



Fundacja Rozwoju Systemu Edukacji

**EAST&WEST
INCLUDED**

SALTO-YOUTH
EASTERN EUROPE AND CAUCASUS
RESOURCE CENTRE



Education and Culture



East & West Included

Partnership Building Activity

12-18 May 2008, Gdańsk, Poland

Report

"East&West Included" Partnership Building Activity

12-18 May 2008, Gdańsk, Poland

Organised and financed by:

**Polish National Agency of the Youth in Action Programme
SALTO Eastern Europe and Caucasus (EECA) Resource Centre**

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Introduction, motivations, aim and objectives

Polish National Agency (NA) of the Youth in Action Programme together with SALTO Eastern Europe and Caucasus (EECA) Resource Centre decided to organise a Partnership Building Activity (PBA) on the topic of youth work with youngsters having disabilities already in 2007. The idea emerged from the rich experiences of Polish NA in running different kind of educational activities devoted to disability issues as well as increasing number of projects' applications that include more and more young people with disabilities. Even though SALTO EECA was always implementing its inclusion strategy for various events, it had little experience in the activities directly linked to the disabilities. Moreover the Resource Centre found the idea of the PBA very actual for the region. First of all, the issues of inclusion in Armenia, Azerbaijan, Belarus, Georgia, Moldova, Russia and Ukraine are still very underdeveloped and young people's attitude might be factor of a positive change, especially using the possibilities offered by the Youth in Action Programme. Secondly, for countries where human rights or European citizenship are politically sensitive topics, inclusion issues might be a good point for starting international cooperation.

The title for "East & West Included" was created to give brief understanding on the future PBA. Polish NA and SALTO EECA were strongly motivated to support organisations and youth workers in their efforts to create international projects with youngsters having disabilities, especially in context of cooperation between Programme Countries and Eastern Europe & Caucasus region. This approach should give additional value to the future projects within Youth in Action Programme. Therefore organisers had established following objectives for the event:

- to establish new contacts among organisations working with people with disabilities,
- to build partnerships for future activities,
- to exchange experiences in the field of work with young people with disabilities,
- to explore the opportunities of the YiA Programme for the international work with young people with disabilities,
- to learn about the realities of work with young people with disabilities in all participants' countries

To increase the value of the PBA, Polish NA and SALTO EECA decided to include Study Visit elements into the Programme. Even though the realities of work with young people with disabilities in Poland are far from ideal, we believe that insight into the local realities will help participants to understand each other reality better and to define the potential possibilities and obstacles in their future cooperation. Furthermore the organisers undertook afford to translate and publish the "No barriers, no borders – mixed ability projects" booklet prepared originally by another SALTO Resource Centre for Inclusion (www.salto-youth.net/inclusion). Both, English and Russian versions were delivered to participants of the PBA. Local, Polish language version was also developed. You may find all those versions in electronic form here: www.salto-youth.net/NoBarriers

"East&West Included" took place between 12th and 18th May 2008, in Gdańsk, northern Poland. Twenty two participants (and 2 support people) representing 13 countries of European Union and Eastern Europe & Caucasus took part in this Partnership Building Activity. The event was run by the experienced trainers: Timea Sofalvi from Hungary, Anna Yeghoyan from Armenia and Wojciech Szczepanik form Poland.

How it was...

"I was able to find out about the reality of working in other countries with young disabled people."

"There were many very interesting and professional persons, everybody was open. I received a lot of new information and useful contacts (including trainers!)."

"I found partners for future work."

"There was a lot of new information for me to take and to process. Also good to think about possible opportunities for the future."

"Yes, we have an idea for a project, I really hope we can realize it!!!"

"I am returning full of emotions and it was one of my best weeks. Thank you very much ☺"

What are these opinions about? These are comments about the Partnership Building Activity organised in Gdansk, 12-18 May 2008.

Thanks to SALTO EECA and the Polish National Agency of the Youth in Action Programme, PBA hosted 24 participants from Armenia, Azerbaijan, Belgium, Estonia, Finland, Georgia, Hungary, Latvia, Moldova, Poland, Russia, Ukraine and UK. The group was supported by 5 team members, 3 trainers from Armenia, Hungary and Poland, 2 representatives of the Polish NA and SALTO EECA.

All participants represented organisations and institutions working with people with different disabilities. Some of the participants were people with visual and physical disabilities themselves working as youth workers.

What could they do during the PBA? They could:

- get to know each others,
- share information and facts about reality of working with disabled people in their countries,
- take part in workshops organised by the local, Polish association working with mentally disabled people,
- create their own, common projects
- present sweets and drinks from their countries,
- spend nice time at the Baltic Sea ☺.

All sessions were based on knowledge of the participants. They were the experts, with the expertise coming from their profession, from their every day work, from their passions or from their own life.

Since the beginning, the participants were very much involved in the process, from the side of the group building as well as from the side of the context of the meeting. Good mixture of people from the West and from the East gave opportunity to compare and to look for common activities.

About the content of the PBA:



After getting to know each other there was a team-building game – participants had to build bridges together. We were talking about the disability issues and the topic of “inclusion” – “exclusion”. The participants could introduce their sending organisations by attractive advertisements. We also gave space to the participants to show their daily activities, movies and pictures about good practises. With the help of other game the participants could show the reality of work in their country and organisation. All the participants had a short study visit at a Polish NGO: in the workshops the daily life and activities of the mentally disabled youngsters were shown to us. After the visit, useful information and knowledge about the possibilities of Youth in Action programme and SALTO was shared with the participants through games.

These activities and games helped participants to choose future partners for cooperation, and then in small groups project ideas were born. As the results of the meeting, there are 4-5 projects established and developed. Some of them are on the smaller scales – job shadowing or bilateral youth exchanges. Some of them are of bigger scales – multilateral youth exchanges or study visit. It looks that enthusiasm, involvement and wish to discover new partners and new projects allow keeping the projects alive.



Recommendation for similar future programmes:

It would be useful to give more space to develop professional and personal skills and to show good practices. There is a need to do trainings about disability issues: present useful special methods and games that work with youngsters with different types of disabilities.

It would be also good to create a system to support these newly beginning processes: after the PBA it would be good to check how many project will be realized and if it is needed give support on mentor counselling.

Every day programme in details

Day 1 – May 12th, 2008 – the arrival day

Session	Time	Duration	Topic and Method	Outcome
Welcoming Name game	20:00 – 21:00	60 min	<p>Welcoming and introduction by the team</p> <p>Names in the circle</p> <p>Greetings in your national language</p> <p>Chain of hands</p> <p>Technical information</p>	<p>Short session for welcoming, getting to know each other and giving basic technical information about the meeting.</p>

Day 2 - May 13th, 2008

Session	Time	Duration	Topic and Method	Outcome
Official Intro	09.30-10.00	30 minutes	<p>Brief intro- who we are, why we are here.</p> <p>Short name game: go round with ball and say names, introduce yourself in one sentence</p> <p>Technical things to tell: time, schedule: breakfast - lunch - dinner, coffee breaks, Thursday visit, smokers, internet, attractions: night club, beach, other possibilities, vegetarians. About evening programs - social committee</p> <p>Workshop needs: who will do what, time, technicalities</p> <p>Reflection groups</p>	<p>Getting to know each other</p> <p>Warm up a little</p> <p>Be aware of technicalities See Annex 1 for the list of participants and Annex 2 for the programme of the PBA</p>
Expectations	10:00-10:30	30min	<p>We divide the participants in 4 groups of 6 and provide papers of 2 different colours. On the 3rd colour paper we had previously written the participants' expectations indicated in the applications and placed them on the floor.</p> <p>The task of participants was to answer the following 3 questions:</p> <ol style="list-style-type: none"> 1. What they expect to happen during the training (choosing the options given on the paper placed on the floor) and add new ones. 2. On the other colour of the paper write what they are ready to do for it (in other words their contribution to the training). 3. On the third colour of paper – what they would like to avoid during the training (same as often used "fears"). <p>Afterwards all the papers were put up on the wall and hang there for the whole duration of the training and referred back during the final evaluation.</p>	<p>The method chosen was effective in two ways: firstly it helped the participants recollect their initial motivation to participate in the project; secondly dealing with the task in the groups was useful for building team-spirit, overcoming the shyness to talk in front of the whole group, and expressing each participant's ideas and thoughts.</p> <p>The full list of expectations is given in Annex 3</p>

<p>Bridges of inclusion</p>	<p>10:30 -11.40</p>	<p>70 min</p>	<p>We divide the participants in 6 groups. There were two steps of the game. 1. step: Exclusion 2. step: Building a bridge After it: discussion about the experiences</p> <p>After the previous discussion we continue with the talk about disability topic. How can we match the experiences of the bridge game with our fantasies about the disability topic</p>	<p>This game is a simulation of how exclusion, inclusion and cooperation work. The image of building a bridge together symbolized the cooperation – we empowered the participants to get in touch with each other and build something together. See Annex 4</p>
<p>Disability topic &</p>	<p>12.00-12.30</p>	<p>30 min</p>	<p>Organizational presentation took the form of "Attractive Advertisements":</p> <ul style="list-style-type: none"> - Each participant was asked to prepare a poster of their organization during 40 minutes, using their imagination as opposed to printed materials, visual materials (photos, posters, etc), including the information required and given on the poster. The posters should also have the blank "interactive" part "the Forum" - left for questions + answers, suggestions, etc (The list of the questions to be answered is given in Annex 5). - Afterwards we hang the posters and each participant was given 2-3 minutes to present their organization. The presentations were split into two parts with a coffee break. <p>In the result the participants created 23 posters with the information that they could also verbally present to the others. Posters were also in the training room through the whole PBA.</p> <p>Although there was no time given for questions after the presentations, the posters had space for that, which was encouraged to be used and was well used before the point of "partnership building".</p> <p>The activity helped the participants get to know each other's organizations and its background, also served as a base for the partnership building phase.</p> <p>Regardless of the long duration of the activity, most participants mentioned it as very useful component for future project development.</p>	
<p>Presentations of organisations: Attractive advertising</p>	<p>15:00-18:00 (split with a coffee break)</p>	<p>40min + 75min</p>	<p>"Umbrella organizations":</p> <ul style="list-style-type: none"> - The participants were split into 5 groups, and were asked to invent a "common for all umbrella organization" in which they should split their roles according to the ones they have in their real organization, describe its activities and their role in these activities making its vivid – using clay. <p>Then each group briefly presented itself showing their "clay monuments" to the others.</p>	<p>During this activity the participants shared in the small groups about their role and tasks in the organization, which helped understand the compositing of the participants, also gave hints for future cooperation (e.g. to what extend the decision of the future project depends on the person, their role in the decision-making process).</p> <p>Later, presenting themselves as a whole team more of the "team-spirit".</p> <p>Some of the participants positively commented on the use of the sensory method.</p>
<p>Umbrella organizations</p>		<p>30min + 15min</p>		



Day 3 - May 14th, 2008

Session	Time	Duration	Topic and Method	Outcome
Workshops of organisations	9:30 - 13:00	20-30 minutes / organisation	Before the course we asked the participants to prepare for the workshops. During the first day we collected the needs and plans, then we organised the program.	The main goal of this PBA was to introduce these organisations to each other so they would be able to build connections and creating projects together. We decided to divide the possible activities in two main parts: workshop morning and movie evening. List of the activities in Annex 6 .
Organisation, country and reality...	15:00 – 18:30	210 min (including tee/coffee break)	<p>Individual work and preparation of a poster about my country and my organisation working on the field of disabilities: What is available for disabled people? Is there any law? What do politicians / authorities / people do? Do our organisations influence a 'disability' topic on local / national level?</p> <p>On the floor, virtual map of Europe with posters. Short summary from the participants.</p> <p>4 working groups: 'old' EU countries, 'new' EU countries, Caucasus Countries and Eastern Countries. Common work on differences and similarities about 'disability' topic in each country and region. Short scenes from each regional group.</p> <p>Plenary discussion to sum up and to present similarities and differences of each region of Europe.</p>	Participants reflected on their country and organisation reality of work in the field of disabled people. They could get to know about other countries and other regions. Posters about each country and lists of similarities and differences were prepared by the participants.

Day 4 - May 15th, 2008

Session	Time	Duration	Topic and Method	Outcome
Study visit to Gdansk	09:00 – 22:00	Whole day in Gdansk	<p>Visiting the one of the Polish organisation working with disabled people.</p> <p>Introduction of the organisation and its activities.</p> <p>4 working groups in different workshops (and places) about: kitchen, stained glass, manual work and gallery.</p> <p>Afternoon – exploring the city.</p>	<p>Participants could get to know reality of working of one of the Polish organisation. Each working group could join workshops run for and with disabled people.</p>

Day 5 - May 16th, 2008

Session	Time	Duration	Topic and Method	Outcome
Reflection on the Study-visit	9:30 – 10:00	15min + 15min	<p>For the reflection upon the study visit the participants were asked to go back into the same 4 working groups in which they visited different workshops (kitchen, stained glass, manual work and gallery).</p> <p>The participants were given 15 minutes to present a "piece of art" which showed best their emotions and impressions of the study-visit.</p> <p>Afterwards each group presented the result of their work with short comments.</p>	<p>The four groups had very different "works":</p> <ul style="list-style-type: none"> - A mirror (similar to the ones made by the participants of the manual workshop) in which each of the visitors "showed" their impressions; - A Polish "Pierogi" staffed with the impressions of the kitchen workshop visitors; - A finger-painted drawing of the visitors of the gallery; - The participants of the Stained glass workshop shared their emotions using various drawing techniques, including a painted mosaic, just like the one they had made in the workshop. <p>The only group that seemed to be not fully satisfied with the study visit was the kitchen workshop, partly because the other participants had the chance to see their workshop and even taste the result of their work, whereas they could not visit other workshops.</p>

Exploring opportunities of Youth in Action Programme I	10:00 – 13:30 (split with a coffee break)	60min	<p>Travelling in the labyrinth of "Youth in Action":</p> <ul style="list-style-type: none"> - The participants were split into 5 groups to "compete with each other" in a quiz on the programme. - The 3 "station of the competition" dealt with <ol style="list-style-type: none"> 1. General information (explored in a way of intellectual game mixed with a roulette); 2. Action 2: EVS (questions were hidden in balloons hanging on the tree); 3. Action 3.1 Both Youth Exchanges and Training and Networking programmes (through a dice game to decide the envelope with a question). (See Annex 7 for the questions) - Participants were given points for right answers or giving additional information. 	<p>The out-door game gave the participant an opportunity not only get the information about the programme but also for the ones already experienced in Youth in Action it was a chance to share it with the others.</p> <p>The representative of the Polish NA of Youth in Action Programme added to the information / answered the questions where needed.</p> <p>The actions of the YiA programme upon which the game was built were selected to fit the interest of the group (the ones dealing with the cooperation with the partner countries).</p> <p>The information gained, was also looked through during the presentation that followed the game.</p> <p>The winners of the game, as well as the other participants got "Programme Guides" as presents.</p>
		60min	<p>Who is who in Youth in Action:</p> <ol style="list-style-type: none"> 1. Power-point presentation of the Youth in Action Programme. 2. Presentation of the structure of the Youth in Action Programme and the funding, and web-resources. 3. Short power-point presentation of the SALTO EECA Resource Centre and its services. <p>(Presentations of Youth in Action Programme and SALTO EECA: Annexes 8 and 9)</p>	<p>The general overview of the Youth in Action Programme was provided, with special focus on general rules, Actions 2 and 3.1, application process and timeline, as well as financial conditions.</p> <p>The second part dealt with role of the European commission, Executive Agency, National Agencies of the Programme, Euro-Desk Networks, SALTO Resource Centres and other sources (also on-line and) which support the Programme.</p> <p>Taking into account the specifics of the participants (from EECA countries) and the fact of SALTO EECA co-organizing the PBA, a thorough presentation of the Resource Centre was done as well.</p> <p>The presentations were flavoured with the comments of the participants based on their personal experiences, and were followed by question-answer session.</p> <p>As in the following session the participants were invited to develop concrete ideas for cooperation with the special focus on the opportunities of Youth in Action Programme, the information was rather useful for the future steps of the PBA and in general was highly appreciated by the participants.</p>

Building partnership 1	15.00– 18:00	210 min (including tee/coffee break)	<p>First we went back to the comments of their attractive advertisement posters. We were reading the comments, and some of them answered the questions they had got on the posters. Then division into the project working groups. We identified the open and close groups in different colours, then gave them information and tasks how to start working together. On a prepared poster we gave them the main topics to the discuss:</p> <ul style="list-style-type: none"> • Topic main activities: EVS, youth exchange... • Objectives • Resources we need, we have, we miss • Generally details of the projects 	<p>The game of sending "sms" to each other helped a lot to express their connection points and make their expectations clear. Then they divided themselves into groups. Seven project plans were born. There were some people who couldn't connect to the others – maybe because of lack of ideas or experiences, or just couldn't decide.</p>
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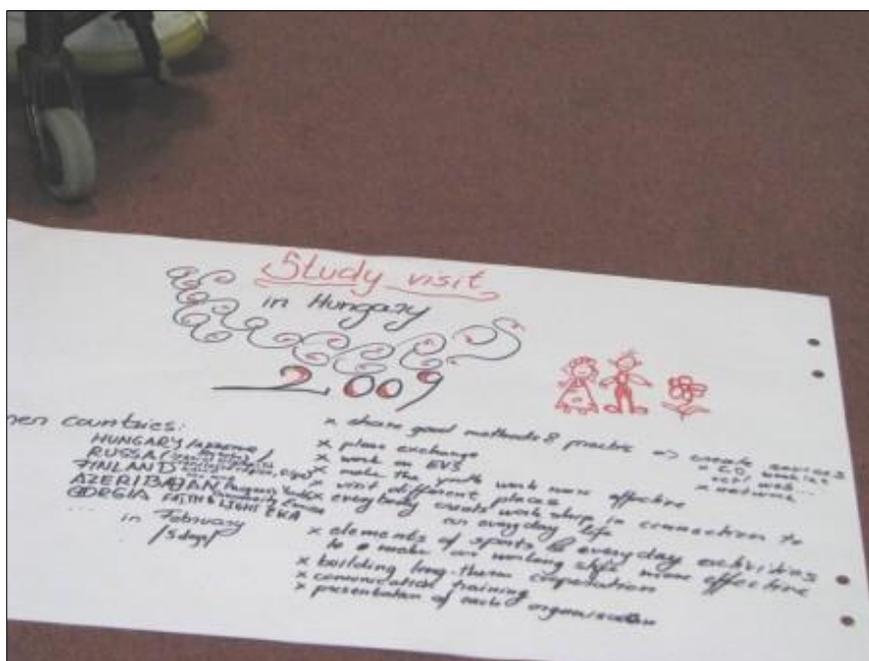


Day 6 - May 17th, 2008

Session	Time	Duration	Topic and Method	Outcome
Building partnership 2	09.30– 12.00	150 min	<p>Next morning we continue the process with the following topics:</p> <ul style="list-style-type: none"> • When the project will be • Who will be the participants, • How long will it long, • How many participants we want. • Working language, etc. 	<p>While the groups were working, the trainers and the representative of NA were walking group by group and support the groups to be more effective, help them to clear the doubts and questions. If they asked a question that was important and may be useful to the other groups too, we discussed it together when they presented their process to the others.</p>

	12:00-13:00	60 min	<p>And what if...? Discussion of the controversial topics / situation that may affect the partnership.</p> <ul style="list-style-type: none"> The participants were asked to come out of the building where on two trees hang the signs "YES" and "NO" with space for all the participants in the middle. The participants were asked closed questions (supposing "Yes/I would agree" or "No/I wouldn't agree" answers) dealing with rather controversial situations. By taking the certain position on the field, they had to show their viewpoint, justify it with supporting examples and/or even try to persuade the others and find some consensus, suggest two-way beneficial solutions. <p>(The list of questions: Annex 10)</p>	<p>The exercise showed the possible obstacles in the cooperation, which the participants could take into count while planning their future cooperation.</p> <p>Participants who were more experienced in YiA Programme had few examples dealing with the suggested situations, which were a valuable learning experience for the other and "food for thought".</p> <p>Since the questions mainly dealt with communication and finances (which are psychologically more difficult to talk about), the participants felt more comfortable to talk about such issues openly thereafter.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Additional information session for a specially formed group of participants</p>	11.00-12:00	60min	<p>The participants of the session were 5-6 participants from EECA countries only.</p> <p>They were provided with information about the Council of Europe's "European Youth Foundation" especially focused on the possibility to organize local pilot projects.</p> <p>A list of other funding sources was also given this small group to encourage the development of their project ideas not necessarily within Youth in Action Programme.</p> <p>(the information provided is added to the report in Annexes 11 and 12)</p>	<p>This session was specifically designed during the PBA itself to provide information and involve into the project- development phase those participants who found challenging / were not ready for the international cooperation at the given point of time in the given group.</p> <p>The participants were rather happy to have additional information, and felt more involved and confident about their participation in the PBA.</p> <p>The other participants were also provided the whole information, in the electronic form.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plan of Actions</p>	15:00 – 16:00	60 min.	<p>Working in the project groups on following topics:</p> <ul style="list-style-type: none"> What should we do, Who do what, with whom, When will be the different to-do-s, deadline Concept the of how to work together in future specify what they don't have as many details as possible call for the others, application, etc. <p>Whole group general remarks on working in the project groups.</p>	<p>As the last stage, groups working on their own projects, prepared plan of action, what to do after the PBA meeting.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Evaluation and closing</p>	<p>16:30 – 18:30</p>	<p>120 min.</p>	<p>Evaluation done in different steps:</p> <ul style="list-style-type: none"> • people reflection groups: back to expectations • shouting evaluation step by step: ma-zinga • last circle - one sentence • written evaluation <p>Distribution of gadgets and closing of the meeting.</p>	<p>Participants and the leading team evaluated and summed up the meeting.</p> <p>Annexes 13-16 vividly show the results of evaluation.</p>
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Annex 1 - List of participants

First name	Last name	Country	Organisation
Marta	Darbinyan	Armenia	Skarp NGO
Samvel	Rostomyan	Armenia	Armenian Camp: Language and Sailing School NGO
Esmira	Ismayilova	Azerbaijan	Progress Youth Community
Loredana-Mirela	Dicsi	Belgium	Visually Impaireds Educational World Support VIEWS
Piret	Kaminskas	Estonia	Kallemäe School's branch in Kuressaare
Jutta	Kivimäki	Finland	Finnish Federation of Visually Impaired
Kalle	Jokinen	Finland	Youth Co-operation the Web
Ekaterine	Gachechiladze	Georgia	Faith and Light
Tamar	Charelishvili	Georgia	Georgian Association for Psychosocial Aid Ndobá
Eross	Rebeka	Hungary	Addetur Foundation
Krisztina	Dóra	Hungary	Student Service Association - Ability Park
Sendor	Sarkadi	Hungary	Support person / Student Service Association - Ability Park
Vlada	Hmelevska	Latvia	Latvian Blind Youth Union under the Society of the Blind
Stefan	Oprea	Moldova	Moldova Blind Union
Diana	Ananyan	Poland	DOMIN Foundation
Sophie	Teske	Poland	Fundacja "Wiatrak" (Windmill Foundation)
Inessa	Polutina	Russian Fed.	Non-For-Profit-School Center
Olga	Boyko	Russian Fed.	Special Olympics Russia, Sverdlovsk regional organization, director
Sergey	Rumiancev	Russian Fed.	Kaliningrad department of Russian Association of young disabled people "Apparel"
Liudmyla	Samsoniuk	Ukraine	Charity Organization for People with Mental Disabilities "Djerela"
Olga	Pecherytsia	Ukraine	The union of parents of children-disabilities
Oleksandra	Lynovitska	Ukraine	Support person / Welfare Fund "VAM"
Stephen	Davies	United Kingdom	Stockport MBC Services for Young People
Susan	Rodger	United Kingdom	PLUS
Anna	Yeghoyan	Armenia	Trainer - Youth For Peace and Development
Timi	Sófalvi	Hungary	Trainer - Csoport-téka Association
Wojtek	Szczepanik	Poland	Trainer - Freelancer
Karolina	Suchecka	Poland	Organiser - Polish National Agency of Youth in Action Programme
Tomasz	Szopa	Poland	Organiser - SALTO EECA

Annex 2 - Programme

Time/date	12.05	13.05	14.05.	15.05	16.05.	17.05
8.00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9.30		<p>Opening</p> <p>Inclusion & disability group building</p> <p>„Exclusion – building the bridge?“</p>	<p>Workshops of organisations (workshops run by participants)</p>	<p>Study visit to the organization and workshops related to the work with youngsters with disabilities</p>	<p>Reflection on the study visit day</p> <p>Exploring opportunities of Youth in Action Programme</p> <p>SALTO EECA Support</p>	<p>Building partnerships II</p>
13.00		Lunch	Lunch	Lunch	Lunch	Lunch
14.30		<p>Presentations of organisations: - Attractive advertising, - Umbrella organizations</p>	<p>Country & organisation work reality</p>	<p>Study visit to the organization and workshops related to the work with youngsters with disabilities</p>	<p>Building partnerships I</p> <p>Exploring obstacles in cooperation</p>	<p>Evaluation</p>
	<p>Welcoming Name game Virtual map of Europe</p>	Reflection groups	Reflection groups		Reflection groups	
19.00	Dinner	Dinner	Dinner		Dinner	Dinner
	Evening integration	<p>Intercultural evening (bring your cold drinks and food)</p>	<p>Video evening (bring your visual materials)</p>	Dinner out	<p>Video evening (bring your visual materials)</p>	Farewell party

Annex 3 - Expectations

- To build network with other organizations
- To improve our activities
- To improve skills to write successful applications
- A need of practical information
- More knowledge about finances
- To meet new people
- To build partnership for future cooperation
- New working methods
- Contact for youth exchange (next year)
- Exchange of good practice
- To exchange experience
- Possible activities with YiA
- To enhance skills in area of public awareness on Human Rights
- To meet other organizations
- Contacts for EVS exchange
- To better understand the methods and tools of cooperation with neighbouring partner countries
- To improve my work with disabled people
- To improve English (written and spoken)
- Nice talking

Annex 4 – Inclusion-exclusion game

Bridges of inclusion – game – Disability issues

This game is a simulation of how exclusion, inclusion and cooperation work.

Exclusion works in two directions: "if you exclude me, I don't want to join you".

This simulation can help to discuss the nature of exclusion, the methods of cooperation and how to change. The game can raise strong emotions from the participant so we have to take care about each other.

Number of participants: 24 – 6 equal groups.

Need: 6 prepared bags contain different sources in each pairs.

We divided participants in 6 groups.

There were two steps of the game.

1. Step: Exclusion

- Every group had to discuss a method: how to exclude one person from the group.
- Two groups chose a method by luck: the shortest stick, other chose methods based rhymed count on poems, "how long are you in youth work", etc.
- The participants were asked to use the chosen methods, and exclude somebody. 6 people were excluded.
- The excluded participants had to stand in a separated place in the centre of the room.
- It was said, that a ten minutes break was needed. The excluded persons had to stay at the common place. It was prohibited for the participants to communicate with their groups, but there was no information about the consequences if the participants would break this rule.
- After the break, the prepared bags were shared. Nobody tried to break the rule of „no communication” during the break. It was interesting to watch what happened. The excluded people started to play and sing together, and somehow it seemed that the others are excluded not the people into the central circle. The excluded participants had fun and the others didn't know what to do with this situation, they were embarrassed. It is necessary to tell the soft version of this game was chosen: in the hard version the excluded people are in separated places which are emotionally more burdened for the participants.
- After break the excluded persons were asked to join their group again and the prepared bags with different sources.

2. Step: Building a bridge

- After that the groups were told that the excluded people would be really important in the following part: they would be "messengers".
- 3 pairs of groups were created: the blue, the green and the red one. Their task was to plan and build a bridge. Three bridges were built, all the pairs worked together. But: a member of the pair groups did only the half of the bridge and the other member did the other part. The groups were working in different places, couldn't see each other. The evaluation of the results was according to three main aspects: the strongest, the longest and the most beautiful one were wanted.
- In the next 45 minutes the groups were working separately and had to create their half-bridge, only the 2-2-2 messengers could meet two times, in every 15th minutes, for a two minute-period. When the 6 groups started to work, 3 observers watched their work and the process: how the groups started to plan, how the roles were chosen, what the strategies were.
- In every 15th minute the messengers were taken to a neutral place from where with the other participants couldn't see each other. The messengers could talk in pairs for 2 minutes, the observers were watching the process, but couldn't help the messengers.

- In the 45th minute the groups were given 5 minutes to take their half-parts of the bridges, and put them together.
- Then evaluation of the results was discussed: a small car had to cross the bridges.

Main questions to the discussion after the simulation game were the following:

About the 1. Step:

How did it feel being excluded?

How did it feel to exclude somebody?

Did you try to keep in touch with the excluded members in spite of the prohibition?

Why not?

It seemed that most of the participants had experiences being excluded somehow. It was a hard feeling to do it as well as suffering from it. The excluded said that to be excluded it was just a short time in a small place– if it would be longer, it would be harder. The participants who excluded the others were talking about their feelings when they could see the other felt so good and didn't want to join back.

About the 2. Step:

How did it feel to convert the excluded positions into a very important and powerful messenger position? Here we were talking about responsibility.



How did you start to plan the common work? Some groups said that there were no conceptions, just start "in medias res". Here we could talk about the importance of preliminary steps – and later we could use this experience in the project planning and managing part of the PBA.

How did you share the roles? It could be important to be more conscious when sharing roles in cooperation with partners who you don't know in fact.

How was the decision-making process? Was it based on consensus or one member told the others what to do?

Could you co-operate with each other? It seemed that in spite of the language problem (English – Russian) and the lack of knowing each other they could find solutions.

Was everybody involved in the solution? There were groups where for the participants it was hard to involve the disabled participants into the process. Some of them even haven't tried it.

How did it feel the responsibility of being a messenger? For some people it can be embarrassing to accept responsibility for representing other people's need, expectations and opinion. If the roles are shared in a balanced way and there was a consensus it would be easier.

Could messenger transform the messages? The main question is that what kinds of abilities are needed to do this job? First of all good communication skills, support from the background: to prepare the messenger for what to do and say. It looks like a preparatory meeting: it is important to be effective, to be concrete not general because of the short time, to remember the results of the discussion and to be able to transform to the rest of the group.

Was there any strategy how to use your two minutes? Have you got a question-list or something? Some of the groups collected the questions that should be discussed and decide how to continue, some of them not.

How did it feel being a member of the team who had to trust in the messenger's ability? Sometimes it is not easy. Clear tasks and responsibilities can help.

Have you noticed whether the sources in the bags were not divided equally? It was also interesting: most of the groups realised very soon, that the sources are different and started to use this fact as an advantage, but some of the groups just complained about it („It's not fair..."). It is a simulation of reality, and hardly ever happened that all the sources are equally shared.

When you meet the other part of your bridge, were there any surprises? We could see some surprised faces...

How could you connect to the other group? Most of the time a member of the group started to do everything and some of the participants helped him/her.

Are you satisfied with the result? Most of the participants said yes ☺

About the three main aspects: the strongest, the longest and the most beautiful one. It is impossible to fulfil both. You should choose one or two main purpose. Boys said, they wanted to build the longest bridge, girls said the most beautiful one (girls decorated it with flowers).

The observers also shared their experiences and gave feed-backs to the groups.

At the end of this discussion we were talking just a little about the disability topic because of the time element. The main questions were:

- what was similar in disability issues and this simulation games - and they answered: the way of exclusion – inclusion (two directions).
- what was similar to create common projects together with other partners. Later in the project management part we went in a deeper discussion about it: the importance of sharing roles, tasks, responsibilities, deadlines and time elements.

The image of building a bridge together symbolized the cooperation – we empowered the participants to get in touch with each other and build something together.

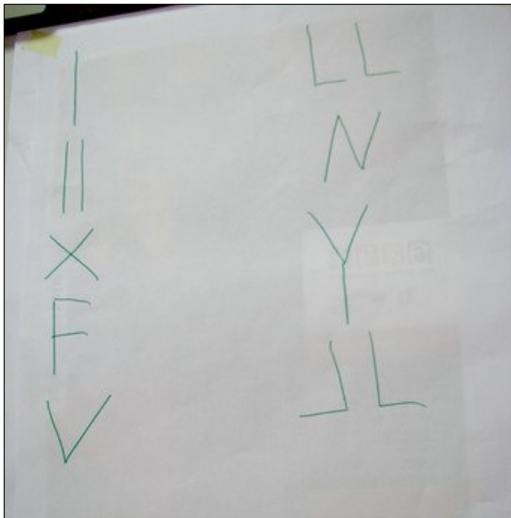
Annex 5 – Questions to “Attractive Advertisements”

Brief info:

- Name of organisation,
- Mission / aims / objectives of the organization
- Type of project / activities
- Target group (s)
- Number of the staff / volunteers / members
- Contact information

The Forum:

(space for the questions / comments of the other participants and for the feed-back)

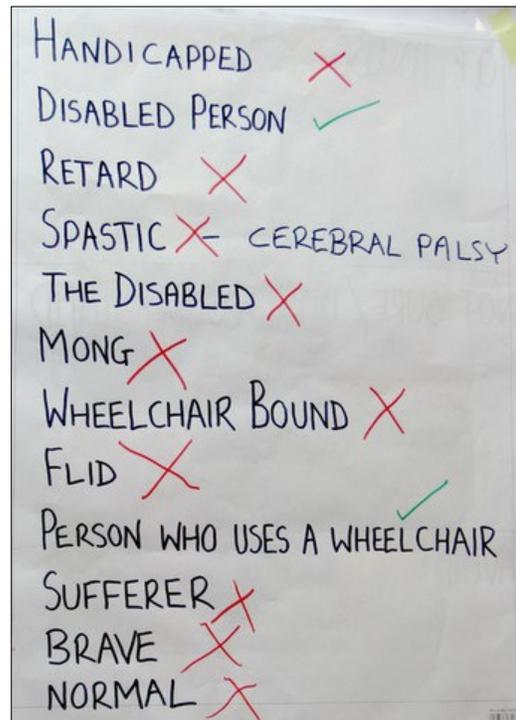


participants. So before the PBA we kindly asked the participants via e-mails to prepare for an interactive workshop where they can show some of the good practises, daily activities with the help of games, etc.

Some of the participants didn't prepare for these workshops (they didn't get the email, there was not enough time to prepare) and some of the participants brought only movies, pictures or power-points to project. So we collected the plans and needs at the very beginning of the PBA, and then we decided to divide the possible activities in two main parts: workshop morning and movie evening.

Annex 6 – Workshops of the participants

The main goal of this PBA was to introduce these organisations to each other so they would be able to build connections and creating projects together. It was clear that we needed a part, where we give space to the participants to introduce themselves. We decided to avoid somehow the long, boring and sometimes not so informative presentations, and go deeper to the daily activities of the



Here is the list of the activities the participants provided in the morning workshops:

Name	Country	Type of activity
Steve	UK	Game: correct words for disability in English? (see photo above)
Inessa	Russia	Games: emergency signs (see photo above)
Krisztina, Szasa	Hungary	Games of Ability Park: teaching sign language, blind table game: crosses
Liuda	Ukraine	Games: - counting numbers - dreams last night
Oleksandra	Ukraine	Game: telling secrets
Olga	Russia	Simulation game of special Olympic games: long jumping
Sergey	Russia	Sharing posters, newspapers
Sophie	Germany – Poland	game: energizer
Susan	UK	Games: poems of words
Vlada	Latvia	Games: things in a bag, 5 people run in a circle, take things from the bag
Lori	Romania – Belgium	Blind and sensory games: walking blindfolded, find and identify things in a bag
Esmira	Azerbaijan	Games: knot
Dina	Armenia –Poland	Sharing booklets

Problems with this part: the participant couldn't plan the time they needed correctly. For 22 participants NGO a half day part for this activity is not enough. Some of the games were interesting, and helped us to imagine what is happening in real daily work, and some of them were good games but not enough helpful to understand the profile of the organisations.

In two evenings we decided to create a movie night.

First night lots of movies were projected. Main topics:

- Camps and free time activities of some NGO's, like Armenian Camp or British cave climbing trip with mentally disabled youngsters.
- International youth exchanges, like the Hungarian project with mentally and physically disabled people
- EVS projects, like a blind young girls story, who was an Italian EVS volunteer in Brussels
- Stories about disabled youngsters and families who took care of disabled children, like the Scottish parent support movie, or the Finnish movie about a wheelchair user boy, or the Estonian movie about a special school for mentally disabled youth.
- Pictures of international projects like the blind youth program in Finland, or the Ukraine, and Armenian sport programmes.

Second night some more power point and pictures were projected. There were short movies about the Ability Park, some cultural pictures of Georgia, and more.

Annex 7 - List of questions for the Labyrinth of "Youth in Action" game

Station 1: General information

1. Which European body is the initiator of Youth in Action Programme and is providing funding for it?
2. What are the 4 priorities of Youth in Action Programme?
3. What is the difference between Programme and Partner countries of Youth in Action Programme?
4. What does the abbreviation EECA stand for, and which are EECA countries?
5. What types of activities are eligible for funding in the framework of Youth in Action Programme in cooperation with Partner countries?

Station 2: Action 2 - EVS

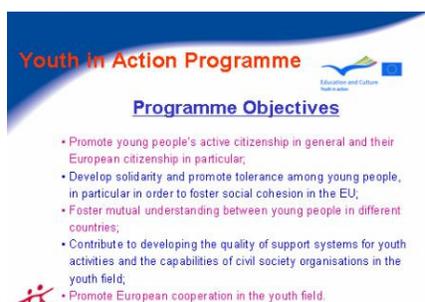
1. People of what age can take part in EVS projects?
2. How many persons can take part in one EVS project?
3. How long can an EVS project last (the service)?
4. What are the main actors in EVS?
5. Should EVS volunteer get any kind of education during their project and if yes, what kind?

Station 3: Action 3.1 – Cooperation with neighbouring partner countries of the EU

1. How many organizations can be involved in a youth exchange and how long can a YE last?
2. How many persons can take part in a youth exchange and people of what age can take part in a YE?
3. What are the possible activities to be organized in the framework of training and networking projects?
4. How many organizations should be involved in training and networking projects and who can be the participants of training and networking projects?
5. What types of balance should be maintained in youth exchanges and training and networking projects?



Annex 8 – Presentation of the YiA



European Voluntary Service (EVS) – action 2



Aims:

- (EVS) supports transnational voluntary service of young people.
- It aspires to develop solidarity and promote tolerance among young people.
- It promotes active citizenship and enhances mutual understanding among young people.



European Voluntary Service (EVS) – action 2



Objectives shall notably be achieved by:

- supporting young people's participation in various forms of voluntary activities, both within and outside the European Union,
- giving young people the opportunity to express their personal commitment through voluntary activities at European and international level;
- involving young volunteers in a non-profit-making unpaid activity for the benefit of the general public in a country other than his or her country of residence.



European Voluntary Service (EVS) – action 2



Project structure:

1. 1 to 100 volunteers involved in the project.
2. One or more organizations that SEND volunteer abroad.
3. One or more organizations that HOST volunteer in their country.
4. One organization / coordinator, any organization (can be one of the sending or hosting organizations) that coordinates project, communication, finances etc.



European Voluntary Service (EVS) – action 2



Who can participate?

- Young people between 18 and 30 years old, regardless of their background, legally residing in a Programme Country or in a Partner Country.
- In EVS projects, that involves youngsters with fewer opportunities, in special cases, there might be young people of 16 to 18 years included.
- The number of volunteers from Partner Countries, cannot exceed the number of volunteers from Programme Countries in the same project.
- Volunteers recruitment must be open for all and transparent.



European Voluntary Service (EVS) – action 2



Project Duration

- The duration of an EVS project must not exceed 24 months, including preparation and evaluation/follow-up.
- The EVS activity abroad should have a minimum duration of 2 months and a maximum overall duration of 12 months (excluding preparation and evaluation).
- In the case of inclusion activities with young volunteers with fewer opportunities or for group EVS activities, if duly justified, a minimum duration of two weeks is allowed.
- Trainings (pre-departure, on-arrival, mid-term) as well as final evaluation must be organized for all volunteers.



What EVS is not !



- occasional, unstructured, part-time volunteering.
- an internship in an enterprise.
- a paid job and must not substitute paid jobs.
- a recreation or tourist activity.
- a language course.
- exploitation of cheap work force.
- a period of study or vocational training abroad.
- simply a funding scheme, but a quality model of transnational voluntary service.



EVS Partnership



- For volunteer – long time learning
- For local community – intercultural experience
- For sending organization – new contacts and future benefits
- For hosting organization – new experience and help in their activities



Youth Exchanges action 3.1



- 16-60 participants, aged from 13 till 25, not including group leaders.
- Few participants can be older, but not more than 30 years old.
- Project duration, including preparation, realization, evaluation, dissemination and valorisation of results can't be longer than 15 months.
- Activity duration is 6 to 21 days, without travel.



Youth Exchanges - action 3.1



Project structure:

- Project may involve 2 groups of young people (bilateral exchange) or more (trilateral or multilateral exchange).
- There must be at least 1 organization from European Union involved.
- One or more organizations from Partner Countries involved.
- Geographical, gender and number of participants balance must be kept.
- Cooperation between partners must be clearly visible.



Note! Bilateral and trilateral Exchanges are intended for those partner groups which have not organised Youth Exchanges before.

Youth Exchanges - action 3.1



Priority will be assigned to projects targeting the following thematic subjects:

- strengthening of civil society, citizenship and democracy;
- fight against racism and xenophobia;
- inter-ethnic and inter-religious dialogue;
- post-conflict resolution and reconstruction;
- active role of women in society;
- minority rights;
- regional cooperation;
- heritage and environmental protection.



Trainings and Networking

action 3.1

Cooperation and partnerships, training measures and exchange of good practice are the key terms for the development of youth organisations, civil society and those involved in youth work.

Aims:

- 1 – Promoting exchanges, cooperation and training in European youth work
- 2 – Supporting development of projects under the Youth in Action Programme





How to apply?

- One of the organizations located in **Programme Country** is responsible for applying in the name of all partners to its National Agency.
- This organization is therefore responsible for financial issues as well as essential reporting.
- If project is accepted, applicant organization sign a contract with the National Agency and receive the money, which is transferred to the partners in a previously agreed sums.
- All project partners must be actively involved in the project preparation, realization and evaluation as well as financial distribution of the grant – this must be especially **TRANSPARENT**.




Trainings and Networking

action 3.1

Available activities:

- Job Shadowing (Practical learning experience)
- Feasibility Visit
- Evaluation Meeting
- Study Visit
- Partnership-Building Activity
- Seminar
- Training Course
- Networking




How to apply?

Application forms can be received:

- In Internet: eacea.ec.europa.eu/static/en/youth
- From the National Agencies of the Youth in Action Programme
- From the SALTO EECA Resource Centre

Applying deadlines:

**1 February, 1 April, 1 June,
1 September, 1 November**




Trainings and Networking

action 3.1

Who can participate?

- youth workers
- trainers
- mentors
- youth groups
- project coordinators
- youth leaders
- other actors, involved or interested in non-formal learning




More info?

- European Commission
http://ec.europa.eu/youth/yia/index_en.html
- Education, Audiovisual & Culture Executive Agency
<http://eacea.ec.europa.eu/static/en/youth>
- SALTO Eastern Europe and Caucasus Resource Centre
www.salto-youth.net/eeca
www.salto-eeca.eu




Trainings and Networking

action 3.1

Activities must:

- Be multilateral (at least 4 partners), only Job Shadowing and Feasibility visits can be bilateral, Networking must include at least 6 partners,
- Involve at least 2 partners from Programme Countries, where at least one should be from EU,
- Involve at least 2 organizations from the neighbouring partner countries,
- Take into consideration geographical, gender and number of participants balance.




Financial conditions within Youth in Action Programme

- Projects should be co-financed (from other sources or supported in-kind).
- Most of a grant is calculated on the basis of lump sums (accommodation, lodging, realization) as well as real expenditures (70% of travel costs, visa costs etc.)
- Projects realized in EECA countries have common financial rates, for activities in Programme Countries each country has own regulations.




Annex 9 – Presentation of the SALTO EECA

SALTO-YOUTH
EASTERN EUROPE AND CAUCASUS
RESOURCE CENTRE

SALTO EECA
RESOURCE CENTRE

Support for Advanced Learning and Training Opportunities
in and with Eastern Europe and Caucasus

BASIC INFORMATION

SALTO-YOUTH
EASTERN EUROPE AND CAUCASUS
RESOURCE CENTRE

SALTO EECA Background

- The SALTO Eastern Europe and Caucasus Resource Centre (SALTO EECA) was created on the basis of the European Commission's decision in **October 1st, 2003**, within the Polish National Agency of the YOUTH Programme
- From the beginning of 2004, SALTO EECA is concentrated on raising visibility and awareness of YOUTH (in Action) Programme opportunities in Eastern Europe and Caucasus countries as well as promoting cooperation with the EECA region

SALTO-YOUTH
EASTERN EUROPE AND CAUCASUS
RESOURCE CENTRE

Aims and objectives

- To promote the Youth in Action Programme as an unique opportunity for cooperation between young people and youth organisations from EECA and Programme countries
- To give support to NAs and youth organisations in the area of: developing contacts, partnerships and expertise in cooperation with the EECA region
- To improve quality of international youth projects within YIA Programme with the EECA Countries
- To support NAs by contributing to the events organised by NAs, aimed at cooperation with the EECA region

SALTO-YOUTH
EASTERN EUROPE AND CAUCASUS
RESOURCE CENTRE

Eligible countries

- Eastern European and Caucasian countries:
 - Armenia
 - Azerbaijan
 - Belarus
 - Georgia
 - Moldova
 - Russia
 - Ukraine
- All 31 Programme countries
- SEE and EuroMed countries



SALTO-YOUTH
EASTERN EUROPE AND CAUCASUS
RESOURCE CENTRE

SALTO EECA Target Group

- Direct support to
 - Project managers
 - Youth organisations
 - Volunteers
 - Youth trainers
- Support for National Agencies of the Youth in Action Programme

SALTO-YOUTH
EASTERN EUROPE AND CAUCASUS
RESOURCE CENTRE

Main Activities

1. INFORMATION and PROMOTION ACTIVITIES
2. DEVELOPMENT ACTIVITIES
3. TRAINING SUPPORT
4. ASSISTANCE to NATIONAL AGENCIES

SALTO-YOUTH
EASTERN EUROPE AND CAUCASUS
RESOURCE CENTRE

EECA Multipliers Network

The network of SALTO EECA Multipliers was created in 2004 in order to support the development of the YOUTH (in Action) Programme in the Region as well as to increase its visibility and quality of projects realised in Eastern European and Caucasian Countries.

Nowadays the restructured Network gathers **30 youth workers from all 7 EECA countries**.

Find more here: www.salto-youth.net/eecamultipliers

SALTO-YOUTH
EASTERN EUROPE AND CAUCASUS
RESOURCE CENTRE

EECA EVS Trainers

SALTO EECA Resource Centre decided to support EECA organisations in EVS trainings cycle and provide the necessary knowledge, skills and attitudes to those trainers who might be able to conduct the EVS trainings on a professional level.

The group of **20 EVS Trainers** is already working in all EECA countries and organising first common/joint trainings for volunteers in the region.

If you like to learn more, contact us by e-mail.

SALTO-YOUTH
EASTERN EUROPE AND CAUCASUS
RESOURCE CENTRE

Developmental and training support

SALTO EECA regularly organise:

- Information workshops
- Study Visits to EECA countries
- Contact Making Seminars and Partnership Building Activities
- Seminars and round tables for youth policy makers and researchers
- Training courses for youth workers

  **How to find us?**

✓ **SALTO EECA Resource Centre**
Ul. Mokotowska 43
00-551 Warszawa
phones: +48 22 621 62 67, 622 37 06

Web page: <http://www.salto-youth.net/eeca>
<https://www.salto-eeeca.eu>
E-mail: eeeca@salto-youth.net

THANK YOU

Please do not hesitate to share with us your proposals, comments and queries.

SALTO EECA Team

Annex 10 - List of controversial questions / situations

1. Your partner which is the hosting organization of the Training Course you are implementing together and for which you are the applicant, asks you to transfer the money for the project to their president's personal bank account. Would you agree? (added features: tax losses, legislation, etc.)
2. Your partner, which is hosing organization of the EVS volunteers in a project in which you are the applicant, asks you to transfer the money for the project to the volunteers' personal accounts. Would you agree? (additional features: tax losses, bank transfer high fees, legislation, etc.)
3. Your partner, the applicant, without consulting with you and the other partners of the youth Exchange decides to use the money entitled for the group preparation costs for the activity itself. Would you agree?
4. Your partner does not answer your e-mail with "Urgent" request within two weeks. You are in the process of planning the project which is already approved. Would you consider cancelling it? (additional features: other contact details are/are not available, it is an issue of visa/invitation, understanding of "urgent" in different cultures)

Annex 11 – European Youth Foundation (EYF) Presentation

INTRODUCTION

The **European Youth Foundation (EYF)** is a fund established in 1972 by the Council of Europe to provide financial support for European youth activities. It has an annual budget of approximately 3 million Euros. Since 1972, more than 300 000 young people, aged between 15 and 30 and mostly from member states, have benefited directly from EYF-supported activities. In 2007 the EYF supported some 300 projects involving more than 15 000 young people.

Its purpose is to encourage co-operation among young people in Europe by providing financial support to such European youth activities which serve the promotion of peace, understanding and co-operation in a spirit of respect for the Council of Europe's fundamental values such as human rights, democracy, tolerance and solidarity.

The EYF thus provides financial support to the following types of activity undertaken by non-governmental youth organisations or networks or by other non-governmental structures involved in areas of youth work relevant to the Council of Europe's youth policies and work:

- educational, social, cultural and humanitarian activities of a European character;
- activities aiming at strengthening peace and co-operation in Europe;
- activities designed to promote closer co-operation and better understanding among young people in Europe, particularly by developing the exchange of information;
- activities intended to stimulate mutual aid in Europe and in the developing countries for cultural, educational and social purposes;
- studies, research and documentation on youth matters.

ACTIVITIES WHICH CAN BE FINANCED BY THE EYF

A. International youth meetings (Category A)

The EYF may provide financial support for organising international youth meetings for youth leaders, including seminars, conferences, workshops, camps, festivals, etc.

B. Youth activities other than meetings (Category B)

Apart from meetings, the types of youth activities eligible for EYF financial support are studies, research projects and the production of information and documentation on youth issues. In this category the Foundation may support, for example:

- specialised publications (such as training manuals);
- newsletters or magazines produced by international youth organisations or networks;
- information campaigns;
- exhibitions and the production of audio-visual materials etc;
- the development of websites or the production of CD-ROMs;
- the production of posters, badges and stickers;
- research projects on youth-related issues.

In the same category, the EYF can also grant study visits enabling youth organisations and networks to make new contacts in Europe and thus extend partnerships and develop co-operation.

C. Administration of international non-governmental youth organisations and networks (Category C)

The European Youth Foundation may, on an annual basis, grant international non-governmental youth organisations or networks a contribution to cover part of the general administrative costs involved in running their activities at European level.

The Foundation may also contribute to the administrative costs of international non-governmental youth organisations and networks, during a maximum period of **three years**, in order to help them to establish a European structure (**Category C bis**).

D. Pilot projects (Category D)

Since 1 January 2000, the European Youth Foundation (EYF) is able to provide financial support to pilot projects carried out in the form of meetings between young people or activities other than meetings (documentation, research and publications). This facility has been introduced in order to enable the EYF to provide as effective a response as possible to the priority objectives of the Council of Europe's youth policy which, by their very nature, call for means of action which are not subject to excessively rigid rules, conditions and criteria.

These priority objectives are:

- to help young people, particularly **disadvantaged young people**, deal with the challenges facing them and fulfil their own aspirations;
- to encourage **new forms** of youth participation and organisation;
- to make a contribution to social cohesion, including through the fight against exclusion and the prevention of phenomena affecting young people more particularly;
- to adapt and broaden programmes and structures in line with changes in society.

NOTE: The following types of activity cannot be financed by the EYF:

- operations of a commercial nature
- the construction, purchase or equipment of buildings
- tourist activities
- statutory meetings

- activities part of a school or university programme
- activities with only a vocational training character

WHO CAN APPLY FOR AN EYF GRANT?

An international non-governmental youth organisation or network

A national or local non-governmental youth organisation or network

Non-governmental structures involved in youth work

PROCEDURE FOR SUBMITTING APPLICATIONS TO THE EYF

On 10 March 2004 the European Youth Foundation introduced a computerised system to manage the registration of youth NGOs, grant applications and follow up. On the web site of the EYF, youth NGOs can register with the EYF, submit their projects online and monitor the progress of the applications and the administrative follow up.

DEADLINES FOR SUBMITTING APPLICATIONS

1 February

- for requests for EYF administrative grants (Categories C and C bis) concerning the current year.

1 April

- for Category A and B activities of the EYF taking place between 1 January and 30 June of the following year.
- for activities to be held in co-operation with the European Youth Centres (study sessions) in the first semester of the following year (please contact the European Youth Centres).

1 October

- for Category A and B activities of the EYF taking place between 1 April and 31 December of the following year.
- for activities to be held in co-operation with the European Youth Centres (study sessions) in the second semester of the following year (please contact the European Youth Centres).

There are no fixed deadlines for pilot project applications or first (ad hoc) applications to the EYF, which may be submitted at any time. However, according to the decision of the Programming Committee on Youth (the decision-making body), **all applications including pilot projects should be submitted at least three months prior to the beginning of the activity** in order to allow a proper assessment.

Contact the EYF

European Youth Foundation

Directorate of Youth and Sport

Council of Europe

30, rue Pierre de Coubertin

F- 67000 Strasbourg

Tel: (33) 03 88 41 20 19

Fax: (33) 03 90 21 49 64

E-mail: eyf@coe.int

Web-site: www.coe.int/Youth

Annex 12 – Funds supporting youth programmes

#	Name of the Fund	Place	Web site address
1.	Fonds zur Integration von Flüchtlingen und Migranten	Wien	www.integrationsfonds.at
2.	Charities Aid Foundation – Europe Office	Bruxelles	www.cafonline.org
3.	European Foundation Center	Bruxelles	www.efc.be
4.	Friedrich Ebert Stiftung – Büro Brüssel	Bruxelles	www.fesbrussels.org
5.	Heinrich Böll Stiftung – Brussels Office	Bruxelles	www.boell.be
6.	Confidence Building Measures Prog. –CoE - Dir. Pol. Aff.	Strasbourg Cedex	www.ngo.coe.int
7.	European Youth Foundation	Strasbourg Wacken	www.coe.fr/youth
8.	Franco - Allemand pour la Jeunesse	Paris	www.ofaj.org
9.	Solidarity Fund for Youth Mobility	Strasbourg Wacken	
10.	Civitas – Init. gegen rechtsextrem. In Neuen Bundesland.	Potsdam	www.jugendstiftung-civitas.org
11.	Deutsch-Französisches Jugendwerk	Berlin	www.dfjw.org
12.	F.C. Flick Found. Against Xenoph. Racism and Intolerance	Potsdam	www.stiftung-toleranz.de
13.	Fonds Erinnerung und Zukunft	Berlin	www.zukunftsfonds.de
14.	Freudenberg Stiftung GmbH	Weinheim	www.freudenbergstiftung.de
15.	Friedrich Ebert Stiftung	Bonn	www.fes.de
16.	Martin Niemöller Stiftung	Wiesbaden	www.martin-niemoeller-stiftung.de
17.	Robert Bosch Stiftung	Stuttgart	www.bosch-stiftung.de
18.	Rosa Luxemburg Stiftung	Berlin	www.rosalux.de
19.	Stiftung Mitarbeit	Bonn	www.mitarbeit.de

20.	Stiftung Umverteilen	Berlin	www.umverteilen.de
21.	Stiftung West-Östliche Begegnungen	Berlin	www.stiftung-woeb.de
22.	Theodor-Heuss-Kolleg der Robert Bosch Stiftung	Berlin	www.theodor-heuss-kolleg.de
23.	Volkswagen Stiftung	Hannover	www.volkswagenstiftung.de
24.	Allavida	London SW8 1SJ	www.allavida.org
25.	Charles Stewart Mott Foundation – Civil Society Prog.	London W6 OLE	www.mott.org
26.	Joseph Rowntree Charitable Trust	York YO3O 6WQ	www.jrct.org.uk
27.	Prince's Trust	London NW1 4LH	www.princes-trust.org.uk
28.	Refugee Survival Trust	Edinburgh EH6 8NT	
29.	Hungarian Interchurch Aid	Budapest	www.hia.hu
30.	Alert – Fonds voor Jongerenactiviteiten	Leiden	www.alertfonds.nl
31.	European Cultural Foundation	Amsterdam	www.eurocult.org
32.	Euros for Peace –Euro's Voor Vrede	Utrecht	www.eurosvoorvrede.nl
33.	Haëlla Stichting	Den Haag	www.haella.nl
34.	Internationaal Christelijk Steunfonds	Hilversum	www.icsfonds.nl
35.	Mama Cash	Amsterdam	www.mamacash.nl
36.	Matra – Fund for Social Transformation in CEE	Den Haag	www.minbuza.nl
37.	Nat. Com. Int. Samenwerking & Duurzame Ontwikkeling	Amsterdam	www.ncdo.nl
38.	Oranje Fonds	Bunnik	www.jwf.nl
39.	Solidariteitsfonds XminY	Amsterdam	www.xminy.nl
40.	Steunfonds voor Allochtone Startende Ondernemers NL	Rotterdam	www.stason.nl
41.	Stichting DOEN	Amsterdam	www.doen.nl

42.	Stichting Overall – Fondsorganisatie en Kringloopwinkel	Nijmegen	www.overal.org
43.	Stichting Vluchteling	Den Haag	www.vluchteling.org
44.	Univ. Assistance Fund – St. voor Vluchteling -Studenten	Utrecht	www.uaf.nl
45.	Benjamins Minnefond	Oslo	www.benjaminsminnefond.no
46.	Stefan Batory Foundation / Soros Foundation - Poland	Warszawa	www.batory.org.pl
47.	Olof Palmes Minnesfond – for Internat. Understanding	Stockholm	www.plamefonden.org
48.	Statens Kulterrådet	Stockholm	www.kulterradet.se
49.	The Swedish NGO Foundation for Human Rights	Stockholm	www.humantights.se
50.	Ostprojekt – Jugendprojekte mit Mittel – und Osteuropa	Bern	www.ostprojekt.ch
51.	The World Bank	Washington, DC	www.worldbank.org

Annex 13 – Back to expectations

Participants' comments:

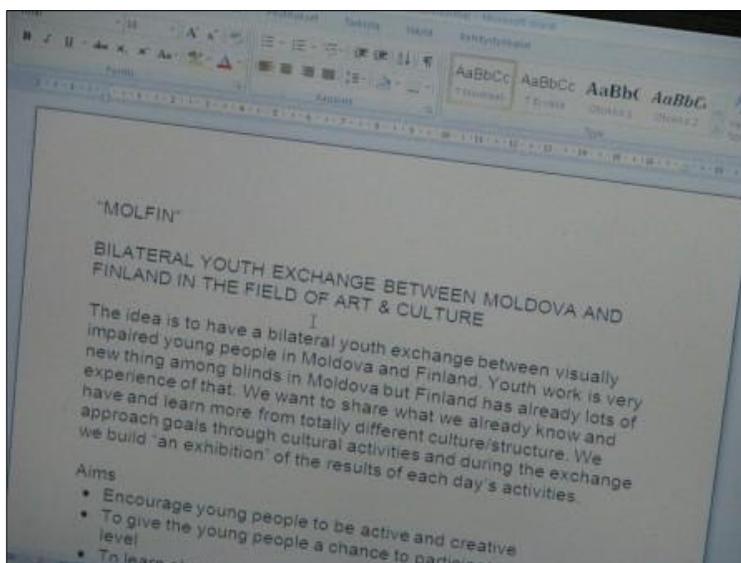
- Too much noise next room (in more groups)
- Didn't cover the special cost topic deeply
- Share good practices – not enough time to discuss disability issues
- Too much non-formal mambo-jambo
- Got the partnership we expected
- Creative work was too visual, not able to adapt the daily work with blinds
- More than I was waiting: nice talking, contacts.
- Everybody did what she/he could do.
- Need for a training course: develop every working methods: difficult to find for disabled
- Enjoy the week
- Need many options to talk about exchanges: less experience in this field
- Cooperation face-to-face was good experience – not just by email
- Grateful for the study visit: good inspiration – more practices, study visit would be good
- Good: all participants were working with disabled youngsters: similar problems can be discussed

Annex 14 – Shouting evaluation

Legend to the exercise:

- Don't like: silent
- So-so: ma
- Good: ma-zinga

1. disability issue - *ma*
2. presentation of org (ads), umbrella, posters - *ma + mazinga*
3. workshops - *ma + mazinga*
4. country reality - *mazinga*
5. study visit - *mmaaaaaaaaaaazingaaaaaaaa*
cooking groups - *silent*
6. free time - *mmaaaaaaaaaaazingaaaaaaaa*
7. reflection groups – workshop in Gdansk - *mmaaaaaaaaaaazingaaaaaaaa*
8. reflection groups in the evenings: *ma + mazinga*
9. YiA game outside + presentation: *mmaaaaaaaaaaazingaaaaaaaa*
10. building partnership: *ma + mmaaaaaaaaaaazingaaaaaaaa*



Annex 15 – Feedback at the last circle

Some of the participants said: it was interesting and thanks for it. Many participants were talking about the plans to cooperate with mentally disabled people, or hope future cooperation with other participants. A participant with disability said: "thank you making me feel equal". She was impressed by our way of working with disabled persons. One participant was talking about being pushed to come by his organisation, and he was afraid, but it was important, another woman talked about that it was a good motivation to improve language skills.

Other participants mentioned the friendly atmosphere, the nice talking or the useful information, strategies and methods.

Another participant enjoyed learning different countries, cultural differences.
Some of the participants provided help to the others in future cooperation.
It was also mentioned that it is good that the NA is interested in disability topic.

Eka: interesting;

Kalle: plan to cooperate with mentally disabled people;

Marta: hope future cooperation;

Susan: good to have written future plans with organisations;

Lori: thank you making me feel equal. Impressed by your way of working with disabled persons.

The doors are open for future cooperation;

Sam: my organisation pushed me to come, I was afraid. But it was important;

Dina: useful, friendly atmosphere;

Sasha: thanks for all the fish;

Sergey: thanks to spend this week in this good company, nice talking, the organizers are very good pals;

Steve: enjoy learning different countries, cultural differences;

Olga P: present;

Ljuda: cannot imagine how trainers can work so hard;

Sophie: good to have more info about EEC countries, I enjoyed more and more. Provide help in future cooperation;

Inesse: so colourful, good to see on the wall our work is visible;

Vlada. good that the NA is interested in disability topic. Get useful strategies, methods;

Olga B: thanks for hospitality. The most question: with whom to do.

Piret: I was afraid about my language skills. Good motivation to improve my English.

Those, who are not mentioned by name, said just thanks

Annex 16 – Evaluation Questionnaire

1) Was the Partnership Building Activity (PBA) held in an environment where you felt comfortable to learn?

YES x 20 PARTLY x 3 NO x 0

Comment:

Participants were very positive about meeting place, surrounding and atmosphere of the meeting.

2) Were your experiences in youth work taken into consideration in the PBA?

YES x 11 PARTLY x 9 NO x 3

Comment:

Generally, positive comments received from the participants. Some of them were not completely satisfied because there was not any platform to exchange information and good practise of their personal experience in the youth work field.

3) Did you learn from other participants during the PBA?

YES x 14 PARTLY x 8 NO x 1

Comment:

Participants liked new methods and facts presented by the others. Some of them mentioned inspiration coming from others' experience and good practises.

4) Did the PBA meet the aims and objectives set by organisers?

YES x 20 PARTLY x 1 NO x 2

Comment:

Participants were positive about new projects, new partners, personal development. Critics were about lack of sharing of good practises.

5) Were there appropriate and accessible resources available to use and take away?

YES x 16 PARTLY x 6 NO x 0

Comment:

Participants missed some documents, which are available on NA and/or SALTO web-sides.

6) Were you actively participating in the PBA?

All the time x 11 Most of the time x 8 Some of the time x 3 Not at all x 0

Comment:

A lot of information and hard work implicated tiredness of participants during some sessions. Because of that, time by time, they were less active.

7) Were the methods used appropriate to PBA on Inclusion topic?

All the time x 5 Most of the time x 15 Some of the time x 2 Not at all x 1

Comment:

Generally, the participants liked the methods as appropriate but some of them mentioned that the methods should be chosen better for the disabled participants.

8) Please list the most valuable outcomes of PBA for yourself (and your organisation):

Summary:

- New contacts in different countries (programme and partner countries)
- New training methods (for YiA activities)
- (Hopefully) a partnership with a result of a new project
- Valuable information
- Personal experience of participants in different fields
- Increased knowledge of YiA programme
- Improve information about EVS and SALTO

9) Do you already have some plans for future cooperation (what kind of project, with whom, what topic... you would like to organise)? (use the back side of the page to describe if you like)

Summary:

- yes, we have an idea for a project, I really hope we can realize it!!!
- bilateral youth exchange with Finish Federation for Visually Impaired and Art & Culture. Winter camp VIP (Visually Impaired People) with Belgium, Finland and Armenia.
- yes. There was a project elaborated in cooperation with Ability Park. That will be a youth exchange which is planned for late September this year. And hopefully that will be a beginning of long lasting cooperation.
- cultural youth exchange with Latvia, Poland, France, Georgia, Ukraine and Russia.
- Finland – partnership for youth exchange. Study visit – East-West – Caucasus countries and EU members. Feasibility visit – to build proper partnership for EVS with Azerbaijan.
- maybe art disabled youngsters' exchange with Poland and Ukraine.
- would like to be involved in job shadowing as I knew the work I am involved with in the UK is innovative and there is a lot that other organizations could learn from us. Youth exchange – for our young people to experience travel opportunities, different culture and develop independence away from home / parents.

10) How do you find work of the TEAM of the PBA? (you may also direct the feedback on the back side of the page to concrete team member)

Summary:

- the team was complete: different characters, experiences, ways of running group works. I like Anna's openness, Wojtek's particularity and Timi's energy & lightness.
- the team seemed to work well together, things were satisfactory, a formal, a bit slow. We should have more energizers or small games to put the group together.
- good guys but not enough good organizers.
- the team was all very approvable and very helpful with the advice they gave. It was not always necessary to ask for advice as the team was aware when / where they had to provide additional support.
- informative, relaxed and creative – I was never bored.
- partnership, professional, good connected, each of them rather different personality but they completed each other. It's real team!

11) Other comments

Summary:

- more fun next time. Youth in Action is not that serious! Thanks!
- thank you for your time and work!
- we could be – group – a bit more energetic.
- overall I feel I have gained a lot of experience in being involved in this activity. I hope my organization will let me put in into practice!! Most members seemed to have got a lot out of the week although there were a couple whose had language barriers / were shy so maybe didn't gain as much. It was very positive to have people with disabilities involved in the sessions as well. Feedback pounded at the end of sessions seemed to be reacted to e.g. water lunch / breaks. Thanks.
- maybe it would be good to manage such meetings little longer time.
- thanks to National Polish Agency for support and to SALTO for organizing such activity.