this training course for other people, who could potentially participate in such course? (quotations might be use in the publication about the TC)**

All the participants would recommend this training to their colleagues, friends and all youth workers interested to cooperate with EECA region.

**13. Any other comments**

The other comments show that the participants are thankful, motivated and would like to continue discussions with the team and themselves.