



**Contact Making Seminar**  
for organizations interested in developing co-operation  
with **Eastern Europe and the Caucasus**  
2<sup>nd</sup> -7<sup>th</sup> April, 2004  
**Warsaw, Poland**



**Report**

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## BACKGROUND

What is Europe? Where does it start? Where does it end? How many countries are in Europe? Who can claim to be a European? Since the latter end of 1989 attempts to find those answers have become pressing for many people. Eight countries representing the Soviet Union bloc split into 27. In some cases only during the first few weeks the most – and it would seem – invincible and steady regimes and ideologies were swept aside. These changes had a big influence on peoples' lives. Those, who were born in the times of authoritarian regimes, now had to get used to the freedom of being able to elect their own parliamentary representatives, of being able to speak out without fear of retribution, and to start rebuilding their lives by themselves. Some of them are now part of the European community, and some are still fighting for independence and recognition.

One of the basic tasks of the YOUTH Programme according to its co-operation with "Third countries" is its contribution to peace and stability within the borders of the enlarged European Union and strengthening of democracy and civil society, by enhancing intercultural understanding and tolerance as well as active participation between young people in the development of youth policy. The European Nations' family of the third millennium is ready to make and take the adequate steps needed to be taken in promoting the values of equality and solidarity, still keeping the idea of a Common Europe without barriers, borders, stereotypes and division between "better" and "worse".

The YOUTH Programme was the first EU Programme to foresee the importance and advantages of developing partnerships between EU countries and the Commonwealth of Independent States (formally the USSR): Armenia, Azerbaijan, Belarus, Georgia, Moldova, Russia, and the Ukraine. "Third country" cooperation began in 1992, becoming an integral part in 2000. Two years later in October 2002 during the Bornholm Conference in Denmark on YOUTH Co-operation, the issue of CIS-countries inclusion was discussed. As a result, the suggestion to set up a Regional Resource Centre for Eastern European countries and the Caucasus region was made. In February 2003 the working group on Eastern Europe emphasized the need of making the YOUTH Programme more influential in the region and facilitating a firm and protracted partnership.

For several important reasons and a number of indicators the Polish NA became the crossroads for East-West co-operation getting the contract to host the EECA RC. During the meeting between the 20<sup>th</sup> and 21<sup>st</sup> February, in Brussels, a Consultative Group on East Europe & Caucasus consisting of representatives from 5 NAs (Denmark, Estonia, Finland, Lithuania and Sweden), acting as a link between the RC and the network of NAs, paid primary attention to one of the most important tasks of the RC – to organize a contact making seminar, which would be the first main step to future unity bridging with its new neighbourhoods.

## GO EAST! Contact Making Seminar

The Contact Making Seminar GO EAST! for potential partners from YOUTH Programme countries and Eastern Europe and the Caucasus countries was designed as the launching event for the EECA RC. It was prompted by the needs arising from co-operation with the region according to a Wider Europe and the New Neighbourhoods Policy that was brought to life by the European Commission in 2003. The CMS took place in Warsaw, Poland between the 2<sup>nd</sup> and 7<sup>th</sup> April, 2004 (including the last part of the CMS being addressed to future multipliers from Eastern Europe and the Caucasus).

**Overall aims were** as follows:

- To enhance the co-operation between organizations from the YOUTH Programme countries and EECA regions;
- To stimulate the creation of projected ideas within the Action 1, 2 and 5 of YOUTH Programmes.

**Additional aims were:**

- To find potential YOUTH Programme multipliers, who were ready to promote the ideas and inform people about the YOUTH Programme in Eastern Europe and the Caucasus as well as co-operating on this issue with the EECA Resource Centre.

To reach the above-mentioned aims, the following **objectives** had to be set:

- Bringing together people working with young people in order to create new project ideas within the YOUTH Programme;
- Building new partnerships between Programme countries and partners from Eastern Europe and the Caucasus;
- Creating an atmosphere of common understanding between people representing different cultures, working styles, etc.;
- Providing knowledge about the possibilities of cooperation with Eastern Europe within the YOUTH Programme;
- Presenting examples of efficient and successful cooperation within Eastern Europe and the Caucasus;
- Promoting Eastern Europe and the Caucasus region among partners within the Programme countries.

## ORGANISERS & PREPARATION

The strategy, approach and logic of the CMS as well as the framework were the responsibility of the EECA RC and the team, which was composed of people from different backgrounds, but who have out-reach experience in the YOUTH Programme in Eastern Europe and the Caucasus.



An important role was played by the resource people, experts and guest speakers, who provided specific inputs, presentations and expertise on concrete issues for specific parts of the programme, supporting the team and the process itself by their contribution

During the preparatory meeting on the 12-14 March 2004 (Warsaw, Poland) the following tasks were discussed:

- Detailed programme of CMS;
- Division of the tasks;
- Organizational aspects and qualities identification;
- Methodology;
- Support, information and further communication with participants before the GO EAST! seminar
- Evaluation and follow-up.

The CMS was prepared and organized with the help and support of the *Polish National Agency, YOUTH Programme*.

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## CONTENTS

The GO EAST! Contact Making Seminar concept was developed on the basis of existing SALTOs and YOUTH Programme's and rich experience in Third Countries co-operation with a specific focus on peculiarities in the EECA region. The general structure comprised of two main parts of the CMS:

- The CMS itself
- The training of multipliers (only for East European and Caucasus participants)

Such a division was caused by the current situation and needs assessment of EECA countries, as well as by the importance and necessity to establish a Multipliers Network in the region, to pave the way for firm partnerships and to arrange the tasks needed to be tackled.

Each part had its own main phases:

<b>CMS</b> <i>(4 full days)</i>	<b>Training of Multipliers</b> <i>(1 full day)</i>
Who is who? <ul style="list-style-type: none"> <li>• Participants and organizations</li> <li>• YOUTH Programme and EECA RC</li> <li>• Good practice of the projects</li> </ul>	What is what? <ul style="list-style-type: none"> <li>• Multiplier</li> <li>• The roles of a multiplier</li> </ul>
Making contacts and future project ideas through : <ul style="list-style-type: none"> <li>• NFE</li> <li>• ICL</li> <li>• Partnership in the projects</li> </ul>	Skill development with focus on: <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Motivation</li> </ul>
Seminar perspectives <ul style="list-style-type: none"> <li>• Future cooperation</li> </ul>	From diverse realities to a common Network <ul style="list-style-type: none"> <li>• Concrete future Planning</li> </ul>

# METHODOLOGY

The CMS created space both for building bridges between the YOUTH Programme, EECA RC and organizations from the EU and Eastern European and the Caucasus's, and for discussing problems and high-quality practices of co-operation as well as future partnerships. GO EAST! was based on the principles and practice of a non-formal education in order to enable participants to exchange the experiences and reflect upon them.

The following principles were shown:

- Hand, Heart and Head - Holistic Approach (Skills, Knowledge and Attitudes)
- Safe Space (Trust in the place and methods/ Values based)
- Communication and Mutual Understanding (Open Mind)
- Responsibility for one's Own Choice (Participation)
- Interactive
- Trainees-Centred
- Learning from Experience
- Take into account individual and group learning (using group as a resource)
- Motivation
- Personal contribution
- Multiplier effect
- Non-formal approach with theoretical inputs
- Be ready to be surprised! ☺

A broad range of traditional methods was used:

- Workshops
- Inputs
- Simulation games
- Presentations
- Discussions, etc

The working methods were varied and interactive in order to ensure a balance between theory and practice. Taking into account the diversity of participants in terms of culture and working experience, the methods provided an easy communication and allowed all participants to fulfil their needs through a progressive and valuable intercultural learning experience.

## Horizontal aspects of the methodology

- Some of the aspects (ICL, Group Building, etc.) were ongoing that facilitated trustful and a relaxing working atmosphere
- The team, invited experts and guests, who were open to contribute throughout the process
- In-formal activities:

- Intercultural evening
- Guided tour of Warsaw
- Dinner with Polish folk dance to entertain (Warsaw)
- Sauna...☺

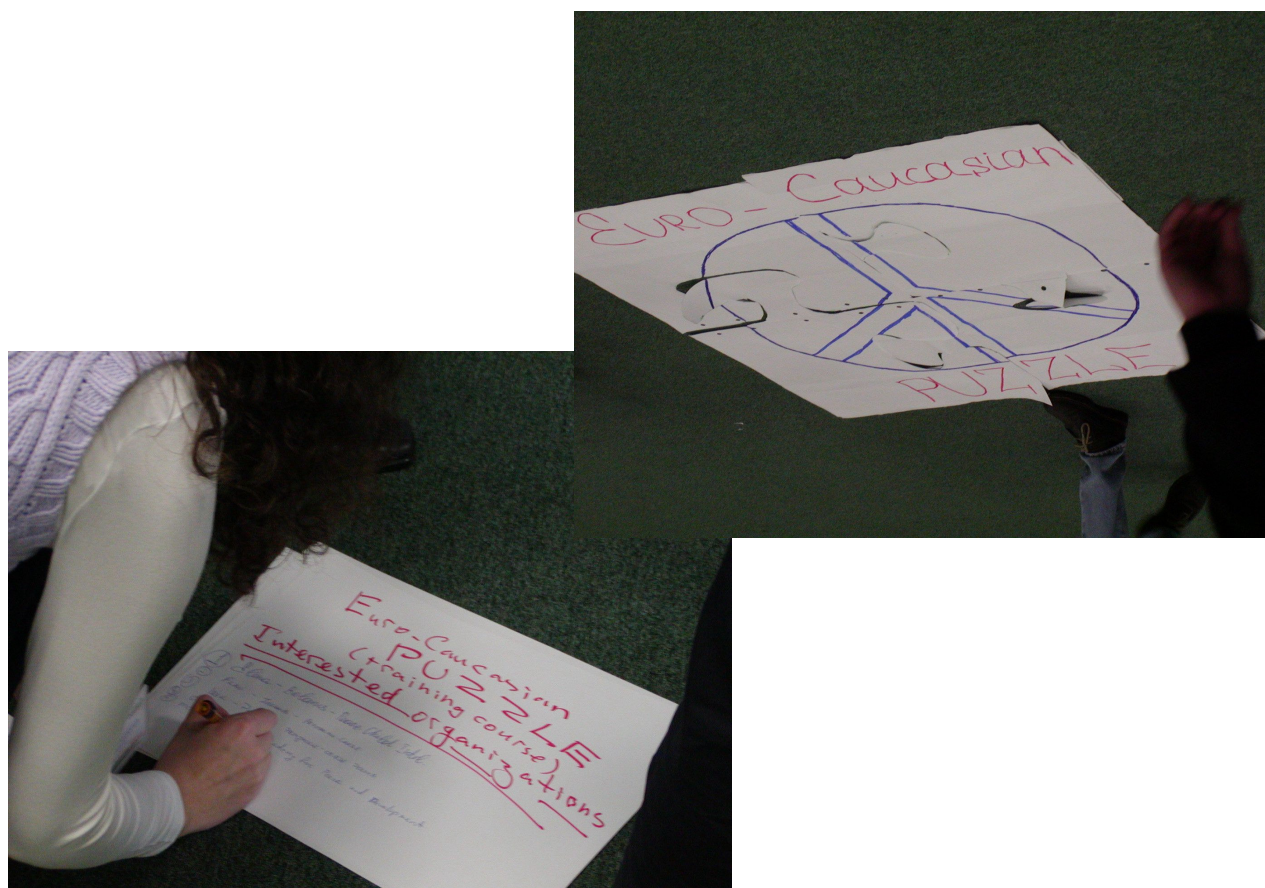
Were substantial not only for getting knowledge about other cultures, for discussing working things which needed to be discussed, for seizing an opportunity to talk to experts, but also made participants very enthusiastic!!!

- Working space was at the disposal all the time with all working materials and equipment.

## List of Participants

No	Gender	Surname	Name	Country	Organisation
1	Mr	Margaryan	Tatevik	Armenia	<b>World Independent Youth Union</b>
2	Mr	Tadevosyan	Areg	Armenia	Network of Armenian Youth Organization
3	Mr	Jalivov	Zaur	Azerbaijan	Young Azerbaijani Friends of Europe
4	Mr	Bagiyev	Taleh	Azerbaijan	The Azeri-Anglo Youth Society
5	Ms	Idrisova	Marianna	Azerbaijan	Catholic Relief Services
6	Ms	Baiduk	Alena	Belarus	EYP- European Youth Parliaments
7	Mr	Kakulia	George	Georgia	Academy for Peace and Development
8	Ms	Saginashvili	Nana	Georgia	International Union "Ertoba"
9	Ms	Dziapshipa	Anna	Georgia	Educational TV Center
10	Ms	Porumbica	Anna	Moldavia	Young European Federalists Moldova
11	Mr	Tomsa	Sergiu	Moldavia	Association European Youth Exchange
12	Ms	Vasyukova	Ekaterina	Russia	Interregional Youth Ecological Club
13	Ms	Abzalova	Gulnara	Russia	Russian Falcon Movement
14	Mr	Popov	Andrey	Russia	Committee on social issues
15	Mr	Pautov	Alexander	Russia	International Youth Service
16	Ms	Irshenko	Lyusiena	Ukraine	<i>Good Will</i> Volunteer Centre
17	Mr	Voloshynskyy	Oleksandr	Ukraine	Green Cross Society
18	Ms	Meryushchenko	Olena	Ukraine	Cherkassy National University,
19	Ms	Perekhodchenko	Olena	Ukraine	Student Society of Luhansk Region
20	Ms	Doletska	Kateryna	Ukraine	The Youth Parliament of Kremenchuk
21	Mr	Nalapko	Pavel	Estonia	EHTE
22	Mr	Lopez	David	France	Le Ligue de L'enseignement
23	Mr	Lemallier	Jacky	France	A.V.R.I.L
24	Mr	Koscev	Marton	Hungary	Christian College Association - Budapest

25	Mr	Spaight	Flannan	Ireland	Przyjaciele-Cairde
26	Ms	Edelstein	Trish	Ireland	Boomerang Theatre Company
27	Ms	Bertsch	Margit	Lichtenstein	Jugendbegleiterinnen Liechtenstein
28	Ms	Visockiene	Rasa	Lithuania	NGOs Information and Support Centre
29	Mr	Dobilas	Vytautas	Lithuania	LiJOT (Lithuanian Youth Council)
30	Ms	Borg	Marija	Malta	Hamrun Local Council
31	Ms	Top	Janita Christine	Netherlands	Falkor I.C.Y
32	Mr	Bober	Ireneusz	Poland	Przyjaciele - Cairde Polska
33	Ms	Gregulska	Jagoda	Poland	Semper Avanti
34	Ms	Kozłowska	Anna	Poland	Association "Nadzieja-Hatikvah"
35	Mr	Rata	Daniel	Romania	
36	Mr	Simionuc	Richard	Romania	
37	Mr	Janus	Patrick	Sweden	Polska Scoutkaren NHHP "LS-Kaszuby"
38	Mr	Eriksson	Ove	Sweden	Association of Youth Fire Brigade
39	Mr	Schwietzer	Sebastian	Germany	Mostar Friedensprojekt e.V
40	Mr	Jones	Mike	United Kingdom	High School International Committee



## CMS GO EAST! Programme

Friday 02/04	
Hours	Session
9.00	Team meeting
10.00-13.00	Arrival of participants Participants are transported to the hotel and later on together everybody are going to the Ministry of Education
14.00	Start of launching conference With participation of representatives of embassies of relevant EECA countries, Polish Ministry of Education and Sport, COM Delegation, invited Polish NGOs
15.05	Small banquet in the Ministry
15.50	Group building exercise – game in the city
19.00	Dinner
20.00 – 22.00	Start of the GO EAST! Get to know each other Who is, who? Where do we come from? Where do we want to go? Groups dynamic games + name games

Saturday 02/04	
Hours	Session
9.30	Energizers+ name game
10.00	Presentation of the CMS Programme Aims & objectives
10.15	Expectations, fears & contributions
10.45	Methodological approach
11.15	Starts of preparation the Organisations Fairs
11.30	Coffee break
12.00	Organisations' Fairs 4 sessions
13.30	LUNCH BREAK
15.00	YOUTH Programme presentations Actions 1, 2 and 5
16.30	Coffee break
17.00	Life testimony Presentation of the Good practices examples Realised YOUTH Programme projects
17.45	Ideas & needs analysis
19.00	Dinner
21.00	INTERCULTURAL EVENING Presentation of the countries (please be prepare to presentation of your country) participating, tasting national specialities brought by participants

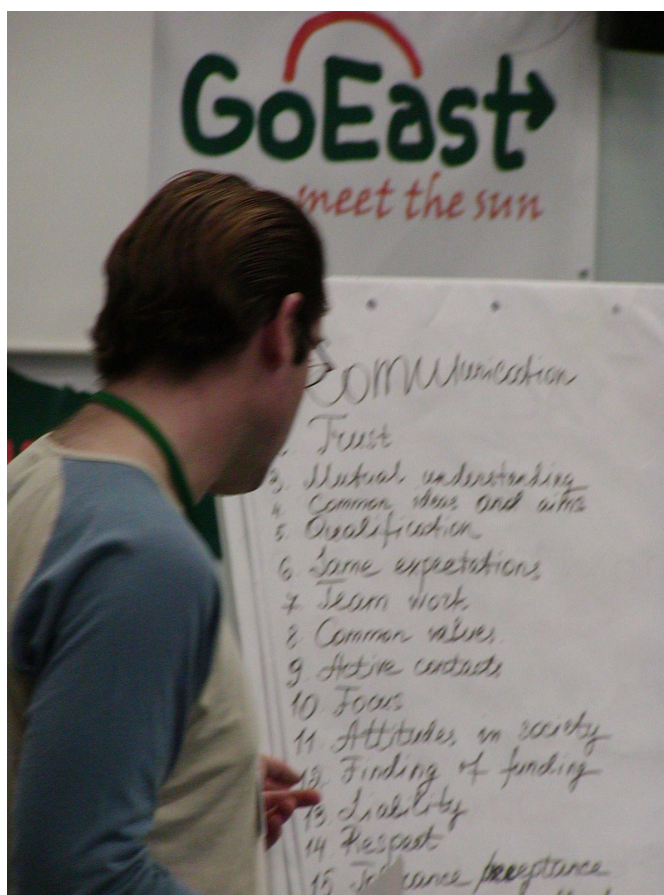
<b>Sunday 03/04</b>	
<b>hours</b>	<b>Session</b>
9.30	Energizer
9.45	Intercultural Learning exercise
11.30	Coffee break
12.00	Reflections on the ICL exercise & theoretical input
12.30	Continuation of ideas & needs analysis  Participants' moment when they can discuss common ideas for future projects
13.30	LUNCH BREAK
15.00	Partnership in the project – exercise on the quality + theoretical input
16.30	Departure to the City & guiding tour in Warsaw
18.30	Free time in the City
20.30	Dinner outside Polish folk group presentation

<b>Monday 04/04</b>	
<b>Hours</b>	<b>Session</b>
9.30	Energizer
9.45	Work on project ideas According to the provided simplified application form Hints concerning selection rules
11.30	Coffee break
12.00	Quality in the projects workshop Theoretical input
12.30	Non-formal Education presentation & exercise
13.30	LUNCH BREAK
15.00	Work on project ideas
16.30	Coffee break
17.00	Work on project ideas
18.00	Preparation to the projects ideas presentation Work in projects' groups
18.30	Presentation of project ideas
20.30	Dinner & Farewell party

<b>Tuesday 05/04</b>	
<b>Hours</b>	<b>Session</b>
10.30	Energizer
11.00	Evaluation of the seminar perspectives Follow-up planning Future work plan and cooperation
11.45	Coffee break
13.30	LUNCH

15.00	Departure of participants from the Programme countries
15.30	Start of training for Multipliers: Motivation Team building
16:30	Coffee break
17:00	Leadership workshop
19:00	Dinner

Wednesday 06/04	
Hours	Session
9.30	Energizer
9.45	Campaigning Targeting group of recipients
11:00	Coffee break
11:30	Practical exercises of informational campaign
15.00	LUNCH
16.00	Departure of participants



Day One – Friday, April 2<sup>nd</sup>, 2004

## CONFERENCE LAUNCH

The official opening of GO EAST! Took place at the Polish Ministry of Education and Sport. **The Director of YOUTH Programmes in Poland – Renata Sobolewska** – greeted all the invited guests to take part in the Conference Launch of the EECA RC and its first major event the Contact Making Seminar GO EAST! After the opening speech about the establishment of the Resource Centre for Eastern Europe and the Caucasus, the floor was given to the **Deputy Minister of Education and Sport in Poland – Adam Giersz**.

Mr Giersz pointed out the importance of creating proper conditions for co-operation between the European Union and Eastern Europe. The role of Poland is to be a bridge for it, providing new possibilities for developing youth exchanges. The ministry in co-operation with the YOUTH Programme has already paved the way for a partnership within the EECA region. Besides, the “Strategy of the Government for Youth 2003-2012” includes new steps on the way to strengthen this co-operation. **Mr Ryszard Hayn – the Head of the Education, Science and Youth Committee** corroborated the valuable contribution of the diverse programmes, including the YOUTH Programme, supporting the youth work in the represented countries.

The next honorary guest **Gisele Kirby** from **the European Commission of Directorate Education and Culture YOUTH Unit** – presented a YOUTH Programme from the Third Country co-operations point of view, whilst mentioning the aims, key priorities, and objectives of YOUTH and the history of EECA RC setting. Then **Tomasz Bratek** – **Coordinator of the EECA RC** submitted the SALTO-network and showed the position of the RC, as well as the main information about the RC and its current programme. Neighbourhood policy – was represented by **Isabelle Rivier** from **the European Commission Delegation to Poland**, who presented the new European Commissions policy for the EECA countries.



**The Deputy Director of the Centre of East European Studies at Warsaw University, David Kolbaia** spoke about the new quality of youth co-operation in Europe for the 21 century.

There were also invited representatives from the following Embassies:

- **Mrs. Anahit Asatryan** - Armenia Embassy
- **Mr. Corneliu Bobeica** - Moldavia Embassy
- **Mr. Siergiej Czerniajew** - Russian Embassy
- **Mr. Oleh Mysyk** - Ukraine Embassy
- **Mr. Nikolaj Pietrowicz** - Belarus Embassy

All of them spoke about the essential role of youth co-operation in the development of good relationships between nations. *The primary importance of the Conference was that it was the first time official representatives of the government from EECA countries pointed out their willingness and openness for supporting NGOs work in creating new partnerships within the European Union.*

## **THE CITY GAME**

Participants were invited to take part in a group building exercise. The aim was quite challenging: Not to get lost in Warsaw carrying out diverse “sightseeing missions”. Everyone was divided into 5 international groups. Each group got a description of their own “secret” task relating to the main cultural and historic places in the capital and... maps & practical information about the venue (just in case!). In general, the mission was to find a concrete place and to somehow get the practical information about it (for example: To count the number of columns of the Grand Theatre – National Opera House).



The participants had a great opportunity;

- To use their communication skills
- To get some knowledge about Poland: Both its past and reality
- To develop ICL abilities
- To facilitate the integration process

(Everybody returned safely!)

## **GO EAST! STARTS**

### Warm welcome from the team!

The “Welcome session” began with the

## **Reflection and debriefing on the City Game.**

Each group in order:

- Presented the task
- Assessed the working environment in the intercultural conditions
- Shared the feelings, opinions, impressions

Generally speaking, the Game received positive praise though some participants treated it as a fun but real trial. The main points people stressed were the following:

- Good team work
- Help from the locals
- Buses were working
- Fun, but cold
- Ice-breaker in bus
- The coffee was great



## **Who is, who? Where do we come from?**

The aims and objectives:

- To welcome everyone
- To create a relaxing and friendly atmosphere
- To give everyone the possibility to get to know each others names

### **Activities**

#### **Atoms & Molecules (10 min)**

The ice-breaker was used as a bridge to the next part of the session going at a personal level. The participants were asked to move chaotically as atoms in a given space. When the music was made quieter, the atoms should group themselves into

molecules according to one common thing they possessed. The mentioned things (one by one) were:

- Colour of eyes
- Favourite Music
- Favourite shoe colour
- Age you feel

### The memory snake (30 min.)

*The next step was to get to know as many names as possible.*

The participants stood in a circle. The facilitator started by saying his name, the next person his/her name (“My name is...”) and repeated the name of the previous person(s) saying: “I have contact with...”

The game ended when everyone in the room had introduced themselves and said the names of the previous participants in the room. In order to make the task easier (there were 40 people + the team) it was allowed to repeat the names of 10 previous persons only.

So at the end everybody kept in touch with everyone!!!

### Map of Europe (20 min)

*The third step was to get to know where we came from.*

The participants were asked to imagine that the room, where the session took place was a map. After deciding where North and South were, people spoke out their names, countries, where they come from, and the cities/regions they lived.

*Everybody got the idea that Europe is really huge and there is space for everybody!*

## Day Two – Saturday, April 3<sup>rd</sup>, 2004

### **CMS SEMINAR INTRODUCTION**

*The second day began with an energizer that continued the process of getting to know each other.*

### Paper Carousel (30 min)

This traditional method was used as an information gathering exercise. Each participant got his/her photo and a piece of paper for the “personal passport” that included the following information about the participant:

- Name
- Family
- Hobbies
- Relation to the youth field
- I like/I don't like...
- The most crazy thing the person had ever done

*Due to the dynamics of the exercise (partner changes after each question) the participants were able to revise the names, and speak to some people for the first time, creating the foundations for further discussions.*

## **CMS GO EAST!**

After greeting the participants and guests, Tomek Bratek - Coordinator of the EECA RC - paid attention to the contents, general idea and elements, its aims and objectives. The following points were emphasized:

- New contacts
- Common projects
- Future multipliers from EE and the Caucasus
- Diversity
- Promotion of Eastern Europe as a region
- Support by the team
- Organizational "moments" were also mentioned and discussed

## **Expectations, fears & contributions**

Aim:

To provide the opportunity to share expectations, and discover fears while participating stimulated contribution.

### **Activity**

#### **Balloons (30 min)**

The participants were divided into 8 groups using "Birthdays" (to snake a logical line of Birthday dates). Each group got their own balloons and posters in 3 different colours.

**Expectations** ↔ **Contribution** ↔ **Fears**

All participants were asked to put down everything that they wanted to put and then discuss. All the balloons were left visible in the room throughout the duration of seminar.

*The exercise showed the high level of participants' interest and willingness of groups' work.*

## **THE SUMMARY**

### **Expectations:**

- To get East and West closer: New contacts and projects
- Info and future partnership with RC, YOUTH Programmes
- To set up a multipliers' network of YOUTH in the EECA
- Knowledge about EECA region and Poland
- To promote own countries and organizations
- More practical skills and knowledge
- To be involved in the future of Europe

### **Contribution:**

- To be active and open for NEW
- To share experiences, ideas and contacts
- Presentations of countries and organizations
- Positive and enthusiastic attitude towards joy, fun and news

### **Fears:**

- Lack of relevant information
- Not to put in practice the things we have
- Conflicts, fear of being excluded
- Talking, but not doing!
- Lack of integration
- Fear of having fears

## **Methodological approach**

I heard and I forgot  
I saw and I remembered  
I did and I understood.  
*(Confucius)*

The methodology of the seminar was presented in order to make agreement on the common rules regarding its basis. They were to be used during the process. After suggesting some "principles for working together" and mentioning the main methods (see: Methodology), the following arrangements were brought to life.

### Our agreement

- No mobiles allowed in the room
- The right to speak and not be interrupted
- Understanding of the language barriers
- To be concrete
- To avoid repetitions
- Not to be excluded! – Conflicts!
- So many names! So many people!
- To use the informal moments

- Enjoy the contacts!

## **THE ORGANIZATIONS FAIR**

Before coming the participants were asked to bring different materials, information, booklets, and presentations of their work. During the presentation to the Organizations' Fairs they had to prepare a flipchart about their organizations according to the following elements:



- The name of the organization
- Logo
- Aims and objectives
- Target group + carousel info about participants with photo
- Main activities
- Future cooperation: projects and ideas

After the presentations were ready, they were placed in four areas at the participant's disposal. In each area 10 organizations could be located. Then four sessions took place: the participants visited each area, one by one, (It helped not to be at a loss among the information) and enabled each person to engage not only in presenting but in broadening "contacts' space" too.

**More info about the organizations & participants can be found at the following:**  
[eeeca@salto-youth.net](mailto:eeeca@salto-youth.net)

## **LIFE AND YOUTH**

Aim:

To raise awareness about the YOUTH Programme, its philosophy and principles and its relevance to youth work at all levels.

The concrete objectives were:

- To get specific information about YOUTH related to Third Countries Cooperation
- To become acquainted with the Actions 1, 2, 5: demands, possibilities and funding
- To become familiar with the good practices and projects of YOUTH

## YOUTH Programme presentation

**Gisele Kirby, the European Commission representative**, showed a YOUTH presentation from the Third Countries cooperation point of view. She began with the history of developing partnership with the out-of-EU regions emphasizing turning moments important for the current situation.

Apart from the delineation of aims and principles of the YOUTH Programme concerning the EECA, “problem” points were explained: general rules, specific criteria (balance problems), funding and co-funding from other sources. The positive sides as well as barriers (most have administrative character) were also mentioned.

For the presentations of Actions the following people were responsible:

Action 1:

**Eva Theisz, Swedish National Agency, YOUTH Programme**

Action 2:

**Magda Jakubowska, Polish National Agency, YOUTH Programme**

Action 5:

**Tomasz Bratek, SALTO-YOUTH EECA RC, Polish National Agency, YOUTH Programme.**



The general information about the Actions was provided with the focus on activities organized in the EECA region. In some cases this point turned out to be quite controversial because of differences in laws and difficulties related to governmental attitudes. It was stated that for each non-EU country it is necessary to find a special distinctive approach to partnerships depending on the formal terms presented by the individual states.

*Despite the fact that the participants came from different backgrounds and had different levels of knowledge about the YOUTH Programme, all the presentations were followed by lively discussions. Having the opportunity to meet experts in the field, the participants brought up more practical questions. So, the speakers needed to go into details and to provide some consultations after the session ended. Everyone received the User Guides, Presentations and contacts.*

## Life Testimony

**Dorota Filipczak**, from the **Semper Avanti Association** in Wroclaw, Poland, was invited to present this part of the presentation. After saying some words about the Association, **Miss Filipczak** proceeded to describe the “good practices” and cement the successful examples of realized projects in the EECA region.

### **Action 1:**

#### **“Arts – Youth – European Roots Vibration”**

The St. John's Parade as a symbol of the peaceful co-existence of many different cultures in Europe from Portugal to Georgia achieved through uniting the ancient Slavic traditions.

Outcomes:

- Cultural dimension (CIS + PECO's + EU)
- Dynamic impact on a local level
- International leadership
- Introducing Slavic culture to the rest of Europe
- Breaking through barriers and differences

### **Action 2:**

#### **EVS with Third Countries “Medieval Event”**

Short-term 3 week project

Volunteers from: Belarus, Poland, Austria, and Great Britain.

- Building medieval village
- Live and work in a medieval camp
- Working with children from different backgrounds in medieval workshops
- Preparing a performance of “St. George Legend”

### **Action 5:**

#### **TC on “Expanding the YOUTH Programme within Eastern Europe” Lvov, Ukraine.**

Target group:

Youth workers and co-ordinators from the EU + PECO's + CIS.

General points:

- From cultural diversity to long-lasting partnerships
- YOUTH Programme as a tool of cooperation:
  1. Knowledge and competences
  2. The policies behind and the decision-making structures
- Youth in Eastern Europe: reality
- Further involvement of the EECA

*The presence of Anna Wohlessner – A volunteer from Austria – was essential as it was the life-visible embodiment of the idea of the YOUTH Programmes integrity. (Anna is*

*continuing her activities using other Actions – she is responsible for the TC in the Ukraine).*

## **IDEAS AND NEEDS ANALYSIS**

### Aim:

To identify the needs of the target group, as a basis for developing the project ideas for YOUTH

### The first step (30 min)

#### Task1:

Individually (or in small groups) think about and analyse the needs of your target group.

- Who are they?
- What are they interested in?
- What do they know?
- What do they have?
- What do they want to find out, learn or know?

#### Task 2:

To put idea on the cloud, to write down the author/s, what and how much partners are needed for the implementation of this idea? The participants were really looking for the opportunity to present the ideas. There were 23 “idea-clouds”: some of them were prepared by the individuals, some – by the groups united by the common aspirations.

#### *Overview:*

#### Action 1-6

*Proposals: Intercultural learning, Ecology: through nature to human, youth mass media, human rights, etc.*

#### Action 2-4

*Proposals: Starting EVS, EVS for people with less opportunities, etc.*

#### Action 5-8

*Proposals: Leadership, human rights, democracy, conflict prevention, peace building.*

Some ideas implied a long-term process with the inclusion of other actions.

## **INTERCULTURAL EVENING**

The evening demonstrated that there are some things that can bridge any stereotypes and prejudices. Music, dancing, traditional dishes, and a friendly atmosphere did the job!

Day Three – Sunday, April 4<sup>th</sup>, 2004

## **INTERCULTURAL LEARNING**

The day was opened with an energizer in order to wake people up and to divide them into groups for the next activity.

### Aims:

To clarify the meaning of intercultural learning, its relation to youth work and to develop participants' knowledge and attitudes in relation to basic concepts of ICL

### **Activities**

#### ICL exercise (1 hour)

Participants were divided into 3 groups, representing 3 different cultures. All received descriptions based on several peculiarities of these cultures (*see: Annex 1*).



1) Groups had 20 min. to discuss and to train the behaviour of their cultural group. Each group had their own observers.

2) All cultures met in the plenary session. The task was to only choose 5 representatives from all the groups for Building a Student Democracy Conference.

3) The participants returned to their cultural communities: Where their observer asked questions (*for examples of the questionnaire see:*

*Annex 2*).

4) Everyone gathered together, and the observers presented the results of the questions' session (there shouldn't have been any reactions!).

5) Participants discussed the outcomes in groups (15 min.).

6) The last possibility to decide what would take place in the representative group.

It was a good way to finish the exercise: all participants, one by one, called out their names tearing away signs of their different cultures.

Observers mentioned the following points:

- *Active participation*
- *Hard to understand and to behave according to the roles*
- *A lot of practice with new images*
- *Difficult to enter and more complicated to leave cultures*

One word from each participant about feelings after the exercise:

- *Interesting*
- *Exciting*
- *Not natural/natural*
- *Frustrating*
- *Confusing*
- *Useful*
- *Unusual*
- *Important*
- *Changing, etc.*

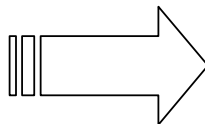
## Input on ICL (15 min)

- 1) The definitions of culture and ICL
- 2) The iceberg concept of culture
- 3) Different theories about ICL

Intercultural learning is a process of social education aimed at promoting a positive relationship between people and groups from different cultural backgrounds, based upon mutual recognition, equality of dignity, giving a positive value to cultural difference.

### External Culture

*Explicitly learned*  
*Conscious*  
*Easily changed*  
*Objective knowledge*



### Internal Culture

*implicitly learned*  
*Unconscious*  
*Difficult to change*  
*Subjective knowledge*

### 3 Main elements of culture

*Forms of externalization*  
*Social organization*  
*Mental structures*

### Attitudes towards ICL

*Empathy*  
*Distance to social roles*  
*Ambiguity tolerance*

More info is available from the following: [www.training-youth.net](http://www.training-youth.net)

T-kit 3: Intercultural Learning

## **DRAFT PROJECTS' PRESENTATIONS**

A summary of the "ideas and needs analysis" session that took place the previous evening, the participants were asked to prepare their presentations. The obligatory elements needing mention were: **Idea – Partners – We are searching for more partners from...**

*After the presentation of "ideas-clouds", which brought to life 23 ideas for future projects, 12 possibilities remained to be developed. Some of the groups were completely formed and were waiting for further steps in project elaboration. Some were still looking for partners. The Working groups focused mainly on Action 5: Training Courses, Study Visits, Feasibility Visits, - as well as Action 1.*

*It was seen that there was a lot of talk and discussions about the EVS projects though these ones were out of visible presentations. This activity gave the participants new impetuses for making the next stages in co-operation.*

## **PROJECT PARTNERSHIPS**

Aim:

To discuss different tasks of partnership according to Youth Field Projects.

### **Activities**

#### **Group work on partnership's (1 hour.)**

3 groups of participants were created. Each group got its own problem-question. They had 40 min. to discuss and prepare some possible outcomes.

#### **1. What are the criteria for a "GOOD" partnership project?**

The working group on this issue distinguished 3 areas:

**Blue** - *At the beginning of the project:* Realistic ideas

- To be conformed with the values of each partner
- Clear aims

**Green** - *During the project:* Knowing well the partners

- Division of responsibility
- Communication during the whole process
- Taking into account interests + demands of all partners
- Deep discussion – commitment
- Flexibility
- Trust + honest to each other
- Equal participation
- Network meeting (small group)
- Prepare some young leaders

- To share experience
- Support from all partners

**Red** - *At the end*: Long-lasting partnership

## 2. What are the requirements to a partnership?

- Communication
- Trust & respect
- Mutual understanding
- Common ideas & aims, values
- Qualification
- Same expectations
- Liability
- Team work and Constructive feedback
- Necessary conditions (political, material, etc.)
- Diversity



## 3. How do you decide if you are approaching the right group?

For the presentation the concept of “Partnership Bridge” was used. So the main pillars used were:

- Common goals for the project
- Experience in the field
- Common values and vision
- Commitment of time
- Having clean contact people
- Support from the top of the organization
- Reliability
- Resources (access to Internet, human resources, etc.)
- Donor requirement
- Interest in the idea(s)
- Activism
- Personal compatibility plus good interpersonal contact among the staff of partner organizations

## Input on “Partnership: Main elements” (30 min)

As the essential points of partnership the following elements were named.

- Co-operation
- Trust
- Transparency
- Equal treatment

Besides, before starting the project it is important to be sure about:

- Who is your partner?
- What is capacity of your partner?

- What are your partner activities?
- What is the project subject for the partnership?



*During the rest of the day and into the evening participants had a perfect opportunity for dipping into polish culture: a guided tour of Warsaw followed by dinner with traditional polish cuisine, and entertainment by a polish folk group were organized!!!*

## Day Four – Monday, April 5<sup>th</sup>, 2004

### **WORK ON PROJECT IDEAS**

*Almost the whole day was given up to the consideration of ideas for future common projects, as it was one of the essential aims of the event.*

There were a lot of diverse concepts about working on project ideas. In order to simplify the process, the most available system was provided:

- N – Needs
- A – Aims
- O – Objectives

### **M – Methods**

- I - Implementation
- E - Evaluation

Besides, facilitating the finalization of the projects, every group was asked to use the same form, prepared by the team (every participant received these forms). The main elements were:

1. General information: Title, partners, dates, and target group (profile).

2. Description of the project: Aim(s), objectives, activities and methods, preparation, evaluation and follow-up, detailed description of the project activities (when? what? who?), preliminary programme of the event.

The work was very intensive as most of the participants took part in the numerous discussions. So it was necessary to divide the roles of the project partners. Some of the groups were getting deeply into the details, some focused mainly on the idea, aims and objectives. Most of them wished to encompass all sides of the problem or find a compromise, and all presented possible points from different partners according to their needs and expectations.

## **QUALITY IN THE PROJECTS**

### Aim:

To gain awareness in the qualities of different projects and to increase professional competence in their development

### **Activity**

### Input

Four spheres of the qualitative criteria for each Action (1, 2 & 5) were pointed out. It was underlined that apart from a number of qualities common for all Actions, each of them has its own major.

#### Action 1:

- Active involvement
- Project plan
- Geographical balance

#### Action 2:

- Support and partnership
- Volunteer tasks
- Project support

#### Action 5:

- Objectives
- Contacts between partners
- Programme



(For more details see: Annex 2)

## NON-FORMAL EDUCATION

### Aim:

To widen participants NFE through knowledge and understanding

### **Activities**

“Education is what survives when what has been learned has been forgotten.”  
(B.F. Skinner)

#### NFE exercise (40 min.)

##### The task:

- 1) To brain storm: Were I learnt? (10 min.)
- 2) To try to think about what is
  - Non-formal education
  - Formal education
  - Informal learning (10 min.)
- 3) To present ideas, thoughts, etc.



Summary of the 9 work groups:

A lot of possible ways of learning/studying were mentioned. Some of them were considered common for 3 spheres. Generally, Formal Education (FE) was presented as learning by curriculum, NFE as learning by doing, and informal – learning by living. Besides, it was noted that all these kinds of education stay very close to each other.

### **Differences**

<b>Formal</b>	<b>Non-formal</b>	<b>Informal</b>
<i>Obligatory</i>	<i>voluntary basis</i>	<i>natural</i>
<i>Location</i>	<i>out-location</i>	<i>spontaneous</i>
<i>Teacher</i>	<i>trainer</i>	<i>people</i>
<i>An official prove</i>	<i>it depends</i>	<i>-----</i>
<i>Hierarchy</i>	<i>democracy</i>	<i>cultural values</i>
<i>More passive</i>	<i>more active</i>	<i>both</i>
<i>(More coming-in)</i>	<i>(more coming-out)</i>	
<i>Planned</i>	<i>dynamic</i>	<i>dynamic</i>

(The statement said that we learn FROM LIFE!)

## NFE Presentation (20 min)

“To learn without thinking is labour in vain.  
To think without learning is desolation.”  
(Confucius)

- The following definitions were presented:

Informal learning refers to the life learning process, whereby every individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experiences (family, neighbours, marketplace, library, mass media, work, play, etc.)

Formal education refers to the structured education system that runs from primary school to university, and includes specialized programmes for technical and professional training.

Non-formal education refers to any planned programme of personal and social education for young people, designed along with the formal education curriculum.

(Source: Council of Europe)

- NFE activities in the Youth Field: Training Courses, Long term Training Courses, Workshops, Teaching, Study sessions, etc.
- NFE peculiarities
- Methodological principles of youth non-formal education:
  1. Active participation
  2. Learning in the Stretch Zone
  3. Holistically principled
  4. Intercultural learning
  5. Experiential learning cycle

(For more details see: Annex 3)

***A Non-formal education... is not a preparation for life; a non-formal education is life itself.***

## **PREPARATION & PRESENTATION OF PROJECT IDEAS**

At the end of the CMS, 8 projects were elaborated and presented.

- Participants worked during the day according to provided form
- Partners of each project had 30 minutes to prepare a creative presentation
- There was space for questions from other participants about the idea after presentations

It is important to say that not everyone totally participated in developing concrete project ideas. The reasons for this were different. Some of the participants were not able to find partners because of the highly specialized orientation of the proposed idea, some preferred to go deeply into getting to know organizations presented on the CMS. But at any rate these individuals developed their own ideas for future co-operation and have sent some propositions of common projects for other participants.

(For general info about these projects see: Annex 4)

## **PRESENTATION OF EUROPEAN YOUTH FORUM**

*by Luiza Bara, Youth Forum Policy Officer*

### Summary

#### *The Mission:*

The European Youth Forum works to empower young people to actively participate in the shaping of Europe and the society in which they live.

#### *Aims:*

- Be a consultative body for international institutions on all issues relevant to young people and to youth organizations
- Promote youth policy through government and institutional policy
- Influence the policy of international institutions on youth-related issues
- Increase the participation of young people and youth organizations in society as well as in the decision-making process
- Promote the exchange of ideas and experiences, mutual understanding, and equal rights and opportunities among young people in Europe

#### *Fields:*

- Advocacy work
- Citizenship and life wide learning
- Employment and social affairs
- Human rights and equality
- Global youth co-operation
- Membership and training
- Press and communications
- Youth work development



(For more details see):

- [www.youthforum.org](http://www.youthforum.org)
- [youthforum@youthforum.org](mailto:youthforum@youthforum.org)

## Goodbye to our EU-Participants.



Day Five – Tuesday, April 6<sup>th</sup>, 2004

### **FEEDBACK ON THE PROJECTS**

There were overviews done of each idea on the basis of the project description forms that were filled out yesterday evening. Every project got practical suggestions from the team, which might be helpful in improving the quality of the project implementation. The general assessment was very positive as the projects ideas presented quite various and fresh views on diverse spheres of youth work. The following elements for refining were pointed out:

- Always be realistic
- Be concrete in your objectives
- Show links to other YOUTH Programme
- What do we want to achieve? (the level of ambition)
- Don't forget to follow-up projects etc...
- Be flexible between dividing partners

## **EVALUATION**

### Aim:

To create a foundation for future work looking back to the different activities carried out during the event.

### **Activities**

#### Going through (15 min)

The idea was to lead the participants through the whole event in order to give them all the opportunity for refreshing all the essential moments of the CMS. This was achieved by creating a relaxing atmosphere with back ground music, and everyone was allowed to choose their most comfortable position i.e. Lie on the floor. The participants were then asked to close their eyes and listen to a story about CMS GO EAST! With the participants being the role players in the story, and each person could then focus on their private thoughts, emotions and remembrances...

This activity facilitated further processes of evaluation.

#### Visual evaluation (15 min)

The participants were asked to return their expectations, contributions and fear posters and to take away those, which had been realized. Generally speaking, the expectations of the participants were fulfilled. As this activity had taken place before participating in the Training of Multipliers, points concerning it were left on the "balloons" as well as long-term expectations and fears (such as: to build strong networks, to get closer to the EAST and WEST, not to put in practice the things achieved during the event). It was seen that most of the participants estimated their contribution as very good. But nevertheless not everyone had time to realize their potential; those people will be able to achieve that during the implementation of their own projects.

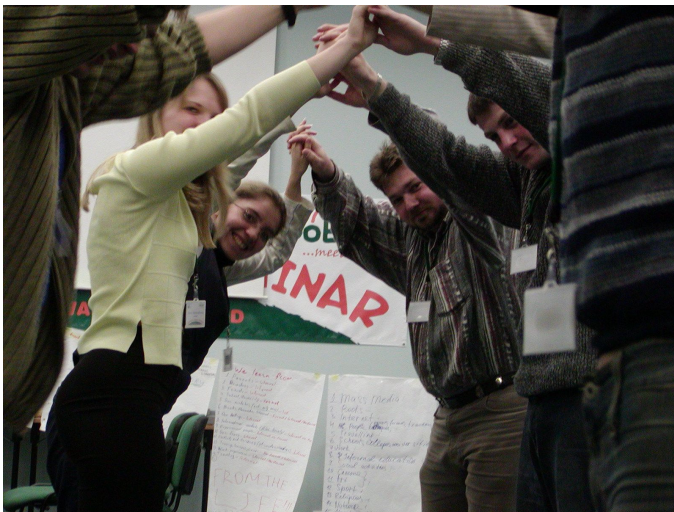
#### Written evaluation (30 min)

The questionnaire presented to the participants emphasised all the main points of preparation and implementation of the CMS. 35 filled in forms were given back.

The communication between the RC and participants before GO EAST! Was estimated in the review as satisfactory, but sometimes not very operative. At the same time, many participants appreciated the support and information given by the RC. It was suggested sending some information about the people and organizations presented beforehand in order to give people time to think about any possible partnerships. The GO EAST!\_programme, received quite high notes. The balance between theoretical and practical sessions, the logic of the event leading to the concrete outcomes, and correspondence to the pax made the CMS an effective way for developing co-operation between the EU and EECA NGOs.

However, few people were critical about some theoretical activities and the duration of the launch conference. Though highly appreciated was the quality of appropriate methods, as well as the work of the team and atmosphere within the group(s). Regarding the elements of the GO EAST! programme – diverse points of view were presented. Such a variety can be explained by the different backgrounds and experiences of the participants. Some participants would have preferred more time for Organisations' Fairs and for getting to know each other. A number of controversial comments were pointed out at the ICL session and at the presentation of YOUTH Programme. The activities related to getting information about other countries and were taken very enthusiastically. The main result of the event was that the first step was successfully done!

Among the statements put down at the end of the questionnaire, we were able to find a quote from the words of Confucius:



***You listened (heard) and forgot...***  
***You read and you remembered (hopefully understood ☺)***  
***You did – and you fixed.***

Thank you and Good luck for you as well!

## Emotional evaluation (1 hour)

- 1) **Wall of complaints:** the participants were placed into 2 lines; people from one line went to their partners from another line saying negative things experienced during the event; then they changed the roles. The activity was continuing until there were no more things to say.
- 2) **Trees of joy:** all participants stood hand in hand in pairs presented by themselves the alley of trees; each pair ran under the “tops of the trees” (raised hands of participants) screaming out their positive emotions and thoughts about the event; each pair had the opportunity to make several tours.

- 3) **A letter to me:** all participants got a Personal Action Plan form, which they were able to fill in and send as a letter to themselves. It was a good catalyser for further development of partnerships and future work.
- 4) **Last round:** the participants were asked to create a circle and say only 1 final word. Only positive things related to future cooperation were said.
- 5) **Group photograph:** all the participants and team(s) had their photo taken as a group in order for them to remember these nice and productive workdays spent together!

## Training of Multipliers

### WHO IS A MULTIPLIER?

#### Aim:

To develop a universal understanding of the multipliers roles; and to clarify the expectations of being a Multiplier.

#### **Activities**

*At the beginning it was pointed out that their willingness to set up a network of Multipliers in the EECA region was invoked for recognition of equality concerning every country.*

### My understanding of a Multiplier (1 hour)

#### Task:

- 1) To fill in the given form personally. These were the covered points:
  - 3 main functions of multiplier
  - expectations of the RC
  - expectations of myself
- 2) To discuss the results in groups
- 3) To become acquainted with all opinions of the whole group

#### **Overview**

##### *Main functions:*

- To act as a link between RC and local NGOs
- To be an information distributor at local level
- To evaluate the situation and provide feedback
- To explain the situation in the country – social, politic and cultural peculiarities
- To provide training and consultancy
- To create local networks
- To be actively involved in youth work

### *Expectations of the RC:*

- Mobility in providing information and consultancy
- Preparing future multipliers for their work
- Support and assistance from RC (training, CMS, seminars, materials)
- Interest in each country
- Coordination: clear instructions, regular contacts
- Network communication opportunities

### *Expectations of myself:*

- To become familiar with information about the YOUTH Programme
- To be experienced in working with the local youth, to know their needs and problems
- To be mobile, to give time, experience, knowledge and support: creativity and flexibility!
- To be open for everything that can facilitate the network

## The roles of Multipliers: Input and Exercise (1.5 hour)

The concept of a Multiplier is quite new and still under discussions in all EECA countries. It depends on the different perceptions, needs, positions and working conditions of the multipliers.

The introduction of the 8 roles of a multiplier: Motivator - Networker - Information provider - Counsellor - Initiator - Resource person - Learner/Teacher - Needs analyzer.

The most common understanding of the role of multipliers lays the emphasis on expanding the information regarding the YOUTH Programme, its policies, values, structure and functioning.

### Task:

1. The participants were asked to split into 4 groups (5 people in each) and work in them on the “do’s and don’ts” of the different roles (each group were given 3 roles)
2. To do the presentation outcomes and discuss them as a group  
(For overview see: Annex 5)



The session closed with a discussion led by Tomasz Bratek, Coordinator of the EECA RC.

The following points were considered:

- Possibility to create sub-network
- Profile of organization which multiplier works in
- Experience of organizations on the youth field
- Experience in working with NGOs
- Spreading the information on non-formal education
- CMS within international framework
- Info-events
- Information from the RC and to the RC
- NAs, involved in developing partnerships within the EECA region: Sweden, Finland, Lithuania, Denmark.

Day Six – Wednesday, April 7<sup>th</sup>, 2004.

## **TRAINING OF MULTIPLIERS (CONTINUATION)**

### **LEADERSHIP WORKSHOP**

The idea was to show different types of leadership, such as:

1. Authoritarian / totalitarian,
2. Democratic,
3. Liberal.

Firstly, participants were placed in a situation of authoritarian style. Then the facilitator provided space to do what they wanted. During the analysis of both the created situations, all the participants pointed out the feelings of pressure and discomfort as for the first part of the exercise, and feelings of confusion and frustration for the second one.

The choice of proper leadership style should depend on:

- Aim of the organization and the leadership
- Groups characteristics
- Experience

It was considered that the teams were dynamic developing groups and its leaders were dynamic, flexible people within them.

*The most effective leadership would have found a “best fit” for the demands of the following 4 elements:*

- The leader’s preferred style
- The team’s preferred style

- The style most appropriate to the task and the style most appropriate to the context

## MOTIVATION

### Exercise

Participants were asked to think about their personal motivation concerning youth work. Then they had time to share the thoughts and own convictions in pairs. This activity of turning back to participants' experience was definitely useful for them to start thinking about the motivation of young people.

#### Tasks:

1. To brain storm motivating factors of young people into becoming NGOs: participants had to write 1 idea per poster and to leave them all in a bag in the centre of the room.

Nearly 50 possible motivators were distinguished. Some of them repeated, but in general all of them specified points regarding attention to the diversity of individualities.

2. *To divide into 4 isolated groups, to begin discussing points written on the posters.*

The ideas were taken from the bag one by one. First of all, the motivators were discussed in groups. Then each group nominated one candidate for participating in debates between groups. Time was limited. If somebody from the groups wanted to add something it was allowed to change the representative during the discussion.

*4 motivators were considered:*

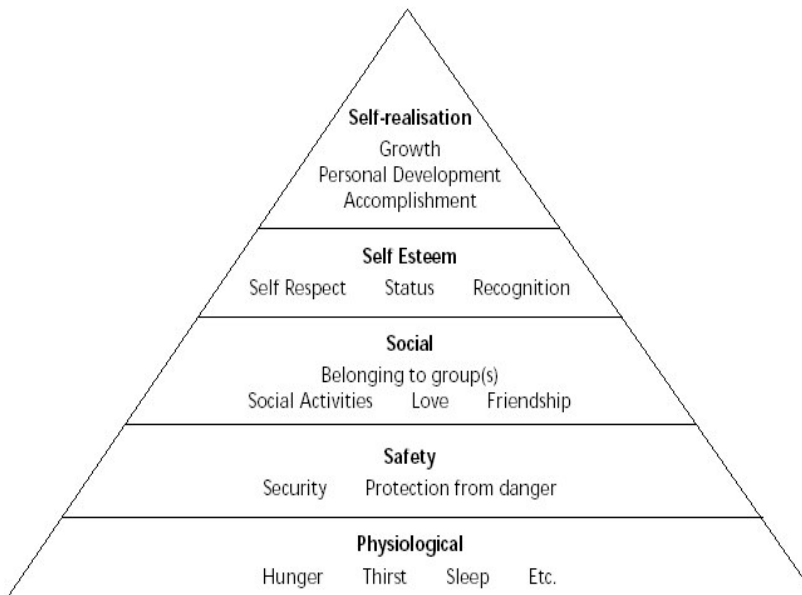
- *Party*
- *Skills development*
- *Finding friends for life*
- *Money*

*At the end of the activity it was seen that nearly every motivator could be envisaged as:*

1. *Primary motivator*
2. *Long term motivator*
3. *De-motivator.*

### Input

*Different theoretical models were presented showing motivating young people for inclusion in the youth field. Some of them provoked lively discussions among the participants. As a basis for input the \*Maslow diagram displaying the hierarchy of needs was used as well as the main factors influencing group motivation.*



\*Abraham Maslow

## FACTORS THAT INFLUENCE TEAM MOTIVATION

### 1. *Purpose*

- Clear purpose, focus or mission
- Taking into account needs and wants of members

### 2. *Challenge*

- Appropriate level of difficulty

### 3. *Camaraderie*

- Fellowship and loyalty
- Open direct communication
- Contributions
- Mutual support

### 4. *Responsibility*

- Responsibility over longer periods
- Consequences of failure minimized

### 5. *Growth*

- Moving
- Learning (knowledge, attitudes and skills)
- Stretching minds

### 6. *Leadership*

- Create conditions for self motivation
- Helping others to see the best in themselves
- Understand the needs

## INFORMATIONAL CAMPAIGN

The activity focused attention on picking out potential target groups for YOUTH Programmes in the EECA region and the possibilities of distributing the information through info channels existing in particular countries. This was provoked by different political and social situations in each country and by the number of indicators related to the NGOs' functioning in them.

COUNTRY	TARGET GROUP	INFO CHANNELS
R U S S I A	<ul style="list-style-type: none"> <li>- Youth NGOs</li> <li>- Unions of students and post-graduates</li> <li>- Disadvantaged young people</li> <li>- Clubs/ youth centres</li> <li>- Informal groups of young people</li> <li>- Socially excluded young people</li> </ul>	<ul style="list-style-type: none"> <li>- Internet      - Leaflets</li> <li>- Networking - Conferences</li> <li>- TC            - News-letters</li> <li>- Seminars</li> <li>- Non-formal educational network (youth centres)</li> <li>- Activities of other NGOs</li> <li>- Networking</li> <li>- Exchanges</li> <li>- Peer led education</li> <li>- Site campaigns</li> <li>- Conferences</li> </ul>
U K R A I N E	<ul style="list-style-type: none"> <li>- Pupils</li> <li>- Students</li> <li>- Young workers</li> <li>- Youth leaders</li> <li>- NGOs, associations</li> <li>- Partners NGOs in the regions</li> </ul>	<ul style="list-style-type: none"> <li>- Local education department</li> <li>- Internet            - NGOs</li> <li>- Mass media        - Direct contacts</li> <li>- Printed materials - Specialized exhibitions</li> <li>- Seminars</li> <li>- Trainings</li> <li>- Non-direct advertising (from people to people)</li> </ul>
M O L D O V A	<ul style="list-style-type: none"> <li>- Young people in educational establishments</li> <li>- Non-institutionalized Youth Sector</li> <li>- youth NGOs and youth initiative groups</li> </ul>	<ul style="list-style-type: none"> <li>- Governmental bodies (Ministry of Education, Department of Youth and Sport)</li> <li>- Media (radio, newspapers)</li> <li>- Local Youth Councils (around 160)</li> <li>- Web pages, e-groups</li> <li>- Departments of child's rights protection</li> <li>- Outreach activities</li> <li>- National Youth Council</li> <li>- National network of youth centres</li> <li>- Training activities</li> <li>- Announcements in youth gathering places</li> <li>- Information centres/ NGO officers</li> <li>-</li> </ul>

<p style="text-align: center;">G E O R G I A</p>	<ul style="list-style-type: none"> <li>- Internal Displaced people</li> <li>- Disadvantaged, disable, talented, young people, international/local organizations (NGOs)</li> <li>- Students, pupils</li> <li>- Young people</li> </ul>	<ul style="list-style-type: none"> <li>- Coordinators, e-mails/ Internet/ meetings</li> <li>- E-mails/group mails; post/telephone; youth exchange meetings &amp; consultations; mass media</li> <li>- Meetings, web-page, media, Consultations, materials</li> <li>- Posters, leaflets, street activities, mass media, libraries, Internet, youth clubs, local and governmental structures, youth meetings, exhibitions</li> </ul>
<p style="text-align: center;">A Z E R B A I J A N</p>	<ul style="list-style-type: none"> <li>- Refuges/ Internal Displayed people</li> <li>- Orphans</li> <li>- Students (Universities)</li> <li>- Students (Secondary schools)</li> </ul>	<ul style="list-style-type: none"> <li>- Radio, local TV channels, local newspapers (mostly pro-government), NGOs for resource centres, e-mail (in the cities), elderly people in the community, municipal (local authorities, etc.)</li> <li>- Radio, local TV, teachers, NGOs, initiative groups</li> <li>- E-mail/ Internet (in the cities), newspapers, magazines, radio + TV, NGOs: resource centres, libraries, professors</li> <li>- Teachers + principals, mail/ Internet,</li> <li>- NGOs, libraries, parents</li> </ul>
<p style="text-align: center;">A R M E N I A</p>	<ul style="list-style-type: none"> <li>- Students, pupils</li> <li>- Youth in the army</li> <li>- Youth in prisons</li> <li>- Youth in the streets</li> <li>- Youth in NGOs</li> <li>- Non-formal groups</li> <li>- Young Unemployed people</li> <li>- Youth in rural areas</li> <li>- Youth in regional centres</li> <li>- Minorities</li> <li>- Handicapped/disabled people</li> <li>- Youth learning/working abroad</li> <li>- Youth artists</li> <li>- Orphans</li> <li>- Refugees</li> <li>- Internal Displayed people</li> </ul>	<ul style="list-style-type: none"> <li>- Social adds (short clips on TV, leaflets, posters, calendars, pens, etc)</li> <li>- Mass media,</li> <li>- NGOs,</li> <li>- Internet,</li> <li>- Trainings for multipliers,</li> <li>- National Networks,</li> <li>- Grant programmes,</li> <li>- Informational campaigns,</li> <li>- Ministers,</li> <li>- Local bodies,</li> <li>- Organization of info activities,</li> <li>- Libraries,</li> <li>- Embassies,</li> <li>- Social Assistance Programmes</li> </ul>

B E L A R U S	<ul style="list-style-type: none"> <li>- Youth centres</li> <li>- Youth clubs</li> <li>- UNESCO clubs</li> <li>- NGOs, associations for working with youth</li> <li>- Initiatory groups</li> <li>- Disadvantaged youth</li> <li>- Disabled young people</li> <li>- Youth in educational establishments</li> </ul>	<ul style="list-style-type: none"> <li>- Mass media : local and national TV, newspapers, magazines, radio</li> <li>- Network of youth centres</li> <li>- Network of Belarusian Association of UNESCO clubs</li> <li>- Network of UNICEF youth centres</li> <li>- National Youth Council network</li> <li>- Departments on Youth Affaires</li> <li>- Youth activities on local and national level</li> <li>- Internet</li> <li>- Direct contacts of multipliers</li> </ul>
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## Future network and co-operation

Coordinator of the EECA RC – Tomasz Bratek – emphasized the primary importance of attracting EU-countries attention to the co-operation with East Europe and Caucasian countries. He also mentioned general rules and possibilities for future partnerships with the YOUTH Programme and the RC in particular. The Work Plan of the Resource Centre was also presented.

1. **Information and documentation activities** – access to the YOUTH Programme for EECA partners
  - Information leaflet – English and seven other languages versions (10,000 copies)
  - “EECA manual” Information kit – bank of problems and solutions, useful information about EECA countries (5,000 copies.)
  - EECA Newsletter (tri-monthly edition, adjustable to beneficiaries’ needs)
  - Third countries guide – written in English, Russian and Ukrainian – how to organize projects with EECA countries within the YOUTH Programme
  - Contact list of organizations interested in projects with EECA countries (including contacts from EECA and Programme countries)
  - Multipliers network (promotional campaign for the YOUTH Programme in each EECA country)
2. **Developmental Activities** – building new partnerships for YOUTH projects and EE RC multipliers network
  - Short Study Visit – Youth work in Ukraine (June, 2004) for 25 people interested in structure and activities of Ukrainian youth work
  - Short Study Visit – in another EECA country (7 days)
3. **Training events** – support for non-formal education and YOUTH Programme development
  - European Voluntary Service training course (until the end of September, 2004 - Poland) for 20 project coordinators, interested in sending and hosting volunteers within EVS
  - Training Course of Multipliers (December), place under discussion
  - Training of Trainers – planned long term course at the beginning of 2005
  - Training Courses on Project Management for local organizations from EECA countries

## Technical arrangements for future multipliers

- Access to the information and its distributing
- Participation in international events organized by the YOUTH Programme and the RC for EECA region

## Communication

Main channels:

- Forum
- Web-site: [www.salto-youth.net/eeca](http://www.salto-youth.net/eeca)
- E-mail: [eeca@salto-youth.net](mailto:eeca@salto-youth.net)

P.S.

*The first step was done.*

*The aims fulfilled.*

*Participants left to their countries in different corners of Europe...*

*SEE YOU SOON!!!*

**To be continued...**



## **RED CULTURE**

### **Values, beliefs, attitudes**

You believe that every man is the master of his own destiny and happiness. A good argument is valued above sentiment or emotions. It is very important to make all decisions in a democratic atmosphere.

### **Non-verbal characteristic of your communication style**

You are very strict with your time and you don't like it being wasted. You are open in expressing feelings like anger, dissatisfaction and joy. While talking to someone, you like to have some distance e.g. (2 m).

### **Verbal characteristic of your communication style**

You express your ideas and thoughts about something directly and without hesitation. You ask many questions: good questions are more important than facts. It is not common to say thank you: people only do what they are happy with anyway.

### **Norms and customs of business behaviour**

You welcome conflicts and see them as a useful opportunity to make better decisions and solutions. Men and women are equal in your society.

### **Greeting and style of addressing people**

Your typical greeting is a strong handshake. You address others with "Good morning, afternoon or evening". You address others by surname and it is obligatory to say the title (Professor, Doctor, Colleague, Student etc).

# **BLUE CULTURE**

## **Values, beliefs, attitudes**

You believe that the main events in life are a matter of destiny or fortune. You never doubt your own instinct: reasoning can be false sometimes, but feelings never make mistakes. Final decisions are most binding when made by people of highest authority.

## **Nonverbal characteristic of your communication style**

You are very flexible about time, because for you "lost time" does not exist. When you talk to somebody, you make direct eye contact and stand very close to the person. While you talk to somebody, you often touch them, or hold their hand or shoulder.

## **Verbal characteristics in your communication style**

You very often show your gratitude and very openly express your feelings. It is normal to interrupt someone when they are talking and it is normal for others to interrupt you in the middle of speaking.

## **Norms and customs of business behaviour**

Women are wiser than men, and behave accordingly. You avoid conflicts, direct confrontation and unnecessary disagreements.

## **Greeting and style of addressing people**

When you greet someone, you give them a warm hug. Your greeting is: "Hello dear". You address other people only by name and you repeat the name of the person many times in conversation.

# GREEN CULTURE

## Values, beliefs, attitudes

The majority in your community is deeply religious. All decisions are made by consensus, preceded by serious discussion.

## Nonverbal characteristic of your communication style

When you talk to strangers, you do not make direct eye contact because you think it may upset them. When you talk to somebody, you like to keep a slight distance between you e.g. (1 m).

## Verbal characteristic of your communication style

When you discuss something with someone, you avoid direct confrontation. Silence in conversation reflects a positive and constructive discourse.

## Norms and customs of business behaviour

Men are more intelligent and analytical than women and you behave accordingly. In business situations, it is customary for men and women to sit in two separate groups.

## Greeting and style of addressing people

You address others with "Brothers or Sisters". Your greeting is "Respect" and "Peace among people". Your greeting style is a soft bow.

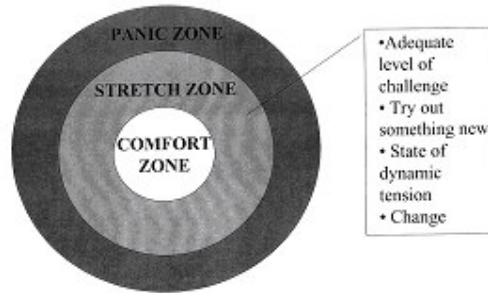
## *Annex 2*

### Example of RED CULTURES Questionnaire

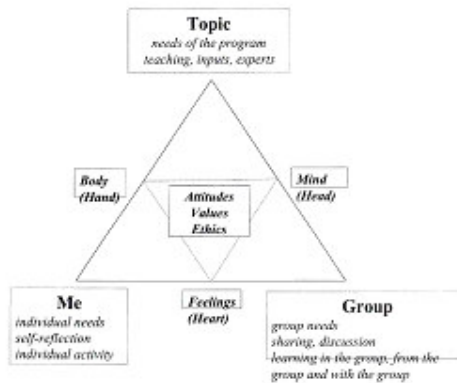
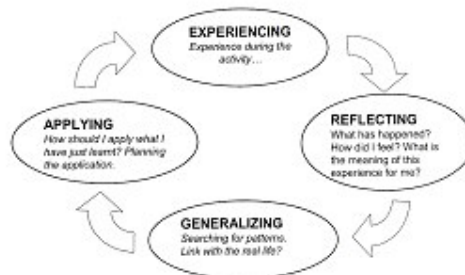
1. What do you think about your own culture?
2. What do you think about the Blue culture?
3. What do you think about the Green culture?
4. What do you think the Blue culture thinks about your culture?
5. What do you think the Green culture thinks about your culture?
6. What do you think the Blue culture thinks about themselves?
7. What do you think the Green culture thinks about themselves?

# Annex 3

## 3. Learning in the Stretch Zone



## Experiential learning cycle...



## **Annex 4**

### **1. Title of the project:**

***“How to improve democracy in a decision making process within international youth activity”***

#### **Partners:**

*Poland, Azerbaijan, Belarus, Hungary, Germany, France, Moldova, Ukraine.*

**Project dates:** 01.04.2005 – 30.11.2005

#### **Target group:**

*Youth leaders and youth workers (the age is not specified)*

#### **Aims:**

- To promote democracy (equal participation) during the preparation and implementation of ideas in the different organizations within the YOUTH Programme
- To promote and encourage local society to be active and aware that their voice is important.

### **2. Title of the project:**

***“Recognizing the role of peers in youth projects”***

#### **Partners:**

*England, Moldova, France, Russia, Denmark, Poland, Belarus.*

**Project dates:** September- October 2004.

#### **Target group:**

*Young people from 18 to 25 years old with experience of the activities of the YOUTH Programme.*

#### **Aim:**

*To involve young youth leaders in organizing youth orientated activities by raising awareness of the importance of peer-led education whilst providing skills and accreditation to their peers.*

**1. Title of the project:**

***“EYFU – European Youth for Understanding”***

Partners: *Poland, Ireland, Russia, Georgia.*

Project dates:

*Feasibility visit – December 2004; Training Course – September 2005*

Target group:

*Youth workers and young people (18-25 years old) who wish to become leaders.*

Aims:

*For Feasibility visit – to work together on training projects, discussing and sharing approaches, methods and experience; For training courses – to train youth workers and youth leaders in Intercultural learning (education and youth work methods).*

**2. Title of the project:**

***“Learning, Reflecting and Acting.”***

Partners:

*Poland, Georgia, Azerbaijan, Ukraine... (EU-partners are invited)*

Project dates: *July 2005.*

Target group: *Young people aged 16-18 years old.*

Aim:

*Increasing participants understanding and stimulate their active participation in human rights.*

**3. Title of the project:**

**“Euro-Caucasian PUZZLE” (ToT in ICL and Peace Building)**

Partners:

*Armenia, Azerbaijan, Belarus, Georgia, Hungary, Ireland, Poland, and the UK.*

Project dates: December 2004 – February 2005.

Target group:

*Youth leaders and multipliers who want to work as trainers and are interested in setting up co-operation in the Euro-Caucasian framework.*

Aim:

*To train young people and bridge some of the misunderstandings and isolation of the region by giving the youth the opportunity to come together and begin discussing alternatives to violence, prejudice, and separation.*

**4. Title of the project:**

**“Close to nature”**

Partners: *Liechtenstein, Ukraine, Russia, Poland, Lithuania...*

Project dates:

Action 5 – November 2004 – February 2005;

Action 1 – July 2005 – November 2005.

Target group:

*Groups of young people without any special skills in the field (15-18 years old)*

Aims:

- *To inform youngsters about the processes that takes place in Nature*
- *To get in touch with and learn to respect Nature*
- *To get practical skills in Land Art*
- *To include some ICL aspects in learning*

**5. Title of the project:**

***“Tolerance through Intercultural Learning”***

Partners: Lithuania, Malta, Armenia, Russia.

Project dates: 04.02.2005 – 13.02.2005.

Target group: youth leaders (18-30 years old).

Aim:

*To provide development in cultural tolerance by getting young people acquainted with different cultures and empowering youth leaders to start their own projects.*

▪ **6. Title of the project:**

***“Reclaim the streets” – feasibility visit.***

Partners: Netherlands, Estonia, Georgia, Moldova, Poland.

Project dates: November 2004.

Target group: Organizers of the RTS from different countries.

Aim:

*To explore all the possibilities for countries/cities by helping to organize their RTS giving such help as how and where to start their first project.*

## ANNEX 5

<b>Roles</b>	<b>do</b>	<b>do not</b>
<b>1. Motivator</b>	Show successful project examples and opportunities for participation Show that it is real and possible	Give airy promises Be subjective to the skills, possibilities those who are interested in the YOUTH Programme
<b>2. Networker</b>	Keep contacts with other multipliers Share experience at local level	Loose the information Keep information only for one person Select information
<b>3. Information provider</b>	Distribute the information at local level Distribute to specific target groups Provide, detailed objective information Provide sources for further information	Distribute information to non parties Provide unclear, incomplete information Keep information only for one person
<b>4. Counsellor</b>	Answer concrete questions Provide regular consultations Revert to own experience	Impose the services Exceed the responsibilities Provide advise not instructions
<b>5. Initiator</b>	Be creative and enthusiastic Make first steps Provide realistic initiative	Do all job by him/herself It is not obligatory to realize the initiative
<b>6. Resource person</b>	Provide any information on YOUTH Have a network on local level Share and update contacts	Have preferences Be out of reach (be inaccessible)
<b>7. Learner</b>	Update any information about YOUTH Develop oneself	Cover too much
<b>8. Needs analyzer</b>	Know his or her target group Select information	Make scientific research Have a limited point of view