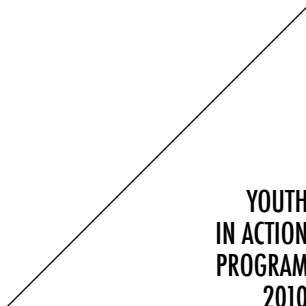
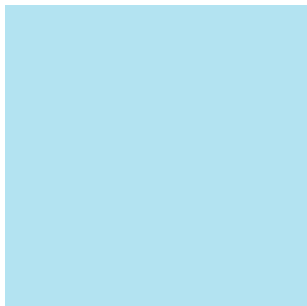


# A GOOD CONNEC- TION



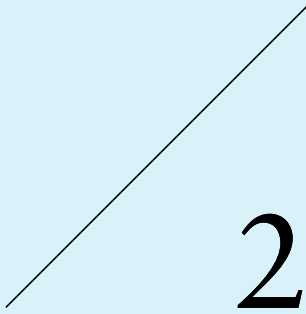
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SALTO-YOUTH  
PARTICIPATION  
RESOURCE CENTRE



Education and Culture



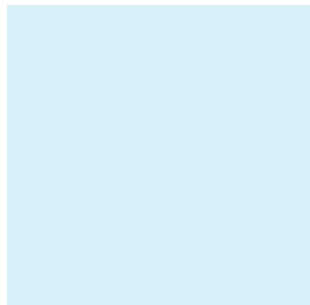
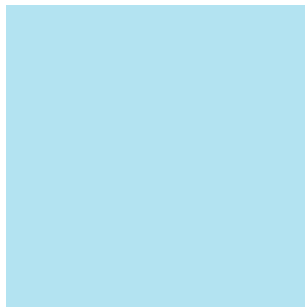
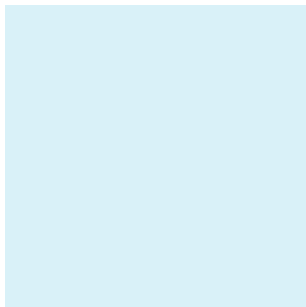


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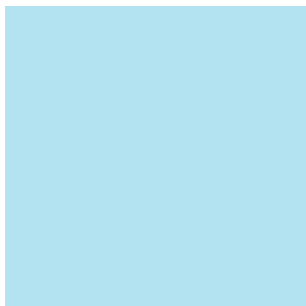
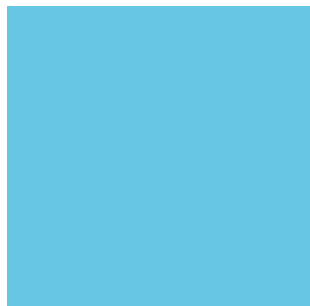
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# INTRODUCTION



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## A WORLD OF OPPORTUNITIES

Maybe it is just a coincidence – I am writing these lines while I am in a small hotel room, looking at the rainy streets of Bristol/Great Britain. We are meeting here our project partners from the twin city of my home town Hannover in Germany. More than 60 years ago my grandfather was kept in Bristol as a prisoner of war, serving in a family here as a result of the 2nd World War that Germany had started. This family and my grandfather kept in good contact after his time here, so that finally my mum came to visit Bristol as a young girl in the early Fifties. Now I am here to meet our partners, discuss issues like the integration of young people from ethnic minorities, and youth participation. What a success story Europe is if you look at it from such perspective! Young people nowadays have incredible opportunities to meet and cooperate with young people from other European countries and these opportunities are still growing. For some young people they are so normal already that they hardly perceive them as anything special: Yeah, I could go to see how my peers are trying to fight against the exclusion of young immigrants in Spain; so what? I could do an international arts festival; what's so special about it? Nothing - and a lot at the same time.

With this booklet you get an invitation to see this world of opportunities in a new light (or to get a first contact with it): the world of international cooperation and intercultural learning in the frame of Transnational Youth Initiatives. For a lot of young people active in local youth activities this might be new – and some might say: Aren't these shoes a bit too big for us? Isn't it too complicated to cooperate with an international partner from another European country? Wouldn't it mean too much effort for us to get along with using a foreign language, manage finances with/for a partner and organise activities together? Well, honestly spoken: Yes, it is more effort. But the added impact of such a Transnational Youth Initiative outweighs these efforts by far.

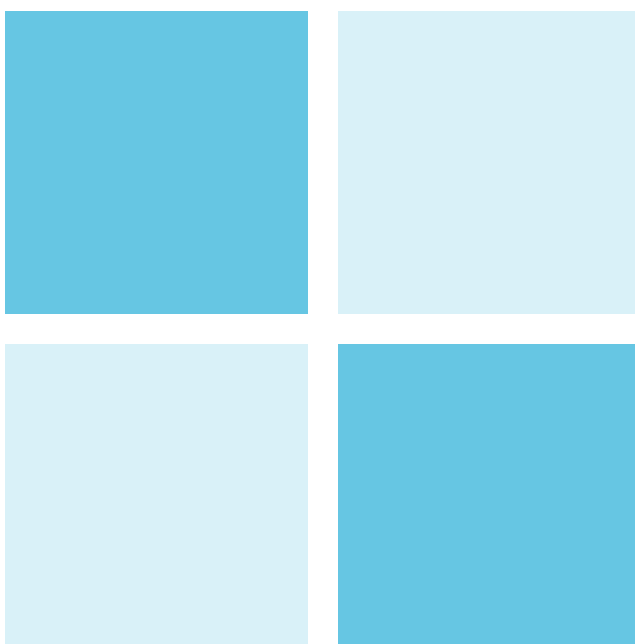
Not only will you gain the experience to enable you to organise even bigger local, national or international projects later on – you will also gain skills that others can only get from dozens of training courses or by reading hundreds of

*“Some young people find it difficult to work transnational, especially because they are already very busy setting up a local project (from the button ...) – and that is enough work and effort if you do a youth initiative for the first time. So I guess you really have to work on the more added values that intercultural and international teamwork can give to your project.*

*However, I got the impression, a “real” youth initiative (means that the project is implemented by young people themselves) is hard enough to start if you are young and not that experienced ...”*

### **ANDREA HOLLENSTEIN**

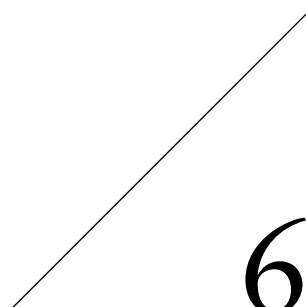
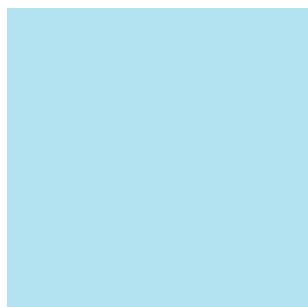
Interkulturelles Zentrum, Austrian National Agency Youth in Action



*“In the programme guide the description of Transnational Youth Initiative has been left very open which is good as it gives freedom and possibilities for innovation for the groups. The negative side is that the groups seem to be a bit lost when it comes to Transnational Youth Initiative: what kind of project can it exactly be; what it can include and what not. So a booklet on it is very welcome!”*

### **KATI VIROLAINEN**

Senior Programme Advisor, Centre for International Mobility CIMO, Finnish National Agency Youth in Action



pages of specialized literature. Thus a Transnational Youth Initiative is something like a short cut – you can still be an informal group of young people and enjoy doing things you consider meaningful and interesting at a local level, plus you learn in the speed of light everything it takes to manage international projects.

This is the intention of this booklet: to provide you with all the basic information and techniques to cope with the challenges of working with an international partner, concrete information about what a Transnational Youth Initiative can be and how to attain a good quality project. Besides this, you will find a lot of testimonies from those people who are already active in this new world such as young project promoters, officers from the National Agencies of the European Youth in Action programme, trainers and last but not least, from the people of the SALTO Youth Participation Resource Centre who took the lead in publishing this booklet for you. We hope you will be able not only to learn theoretical knowledge here, but also get a bit of a taste of why it is so attractive to spend the extra time and work towards cooperating internationally. It simply gives you a Good Connection: to people with different backgrounds and from different European countries, to new approaches and skills, to experiences that can change your life, to yourself and all the resources you carry inside.

Jochen Butt-Posnik, October/November 2009



# GOOD TO KNOW

## DEFINITION

A local youth initiative is an extremely easy thing to do if you think about it: You just have to have an idea, a minimum of 4 young people, and in most countries, not even an association. Then you need to be able to put your idea into words in the application form and be able to plan and describe your idea in such a way that it will convince your National Agency. If they find your idea fitting to formal criteria and their priorities and if they think that your project idea could be concretely realised to the required standard, you can have between 5.000 – 8.000 Eur (varies from country to country due to national priorities) to put it into practice.

Most of this also applies to Transnational Youth Initiatives: One of the partner promoters (that means either you or one of your international partners) applies for the whole Youth in Action grant to the respective National Agency. Formally you can still be an informal group of minimum 4 young people, but please note that in some countries the National Agency cannot give money to private individuals. So you might need support: an organisation that allows you to use one of their bank accounts, their rooms for your meetings or other facilities. And you might need a coach if the members of your group are aged mainly between 15 – 17 years. This coach should be a support person for you – he/she should not take over the job for you! If your potential coach (could be a youth worker but also a young person with more experience in project work) would like to familiarize him/herself with the role of coaches for youth initiatives we recommend the SALTO-Youth publication “Coaching Guide”<sup>1</sup>.

You can download it for free on [www.salto-youth.net/participationpublications](http://www.salto-youth.net/participationpublications) and it is already translated into 4 languages.

There are five possible deadlines each year when you can send your application to your National Agency: 1st February, 1st April, 1st June, 1st September and 1st November. Your project can start not earlier than 3 months after the deadline you used to submit your application. Please visit the web page of your National Agency to find out about the relative grants and download the application forms. Links to all the addresses of the Youth in Action National Agencies are published in the annex of this publication. The most updated information about the programme, new calls and loads of information about non-formal learning in Europe can be found

## SOME MORE FACTS ABOUT TRANSNATIONAL YOUTH INITIATIVES:

- It can last between 3 and 18 months.
- Minimum of two partners from Youth in Action programme countries, one has to be from a European Union member state
- Participants can be aged 18 – 30 years. Participants between 15 – 17 need, as mentioned before, a coach
- The participants need to have their legal residence in a programme country

## AND WHAT ABOUT MONEY?

- Maximum grant of 8.000 Eur - 10.000 Eur (varies in some countries) for activity costs
- 70 % of international travel costs
- Around 1.000 Eur additional funding for a coach (varies in some countries)
- 100 % of extra costs (max. 1.000 Eur) for valorisation and dissemination of the project results (if you plan extra documentation or an extended movie about your project, for example)  
Costs for advanced planning visit (60 Eur per night/person; max. 2 nights, max. 2 persons per partner) it varies in some countries
- You have to find min. 10% of other funding additional to the European Union grant

*“The application was already a challenge. I was cursing when I did it!”*

### JOSEPHA DIETZ

Young project promoter of the Polish-German Transnational Youth Initiative Festivalfrequenz e.V., Project Nr. DE-12-162-2008-R3, Germany

## WHAT IS A GOOD QUALITY PROJECT?

You will find and download in your language on:  
[www.ec.europa.eu/youth/youth-in-action-programme/doc443\\_en.htm](http://www.ec.europa.eu/youth/youth-in-action-programme/doc443_en.htm)

on the European Commission’s website<sup>2</sup>. Should you have a query or want to know more about the programme itself, the Programme Guide<sup>3</sup> holds information about all the actions and possibilities of the Youth in Action programme.

As with local youth initiatives the core principle of the Transnational Youth Initiative is young people’s ownership of the idea, planning and implementation process. If you are a youth worker and want to develop an international activity for your young people: great – but there are other formats such as youth exchanges, seminars or training courses in the Youth in Action programme. In youth initiatives you have to be ready to give up power and let the young people decide for themselves. However, as described above, a youth worker can be a support person.

When it comes to activities and themes, there are almost no limits: you may do ecological or cultural projects, tackle topics such as racism, discrimination against certain groups or other political issues; you could do photography, video, web pages, music, arts, sports ... wherever you find a theme that is of interest to the young people around you, whatever need you identify in your community and whatever method you find appropriate to work with – it is a youth initiative, so you will know best.

But you should take into consideration the priorities of the European Youth in Action programme. These are guidelines which the European Commission and the National Agencies of the programme want to reach through it – and they are crucial if you apply for funding in the programme. The programme has four important priorities which are in general valid for all countries and all sub-actions of the programme:

- European citizenship<sup>4</sup>
- Participation of young people
- Cultural diversity
- Inclusion of young people with fewer opportunities<sup>5</sup>

Let’s take a closer look at the core principle of youth participation. You will meet this term almost everywhere in

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“We think that it is necessary to build more materials to raise people’s awareness about the lives of people living with learning difficulties. For this the projects must testify to their lives and the participants must participate in all of the phases of the project. This is only possible if the young people with learning disabilities are part of an association and have a tutor to help, guide and support them.”

### ALBA MORENO

Young project promoter, president of “Inter Europa”, Project “Cámara y Acción”, Project Nr. ES-12-2-2008-R1, and “Z de Capaz” de Viaje por Francia, Project Nr. ES-12-124-2007-R5, Spain

the Youth in Action programme. Why? Why should European authorities bother whether young people take part in society or not? In the “Revised European Charter on the Participation of Young People in Local and Regional Life”<sup>6</sup> it is stated:

<sup>6</sup>  
You can find the full 12 pages at:  
[www.salto-youth.net/download/1510](http://www.salto-youth.net/download/1510)

*“The active participation of young people in decisions and actions at local and regional level is essential if we are to build more democratic, inclusive and prosperous societies. Participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society.”*

From this perspective youth initiatives are one of the most powerful activities for enabling young people to play an active role in the life of their local community – and beyond if you think of the European dimension of a Transnational Youth Initiative. So your activities are perceived to be a contribution to a more democratic society and in the end a better society. And this is exactly the reason why European money is spent on you!

Besides the above mentioned four priorities there are annual and national priorities. Annual priorities are agreed to be themes which should get in the focus of the programme and other European activities for the duration of one year. For 2010 the annual priorities are:

- European Year for Combating Poverty and Social Exclusion
- Youth unemployment and promotion of young unemployed people’s active participation in society
- Awareness-raising and mobilization of young people around global challenges (such as sustainable development, climate change, migrations, the Millennium Development Goals<sup>7</sup>).

<sup>7</sup>  
[www.ec.europa.eu/youth/news/news1655\\_en.htm](http://www.ec.europa.eu/youth/news/news1655_en.htm)

*"I was a little bit scared that the fact that some things in our project didn't work out as we planned (like finding the partner) would cause trouble with the National Agency. I had a permanent fear to commit some mistakes and to be forced to pay back money at the end. At the beginning I thought as well that it would never work out to include young persons with fewer opportunities as we are ourselves quite young and had no experience, but at the end it worked!"*

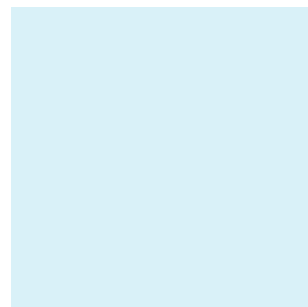
### JOSEPHA DIETZ

Young project promoter of the Polish-German Transnational Youth Initiative Festivalfrequenz e.V., Project Nr. DE-12-162-2008-R3, Germany

\*The "Programme Guide" puts it like this:

*"Projects funded by the Youth in Action programme have to adhere to the non formal learning principles. These are:*

- *Learning in non-formal learning is intended and voluntary*
- *Education takes place in a diverse range of environments and situations for which training and learning are not necessarily the sole or main activity*
- *The activities may be staffed by professional learning facilitators (such as youth trainers/workers) or volunteers (such as youth leaders or youth trainers)*
- *The activities are planned but are seldom structured by conventional rhythms or curriculum subjects*
- *The activities usually address specific target groups and document learning in a specific, field oriented way."*



National priorities are published by your National Agency on their respective websites. In some countries Transnational Youth Initiatives are national priorities, so you would find open doors for your application!

There are also more important features of the programme; among these non-formal learning is probably the most connected to Transnational Youth Initiatives: You are normally doing your projects outside the school curriculums, you won't get marks for it and there is no payment connected to your activities\*.

All right? This aspect of learning brings us directly to another important feature of the programme: the Youthpass. Since April 2010 you are entitled to receive a Youthpass certificate as a person who took part in a Transnational Youth Initiative, "which describes and validates the non-formal and informal learning experience acquired during the project. All Youthpass certificates have a common structure, a coherent layout, and contain the following information:

- Personal details about the participant
- General description of the relevant Action of the programme
- Key information concerning the project and the activities realised by the participant
- Description and assessment of the participant's learning outcome during the project<sup>8</sup>.

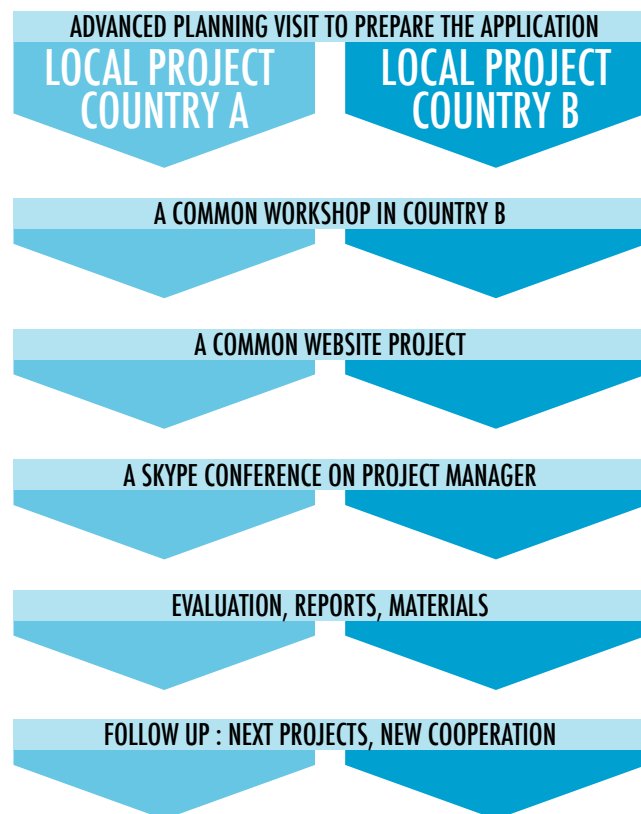
More features of the programme are:

- Visibility of the Youth in Action programme
- Dissemination and exploitation of results
- Anti-discrimination
- Equality between women and men
- Protection and safety of participants
- Multilingualism

<sup>8</sup>  
You will find more information about this important tool which can help you to show your non-formal learning and project achievements to the outside world (e.g. when you apply for a job) on: [www.youthpass.eu](http://www.youthpass.eu)

Find out more in the respective chapters of the Youth in Action "Programme Guide".

## TRANSNATIONAL YOUTH INITIATIVE: COOPERATION SCHEME



Inspired by J. Butt-Posnik

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## WHAT KIND OF SUPPORT CAN BE FOUND?

What you need to consider besides all these features and priorities (or at least some of them, as you obviously wouldn't be able to cover all these priorities at the same time) is that in Transnational Youth Initiative you need to find a partner (minimum one, could be more) before you apply. With this partner you should ideally plan the project idea to the extent that you can fill in the application form where you will be asked to give concrete information about the planned expenditure, planned activities and objectives you are aiming for. And imagine the stress you will have when you tell your partner what you expect him to do after you have handed in the application form and you find out that these people don't want to do what you have foreseen for them. So what we recommend when it comes to cooperating and communicating with your partner you will find in an extended version in chapter... but for the moment please remember: the better able you are to build the connection with your partner before you start the common project, the higher the quality of your cooperation will be! To give you an idea of how cooperation between partners in a Transnational Youth Initiative works we have developed the following scheme for you on the left page.

Meeting your partners physically in the frame of a Transnational Youth Initiative is often a highlight - but not a must. There are many formats for projects which do not require meetings between all the young people involved in all partner initiatives. If you think of the maximum grant available for Transnational Youth Initiatives in the Youth in Action programme and the cost of international meetings we recommend thinking as well of smaller meetings with "messengers" or virtual meetings in web space.

As you can see, the chance of receiving a Transnational Youth Initiative grant is much higher than winning in the lottery! In many countries Transnational Youth Initiatives are a national priority which means that the national agency would give money to a Transnational Youth Initiative rather than to a local one. If you think of the main idea behind the Youth in Action programme as being to foster the European cooperation and mobility of young people it makes sense to give priority to Transnational Youth Initiatives, doesn't it?

*“Transnational Youth Initiatives should not be confused with youth exchanges - which often is the case.*

*A good Transnational Youth Initiative is based on a good partnership which tends to develop something on a long-term basis and not just only one measure or one exchange/meeting.*

*Project promoters of Transnational Youth Initiative should be aware of the intercultural traps of those projects (i.e. different understanding of time). It is important to have a clear understanding of the project in general and of the aims of the project. For this it is important to take more time for the project implementation phase than it is the case with a national youth initiative.”*

### **CLAUDIUS SIEBEL**

Programme officer for Action 1.2, 1.3 and 5.1 of the German National Agency Youth in Action.

*“Unfortunately our project application was rejected three times. But we did not give up and finally submitted a successful application. The most remarkable experience during my Transnational Youth Initiative that I founded was getting a lot of skills in cultural diversity and intercultural learning.”*

### **DYNKA AMORIN**

Editor and project promoter of “Bué fixe”, participant in Get In Net Training course in 2007

*“It seems to me that for young people, and for youth workers, it is difficult to understand the concept of Transnational Youth Initiatives. They tend to prefer to carry out national youth initiatives or then if they want to have international projects, they go for youth exchanges. Often we’ve also seen that the groups would like to set the focus on travelling to see the other groups rather than focusing on the activities done in each country and this is why they have ended up carrying out youth exchanges. Of course there can be meetings between the groups but that cannot be the main emphasis of the project.”*

### **KATI VIROLAINEN**

Senior Programme Advisor, Centre for International Mobility CIMO, Finish National Agency Youth in Action

However a local youth initiative can be a brilliant start in the world of European project work.

One more argument you might consider when thinking about whether to do a local or a Transnational Youth Initiative is that you have in general a higher grant for a Transnational Youth Initiative. It goes without saying that you might need more money to implement a project with a foreign partner than on a local basis. Additionally you will receive funding for 70% of the travel costs you spend bringing young people from your partner groups together (if you plan to do so). You will find details about the funding of Transnational Youth Initiatives in the Programme Guide published by every National Agency in your language on their websites. Please take a look at the annex to find the link to the contact details of your National Agency.

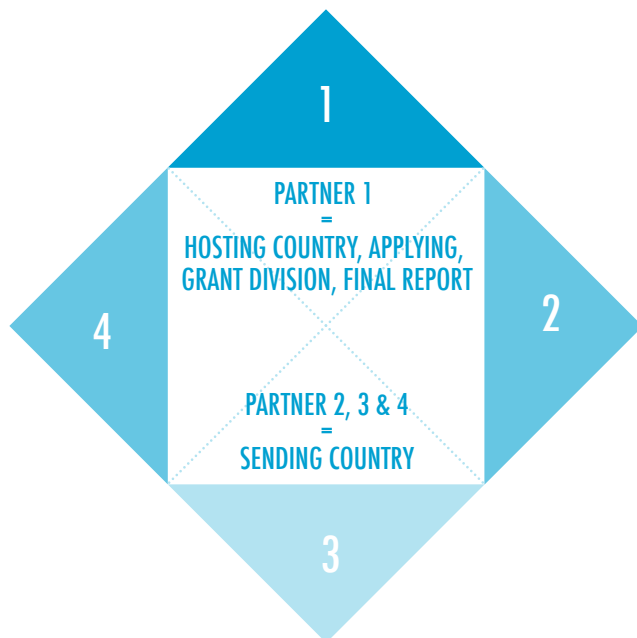
Your National Agency is also ready to give you further support and consultation in the application process. Especially when it comes to questions of national priorities, formal criteria and, maybe at first, to the simple question “Is this idea of ours a possible Transnational Youth Initiative?” the officers in the National Agency can help you further. You will already find most of the information on your National Agency’s website (as well all necessary documents and the application form for downloading) – but if for further details, simply give them a call!

When it comes to partner finding, discovering the tools you could use in your cooperation with a European partner or further training or support, the network of SALTO-Youth is in place for you. As you might have already read in the first pages of this booklet, SALTO stands for Support and Advanced Learning and Training Opportunities within the Youth in Action Programme and offers through the website and a network of thematic or regional resource centres a variety of support possibilities. Just to mention briefly here, the Get In Net Training Courses (GIN) is one of the ways for you to get in direct contact with possible Transnational Youth Initiative partners and to start your networking adventure. There are several Get In Net per year, organized by different

## YOUTH EXCHANGE :

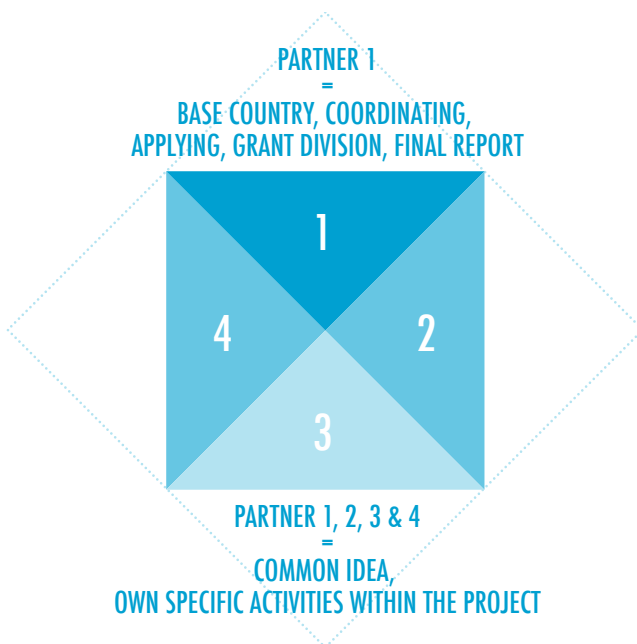
- FOCUS ON THE EVENT ITSELF AT HOSTING COUNTRY
- LOCAL ACTIVITY ONLY IN HOSTING COUNTRY
- GRANT DIVIDED BY FORMAL CRITERIA

PROGRAMME PREPARATION  
THE EXCHANGE ITSELF  
INTERCULTURAL LEARNING  
EVALUATION & FOLLOW-UP



## TRANSNATIONAL YOUTH INITIATIVE :

- RUN IN DIFFERENT PLACES AT THE SAME TIME
- LOCAL ACTIVITY IN ALL PARTNER COUNTRIES
- GRANT USED FOR ALL ELEMENTS OF THE PROJECT



Inspired by J. Butt-Posnik

National Agencies in different countries. The average number of participants is 25, from different European countries. So there is a choice when finding a partner, but like everything in life: you have to make a choice from a limited number of possibilities. It might be the case that there is nobody else who shares your interest for theatre projects, but as there is always a thematic focus (e.g. environment, media, social equality ...) you might find a partner who is approaching the same thematic frame from a different angle. We have seen great cooperation begin between young video artists from one country and young people who are more into photography during Get In Net Training Courses. It is often rather sympathy and the will to get along together that helps you find your partner(s) and not simple parallelism of methods and themes.

In the "More methods" chapter you will find a description of how you can start to think about the needs and motivation of your community, your organization and yourself.

Even if you do not have the chance to take part in a GIN Training Course this approach in partner finding might be helpful: Take into consideration that the same words, activities or themes might have a different meaning and reality in different countries and contexts. Be open to surprise!

From previous experiences people often confuse youth exchanges with a Transnational Youth Initiative. To give an idea what is what and how these different activities differ from each other please take a look at the graph on page 20.

## SUPPORT FROM SALTO

As you can see a Transnational Youth Initiative is rather an ongoing process of cooperation including several contacts (be they physical or not, may they involve a high number of youth initiative members or not). A youth exchange, in comparison, has the meeting as the main aim with a focus on intercultural learning during the exchange. The youth initiatives in the partner countries would continue to work on local issues, and bring methods or experience from the local level to the level of international cooperation. A youth initiative would most probably bring about results such as a common exhibition, a movie, a website etc. whereas a youth exchange does not have to (as the main aim is the intercultural learning). And maybe the most significant difference:

“Good quality Transnational Youth Initiatives have all the same aspects as good quality national Youth Initiatives, but it has one plus – an extra value of international partnership and possibility to exchange ideas, experiences and make even wider influence. Good Transnational Youth Initiatives should comprise activities at some kind of level at both partner countries. And that is a useful extra value, because you will know that you are not changing the world alone. Keep in mind that:

- Transnational Youth Initiative is not a youth exchange (especially not a youth exchange that takes place twice – once in the partner country of one promoter and once in the partner country of the other promoter)
- Transnational Youth Initiative does not mean that you visit your friend/partner-class or group of friends from an other country
- Transnational Youth Initiative is not an international training for youngsters
- Transnational Youth Initiative should preferably involve activities in both countries
- Usually all the costs of the project are not connected only with travelling and accommodation.”

## NELE METS

Coordinator for actions 1.2, 1.3 and 5.1, Estonian Nat. Agency Youth in Action.

In 2009 Estonian National Agency has received 6 applications for Transnational Youth Initiatives and has granted 2 projects.

“A good quality project has different indicators like:

- The active participation of young people in the project,
- The planning of the project,
- The relation between the project execution and the planning,
- A very important point is the evaluation of the project, which elements have been very good or bad and what could I do to resolve some problems and which are the points I do not change if the applicant will organize another project
- The communication between the different partners

I would advise applicants to check out if their partners are serious and motivated; the applicant has to involve for example the partner into the decisions taken in the project. Another very important point is the planning of the project: the more the project is planned in detail the more problems can be solved in advance. Considering the informal learning of young people and an evaluation meeting is necessary.”

## CLIFF HEVER

Service National de la Jeunesse – National Agency Youth in Action Luxembourg. Luxembourg had one Transnational Youth Initiative for the last 3 years.

“I think that a good Transnational Youth Initiative would be that which brings together two groups of young people who want to work together on a common concern/issue. This might sound a bit like Action 1.1 (Youth Exchange), however I think that a Transnational Youth Initiative challenges the youth group not to focus only on the exchange experience but on a more general framework where a local community is involved in an international project. In this way it is not only the group which is directly involved in the project that is left with significant impact, but also the rest of the community.

I think that in the process of having a good Transnational Youth Initiative, a group should try to find a similar group, in composition and interests. This would be a good departing common point. Another issue is good communication before actually submitting an application. The better the process of communication is, the better they work together during the process of implementation. Moreover this helps the young people to work on a common aim and keeps them on track throughout the whole project.”

## MARVIC DEBONO

Programme Officer, National Agency Youth in Action Malta

the youth initiative is based on the young people’s ideas, initiative and activism whereas in a youth exchange they can simply be participants.

Reading all these ideas from National Agencies about their quality criteria and funding priorities might awaken here and there the feeling: well if that’s what they want, let’s simply put it in the application form and get the money! Actually regarding this issue this handbook is aimed more at making project promoters and future applicants aware of what those who will finally read their application think and expect. This doesn’t imply manipulating the original idea so that in the end it would be a soft-boiled, fully correct translation of the programme guide of the Youth in Action programme. There is more sense in focussing on how to reach a high project quality within the existing reality. Good National Agency officers smell the “correctness” of fake applications - Better to be one of the few projects that will be granted!

# COACHING, AN EXTRA SUPPORT



## WHO IS THE COACH?

As you read before, coaching is perceived to be an important support for youth initiatives – for young people under 18, for young people with fewer opportunities and special needs. Or for whichever young people think that some form of coaching might be helpful for them. Who is a coach then in this field? Most likely not well paid business coaches, but rather youth workers, elder members of associations, teachers or, of course, just more experienced young people who have already gained some knowledge of the management of a project. But it is necessary to understand the role and function of a coach in the process of a Transnational Youth Initiative. Perhaps the most helpful material that can be offered for coaching within the area of youth initiatives is the “Coaching Guide” which was published in 2006 by SALTO Participation. Here the “art of coaching youth initiatives” is described as follows:

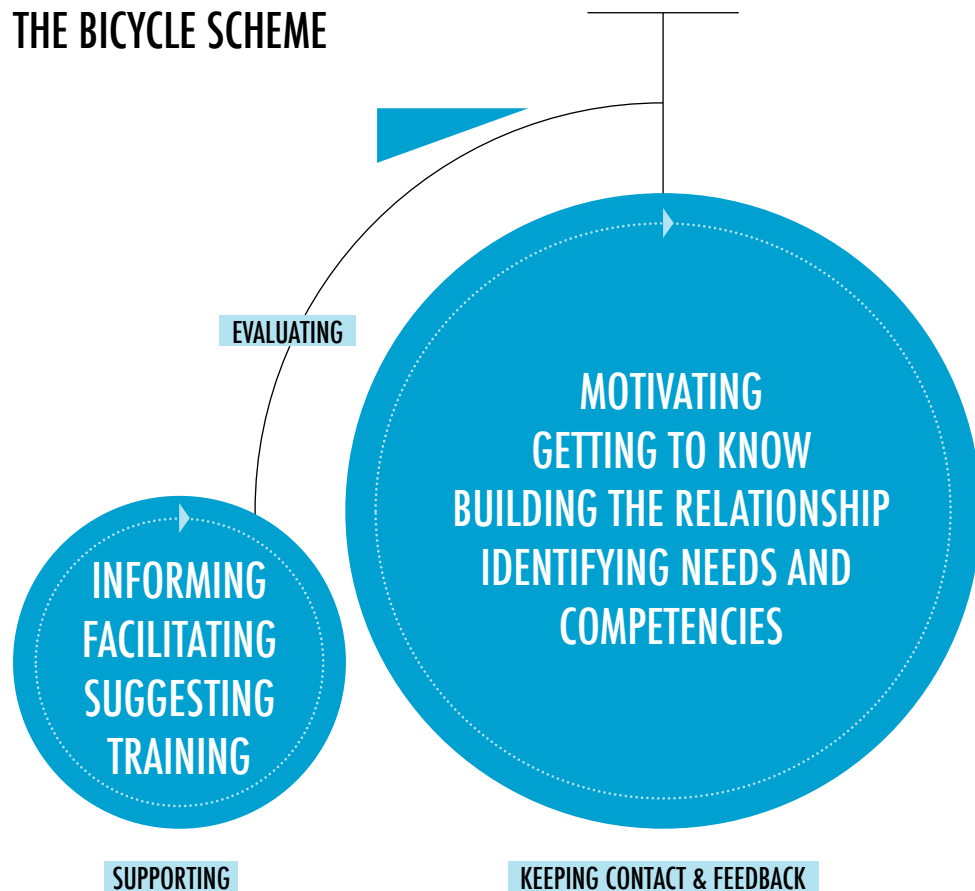
*“As a coach of Youth Initiatives your very difficult task is to find a balance between the rights of young people to gain their own (good and bad) experiences, your motivation as a coach to be as helpful as possible and the interests of donors and supporting organisations. What is the highest value in this? Idealistically speaking, of course the autonomy of the young people. [...] Therefore we see the role of a coach in this system as a mediator, somebody who gives enough space for youth development, provides protection against being used as instrument of organisational interests and keeps an eye on the proper amount of support that is needed to add to resources the young people have themselves”.*”

Find your free copy for download at  
[www.salto-youth.net/  
Participationpublications](http://www.salto-youth.net/Participationpublications)

The coaching of a Transnational Youth Initiative requires exactly the same skills as coaching a local Youth Initiative – plus perhaps some understanding of the pitfalls of international cooperation and intercultural learning. A model for the coaching of youth initiatives is presented in the “Coaching Guide” (it looks for some reason like a very old bike)

So how does this look in practice? To give you an idea we asked a coach and trainer colleague from the Get In Net trainer pool to share her experiences and cross referenced her answers with the answers of one of the young people from the initiative which was coached.

## THE BICYCLE SCHEME



*“As a coordinator for me the formal and financial aspects were difficult. I did it for the first time; but fortunately I had a local association as a support organization. Our supporting organization was friendly association where I had something like probation before. I think that is perfect when you know your partners and you are on good terms. I was counting on their help many times. Also we get help from another organization from Czech Republic and a local art gallery.”*

### AGNIESZKA LISOWSKA

Young project promoter, “Podaj Kabel”, PL-12-277-2008-R4, Poland

# 26

## COACHING A TRANSNATIONAL YOUTH INITIATIVE

Portugal / Austria

### MARIANA BARBOSA

Coach, Member of the Get in Net-Trainer pool, Portugal

### ELDA COSTA

Time4U, Associação para o Desenvolvimento Social e Comunitário, Portugal

### MARIANA

As a coach in a project between Portugal and Austria named Time4U, I think it is important to plan in advance as much as you can and be assertive when it comes to some breaks during the project. For example, each group should think of having some relaxation time when the activities are not so constrained by time where they can do some different group building activities and even just relax a bit. Sometimes when projects are too busy and something unpredictable comes up, everyone gets delayed and the peer pressure starts (between the groups and for each individual) Then de-motivation comes and misunderstanding leads to bad feelings towards the project.

### ELDA

For me it is important to plan ahead, since it is the small details which are necessary to complete the project. But it is more important to be prepared for surprises in the last hour and to listen to others' opinions when those surprises appear, for all of the issues that have to be solved after all, cooperation is one of the most important issues of volunteering.

Planning is the map which tells you in advance what to expect next, and when we work in groups it is the base of a successful delivery of the project.

Mariana is a bridge between the group members; she always knows what to do, gives advice on the best

method to follow in the project planning and is always concerned with its advancement.

### MARIANA

It is also important to think carefully about what the exact motivations and interests of participants are, instead of just doing a “nice” project that doesn't emotionally involve the participants.

### ELDA

Mariana is always concerned about what we think about the projects that are carried out, and asks for our ideas. She lets us be part of the project and eventually we give ourselves to the cause. The activities are thought out together to harness the potential of each individual and the skills of each participant. What we feel is important, and we sometimes talk about in the group during the activities that we make...

### MARIANA

Celebrations for small or big achievements are very important to keep up the good level of energy in the project. And as a last tip, the project is a group and personal development process, and this is more important and challenging than the final product by itself (of course also important but sometimes this issue “blinds” the leaders of one project)

### ELDA

Of course, the result is important but the process is even more important.

For me the project “Time4u” has had an amazing final result; I never thought that it could have such an impact on the city. This impact is entirely due to the people that are included in the project and the way things have developed, the animation- always with great enthusiasm, joy, cooperation, friendship, etc. For every small step that we made in the project, we had a big celebration... Mariana is always lively... always gives ideas to bring new life to the group, to me, helped me to grow up, and planted in me, with all her enthusiasm, the seed for volunteering. From all my experiences, the process is much more important than the final product.

### MARIANA

In the project I coached, Yupi (the Portuguese NGO) was already prepared to communicate in English and on a regular basis through e-mail. Although the group from Austria (Bre!Ak) had many difficulties in English, and for good understanding between the groups, one regional officer who already knew Yupi worked as a facilitator. In this case, all the emails were sent to the project promoters and to this officer. In this way, the message had a greater chance of clearly reaching all the partners and so the information lead to a fair share of responsibilities and decisions.

Since the project concerned the topic of youth participation through involvement in voluntary work in associations in need, it is also important to understand the different realities and some key words for each country. For example it was important as a coach to understand the rules of some public institutions in Bregenz so we could cooperate more effi-

ciently. It is also important to inform each other about some “time-off” the group has- to let people know that the group is on holidays somewhere for example, and therefore it will take longer to answer. This adds to the respect between the groups and creates a good atmosphere for communication.

### ELDA

To be honest it was Mariana who gave us the idea about “time-offs” but I also thought about it. Indeed, if both groups cooperate, respect is needed. It is good to know if the group is “working” or taking “time-off” - that way we know if we will have an immediate answer to a project task or if the answer will take more time.

It’s also good to know where they are during these “times off” so we can maybe take the “time-off” together. This link between the Portuguese and Austrian group is very important for us, and speaking for myself, I think it means that we can open up our minds and extend the boundaries to look at the reality of other people. We make friends and get ideas for our project (as well as giving ideas to the other project), thus we know that miles away there is a group making the same attempts in its city to make a difference.

### MARIANA

Another situation that arose was when the 25 youngsters in total had the chance to exchange experiences in Portugal during this Transnational Youth Initiative (February 2009): the youngest Portuguese participants were not so fluent in English and so we had to plan activities for getting to know each other and other group building activities through non verbal

exercises or very easy ways to break the ice. One of these activities was the “Challenge in Famalicão”, prepared by the one of the Portuguese groups involved, that used pictures like a road-book, making the game easy and inclusive for all.

As a coach supporting a Transnational Youth Initiative it is a hard task but we should do our best to support only and resist “doing it ourselves”. The project should be, from the planning to the decision-making and implementing, in the hands of the young people who communicate with a coach who guides and helps towards the autonomy and responsibility of the young people involved.

### ELDA

In all the activities we do we divide the tasks and the part each person plays is his/her own responsibility and we have to decide for ourselves. Plot the objectives; find the best way to realize them and to have lots of fun in the process. Mariana helps us a lot in our tasks, but we make the decisions and that makes us feel helpful and responsible. For example, when the Austrian group was here, we had to prepare the activities, we divided into groups and each group prepared a small activity.

### MARIANA

In a national initiative there are some questions that don’t need to be considered as a priority, such as intercultural learning and communication in a foreign language, which in a way is a good starting point for some informal groups, but a small challenge for other groups that wish to learn different things and risk a bit more. This gives a whole new perspective to groups to develop local projects and, at the same time, to learn and change

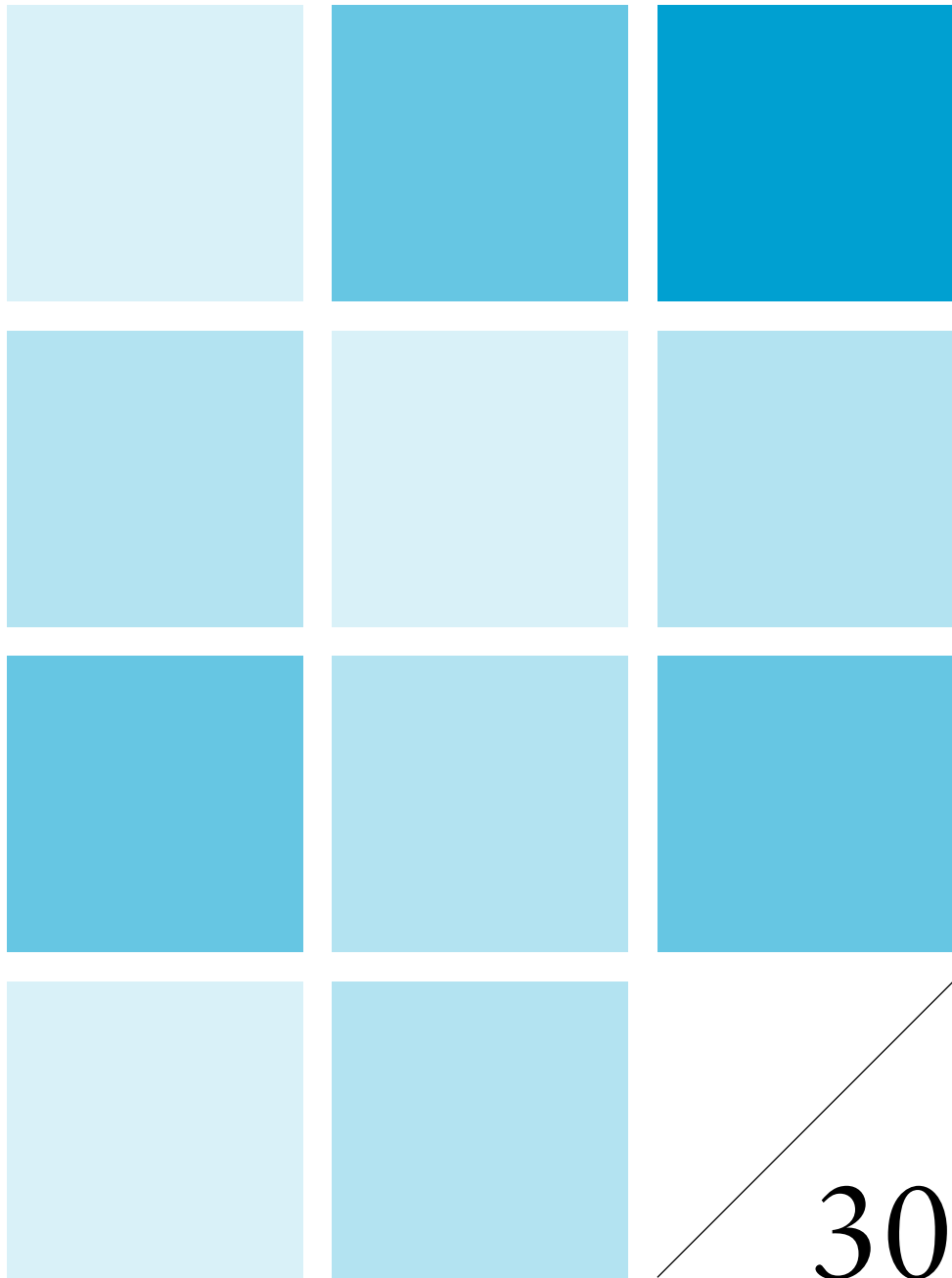
their reality through the contact with others, sharing expectations, learning outcomes and problem solving. This sub-action also gives young people the possibility to try, learn and develop ideas in a safe environment, to feel important and satisfied by fulfilling some need or interest within their group.

For me and for the coordinating organization of this 1.2, it is important to know the partner really well so everyone feels engaged in the project and satisfied with its process and results. Therefore I would suggest participating in contact making seminars, trainings or other actions from the Youth in Action Programme to find and agree on a partnership, developing together the idea and sharing tasks. This project idea of creating a youth platform of volunteers happened during another activity in Austria where this platform was already working.

### ELDA

For me “Time4u” is where I really feel that I can do something special and useful. I can tell that during the days I was with the Austrian group or when I participated in other activities, I learned more than in a full month of classes in school. We are always in contact, here in the group; sometimes I go to Mariana and the other volunteers just to revive memories, when we go for some time without activities we miss the times when we are together. It’s like I said, we are a family... And Mariana is the mother of us all... Thank you!

Oh, thank you for being able to communicate with as many people, to be part of something more important than myself, and something that includes me as well as the wishes and feelings of others.



## INTERVIEW CONCLUSION

In this example you can see the whole dynamic of the coaching process of a Transnational Youth Initiative: there is a group of young people, who have the main elements for planning and executing the initiative in their hands; however there is also a coach who gives advice, sometimes concrete help, and who sometimes jumps in to ensure that the necessary tasks are fulfilled. Is this coach the reason why the project takes place? Certainly not. But he or she plays a significant role in supporting the process, especially the individual and group learning process. In a Transnational Youth Initiative s/he might be supportive in the issues of language, communication, balanced task and work division between the international partners. But the golden rule for the coach in all this is: if you are not needed, keep out of the way! Enable others to use the space you leave.

The example also shows the tricky psychosocial dimension of the coaching process: It is tempting to hand over responsibility to a person you believe to be more experienced. The coach might often face situations where s/he is asked to be a motivator and the engine of the project. It is then to find the difficult balance between the support for good quality in a project (which includes the quality of the young people's participation and ownership in it) and to really allow it to be a youth initiative. This might mean disappointing the expectations of the young people, establishing borders and making it clear that you are not a part of the group's circle of friends. You are the coach – with a strong awareness of your role.

<sup>10</sup>

For an overview of the coaching strategy in your country we recommend you take a look at the booklet "Where is my Coach?", published by SALTO Participation in 2009.

Here 15 National Agencies give information about their way of supporting coaching. Some offer training courses, some have a pool of coaches.

Find out what is available for you on [www.salto-youth.net/participationpublications/](http://www.salto-youth.net/participationpublications/)

On the side of the young people: be aware that a coach is not playing the same game as you. If you ask a person to be your coach, make sure that you have an idea of what you expect from this person. What support do you want? Which areas do or don't you want him/her to be involved in? What do you need most – a distant observer and reflection mirror, a concrete support for some practical things you do not yet possess the necessary skills for? So it might be the case that your Transnational Youth Initiative is in need of a coach – or that you want to pass your collected experiences on to other young people who want to start international cooperation in the frame of the Youth in Action programme <sup>10</sup>



# MAYBE YOU'RE THE ONE?

FINDING A PARTNER FOR A TRANSNATIONAL YOUTH INITIATIVE

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## THE IDEAL PARTNER

What would your ideal partner for a common Transnational Youth Initiative look like? Not too similar and not too different might be a possible answer. Someone who makes it interesting to work on a common topic, maybe someone who challenges you with different approaches and methods? Or rather someone who is doing the same things, using the same methods, so that you find more similarities and a possible transfer of experiences? The latter is harder to find from our point of view. Does “doing theatre” or “making music” mean the same thing between youth groups from different towns, even within one country? It certainly differs between different countries, cultures, social, historical and political backgrounds. So what you should bring as an important attribute when you are looking for an international partner is a lot of curiosity, an open mind, and be prepared for the fact that things might look a bit different when you see them within the context of a different country. Certainly you will not find the “exact” partner in terms of using the same techniques, methods and understanding the same content as regards your common topic. But actually, that’s what makes international cooperation interesting. If you wanted to find your clone, you would not look for it over too big a distance.

Furthermore: We have seen a lot of great cooperation starting in the Get In Net training courses between quite different partners. You might gain a lot if your video project cooperates with a photographers’ project in another country. The added value might be new perspectives on your (well-known) surroundings and work, new skills that you can discover for free and personalities that might enrich your well established contacts.

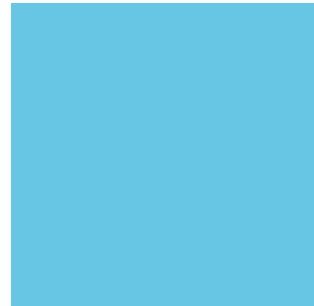
But how can you know that these people really mean the same as you do when you describe the project? Or that they are trustworthy and won’t mess up the project? You need something to help you trust each other. What could that be? In our Turkish example, it is a personal contact (which ranks the highest in our top five of good ways to build trust between partners). You might feel safer with your partner – and the partner with you – if you get access to more written material such as a presentation of your group in English or a

*“Our project will start in January after we take part in a training course about how a project should be made. So we have just experiences in preparing the project. The real experiences will come after we started, I guess.*

*The other subject is our partner group: at the beginning of the time we planned to write the application, we could not find a good group who could take this responsibility. Because you know, we have to trust them about everything in our project (money, activities, etc.) so one person in our group talked with his friend in the Netherlands and told her that we are looking for responsible people to be our partner - so we have a partner now.”*

### **MERVE SAHIN**

Young project promoter from Turkey



*“I realized that we had very different understandings and my sister thought everyone does if they are involved in international cooperation. So our conclusion is that if we have partners we try to work out expectations and understandings clearly with the help of a coach and maybe use Open Space tools in the group to get all facts on the table.”*

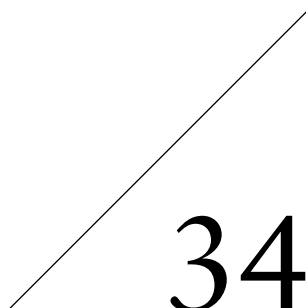
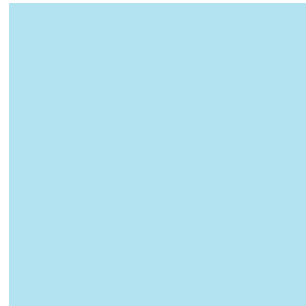
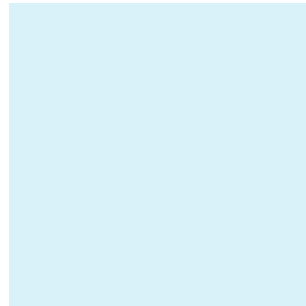
### **PREMA STRACK**

Young project promoter, “Die Daisies Revolte macht schön”, DE-12-184-2008-R3, Germany

*“A good quality in Transnational Youth Initiatives in my opinion is all about partnership: does it make sense? Are there possibilities to exchange and learn from each other? Does every group have its role and tasks? Are responsibilities shared? Is it clear how the structure and communication should work? I think it is really important that people working together over a long period of time know each other. Also, because the motivation for this ‘more work and communication’ within a youth project is often taken from personal contacts and friendships.”*

### **ANDREA HOLLENSTEIN**

Interkulturelles Zentrum, Austrian National Agency Youth in Action



homepage. It is easier to convince other people in both partner groups to see the reason for cooperation if you provide sufficient information. The same applies for all written material about the project idea you want the partner to join in with. It saves quite a lot of misunderstanding if you put your initial idea down in your own words and share it with possible partners. We receive a lot of “calls for partners” in our daily work – and the least convincing for us are those who give us unclear ideas about what the project is about and what is expected of us. Also in this context, you should clearly name your expectations of a partner: Should they have a certain profile, age, background; should they provide material, skills, or even contribute money? For most of partners in international cooperation any financial contribution requires the acceptance of other people: their boards, their bosses or their initiative members. Please consider that informing and consulting stakeholders needs time. If you ask for written confirmation from your partner within three days of an application deadline, you might not get this partner simply due to a lack of time. And last but not least: dare to ask questions! It is not a sign of weakness to ask for clarification of points which are relevant for you. It shows rather that you take the cooperation serious.

## **SO WHAT TO DO PRACTICALLY IF YOU LOOK FOR A PARTNER?**

First: meet! If you can’t meet, try to meet! Even though web 2.0 seems to prove the opposite: It’s quite hard to fall in love with someone you’ve never met personally. Trust is normally not only built through e-mails. A good working atmosphere and the feeling that you understand each other is, from our perspective, generally based on at least one personal meeting where you have the chance to get an impression of whether the people you plan to cooperate with go well with you. In German (and obviously there are equivalents in most European languages) there is a saying that you either can or can’t “smell” a person if you want to express like or dislike. Thus personal sympathy involves more senses than reading and understanding a web page does. And from all experience we’ve gained in the Get In Net-Training Courses it seems that not even interest in the same themes or using similar forms like photo, video, theatre ... is the first pillar in good international cooperation between youth initiatives. It is the feeling “Yes, we can!”

*“We organized an international festival with partners from Italy and Netherlands in Hachenburg, Germany. We started as a National Youth Initiative first; the next year we did it as a Transnational Youth Initiative in Germany and Italy. Holland is coming up next! The international artists from Italy and Netherlands were present already at the first festival. The Italians we found because one guy worked in our local Pizzeria. He brought friends, they brought friends, we were singing in a pub – and that’s how we started our cooperation with the Italian musicians. The Dutch people we met at a French fries stand when we were looking for a youth hostel in Den Hague. We found that our beautiful friendships we had with those people in IT, PL, NL and BG should be shared with the world and we decided to use music against racism and intolerance. Would have been pity not to do it!”*

### **DANIEL LIPSKEY**

Festival International de la Musique, DE-12-12-2009-R1, Germany,

[www.festival-international-de-la-musique.de](http://www.festival-international-de-la-musique.de)

&

[myspace.com/festivalinternational2009](http://myspace.com/festivalinternational2009)

*“When you start to plan the Transnational Youth Initiative it would be useful to find out if your school has partner schools or to contact youngsters and Non-Governmental Organizations who are active on the same field that you are or want to be”.*

### **NELE METS**

Coordinator for actions 1.2, 1.3 and 5.1, Estonian National Agency

*“It was quite complicated for us, we didn’t have a partner at the beginning of our idea. Then through some research we found one, but we didn’t know this partner at the beginning very well. It turned out that this partner didn’t find participants. Through a Polish-German association we found a partner from an orphanage home in the city on the other side of the Polish-German border. It was really good to work with them; they did interviews in the home and we were happy to work with them.”*

### **JOSEPHA DIETZ**

Young project promoter of the Polish-German Transnational Youth Initiative Festivalfrequenz e.V., DE-12-162-2008-R3, Germany

Unfortunately there are only 50 - 80 places for participants in Get In Net Training Courses per year – but other possibilities exist. Some very mobile young people can use their travelling skills and find a possible partner during a trip to Barcelona, Cyprus or the Black Sea region. Others might use their cultural, political or other group specific interests as well as contacts in their international community. You won’t have any problem finding other break dancers, short film makers or lovers of astronomy in a foreign country within the networks you might already be in. There are possibilities of identifying possible Transnational Youth Initiative partners through databases and special web sites. Some of them are presented in this chapter. Or you can ask a National Agency of the European Youth in Action programme to help you out.

Let’s imagine you are a great local youth initiative, already with a bit of experience in managing a local project and you feel like taking the next big step into European cooperation. Let’s also imagine that all the possibilities mentioned before<sup>11</sup> are not available to you. You surely have access to the internet! You could either look for a foreign youth initiative involved in local activities which could go well with yours with the aid of the SALTO-Youth partner request and try to convince them that doing a Transnational Youth Initiative together would be a great thing. Or you could look for a partner who is also looking for a European partner (look at the same SALTO web page, some are published already<sup>12</sup>). Unfortunately, for the moment, you won’t find so many who are already aware of the attractive opportunities of a Transnational Youth Initiative (otherwise this booklet wouldn’t be necessary), but you might find in general groups and organisations who are interested in international exchanges and cooperation.

National agencies and SALTO Youth Participation provide websites<sup>13</sup> which offer you databases for partner searches. You can enter your preferred countries and topics and take a look at a number of possible suitable partners then. It doesn’t say that having a similar topic and in the country you’ve always wanted to travel to can already make a partner match for you, but it can be a first step.

<sup>11</sup> Such as personal contacts to possible partners, being part of an international subculture or having such mobile members that partner finding is a natural side effect of their travelling ...

<sup>12</sup> [www.salto-youth.net/rc/participation/partnerrequests/](http://www.salto-youth.net/rc/participation/partnerrequests/)

<sup>13</sup> [www.salto-youth.net/rc/participation/partnerrequests/](http://www.salto-youth.net/rc/participation/partnerrequests/)  
[www.jugendfuereuropa.de/service/kontaktboerse/english](http://www.jugendfuereuropa.de/service/kontaktboerse/english)



# SAY IT RIGHT!

COMMUNICATING & COOPERATING WITH INTERNATIONAL PARTNERS

## DO YOU SPEAK EUROPEAN?

If you have already experienced how hard it sometimes is to be understood- even by people of your own language – well, just add the factor of “foreign language” and you will get an idea of the challenge of communicating with an European partner in a Transnational Youth Initiative! In addition there are different concepts, understandings and codes when it comes to time, work and task division, reliability and flexibility, directness and politeness. Uff! So how to cooperate successfully with a group of Danish sprayers with a majority of members from Arabic and Turkish backgrounds?

Leave aside stereotypes and use your own curiosity and goodwill – that’s what we would propose. The perception of time for example, already differs enormously between individuals from the same country, and with the same language and similar cultural background. Do a test with your group: Ask them to close their eyes and open them again (raising their hand silently) when they feel that 1 minute has passed. If you take the time and make a note of how many seconds it takes people to open their eyes and raise their hands, you will most likely get results of somewhere between 30 seconds and 2 minutes. So how can you expect to mean the same thing if you agree with your partner to answer an e-mail “briefly” or to receive a document “as soon as possible”? Or you might remember endless discussions among friends or group members about the understanding of a topic, a political theme or even a word. How much harder this must be if you transfer it into some kind of English, or whatever the common language is that you use with your European partner?

Enough of talking about the pitfalls! The preconceived idea that men can’t understand women (or vice versa) has not so far stopped many members of both sexes forming relationships. The same here: We can guarantee that misunderstandings will happen, that communication with your European partner will take place and that there will be easier and harder days. Plus we can support you with a number of tools and some advice to make the beauty of international cooperation blossom in your common youth initiatives’ project. To pick up the above mentioned idea of the “little knowledge about the basics of communication theory”.



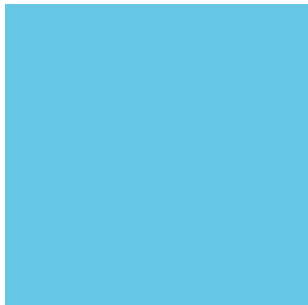
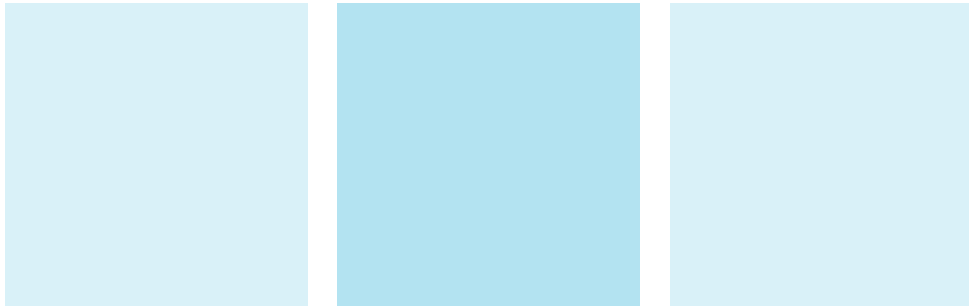
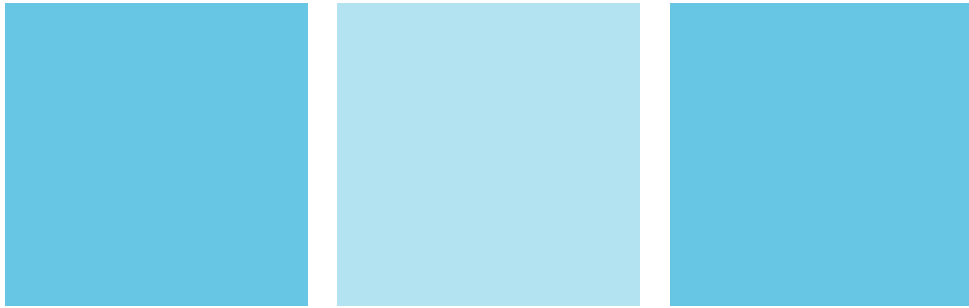
*“The cooperation was quite easy, because we had the support of a Polish contact person; language wasn’t very easy, because we don’t speak Polish. Our translator, a young student from Poznan contributed a lot to the success of our project. He built a lot of trust and helped to clarify misunderstandings. We had as well a good workshop leader who helped us to manage the differences within the international group. At the beginning the partners from the home were very shy, but through integration games and our visit at their place they became much more open. We took them serious, which helped a lot”*

**JOSEPHA DIETZ**

Young project promoter of the Polish-German Transnational Youth Initiative Festivalfrequenz e.V., Project Nr. DE-12-162-2008-R3, Germany

What does it mean in concrete terms? This theory in a very simple form says that there are at least four levels in every message that you use in communication. They are illustrated in the previous page. It means in less abstract words that your message “The application has been rejected by the National Agency!” would be understood like this: “It’s your fault that we did not succeed!” or as “I want you to apply to your National Agency next time” or even as “I don’t want to do this project with you anymore!”. Imagine now that these misunderstandings already happen in the common language. How much more can be misunderstood in the working language you use with your partner, especially when nobody speaks it as a native language! To prevent this as much as possible we would advise you to reflect on the following tips for better communication in international projects:

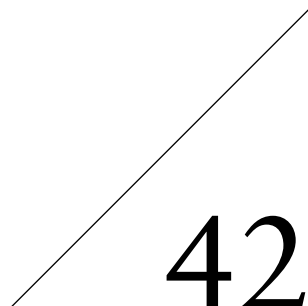
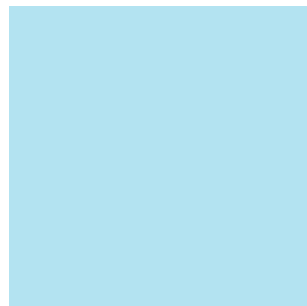
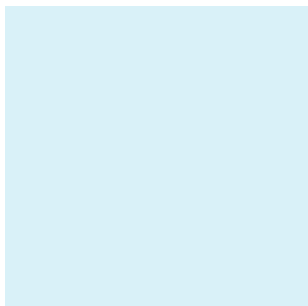
- Time for contact making, informal talks and increase of trust
- Give yourself and your partner enough time for reflection and feed back
- Exchange and set clear interests and motivations
- Take irritations seriously
- Find common agreements and agenda for meetings, conferences and evaluation
- Find common and accepted rules for decision making (Voting? Consensus?)
- Agree on ways to deal with conflicts and implement instruments to control common decisions
- Develop a common “culture“ of communication and co-operation (e.g. concepts of time, meaning of yes/no)
- Organize ways of your communication (internet, e-mail) and agree on their use (e.g. what time you need to answer e-mails)
- Be aware of your own responsibility for keeping alive the communication and flow of information
- Be sure to save results (e.g. reports via e-mail, did everybody understand all aspects?)
- Check comprehension of decisions made together
- In case of problems, first ask your partner: “Why is this important for you?” than get mad



*“The level of English was not the same with every person in the project so misunderstandings were common especially with the people who spoke English poorly. Another problem was the slightly different working routines. The differences in working routines were often only discovered after the unfulfilled expectations from both sides created tension already. Once discovered and accepted everything was OK.”*

**DAVID LINDNER**

Young Transnational Youth Initiative project promoter, Germany, Romanian-German movie project, DE-12-65-2008-R1  
[www.renovation-the-film.eu](http://www.renovation-the-film.eu)



And always remember: irritation can be the first step to learning! And this is what Transnational Youth Initiatives are all about.

*“According to my experience the main obstacles in the communication appear, when (it’s not a complete list, just main things, which I and my colleagues encounter):*

- *Partners have different expectations to each other and of project results.*
- *Partners have different working cultures/styles/structures and a different understanding of what Quality in the project is.*
- *Partners don’t speak about the process: how they work, how they feel, how they make decisions, what issues make them upset or confused, etc.*
- *A message sent by one partner is interpreted differently due to various reasons (culture, foreign language level, etc.) and it causes confusion or even conflicts among partners.*

*Solutions: It may sound cheesy, but I think the only solution for partners is to speak out about things which bother them and also explore their attitude and understanding about the foreseen project results and objectives:*

- *To discuss the process of cooperation, right down to small the details.*
- *To have feedback sessions in which partners give positive as well as critical (but constructive) suggestions to each other.*
- *To share individual reflections from group members about the process of the cooperation among partners and within the local group.*
- *To have an idea (especially for point n° 4) and a little knowledge about the basics of communication theory. There is an idea that you, in a way, listen with four different ears- such as at the relational level, the level of facts, the level of appeal etc.”<sup>14</sup>*

<sup>14</sup>  
(Schulz von Thun, F.:  
Miteinander reden 1, 1981).  
This implies learning some bits  
and pieces about active listening,  
giving feedback and communicating  
among partners.

Laimonas Ragauskas, Trainer in the Get In Net



# STEP BY STEP

PROJECT DEVELOPMENT FOR TRANSNATIONAL YOUTH INITIATIVES

If you look at it, doing a Transnational Youth Initiative does not differ so much from a local one: You have to do project planning in advance, and have some idea about your aims and objectives, the methods you plan to use in order to reach them, the target group you want to do your project for and certainly you need to know when, where and with what kind of resources you want to realize your ideas. So in fact all this applies to any international activity too. There has been lots of good material already published on the management of youth projects. As one of the “classics”, but still very useful, we would like to mention the “T-Kit on Project Management”<sup>15</sup>, n° 3 in the series of the Partnership of the Council of Europe and the European Commission.

<sup>15</sup>  
[www.youth-partnership.net/youth-partnership/publications/T-kits/T\\_kits](http://www.youth-partnership.net/youth-partnership/publications/T-kits/T_kits)

Here a variety of models are presented to illustrate the flow of the management of a project in the field of youth work and non-formal learning. If you have ever planned and implemented a project, the simple flow chart shown on the next page will not be a surprise to you.

One of the models proposed by the authors of the T-Kit is shown in the next page graph. As you can see a number of questions are added to different stages of the project. These questions, often named the “Laswell Method” or W-Questions are such evident tools of any reflection, planning or application of a project that it is hard to imagine one without them. As they are so evident they provide a great basis for the step from “natural born project managers” (a species often to be found in youth initiatives) to reflected and informed project managers. This doesn’t mean that you have to cover your walls with Gantt-charts and project management models from now on – but we definitely recommend taking them into consideration as very helpful reflection tools when you plan your project. Especially when it comes to planning with an international partner, more transparency and common reflection help a lot to achieve a good common plan and implement a good project.

## DEFINING

Assessing needs  
Objective Setting  
The “W” questions  
Involving Young People  
Team Building

## PLANNING

Time lines and Gantt Charts  
Planning visit checklist  
Planning for Evaluation

## IMPLEMENTING

Fund raising  
Financial Management  
Marketing Plan  
Risk Assessment  
Contracting with young people

## EVALUATING & REPORTING

Evaluation checklist  
Group evaluation exercises  
Recognizing young peoples’  
learning achievements  
Report Writing

Timing:

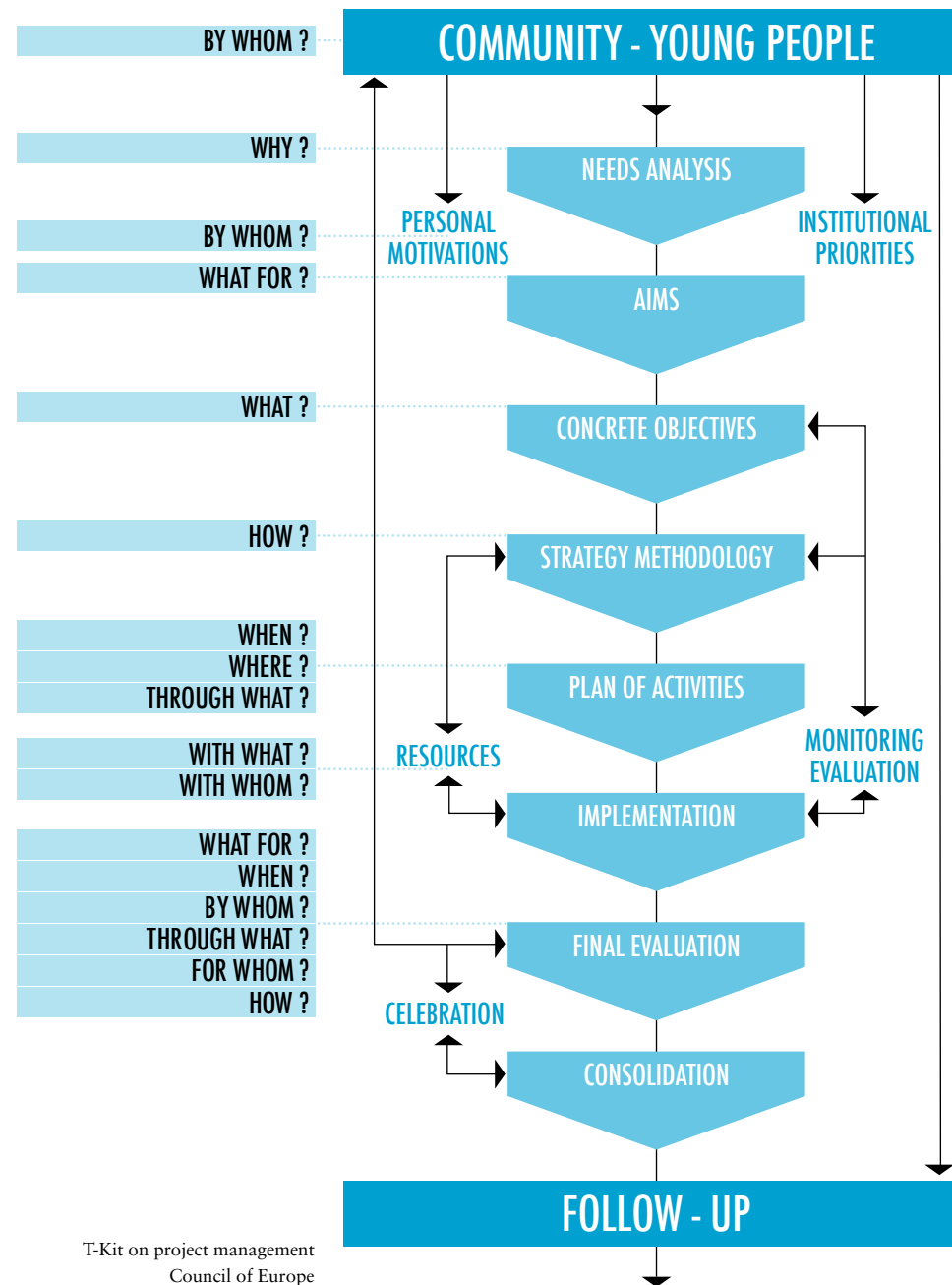
*The T-Kit on Project management has very good and reality based project management laws. One of them says that a badly planned project takes 3 times more than foreseen, while a well planned one – only twice longer. Therefore when planning a project schedule, consider that usually things will take longer than you planned, so add at least 50% extra to timing. If you will manage some things faster, great! If not, then there won't be too much stress that you are late in the schedule. Transnational Youth Initiatives project should also bring joy for promoters, not only stress.*

*Try not to be worried if things don't go as planned. A Transnational Youth Initiative project is an educational activity, which should allow trying things several times and learning from both: mistakes and good practices. Therefore I advise to plan regular meetings of local groups and virtual or physical meetings among partners in order to see the progress of the project - to review what worked, what didn't and make changes bravely in the process.*

*Evaluation and follow-up planning is an important part of the project, which should not happen on the very last moment and in a hurry. Plan proper meetings among partners (I would advise the duration of at least 3 days) and also on local level to review achievements of the project, lessons learnt, and discuss ideas for follow-up of the project.”*

**LAIMONAS RAGAUSKAS**

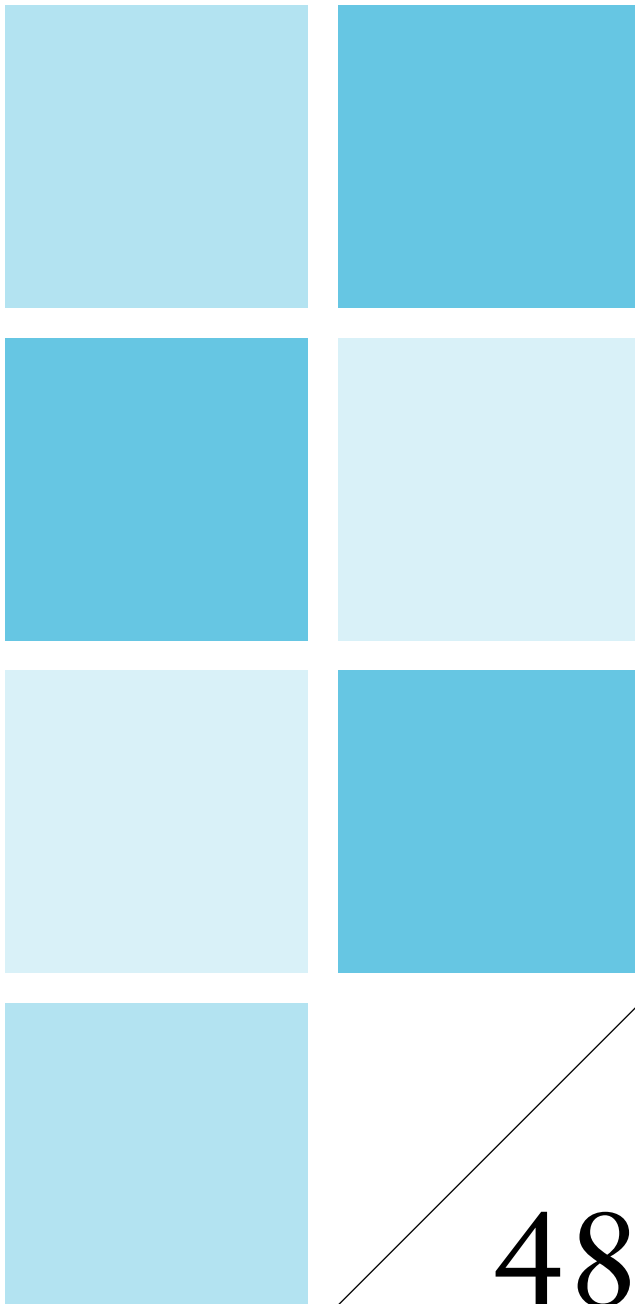
Trainer in the Get In Net - Lithuania



“For a good quality Transnational Youth Initiative project we emphasise good communication between partners and careful planning. A good sign of a well planned project is that the group finds it easy to fill in the application (they know what they are going to do, when, how, with whom, etc.). However, the Youth in Action application forms are not easy for young people (or even youth workers) to fill in due to the used terminology and overlapping concepts, but that is another matter. In the project the aim and objectives, theme and project schedule all form a nice package together: everything is linked and supports each other. Evaluation is ongoing throughout the project and evaluation begins as the project begins. We encourage the groups to view the application and final reports forms as tools in their project.”

### KATI VIROLAINEN

Senior Programme Advisor, Centre for International Mobility CIMO, Finish National Agency Youth in Action



## STEPS FOR PROJECT MANAGEMENT OF A TRANSNATIONAL YOUTH INITIATIVE

<sup>1</sup>  
You can download the model on [www.salto-youth.net/participation](http://www.salto-youth.net/participation)

In the Get In Net Training Courses we use a model<sup>1</sup> for the management of Transnational Youth Initiatives which we try to get future partners to complete during the process of the training with very concrete information and reflection about the (common) project. We would naturally advise you to do the same. The model is presented and followed step by step in the following pages of this chapter.

- 1/ NEEDS ANALYSIS**  
Why is this project needed?
- 2/ AIMS**  
What do you want to change/achieve?  
**OBJECTIVES**  
Through which steps will you achieve the aim mentioned above?
- 3/ TARGET GROUP**  
Who is running the project? For whom is it being one?
- 4/ IMPLEMENTATION**  
What concrete activities you need to do, what methods will you use in order to fulfil your aim and realize your objectives? What is the project calendar?
- 5/ RESOURCES**  
What do you need to implement your project?
- 6/ TITLE/LOGO OF THE PROJECT**  
How would you describe what you want to do?
- 7/ BUDGET**  
How does the project look from a financial point of view?
- 8/ ACTION PLAN**  
What are the next steps? Who does what?

## STEP 1/ NEEDS ANALYSIS

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The leading question here is “Why is this project needed?”. It aims to analyse the benefit the young people in and around the youth initiatives, as well as the local communities in the partner countries could have if the project idea were realized. For some youth initiatives this might sound like an over-estimation of their own impact on the world around them. What changes will you see in your town once you have done your arts project? What is the benefit for other citizens if your group creates a meeting place for young people with fewer opportunities?

Asking such questions is in fact the first step to having an influence on your environment. It recognizes that you and your initiative are not living in a vacuum where only your interests count. There are more people around you; your local community consists of people of all ages, and different lives and backgrounds. This very often has an influence on the question of the division of resources: as in most countries young people don't participate substantially in decisions about money and local community budgets. They therefore might not feel that they are a part of the local community. Taking into consideration the local effects of your activities, both at a local and European level, connects you with the real life of the community around you. It opens the eyes of other groups of (young) people who might possibly benefit from your project results – and you might not even perceive them as relevant target groups.

In the project planning and reflection with your international partner this step allows you to see and compare local realities at different local levels in the partner countries. Are the needs comparable, do they contradict each other? Or do you simply have to accept that different local needs might need different local strategies? Cooperating in a Transnational Youth Initiative does not mean simple parallelism. You have a full right to find suitable answers to local needs in different countries in different ways. It would be a great

*“Quite often promoters of Transnational Youth Initiatives encounter difficulties in having enough people, committed for the project. Or they just withdraw from the project, especially when it takes longer. Therefore I advise always to look around beyond your group of young people, directly involved in the project and have some kind of “supporters”, who could help you during the project or substitute if some of the project initiators withdraw. Thus I advise to give enough attention to the promotion of the project on local level and keeping the interest of local community in it. If the local community will be interested, then it would be easier to get additional support from local authorities or community members.”*

### LAIMONAS RAGAUSKAS

Trainer in the Get In Net - Lithuania

learning opportunity to reflect on these differences and discuss with your partner how you would answer these needs within the context of your European cooperation.

Taking the needs of the young people around you as a starting point for your project planning and management has one more advantage: Your project idea gets more sustainable if it is based on the concrete and identified needs of the local community. And if this is the case, and you build your project idea in such a way that it responds to these needs, it should be much easier to meet further local support. Just imagine that you come to your mayor with the words “Here are the 8.000 Eur the European Commission gave to us – what will your contribution be?”

## STEP 2/ AIMS & OBJECTIVES

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To make sure you know the overall direction of your project you need a good compass. This is the aim of your project. It is the guiding star, the final point in your road map. It answers the question “What do you want to change/achieve?” – and it might be an aim that is never going to be totally reached. If you are involved in anti-racist activities for example, you might say that your aim is to strive for a world without prejudices, intolerance and racism. However, your success in this very positive aim would be hard to prove. You can’t stick a thermometer for racist attitudes in people’s heads, so it is hard to decide whether your project had a positive impact or not. Nevertheless, aims tell you why you are making the effort and what the ideal effect you would like to see at the end is.

Objectives, on the contrary, are something like the smaller brothers and sisters of the overall aim. They are measurable and concrete, realistic and reachable and break down the aim into elements you can evaluate during and after the project. A helpful question can be “Through which concrete steps will you achieve your project aim?”. Don’t confuse this with a simple enumeration of activities. If we stay with the example of the antiracist activities mentioned above, the objectives of the project might be “informing at least 200 students in local schools about prejudices and human rights” or “providing 4 training courses for at least 60 multipliers on tolerance training”. Here you have clear indicators of whether your objectives are being reached or not, and you can decide during the project’s process if you want to change the objectives with an ongoing evaluation.

“Aim:

*Is “what” you want to get at the end, what you are aiming to... a change, improvement of a situation or something new, what was missing in the field (linked to needs analysis).*

Objectives:

*Is the “through what exactly” are the ways, how you want to reach your aim. The ways/directions, “steps which you follow to reach your final destination” (goal), and yes ...it is good when they are S.M.A.R.T. (Specific, Measurable, Achievable, Reachable, Time). And the most important is they have to be linked and re-checked, adapted, evaluated etc.!”*

### **BARBORA STEMPER-BAUEROVA**

Trainer in the Get In Net-Trainer pool, Czech Republic/Austria

## STEP 3/ TARGET GROUP

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The first part of the analysis of the target group is very simple: Who are you? How many young people are active in your youth initiative, how many are active in the initiative(s) of your partner(s)? Already this information is decisive for the scope and task division of the project work: you can identify partners who might be able to take on more responsibilities or who need a higher financial contribution within the common budget. Make sure that in this phase you don’t try to impress your partner with the enormous number of people you have in your group – if only 10% of them are active. Give a realistic picture of what you, and the amount of active people you can count on, are really able to do within the project. This answers the question “Who is running the project?”

But are you able to clearly identify for whom the project is being done? Very often youth initiatives are so obsessed with a certain activity or cultural expression that they can hardly think of anyone besides themselves when they should name a number of groups which would benefit from the project. If the benefit is intended and not just a coincidence (if grandmas in your neighbourhood, for example, like the great playground you made for poor kids, because they can sit on the benches and have a chat, they would be beneficiaries of your project but not necessarily one of your target groups...). But taking the grandmas in the example seriously: maybe their well being should also be an intended result of your project?

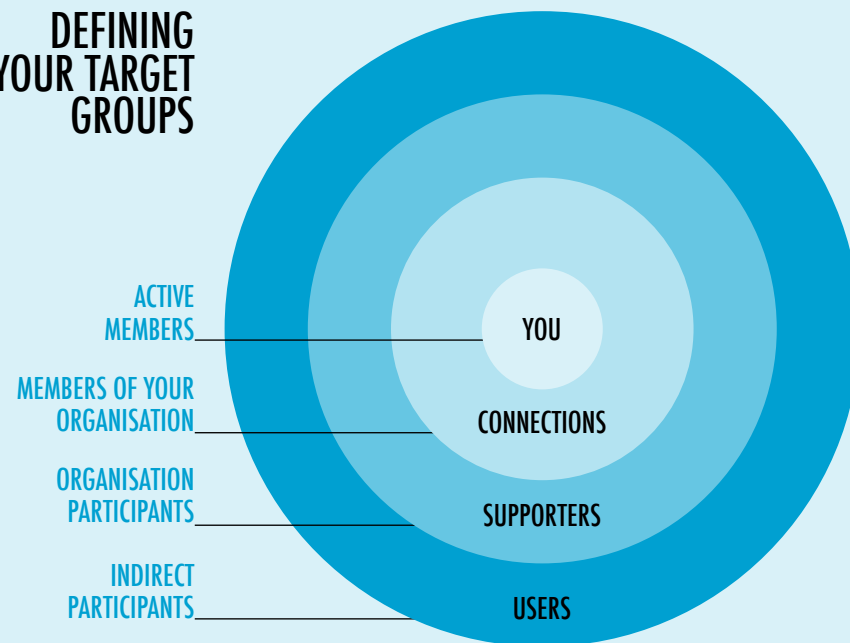
## SCALE OF AIM ACCEPTANCE

+3	+2	+1	-1	-2	-3
I share this aim and I am going to do everything possible I can to make us reach it.	I am going to do everything that you can reach this aim.	I respect your aim, but I don't feel obliged to help you.	I have nothing to do with your aim, because I don't care about it.	I don't want to have anything to do with your aim because I am against it.	I will do everything possible to stop you from reaching your aim.

## AIM ACCEPTANCE-CONSEQUENCE FOR ACTION

LEVEL OF AIM ACCEPTANCE	MEMBERS/STAKEHOLDERS	ENVIRONMENTS
I share this aim and I am going to do everything possible I can to make us reach it.	Engaged effort, full collaboration in the initiative/organization.	Becoming member or start similar initiative.
I am going to do everything that you can reach this aim.	Support in the frame of own possibilities without becoming active themselves.	Support with signatures, donations, sympathy, information, contacts etc.
I respect your aim, but I don't feel obliged to help you.	Let them do what they want.	Observe.
I have nothing to do with your aim, because I don't care about it.	Ignore.	Ignore. Step back.
I don't want to have anything to do with your aim because I am against it.	Distance. Talk against. Leave the initiative /organization.	Distance. Talk against. Change sides. Maybe support opposing initiative.
I will do everything possible to stop you from reaching your aim.	Oppose them. Veto. Block them. Start opposing initiative.	Resist. Found contra organisations. Take away resources. Use repression.

## DEFINING YOUR TARGET GROUPS



This part of defining target groups is strongly linked to the first step of needs analysis – here you can identify who might have an interest in you doing your project – and maybe who doesn't. If you fear that your project idea might not have enough support in your local community, or might be blocked for political reasons by more powerful stakeholders, you can use the exercise “Scale of Aim Acceptance” which gives you a clear idea about the position of different target groups towards the aim of your project.

Should you find your mayor in the last column, it might be a very good idea to bring in European money as an extra motivation for him/her to give up any resistance.

## STEP /4 IMPLEMENTATION

The better you plan your activities and methods step-by-step, the better you will be able to allocate the appropriate time, people and money. The planning of an international cooperation project might not yet differ much from just doing something at a local level – but the implementation of something international certainly does. The nice thing about a Transnational Youth Initiative is that you have two in one: the local activities of your initiative plus the activities in the field of international cooperation. If you remember the “Cooperation Scheme” at the beginning of the book (page 16), you will not have your international partner(s) around all the time – but you should always have them on your mind! What information do they need to get from you, what are the deadlines, dates, or proper preparation times for the activities you want to enrol in together? Imagine they are in a similar situation to you: they have their everyday duties like school, work or studies; they are a dynamic group of young people; they might have regular meetings – and they might have their hands full implementing local activities already. So the extra work of international cooperation must be well planned and thoughtfully executed.

The best way to implement a Transnational Youth Initiative as smoothly and joyfully as possible is to install clear responsibilities. One or two people in each partner group should have the clear task of being the international coordinators and making sure that the communication with the partner(s) is kept updated and vivid. In the beginning these coordinators (or if possible: more people from all the partners) have to answer two simple questions: “What concrete activities do we need to do and what methods should we use in order to fulfil our aim and realize our objectives?” and “Do they differ in the different countries?”. You know best which methods and techniques you want to use and what you have available. This is the time to plan them roughly at least. What is the most suitable method for helping you and the other members of your group to learn new skills? How

*“Make sure that your project is a youth initiative by its essence. Think through what is important part of the youth initiative – for example youngsters who carry out the project (not only take part as participants) and wider social influence. Think what you want to change! Maybe the similar thing needs to be done also in some other country in Europe. Look for partners who are interested in the same topic and want also to make difference in their hometown and country. Think through what you want to achieve. Through which activities that might be done in your countries? Keep in mind that activities do not have to be identical. Think what the best solutions for both countries are. Try them out and think if they could work in both countries. Do not forget partnership and exchange of experiences and acknowledges acquired, find out how you changed the Europe. Use internet! It is the best tool for communicating with your partners during the project and let everyone know what your groups are doing. It could also support achieving your aims.”*

### NELE METS

Coordinator for actions  
1.2, 1.3 and 5.1,  
Estonian National  
Agency

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*“Pass the cable’ is an educational-artistic project implemented in the area of Polish and Czech Cieszyn, created to integrate the club circles, combining electronic music (DJs) with video art (VJs). The project was created for Polish and Czech young people using culture (music and view) to developing their passions and ideas. The project should break down the barriers caused due to historical and social background.*

*The cooperation between the DJs and VJs from Poland and Czech should strengthen the international dialogue and should be an opportunity to exchange trends which exist in the cultures of two nations and also in these two arts. The project was aimed to increase the interest among the young people in new media arts (like video, animation, clip - opportunity to visualize a sound) and was promoting multi-media as a contemporary art of expression. So we used music and video art as a common tool.”*

### AGNIESZKA LISOWSKA

Young project promoter,  
“Podaj Kabel”  
PL-12-277-2008-R4, Poland

*“Coordination was not so easy; we had to travel a bit. But the beautiful result was that when we had to travel because of problems we won some new artist with new ideas to solve problems!”*

### DANIEL LIPSKEY

Festival International de la Musique,  
DE-12-12-2009-R1, Germany,

[info@  
festival-international-de-la-musique.de](mailto:info@festival-international-de-la-musique.de)  
&  
[myspace.com/festivalinternational2009](http://myspace.com/festivalinternational2009)  
[festival-international-de-la-musique.de](http://festival-international-de-la-musique.de)

will you try to reach other people in your community? What are the best ways of putting your aims and objectives into practice?

If you think of the planned activities, you will most likely have certain regular meetings with your local team. You need meetings to plan and meetings to evaluate what you did. Maybe you will have workshops, project presentations, events for the public and all the international cooperation activities you plan with your partner. Once you put these activities in a logical order and allocate enough time for each of them you automatically come up with a project calendar. This helps you and your partners to keep an overview of what is happening when and helps to identify hot spots in your project. Furthermore it helps you to be aware of what is going on in the partner country without being permanently in touch. One possible model to use for such a project calendar is the so-called Gantt chart (named after Henry Gantt (1861-1919), a mechanical engineer and management consultant), which isn't much more than a table with project activities down one side and the time (in weeks or months) across the top. All the activities, with their expected duration, are put as columns in the table and you can add the names of the people responsible for the implementation. You will find a simplified example of such a Gantt chart in the following illustration. You can easily do such charts yourself with computer programmes such as Excel or OpenOffice Calc.

• May	Prep. of meeting	Robin
• June	Intern. preparation & Skype conference	Clara
• June	Workshop 1	Mohammed
• July	Local activity country A	Liza
• July-August	Local activity country B	Leila
• August	Workshop 2	Liza
• September	International event	Bob & Ralph
• October	Evaluation meeting	Mohammed

## STEP /5 RESOURCES

Money makes the world go around? Not only! For the implementation of your project you will also need resources material, manpower or money. The leading question here is: “What do you need to implement your project?”. Before you start to put big numbers with the Euro-sign on your letter to the National Agency, we would advise you to go (again most preferably with your international partner) step by step through every activity you plan to do in your Transnational Youth Initiative. Put all the activities down in a table similar to the Gantt chart we introduced you to in the previous article, add the methods you developed in the step before, and add a column “What with?” to enumerate the resources you will need. It is not necessary at this point to know the exact costs already, but you should be accurate and try to have a complete picture of all the activities and possible resources needed for it.

The whole thing could look like the table on the next page.

	METHODS	RESOURCES
<b>PREP MEETING</b>	Physical meeting of 2 project promoters of each partner country in the venue of partner X in country B	Travel costs for 6 project promoters Costs for lodging and menus Seminar material
<b>INTERN. PREPARATION SKYPE CONF.</b>	Skype conference with all partner promoters	Internet connection for all project promoters Headphones Internet cameras
<b>WORKSHOP 1</b>	3 days workshop with 15 young people on video editing, lead by a trainer and a video expert	Cost for the venue, food, soft drinks etc. Local travel costs Renting video equipment Hiring the expert (fees)
<b>LOCAL ACTIVITY IN COUNTRY A</b>	Interviews with people on the street on “My town in 20 years”, filmed by members of the partner group	Hiring video cameras Microphones & material to record interviews umbrellas
<b>LOCAL ACTIVITY IN COUNTRY B</b>	Photo shooting of the hidden and forbidden places in our home town by 10 members of the partner groups	hiring/buying cameras photo printer sun protection
<b>WORKSHOP 2</b>	2 days workshop on preparing the international photo/video exhibition	Cost for the venue, food, soft drinks etc. Local travel costs Renting video and photo equipment Hiring the expert (fees)
<b>INTERN. EVENT</b>	International photo/video exhibition “My town with different eyes”	Room (rent) Posters and frames for the exhibition Champagne for the opening Lodging costs for the international guests Local transport costs
<b>EVALUATION MEETING</b>	2 Days meeting with 2 representatives per partner and external evaluation specialist	Travel costs for 6 project promoters Costs for lodging and menus Seminar material Fee for evaluation expert

## STEP /6 TITLE & LOGO OF THE PROJECT

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This step might come as a surprise to some of you at this point, if you have already started to name the project in your head or started to plan with your partners (then you obviously need to find a name for the common project). We recommend looking at the title again, even if you have a name for your project already – does it really represent what you want to achieve and do? Perhaps, after working out the aims, objectives, methodology and activities, the whole picture looks different?

Without limiting your creativity in any sense, here are some tips for finding a good title:

- Short and sexy
- Something you would like to hear, read and say for the whole project duration
- Can, but does not have to be descriptive; could be an irritation, an emotional sound or a good picture which is created in people's heads
- “What it is all about”  
(very short description) can be your short subtitle

The same applies for a logo. You might want to create a symbol for your project idea, something that makes it more understandable and recognized – a logo can be a good way to do this. You might need someone with some graphic or computer skills for a logo, but sometimes even a good picture and the project title together can give the same effect.



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## STEP /7 BUDGET

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So let's finally talk about money: How does the project look from a financial point of view? After putting all your activities and the resources you will need to implement them in a table as we advised, putting the budget together is an easy thing to do. If you take a look at the budget you are asked to present in your project application<sup>16</sup>, it is not such a big effort any more: you just have to compile the cost of certain groups of expenses like activity costs, costs for a coach, travel costs etc.

Normally you would work from concrete numbers, such as the costs you estimated for international travel, accommodation, material etc., which you put in the “Detailed calculation of the grant request” in the budget overview. To get information about estimated costs you should allocate some time during the application process. For example, it is very easy to get fairly precise prices for international travel costs if you go to any online travel agency website and make a query about the flight distance you need. Of course such prices may vary in some months, so it is especially useful here to plan an extra cost safety reserve of 10 – 20%. Most of the other costs and prices you should be able to research in good time before the project starts, e.g. costs for accommodation in your local youth hostel, fees for experts etc. If you can't find exact numbers, make an approximate guess based on either earlier experiences or someone else's assessment.

Here it is very important to have good communication with your partners. Ask them to research prices and costs on their side. If they can't deliver such information: you, as the coordinating and applying partner, would be forced to estimate what they need – and that might be far too much or not enough for the real expenses your partners will have. So again: Talking prevents problems! In any sense, the budget is basically binding, and the contract you will have with your National Agency does not allow you to spend a higher grant than the one which was given to you. Within your budget you

<sup>16</sup>

You can download it in your language from the website of the National Agency of your country, or in English on [www.ec.europa.eu/youth/youth-in-action-programme](http://www.ec.europa.eu/youth/youth-in-action-programme)

may normally allocate maximum 10% more or less of the grant to the different budget items. So if you notice that you will spend more on the planned exhibition, you can take 10% off the cost of documentation. Any other change in the budget has to be communicated to your National Agency – they have to allow the change in the budget. As you can imagine, they don't have a big problem if you don't use the full grant...

For further information on managing finances in youth projects, fund raising and budgeting we suggest you look at T-kit n°9 on financial management<sup>17</sup>.

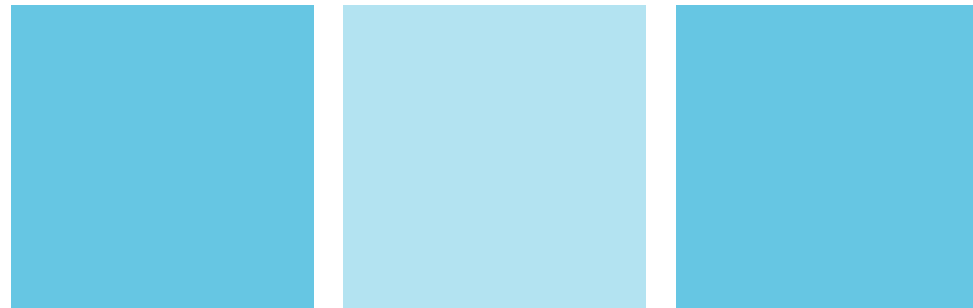
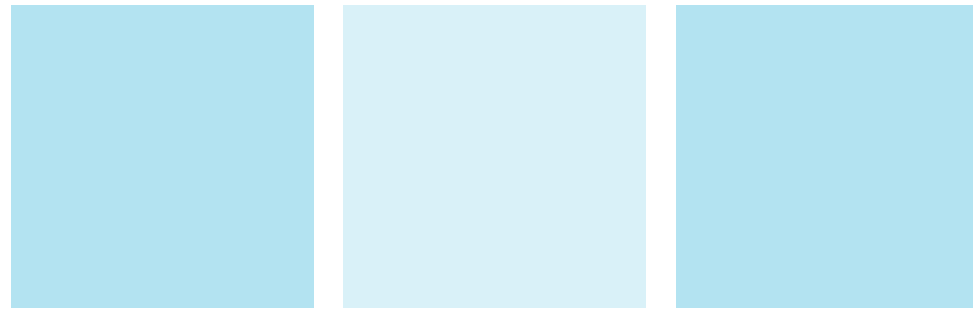
<sup>17</sup>

[www.youth-partnership.net/youth-partnership/publications/T-kits/T\\_kits](http://www.youth-partnership.net/youth-partnership/publications/T-kits/T_kits)

## STEP /8 ACTION PLAN

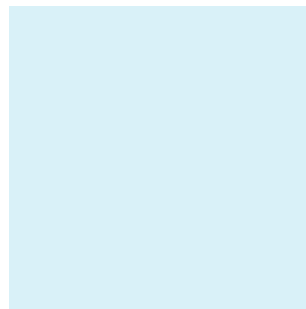
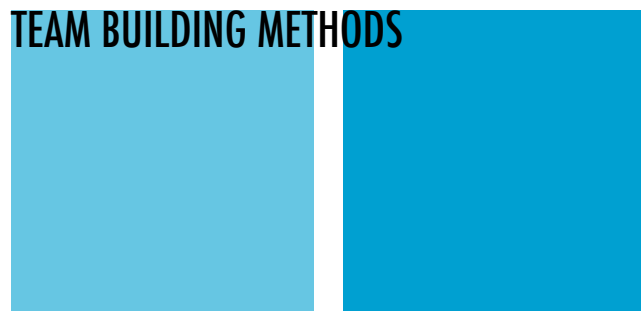
If you have the possibility of meeting your partner, or at the end of any kind of planning process with your partner, you should be able to answer the questions “What are the next steps? Who does what? When will it happen?”. This is a means of control and way to take care of transparency so as not to end up with agreements like “We should do a prep meeting!”. Who is in charge of it now? When is it going to take place? Your common agreement should surpass the point of vague recommendations; instead you should do a concrete action plan which includes all the next steps from the day of departure (after a meeting) or starting the day after your discussion with the partner. The action plan we use in the frame of the Get In Net-Training Courses looks like this (but of course you are free to adapt it to your own needs):

WHICH STEP?	WHEN?	WHO?
Sending report of the meeting	Tomorrow	Mohammed
Asking for costs of a youth hostel in town X	Until 4th of February	Liza
Check flight prices from town Y to town X	Until 20th of February	Fred
Ask video specialist to come for a workshop	Until 5th of March	Hanna
Book rooms for the workshop	Until 5th of March	Yannick
Etc.		



# BUILDING BRIDGES

## TEAM BUILDING METHODS



### USEFUL ACTIVITIES TO BUILD TRANSNATIONAL YOUTH INITIATIVE PROJECTS

What if you are sitting with your initiative at home and a possible international partner happens to be around? Not so likely? Maybe - but as shown before, meeting possible partners is not such a big deal if you use the support which is available or simply rely on your own contacts and possibilities. So: How to start to get to know the partner, what to do to build the trust which is needed to cooperate, how to start to work together?

During the Get In Net-training course a variety of methods, energizers and approaches are used to make the participants cooperate together, communicate in international teams and learn at their ease. Most of the methods come from the wide field of non-formal learning and have been used in other contexts and training settings – in short: the trainers in GIN did not invent them from the scratch, but rather adopted what they found fitting to the training course to stimulate partner finding and international cooperation. Unlike in most TV shows, we would like to invite you to “Please try this at home”!

<b>AIM</b>	Specifics of communication in international teams and developing competence in international communication
<b>TIMING</b>	1,5 hour
<b>MATERIAL NEEDED</b>	As described in the instructions multiplied by the number of groups
<b>DESCRIPTION</b>	<p>“Building the Bridge” exercise</p> <ol style="list-style-type: none"> <li>1. Participants divide into 4 international teams and get the instructions to build a common bridge qualifying given criteria and using only given materials. Communication throughout the exercise is allowed only via mail and a limited number of meetings of representatives. (10 min.)</li> <li>2. Implementing the task (40 min.)</li> <li>3. Reflection on the communication experience and identifying learning outcomes (25 min.). Questions for reflection: <ul style="list-style-type: none"> <li>What was the process of communication with partners and in international teams?</li> <li>What is important in international communication with partners and in a multicultural team?</li> </ul> </li> <li>4. Sharing the learning outcomes in plenary (15 min.)</li> </ol>

# TRANSNATIONAL YOUTH BRIDGE

## INSTRUCTIONS

Think of the name of your country and provide this information whenever the “post officer” comes to your country.

The task for the whole group is to build a common bridge in such a way that each member of the group involved in this transnational building project is building one part of the bridge.

At the end of the exercise all the parts of the bridge should be put together (without any additional corrections) in order to have one bridge, able to withstand the “transport”(a small ball) going over the bridge.

The bridge should include the following criteria:

- The length of the bridge should be more than 70 cm.
- The height of the bridge should be not lower than 20 cm.
- The bridge should be as creative, stable and cultural as possible.

While building a bridge you can use given materials and tools only.

Might be that your partners also have useful materials for the bridge.

During the exercise, you are allowed to communicate with you partners only in two ways:

- Via mail – you can send and receive letters using the simple “mail”. If you want to send a letter, you should write it and send it via “post officers”. It is important to write the address to which you are sending the letter correctly. It might be that the “Post officers” will give some additional information or clarification on behalf of the Building Agency.
- Via meetings – you are allowed to have 2 international coordination meetings with your project partners. Visits can be no longer than 3 min. and should take place in one of the participating “countries”. It is up to you to decide where the meeting will take place. You are not allowed to bring parts of the bridge to the meeting, but it is possible to have drawings, photos, video and other ways of clearly showing the work you are doing with you.

All the communication with partners should be done in English.

The bridge should be finished no later than 40 min. after the start and presented to the representatives of the local community in one of the countries.

Good luck!

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## PITFALLS

It might be that this simulation will reflect only some stages in the project, like the moment when the resources are already shared among partners and they have a common idea.

## RECOMMENDATIONS

If the group is big and time is limited it is good to focus only on one aspect during the simulation exercise, such as communication, teamwork, leadership, other.

## OUTCOME

People experience the principles and difficulties of international/intercultural communication, make conclusions for future implementation of real networking projects.

## CONCLUSIONS FROM GROUPS WHICH USED THE METHOD

Strong points of teamwork:

Many ideas, but not so much arguing (in negative way)

A feeling of being a team

Very operative reaction and work

Good atmosphere

Focus on internal communication

Everybody had an opinion about the idea

High flexibility

Backup plan in case of some changes

Participative approach

Things to improve in our teamwork

Dealing with language difficulties

To plan and organise the tasks better from the very beginning

To learn to join ideas together

To learn to deal with time pressure

To clearly define leadership and management of the team work

Other important things to bear in mind for transnational cooperation

Listen carefully to ideas and visions expressed by other partners

To build a good level of trust among partners

To find common ground for building partnership

To be flexible in negotiations about ideas, activities

To be clear about common goals and objectives

To have a backup plan



# MORE METHODS

IN CREATING TRANSNATIONAL YOUTH INITIATIVES

## CHAIR GAME

<b>AIM</b>	Finding a group solution for the task of not letting any chair fall and making a whole turn around the circle of chairs
<b>TIMING</b>	Approximately 30 minutes – depends on the group
<b>MATERIAL NEEDED</b>	As many chairs as participants in a circle
<b>DESCRIPTION</b>	<p>One chair for each participant is put in a circle, leaving enough space to stand behind. Everyone faces in one direction, keeping only one hand on a chair. The chair has to be held on only two legs, so that it would fall if not kept upright either on its front or back legs. The task for the group is to walk around a whole circle without having one chair fall down. If one chair falls, the circle starts again from where people are standing at the moment the chair falls.</p> <p>Short debriefing: What happened? How did you feel? (If not done together with debriefing of other team building exercises): What can you transfer from these experiences to real cooperation in an international team?</p>
<b>PITFALLS</b>	The group might not be able to complete the task and therefore feel disappointed.
<b>RECOMMENDATIONS</b>	<p>Even though the task is clearly aimed at completing a difficult task, you might allow some cheating. What normally happens is that some leaders give a common rhythm or command to make the group move at the same moment – you should refer to this in the debriefing.</p> <p>In the case of group failure, you should carefully debrief this fact: maybe the group is not yet ready to perform together; what else is needed to make everyone perform in an efficient way in the international team/group. You might consider giving the group a second try later on in the training course.</p>
<b>OUTCOME</b>	<p>In the case of success: A great feeling about what the group is able to achieve together.</p> <p>In the case of failure: understanding the groups' abilities and limits to perform a task together for the moment.</p> <p>In both cases: a common experience for a debriefing on the possibilities and pitfalls of working and cooperating in international teams.</p>

# MAPPING & MATCHING PROJECT IDEAS

## AIM

To build sustainable Transnational Youth Initiative project teams

## TIMING

Approximately 1 hour 45 minutes

## MATERIAL NEEDED

Flipchart / A4 paper with the ideas from the previous session about “Needs & Motivation Analysis”, green, yellow, and red post-its

## DESCRIPTION

If still needed, allow 15 min preparation time for the project idea presentation. Each person briefly presents the idea, then the trainers help to roughly group ideas or ask where people have already found themselves in teams (30 min) 20-30 min conversations about ideas, forming project groups. Trainers give a signal (bell or similar) every 10 minutes for rotation if they want to go to another team to check if they fit there.

Clarifying project teams: Ask the participants to give a sign for the level of commitment they feel towards the project idea and team:

Green post-it: “I feel good here, stable commitment for this team” Yellow: “I am not sure yet, don’t know if this fits”

Red: “I am a bit lost, haven’t found the right partner yet”

Writing down the project teams, eventually ask the “reds” to work together in a team and further develop their original ideas in order to also get a feeling for an international team work experience.

10 min for a short debriefing of the process.

## PITFALLS

The old and biggest problem: What if they don’t fit? There are always some red people left, may it be that their ideas or backgrounds are very particular, or due to communication problems in English. They might see others starting to work in dynamic working groups and somehow feel left out.

Others might just quickly jump into an (often too big) team simply in order not to be left out.

## RECOMMENDATIONS

Ensure in the first place that partner finding is like finding friends, partners etc. in real life: It doesn’t always fit perfectly, so you might need to find a compromise between your original idea and what is available. Make allowances for change and leave constellations which don’t really fit the rotation signal. If you see teams which are too big (more than 4 people, especially with more than one national representative) encourage them to split and mention that the funding would most likely not be enough for all of them. As for the reds: at the end of the process encourage them not to feel disappointed – their idea might have been great, but unfortunately none of the others was able to see it! They can either develop their idea further and find a partner after the training course, or work on a new idea together.

## OUTCOME

Every participant is a member of a Transnational Youth Initiative working team.

# NEEDS & MOTIVATION ANALYSIS

My community, my organisation and me!

## AIM

To reflect on the background to a Transnational Youth Initiative project idea with regard to the needs of the community and/or organization and personal motivation.

## TIMING

60 min.

## MATERIAL NEEDED

Flip chart or A 3 paper, A 4 paper in different colors, markers

## DESCRIPTION



TYI PROJECT IDEA

Participants are asked to think of their Transnational Youth Initiative project idea and to answer the questions for the needs (of the community/ organization) and their personal motivation for wanting to do this project, individually at first (20 min.). Ask them to write very briefly on their flip chart paper and use an extra A 4 paper to write down the description/title of their idea. If participants come with an idea from home (which is the case for the majority) they can check if this idea really reflects a need and meets their motivation – because if not, there is not much sense in doing it! If they did not bring any or only very half-hearted ideas this method can be used to develop a new idea which is based on real needs and motivation. After completing their flip charts ask participants to hang them on the wall/on their chairs and then spend 40 min getting to know other project ideas, and talking with the other participants, with the aim of identifying possible cooperation partners.

## PITFALLS

Some participants tend to come with Transnational Youth Initiative project ideas because they were asked to do so in the application form, but there is no real motivation or support from the organization to realize them. On this point it can be that they still stick to their original idea, even if it has no “heart beat”.

## RECOMMENDATIONS

Encourage them to do something that has meaning for them! But make sure at the same time that the “Needs of my community” does not mean solving the problem of unemployment in their city via this Transnational Youth Initiative project idea.

## OUTCOME

Every participant has a Transnational Youth Initiative idea which has meaning for him/her and the community or organization which builds his/ her background. Participants start to identify possible project partners.

# INTRODUCTION TO PROJECT MANAGEMENT

Setting aims & Objectives

## AIM

Get a rough idea of coherency in project planning and start to reflect on the aims and objectives of the Transnational Youth Initiative project idea.

## TIMING

50 min + project team work time later in the day.

## MATERIAL NEEDED

4 sets of small papers with “Needs”, “Aims”, “Objectives”, “Methods”, “Implementation” and “Evaluation” on them, handout: “Project development Step 1”

## DESCRIPTION

### Introduction to Project management

A few words about different models for project planning, if you want show some really scary models from T-Kit 3. (10 min.)

Then build four teams of 4 – 6 people who should put the starting letters of the words on the small papers into a coherent order (Naomie) by brainstorming in the group. (10 min.)

Debriefing; a few words about why this is a coherent order and that evaluation does not necessarily only belong at the end. (5 min.)

### Setting aims & objectives

Short introduction : show Power Point on the relationship between Aim - Objectives, SMART Objectives etc. (5 min.)

Short introduction about activities, methods etc. (5 min.)

Then group work in Transnational Youth Initiative project groups; defining their own Aim(s) and Objectives.

### Hand out Project development STEP I

## PITFALLS

The information on project management is too basic for the advanced, but a necessary step for the beginners. There might not be anything new to learn for the more experienced participants. Irritation might arise from the difference between an aim and objectives – which is good!

## RECOMMENDATIONS

Use the irritation about the difference between aims and objectives for clarification. Add more advanced project management info for advanced people if they ask for it later on (having the T-Kit 3 available as a copy is never a bad thing!)

## OUTCOME

The project teams start to work on their Transnational Youth Initiative project starting with establishing the aims and objectives.



# BETWEEN HERE & THERE

4 PROJECT IDEAS

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## CHINCHORRO.ORG

Austria/Germany/Denmark/Turkey/Slovakia/and others

The project was funded in 2004 under the former programme Youth.

The Transnational Youth Initiative project CHINCHORRO is an interactive platform which is open to anybody who is interested in the topic and in using art and creativity as a tool to express opinions, thoughts, beliefs, ideas, dreams or fears. The project is a global exchange platform for all kinds of artists and creative people. At the moment participants from over 30 countries are actively working on this project, so the cultural diversity is as large as the number of different languages, customs, traditions and beliefs that can be found.

### THE GROUP

is open to everyone interested, specifically for anyone that normally cannot be reached through traditional, regional youth work (especially foreigners, migrants, outsiders, disadvantaged or disenfranchised youngsters. These are the folk we want to address). The majority of members are aged between 16 and 25. The group uses art as a tool to express its beliefs, thoughts, personal opinions, dreams or fears. The four main partners of Chinch2 (which is coordinated by the Euro-Trainings-Centre in Munich) come from Germany, Denmark, Turkey, Slovakia, and of course, Austria (the original founder Bandi Koeck and super-active guys from RosesOverRainbow, the mother of Chinchorro). We have over 100 members from more than forty countries who are hopefully participating again in this second edition. As the group emerges and works, there is usually word-of-mouth momentum that brings with it new contacts and new ideas. A very important item for the whole process of the project is its openness to all and transparency to everything! The project has a start and end date with information about the participants, so that we have a better understanding of the person, the season of life that person is in and the culture to which that person relates. At the end of the project it is our goal to place the best artwork and products into a book format that enables us all to understand our unity and diversity better.

## THE GOALS

of this project all follow the same basic premise: To support and encourage youth, especially disenfranchised youngsters, to develop their talents and interests. Every type of development needs an overall direction. Those creative youngsters who join us have the opportunity to gather experience and ideas from other creative young people throughout Europe and many other countries, in a fashion which encourages them to think deeply about where they come from, what they believe, and as a result of those beliefs, to determine where they are going to. As the global conversation causes us to understand one another globally, it helps to shape us personally, and therefore, helps us to understand the future of Europe as it pertains to youth culture and beliefs. Of importance is the medium (an interactive web platform), and the products (all created art works as well as a book about youth culture in Europe and the world). The book-CD will continue to motivate and encourage the youth involved in a way that will help us to achieve our basic premise.

## THE EFFECTS

on a local scale can be achieved in different ways. We want to promote the project through local and available mediums (newspapers, magazines, community papers, radio, television, flyers and posters), as well as through personal contacts, word-of-mouth, and interviews. This means that schools are made aware of the project, as music clubs, art clubs, museums, art festivals etc. The effect on the participants is a heightened awareness of youth work and support at a regional, as well as European level. The disenfranchised find support and inclusion. They have the opportunity to present their thoughts and ideas through the arts at a level that previously has not been possible.

## THE EUROPEAN DIMENSION

is included in all stages of the project. Through the medium of the internet, we can cross cultural and geographical



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boundaries easily. It is important for our future that young people find one another and come together in a way that generates a shared understanding of culture, traditions, and priorities. It is also important - as we continue to forge ahead in the future, and especially in an age where beliefs too often divide us - that we learn to share a mutual respect for one another. Through media which so often express more than words - we can discover understanding on many levels. This has often been the role of art in the past, and is becoming the emerging role of the visual arts in the future. Art isn't just a measure of expression; it can be a tool for communication too. It is also helpful that while we express ourselves best in our mother tongues, the international language of English enables that communication to occur on the level of language as well. And so this project would allow young people to communicate at a deep level, through the media with which they are most comfortable, about the issues that matter most.

### EVELINA KVARTUNAITE

Young project promoter  
from Lithuania

Contact:

[evelyja@gmail.com](mailto:evelyja@gmail.com)

## POLYVISIONEN SIGNAL 09

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Germany/Czech Republic/United Kingdom

The following example might surprise some of the readers as it shares some negative experiences and hard times during a project and the cooperation between international partners. The editors nevertheless decided to publish it for the following reason: youth projects in the Youth in Action programme are educational activities; learning through (reflected) experiences is one of the key elements of such educational processes. The project promoter who was kind enough to share his experiences with us did not give up doing international projects even though the first experiences were not all positive. Furthermore, after some years the group he represents gave the former partner a new chance: now the

project coordinators themselves, they increased the quality of the project cooperation and were much more satisfied with the outcomes. An example of good practice? A realistic practice example!

I am Prema aka SuPrema, I am realizing my project in the middle of an area called Kreuzberg Wrangelkiez in Berlin. My gallery there is named "PremArts".

In our teenage years we learned from the non profit organisation "Gangway e.V." how to work with migrant kids. We went to the favelas in Sao Paulo and Turkey to do projects with homeless children too. Nami, my sister, found a connection on a contact making seminar in Romania some years ago, after the European Youth Conference "Please do disturb!" in the year 2004 in Hannover/Germany. A graffiti artist from Scandinavia coordinated the project and Nami cooperated. It was not the easiest cooperation; we especially felt that the work, resources and responsibilities were not equally shared.

Now years later, the graffiti artist from that project asked for a follow up project in Germany. Nami was in Cologne (she works as a sound designer in a studio now), so I organised this revisit to PremArts because she wanted to give it a chance. The former partner was making a show of his graffiti. The Berlin dvd show and the exhibition all went very well, with lots of guests and a very good response. When I told him not to forget the Youth in Action logo on the flyer, it was not possible to make him understand that we are so proud of this funding, and we wanted to make sure that guests get the information leaflets of the Youth in Action agency and we decorated it in the shop window.

In the actual project we do in Action 1.2 in the Youth in Action programme we are connected to The Czech Republic and The UK and others in Europe. Since last November we have done lots of actions and exchanges between the countries, and we are working on a Dvd and booklet to document it all; we just had one show which lasted over 10 days with 7 participants from The Czech Republic and 7 participants

*"The reasons for rejections are for example:*

- The projects are not Transnational Youth Initiative by their essence.
- They are rather applications to get financial support for travel costs for several other activities, youth exchanges, purely trainings for youth that take place in different countries.
- They lack impact for the wider society, youth group who is leading the youth initiatives (it is rather a project that is targeted to the youth but not done with/by them) or in project quality.

*The reasons for giving the grant are for example:*

- They are youth initiatives by their essence (youngsters play essential role in projects, they have wider influence).
- Real similar activities that take place on the same time in both project countries.
- Projects aim at exchanging experiences/ideas/impacts gathered during project activities to make maximum use of the knowledge and activities."

## NELE METS

Coordinator for actions 1.2, 1.3 and 5.1, Estonian National Agency Youth in Action

living in Berlin. The participants in The Czech Republic work with a group of young Roma, and the German group is cooperating with Turkish and Arabic youth in Berlin. Both groups will produce dialogues, music and pictures on the reality of their lives. These materials will be used for a theatre act/musicals and performing shows. We are working on this part of the Dvd right now, and in the second half of November 09 we plan to finally complete the project and do the documentation for the whole year. As we chose artistic productions in time of the cold war we had to learn about historical influences in the beginning and sometimes needed the knowledge of our coaches, not to clarify problems, just to understand themes and get help with them. In this project we had some difficulties at the beginning, when we realised that we wanted to extend the subjects we worked with compared to what we planned in the application. We wrote a letter to the German NA and the officer gave his ok and encouraged us to get the maximum out of it. That also gave us the chance to include the "Nostylefuckers Printers", who started years ago as homeless kids. Our coach made it possible for all 20 of them to participate at the national theatre in Brno/Czech Republic 2008 and the participants from Britain were able to join too.

Our most recent activity is a workshop on "Recycling Art" with a Bulgarian artist, and workshops from Artists from The UK, Germany and The Czech Republic. They teach kids, young people and parents from a quarter in Berlin how to make decorations, clothes, bags, jewellery and decorative elements from recycled packages and natural material and to create a big fashion show at the end. Nami did a soundtrack workshop in advance for those who wanted to learn how to use music-tech-software.

In the beginning we worked on a 1968 film from The Czech Republic ("Daisies"), and we created a new music band "Daisies" from it. Then we took what was happening in both countries in 1968 as our subject. After that we had kids doing a Geodome, seeing Europe as a continent in the globe, we had Europe with "no language barriers", when we did beat box events with famous European beat boxers for

the kids from our neighbourhood. We had British writing and drawing classes where you could tell stories by drawing them, we had “German Direct” where you were not allowed to use any other language than German. Now, because of the celebration of the fall of the German Wall we included the topic “1989 and all in between”. We are enjoying it a lot. It is a big mix of Youth-In-Action, we feel its really European and we are proud to tell everyone about it every time we open the door to “PremArts”.

## NEXT DOOR EUROPE

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Greece/Bulgaria/Turkey

Europe lives next door. Having this simple, but not easily conceived, remark as a starting point, the group of Young Scientists for the Promotion of the European Idea in Thrace, on the occasion of the European Parliament’s Elections, takes action along with young people from Evros.

With cameras, video cameras and pens, we noted down every single trace of the presence of European institutions and Policies in our region (as well as in Turkey and Bulgaria), and we met locals who work for the European Union or whose lives have taken a different path thanks to the European Union. See what we have captured through our cameras on our website!

Having become acquainted with the role and the way in which European institutions and policies for youth work, we have expressed our worries and dreams for Europe through our short films.

By producing and broadcasting a TV spot, we invited the local society of Thrace to participate in “euroelections”. One booklet containing the opinions of locals for Europe is destined to be sent to the President of the European Parlia-

See more at  
[www.premarts.de](http://www.premarts.de)  
or on the German National  
Agency Youth in Action web blog  
“Youthreporter” :  
[www.youthreporter.eu](http://www.youthreporter.eu)

[www.youtube.com](http://www.youtube.com)  
key word: Premarts

### PREMA STRACK

Young project promoter,  
“Die Daises - Revolte macht schön”,  
DE-12-184-2008-R3, Germany

ment. Two days before the European Parliament elections, we organized a cinema debate, during which three short films dealing with Europe were projected. The films were followed by a lively debate among the spectators on the presence of the European Union in our daily lives.

The weekend of the Euroelections ... we went out on the street! In an effort to inform the citizens of Alexandroupolis face to face, we “wrapped” the Town Hall in information material on the member-states, the institutions and the organs of the European Union. Distributing leaflets from various member-states’ embassies, the European Parliament Office in Greece and the National Institute of Youth, we talked with the locals, and we debated the importance of the Euro elections. We also had our own ballot!

During the summer, we participated in the 17th Ardas River Youth Festival. At our kiosk, we informed the visitors from Greece, Bulgaria and Turkey on the European Union and the fundamental rights of European nationals.

Besides everything else, the project “Next Door Europe” made artists out of some us! We became actors, directors, script-writers and camera men, and we produced our own short films and videos. You can watch them on our website as well! Our aim is that our initiative and ideas will be the vault so that more young people from Greece, Bulgaria, Turkey and Cyprus will learn about the European Union and discuss it. And why not cooperate all together?

Do not forget to tell us your opinion  
of the European Union at the online  
poll of our website:

[www.nextdooreurope.eu](http://www.nextdooreurope.eu)

Contact:

[neoi.epistimones@gmail.com](mailto:neoi.epistimones@gmail.com)



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# SCHNIPSEL - THE YOUTH MAGAZINE

Austria/Germany/Switzerland

After the “Bodenseecamp”, an international youth media camp in Germany, Lilly Maier had the idea and the desire to start a magazine. Soon she realised that she didn’t know enough young Austrians who were interested in journalism - but she knew a lot of young Germans who were. So she mailed them and only a week later they started working. In search of money, they brought in an application for a Transnational Youth Initiative.

## WHAT IS SCHNIPSEL ?

While others only talk about a united Europe, we know that now, thanks to the internet, there are no borders. Precisely for this reason we have established the magazine Schnipsel (“snippets”) and report continuously from all corners of Europe.

Schnipsel is the first youth magazine created exclusively by students - from Austria, Germany and Switzerland. We do everything by ourselves: research, writing, layouts, selling ads and distribution. Most of Schnipsel is written in German, but we also edit articles in English. We publish Schnipsel every two months. You can get Schnipsel in schools and youth-clubs all over Austria, Germany and Switzerland for free. Our aim: We want to show the attitude of young Europeans to life and show that even as a student you can do cool things!

An important aspect of Schnipsel is its visual appearance: The layouts are done in a “snippets-style”. Schnipsel is a big collage of clipped texts, photos and typography, cut out by hand. The hand-made layouts get scanned and then are sent via computer to Vienna, where the magazine is produced.

The European Union was so enthusiastic about our concept that they support the magazine financially (in the Programme “Youth in Action”). Schnipsel is one year old

*“I would describe a good quality Transnational Youth Initiative like this:*

- A real cooperation between young people from different countries/backgrounds and culture.
- All participants are equally active in the project. Young people try out their own ideas.
- The importance of non-formal learning.
- A clear and realistic plan.
- What I would advise applicants/project promoters to do to have good project quality is to put emphasis on the above and put extra emphasis on the objectives of the Youth in Action programme, the European and intercultural dimension, the theme and the innovative approach.”

## HELGA ARNADOTTIR

Action 1.2 officer, National Agency Youth in Action Iceland.

The Icelandic National Agency received 2 Transnational Youth Initiatives in 2009, one was rejected and one was accepted.

Contact:

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[manuel-steiger@schnipsel.eu](mailto:manuel-steiger@schnipsel.eu)

You can also have a look at Schnipsel on the internet:  
[www.schnipsel.eu](http://www.schnipsel.eu)  
Project Number: AT-0712-149

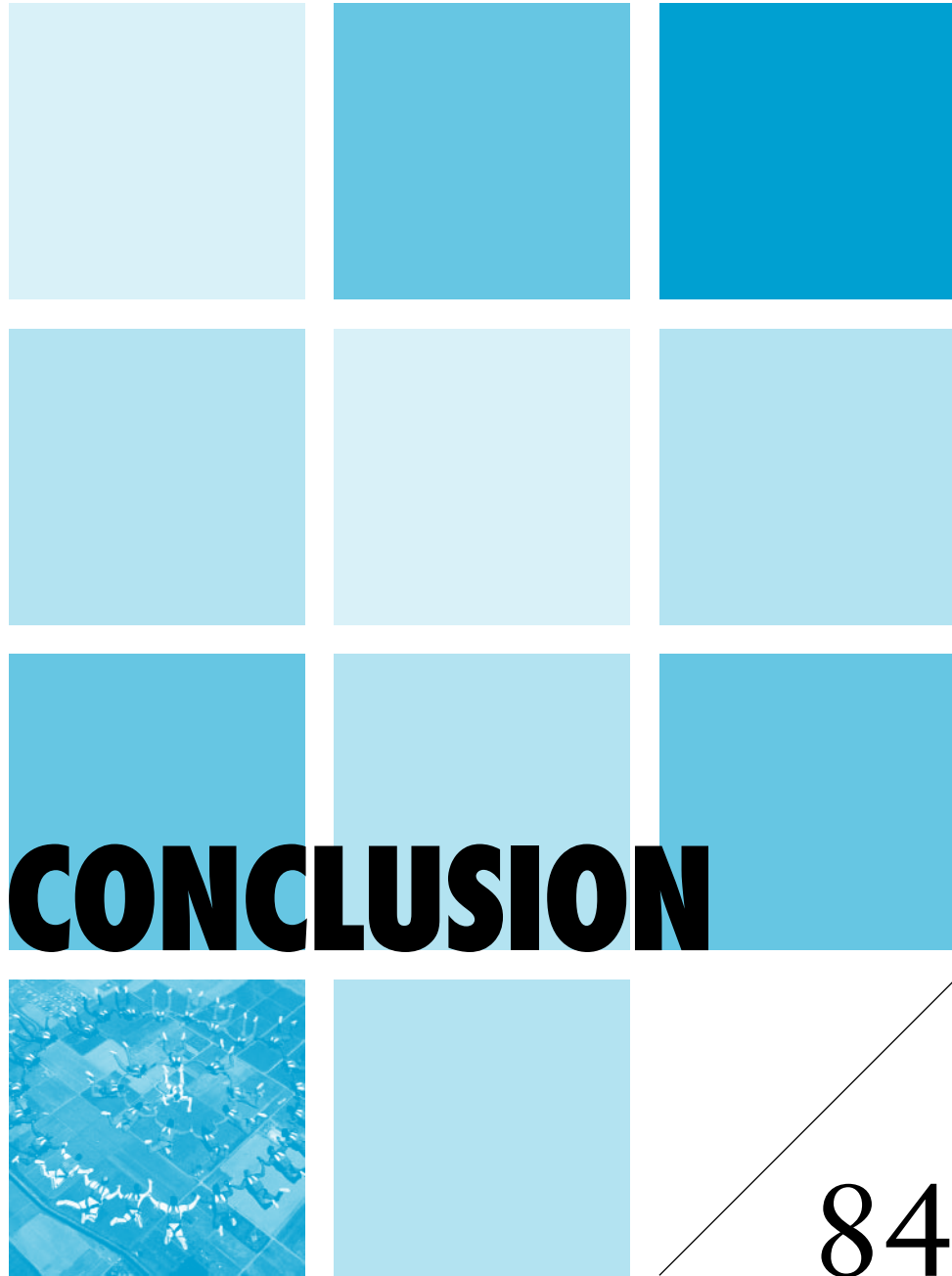
now and has already won four different awards: 1st place for “Best European Youth Magazine” by the European Parliament, 1st place for “Best Layout” by the famous German magazine “SPIEGEL”, 1st place for “Best Austrian Youth Magazine” by the Austrian Youth Press and finally, 1st place for “Best Layout” by the Austrian magazine “profil”.

## THE PEOPLE BEHIND SCHNIPSEL

Lilly Maier, Editor in chief  
Lilly (16) lives in Vienna/Austria and goes to an alternative private school. Besides her commitment to Schnipsel she writes for the Austrian daily newspaper “Kurier” and several other magazines. Moreover, she supports the project “A Letter To The Stars”, dealing with the commemoration of the victims of the Holocaust.

Manuel Steiger, Chief of department Germany  
Manuel (19) comes from Constance/Germany. He has already worked for some newspapers. He also has a lot of experience in editing student magazines.

... and 25 young journalists from Austria, Germany and Switzerland. The Schnipsel-crew is a bunch of funny, young, pleasant Europeans aged 15 to 20 years old with and without experience in managing a magazine. We always look forward to welcoming new staff members from all over Europe.



## WHAT DO YOU HAVE IN YOUR HANDS?

The formal criteria and priorities of the Youth in Action programme have been introduced; you might ideally have an idea of how to apply for the possible amount you need at your National Agency. Furthermore we hope that this booklet was able to give you an idea about a good project quality (just read the statements of the National Agency officers again...) and put some ideas from other project promoters in your head in case you can't think of any project ideas. Finding a partner for your project idea is crucial – and not the biggest deal if you think about it. You might worry more about how to communicate and cooperate with your possible European partner. But we hope that the respective chapters in this booklet delivered valuable contributions to your reflection on these points. Some tips about the positive aspects of coaching in the spirit of youth participation can also be found here– and should your group of young people feel the need for such and other support, the resources which SALTO Participation, in particular, offers will hopefully help you take some further steps.

If you find that the path to European institutions, National Agencies, international training courses etc. is too far for you to go– fine; there are still links, methods and resources at hand which can support your project development and management. We hope that you have found in this booklet the helpful bits and pieces for making something bigger, for going European with your activities and for increasing the quality of your projects.

But first and foremost, we hope that we have been able to give you an idea of the taste of such an international experience, to share with you the enthusiasm of young project coordinators all over Europe and the richness of their experiences and those of all the stakeholders involved in raising the European dimension of youth initiatives.

## WORKING SHEET 1 - QUALITY CRITERIA

So does your idea of an international cooperation project have the quality to give it a good chance of being accepted and granted as a Transnational Youth Initiative by your National Agency? We would like to share a checklist with you to help with this point. If you can answer “yes” to most of the questions – you are on the right path and the officers in your National Agency might not even have to load more work on you with improving the application.

CHECK LIST	YES	NO
<b>ACTIVE PARTICIPATION</b>		
Is there clear evidence of young people’s involvement in the project?		
Is the group of young people planning and realising the project themselves?		
<b>LOCAL IMPACT</b>		
Does the project meet specific needs or interests of the partners’ local communities?		
Will another people in the local communities benefit from the project?		
<b>EUROPEAN DIMENSION</b>		
Does the project integrate a European element into the project activities?		

Does it tackle a theme of European interest? Or promote values of European priority? Or reflects a common concern for European society? Or experiences from other European countries?		
<b>INNOVATION</b>		
Is the project about something new for the groups of young people carrying out the project?		
Is the project about something new for the local communities involved?		
<b>INVOLVEMENT OF PARTNERS</b>		
Is there clear evidence that the project was prepared by co-operation of all partners involved?		
Will the project activities be run by young people in all partner countries?		
<b>LEARNING EXPERIENCE</b>		
Will the project allow young people to learn something?		
Is there any evidence that young people from different countries shared and discussed about what they want to learn through doing this project? Are the learning objectives expressed in the application form?		

<sup>18</sup>

That is all the 27 European Union member states, Norway, Iceland, Liechtenstein and Turkey; Croatia and Switzerland are expected to fully enter the programme at the end of 2010

With more or less these quality criteria, any National Agency in the Youth in Action programme countries<sup>18</sup> should evaluate your Transnational application. You might face certain national interpretations, but taking into consideration these quality points in your application and project idea gives you great chances for funding!

# WORKING SHEET 2 - PROJECT DRAFT

“Crea-Net: Network of Creative Youth Initiatives”

## Background of the project idea

Creative methods such as music, dance and theatre have a high attraction among young people. It makes them active, leaving the position of a spectator and becoming actors. The same aim is followed by European programmes for Citizenship and non-formal learning. A number of different youth initiatives in several countries shall form a network to benefit from their different resources and strategies to use creative methods in youth work in ..... European countries and build a link between creative methods and youth participation.

## Formal background / application ideas

Our group is going to apply as the coordinating organisation for a grant as a Transnational Youth Initiative in the Programme Youth in Action of the European Commission with the deadline of the .....th of June ..... This should bring together at minimum two partners from different countries. Each national partner has to send an originally signed letter of intent (no fax, no e-mail) until the .....th of May to the address of our group (find below). If your letter of intent would not arrive in time, we cannot send it later and would have to cancel your participation. In case of a successful application, our National Agency of the Youth in Action programme would finance up to 7.000 Eur and 70% of travel costs. Of the overall budget of 10.000 Eur we need to find still a remarkable amount in additional national or local funding, own resources (e.g. in terms of manpower provided for the project, not in terms of own organisation's money) and further fundraising (e.g. free accommodation in municipalities buildings etc.)

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## Target Group

- Young people with fewer opportunities, aged 15–25 years
- Trainers, youth workers, coaches, working with this target group

## Aims

- To strengthen active participation of young people with fewer opportunity
- To use and develop methods and tools with a focus on creativity
- To develop tools and youth projects concerning the topics creativity and youth participation

## Activities

- Building of an international team of experts of the partner countries
- Expert meeting of coaches, youth leaders etc. to exchange good practice examples and to work on common strategies on facilitating youth participation through creative methods.  
Venue: Sweden?
- International training course for approximately 25 disadvantaged young people to become peer to peer educators and smart-project-providers for their teams/peer groups.  
Venue: Great Britain
- 2nd international training course for 25 youngsters with presentation of their local projects, setting of further partnerships  
Venue: Germany
- Evaluation meeting of the international team, production and dissemination of documentation materials.
- Between the two international training courses, several local projects will be set up by the young participants, concerning youth participation, creative methods, music and theatre. Venue: in all partner countries

## Project Duration

1 Year / most likely .. / .. / ..... ; .. / .. / .....

## Project Partners

..... ; ..... ; ..... ; ..... ; ..... ; ...

## Contact / coordinating partner

Address / Phone / Fax / Web / E-Mail



## WORKING SHEET 4 - SHARING TASKS

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In the network of Transnational Youth Initiatives partners

### Dividing tasks/ Responsibilities

- Which specific responsibilities related to the partner groups?
- On what criteria are tasks shared between the partner groups?
- How to prevent an overload for the co-ordinator group?
- How to manage communication with others (partners, local communities, National Agency, etc)?

### Organising your Work

- What will be done at European level and what at local level?
- What is when on the agenda?
- If you have partner meetings... how do we structure them? Who chairs the meeting? What needs to be reported?
- Which results of local activities need to be reported to the partner groups? Who does it?

### Dealing with “difficulties”

- How do we know we “develop the same project”?
- Disagreement in the partnership: how do we make decisions?

### Being a learning network

- Do we know what each partner want to learn by doing this project?
- Do we support each other?
- Is there special time focussing on “learning”?

Be sure that such reflection and agreements with your partner on these questions would not only increase your project quality, it increases as well the probability to be granted by the Youth in Action programme.

# LINKS / ADDRESSES / RESOURCES

## EUROPEAN COMMISSION

Directorate-General for Education and Culture (DG EAC)  
Unit D2: Youth in Action Programme  
Unit D1: Youth policies  
B – 1049 Brussels

Tel: +32 2 299 11 11  
Fax: +32 2 295 76 33  
[eac-youthinaction@ec.europa.eu](mailto:eac-youthinaction@ec.europa.eu)  
[www.ec.europa.eu/youth](http://www.ec.europa.eu/youth)

## EDUCATION, AUDIOVISUAL, AND CULTURE EXECUTIVE AGENCY

Unit P6: Youth - BOUR 01/01  
Avenue du Bourget 1  
B-1140 Brussels

Tel: +32 2 29 75615  
Fax: +32 2 29 21330  
[www.eacea.ec.europa.eu/youth](http://www.eacea.ec.europa.eu/youth)

## YOUTH HELPDESK

- Accreditation, insurance, visa support, crisis management
- General information, accreditation, insurance, visa support, crisis management
- Information on specific call for proposals (actions 1.4, 3.2, 4.1, 4.4, 4.5, 4.6)

Tel: +32 2 29 68724

[youthhelpdesk@ec.europa.eu](mailto:youthhelpdesk@ec.europa.eu)

[youthcallforproposals@ec.europa.eu](mailto:youthcallforproposals@ec.europa.eu)

## PROGRAMME GUIDE OF THE YOUTH IN ACTION PROGRAMME

[www.ec.europa.eu/youth/youth-in-action-programme/doc/how\\_to\\_participate/programme\\_guide\\_10/guide\\_en.pdf](http://www.ec.europa.eu/youth/youth-in-action-programme/doc/how_to_participate/programme_guide_10/guide_en.pdf)

## REVISED EUROPEAN CHARTER ON THE PARTICIPATION OF YOUNG PEOPLE IN LOCAL & REGIONAL LIFE

[www.salto-youth.net/download/1510](http://www.salto-youth.net/download/1510)

## T-KITS

[www.youth-partnership.net/youth-partnership/publications/T-kits/T\\_kits](http://www.youth-partnership.net/youth-partnership/publications/T-kits/T_kits)

[www.youthpass.eu](http://www.youthpass.eu)

## YOUTHPASS

[www.ec.europa.eu/youth/youth/contacts\\_en.htm](http://www.ec.europa.eu/youth/youth/contacts_en.htm)

## NATIONAL AGENCIES OF THE YOUTH IN ACTION PROGRAMME

Their primary role is to promote and implement the Programme at national level. They have experience in European programmes for young people and are familiar with the relevant issues and organizations.

Each National Agency acts as a link between the European Commission, project promoters at national, regional and local level, and the young people themselves, and is a key contact point. The Agencies are responsible for disseminating general information about the Youth in action programme as well as encouraging and facilitating the establishment of partnerships. They are also responsible for the selection of projects according to the criteria set by the European Commission. They advise project promoters and organise different kinds of training activities. The National Agencies are the primary sources of information for the users of the Programme.

## SALTO RESOURCE CENTRES

A network of 8 Resource Centres working on European priority areas within the youth field. SALTO Resource Centres provide youth work and training resources, and organise training and contact-making activities to support organizations and National Agencies within the frame of the European Commission's Youth in Action Programme and beyond.

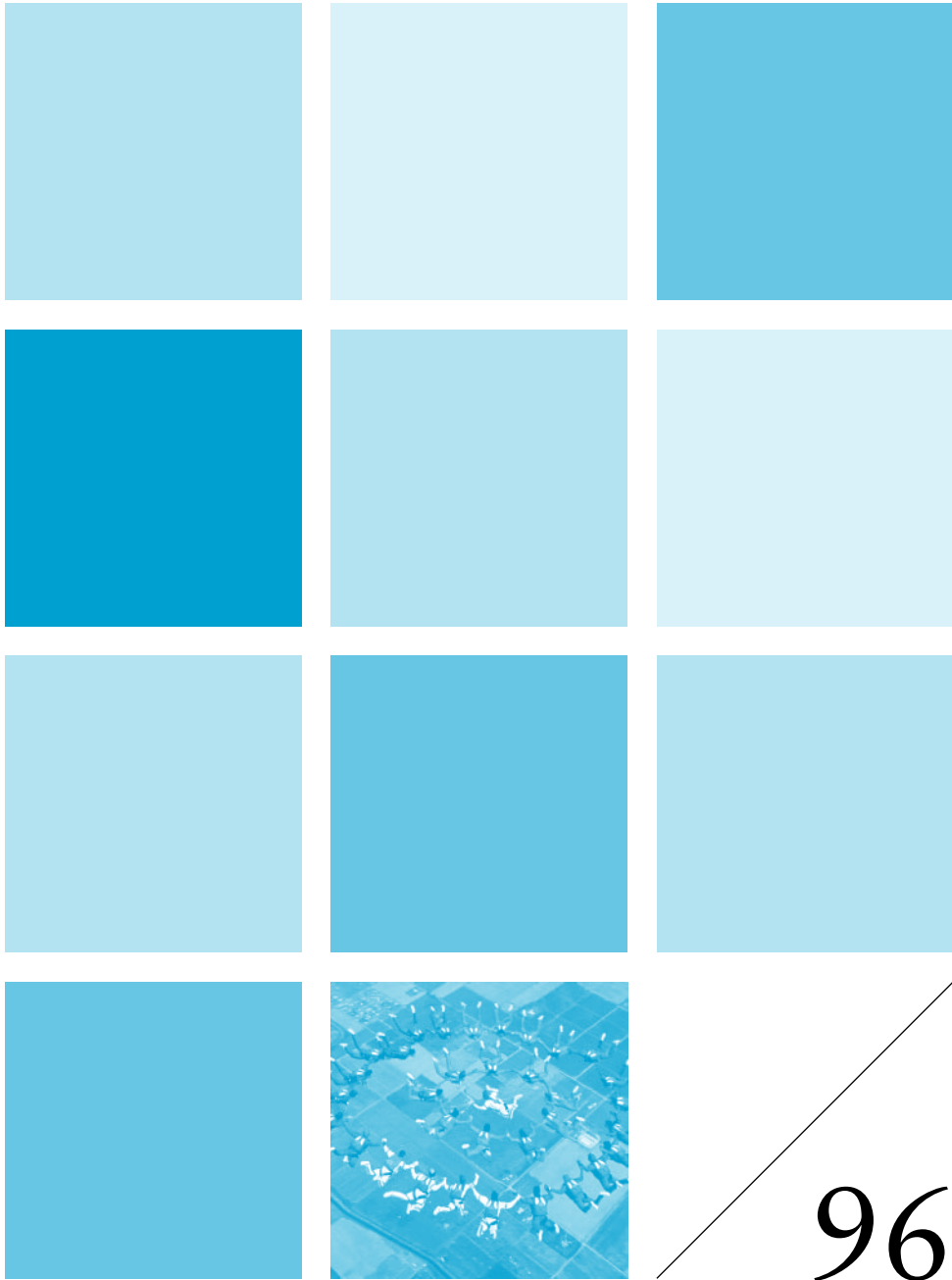
[www.salto-youth.net](http://www.salto-youth.net)  
[www.salto-youth.net/participation](http://www.salto-youth.net/participation)

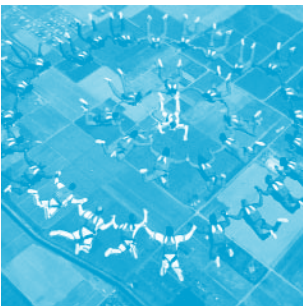
[www.salto-youth.net/participationpublications](http://www.salto-youth.net/participationpublications)

[www.salto-youth.net/rc/participation/partnerrequests/](http://www.salto-youth.net/rc/participation/partnerrequests/)

[www.renovation-the-film.eu](http://www.renovation-the-film.eu)  
[www.schnipsel.eu](http://www.schnipsel.eu)  
[www.nextdooreurope.eu](http://www.nextdooreurope.eu)  
[www.premarts.de](http://www.premarts.de)  
[www.festival-international-de-la-musique.de](http://www.festival-international-de-la-musique.de)

- Coaching Guide, Where is my Coach? and other useful publications
- Finding a partner with SALTO Participation
- Project examples





**WE  
WISH YOU  
A SUCCESSFUL  
CONNECTION !**