# partnership-building activity manual

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**For a Future to Come** International Youth Work on Conflict Management

# PARTNERSHIP-BUILDING ACTIVITY MANUAL

**For a Future to Come**

**International Youth Work On Conflict Management**

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# PREFACE

**Mobilize youth social capital through Partnership-Building Activities within the Youth in Action Programme!**

*„Build bridges instead of walls and you will have a friend."*

Dear reader,

Before you start reading this manual please consider a few questions:

Have you and your organisation been involved in youth exchanges and/or EVS activities?
Are you satisfied with the partnerships you and your organisation have developed?
Do you feel that you can help others to develop their own projects?

If the answers to all questions is YES then this manual is for you!

Once you took this manual into your hands and decided that you may prepare and run a Partnership-Building Activity (PBA) it seems that that you are ready to make the next step – to help other youth workers and young people from different countries to meet each other and to work together on the development of their own future common activities within the Youth in Action (YiA) Programme.

I would like to emphasize that a Partnership-Building Activity is a multilateral activity, therefore you have to pay special attention in order to be a good example of your own partnership for the PBA's participants. This manual will help you and your partners to implement the PBA in the most efficient and fruitful way and to avoid mistakes which can disturb the partnership building process.

PROJECT is like a medieval concept of Earth which was based on three whales, it is also based on three milestone elements – idea, people, money. As a house cannot stand without its foundations, a project cannot exist without partnership. In general it does not matter what kind of project you want to realise: in any case you always need partners – local, national or international. The partnership become especially important when you want to run international youth activities. The key objective for each PBA is to develop partnerships for future projects within the YiA Programme.

Let's try to define what a partnership is. There are plenty of definitions which depend on different manners of cooperative relationships. In our case we talk about relationships involving a substantial degree of formality, commitment and coordinated use of resources. We can define partnership as "a voluntary collaboration among two or more organisations to achieve clearly identified goals." The key elements of such partnership include:

- shared authority and responsibility.
- joint investment of resources (e.g. time, work, funding, material, expertise, information).
- mutual benefits, i.e. "win-win" situations.

International youth cooperation within Youth in Action between Programme and Neighbouring Partner Countries constitutes a special type of partnership. The partners have to choose from among themselves which Programme Country will apply on behalf of all partners involved to the appropriate National Agency. This partner will take responsibility to coordinate the project and will do the reporting tasks afterwards. Nevertheless it does not mean that only this partner is responsible for the project success of mutual cooperation. It is a common responsibility of all involved partners. Partnership approach has to be diffused throughout the participating organisations, and not isolated among one or two individuals or institutions. All partners have to feel a sense of ownership of a common project. Different partners can be involved differently into the project, but in the same time they are equal in the context of the taken responsibility of the project.

It is not an easy task to build a partnership between people from different countries and various cultural backgrounds. I would like to bring your attention to some SALTO EECA advice which should be beared in mind in order to make partnership between partners from Programme and Neighbouring Partner Countries efficient:
- The people, organisations and local communities with whom we are cooperating are our partners. This means that they have the right to know and understand the essence of the common project.
- You should do everything to ensure that all partners in the project are self-dependent as well as fully involved and that you are not treating them as if they were in need of your protection.
- The common project should be transparent and understandable in every way by all its partners. You should not transfer the burden of project financing to partners facing financial difficulties due to the economic situation of their country.
- You should not make promises, not only financial, which were not thought out thoroughly, as there could be a risk that they are not fulfilled.
- You should also take care of partners' safety (in every way). You should remember that while working with partners from authoritarian regimes, local partners

are the ones that would be affected by a potential risk. Therefore you should respect the rules and regulations that are implemented in your partners' countries.
- While preparing an international project, you should make an effort to get to know the culture, history and traditions, as well as the basis of the law and political systems of the countries that will participate in the project. You should build your activity programme and exercises accordingly.

Remember the Ernest Hemingway's saying that "the best way to find out if you can trust somebody is to trust them", but on the other hand do not forget that it takes years to build up trust, and only seconds to destroy it. Partnership has to be based on mutual respect, understanding and trust. Open and frequent formal and informal communication will help you to build it up.

Moreover, one term that I have mentioned in the title of this preface, "youth social capital", requests your enhanced attention. The term "social capital", may of course be another additional phrase which you add to your vocabulary along with "partnership", "capacity building" and "local communities" after reading this manual. Yet, however, it is a very important term for you to remember, and may be defined as "the partnerships, network and norms that facilitate collective actions".

I would like to quote one more definition: "Social capital consist of civil society norms and networks that enable citizens and their institutions to perform more efficiently. Without adequate supplies of social capital – that is, civic engagement and trust – democracies may begin to falter."

Finally, let me say that I am convinced that international partnerships between youth and youth organisations will change the world for the creation of a better future for all. Youth is building democratic leadership, civil society and social capital for the sake of the 21st century. Therefore, it is necessary to talk about the youth social capital as a very important condition of this process.

The Partnership-Building Activities within the Youth in Action Programme are a way to mobilize the youth social capital all over the world! After all, it may be a difficult journey but, approached thoughtfully, it may bring valuable results in the end.

Good luck in your partnerships' development and in all other life-paths that you decide to follow!

Andriy Pavlovych,
Co-ordinator of the SALTO Eastern Europe and Caucasus Centre

# INTRODUCTION

This manual is a practical guide for those involved in organising Partnership-Building Activities (PBA) within the Youth in Action Programme (YiA), particularly those working with Eastern Europe and the Caucasus (EECA). Most tools and methods presented in this manual are both comprehensive and ready to use, as well as being adaptable to readers' particular needs.

The manual is divided into four main chapters:

Chapter 1 – The Partnership-Building Activity (PBA) and its Function
Chapter 2 – PBA Project Management
Chapter 3 – PBA Structure and Content

Each Chapter contains the following:

- Practical tools and methods related to a particular area of project preparation, implementation or evaluation
- Theories and models relevant to the areas in question
- Real-life project examples illustrating all aspects of Partnership-Building Activities

Chapter 4 contains information on support structures and contact details of organisations and institutions providing help and information to those interested in the Youth in Action Programme.

In order to link the theoretical parts of the manual to actual projects, four PBA examples are used throughout the chapters. They are all summarised at the end of the manual.

Additionally, the manual provides links to other written resources related to project management and support measures within the Youth in Action Programme.
This manual is part of a large scale project entitled 'For a Future to Come – International Youth Work on Conflict Management'. The project is funded by the European Union within the framework of the Youth Programme. The manual is also financed by a grant from the European Youth Foundation of the Council of Europe.

It is with enthusiasm and an awareness of the manual's limitations that we offer it to you. Its publication would not have been possible without the hard work and commitment of everyone involved in the 'For a Future to Come' project, including

project managers, project assistants and participants from all over Europe. We would like to take this opportunity to thank them for their contribution.

We hope that you will find this manual to be a useful help in your day-to-day work with young people, particularly within the Youth in Action Programme framework. Please do not hesitate to contact us with any comments or suggestions on our webpage: http://www.moe-online.com/future.

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# THE PARTNERSHIP-BUILDING ACTIVITY AND ITS FUNCTION

The main aim of this chapter is to provide a general background to the concept of Partnership-Building Activities and their function within the European Union's youth programmes.

The chapter focuses on the framework of the Youth in Action Programme and the place of Partnership-Building Activities within it. First of all, the programme's aims, objectives and priorities are analysed. Furthermore, the role of the YiA Programme in Eastern Europe and the Caucasus is considered, before the PBA's function and principal objectives are analysed in detail.
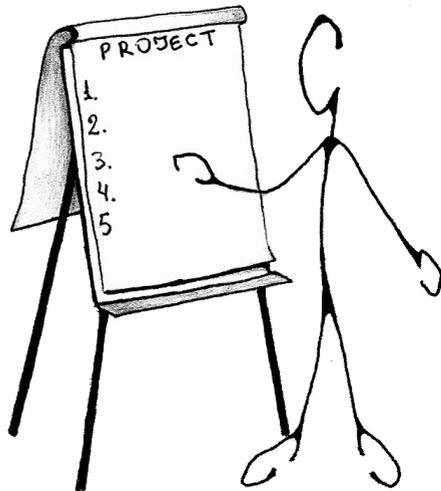
## 1.1 The Partnership-Building Activity within the framework of the Youth in Action Programme

When looking at the nature of Partnership-Building Activities, it is important to place them within a wider context of the European Union's youth programmes. PBAs constitute an inherent part of the European Union's YiA Programme and their principal aim is to help in the achievement of the Programme's objectives:

> *Youth in Action is the Programme the European Union has set up for young people. It aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's future. It promotes mobility within and beyond the EU's borders, non-formal learning and intercultural dialogue, and encourages the inclusion of all young people, regardless of their educational, social and cultural background: Youth in Action is a Programme for all!*
>
> *Objectives of the Programme:*
> *- promote young people's active citizenship in general and their European citizenship in particular*
> *- develop solidarity and promote tolerance among young people, in particular in order to foster social cohesion in the European Union*
> *- foster mutual understanding between young people in different countries*
> *- contribute to developing the quality of support systems for youth activities and the capabilities of civil society organisations in the youth field*
> *- promote European cooperation in the youth field*
>
> *Source: Youth in Action Programme Guide, 2009*

It is not the aim of this manual to describe the structure of the Youth in Action Programme (which can be found in the Programme Guide: see Chapter 4 – Where to Go Next? Support Systems, Further Readings and Resources), but it is important to position the PBA within a wider framework of the YiA Programme. PBAs are part of a larger pool of training and networking activities, which means that their principal aim is to provide training and networking opportunities for youth workers, youth leaders, and other individuals interested in organising European youth activities. Among others, training and networking measures include seminars, training courses, job-shadowing schemes and evaluation meetings.

It is fruitful to compare the potential impact of a PBA on a given organisation or group of young people with other available training and networking instruments. They may prove to be better suited for the satisfaction of their particular needs and interests (for example, a training course on project management may be preferable to a Partnership Building Activity). Conversely, they can also be seen to compliment a PBA (for instance, the effectiveness of a PBA might be increased if it is followed by a series of youth exchanges or an evaluation meeting).

## Co-operation with Eastern Europe and the Caucasus 1.2

Partnership-Building Activities organised in co-operation with Eastern European and Caucasus countries can be implemented within the Youth in Action Programme's Action 3.1: Co-operation with the Neighbouring Partner Countries of the European Union.

This action aims to increase co-operation between the EU and its neighbouring regions, including the Mediterranean region, South-East Europe, as well as Eastern Europe and the Caucasus.

Besides the general aims and characteristics of the Youth in Action Programme, Action 3.1 has a specific set of objectives:

*The purpose of this sub-Action is to develop mutual understanding between peoples in a spirit of openness, while also contributing to the development of quality systems that support the activities of young people in the countries concerned. It supports activities designed to network and enhance the capacity of NGOs in the youth field, recognising the important role that they can play in the development of civil society in the neighbouring countries. It covers the training of those active in youth work and youth organisations, and exchanges of experience, expertise and good practices between them. It supports activities which may lead to the establishment of long-lasting, high quality projects and partnerships.*

*The sub-Action supports two types of projects, described in two different sections:*
*- Youth Exchanges with Neighbouring Partner Countries*
*- Training and Networking with Neighbouring Partner Countries.*

*A Training and Networking project can be of two types:*
*- a project promoting exchanges, cooperation and training in the field of youth work. It will be developed with a view to implementing an Activity which supports capacity-building and innovation among promoters, as well as the exchange of experience, expertise and good practice among those who are involved in youth work*
*- a project leading to the development of further projects under the Youth in Action Programme. It will be developed with a view to implementing an Activity which helps all potential promoters to prepare and develop new projects under the Youth in Action Programme, notably by ensuring support and know-how for the development of the projects; support for partner-finding; tools and means to improve the quality of the projects.*

*Source: Youth in Action Programme Guide, 2009*

## 1.3    What is the Partnership-Building Activity?

The Partnership-Building Activity is a tool for trans-national co-operation between youth organisations in the EU and its Partner Countries. It should be noted that the previous version of the European Commission's Youth Programme (2000-2006) employed the concept of the Contact Making Seminar (CMS) as an activity with almost identical scope and aims.

Since the YiA Programme builds on the experiences of the European Union in the field of youth work up to now, it is worth looking at the place which the CMS held in the Youth Programme between 2000 and 2006. The Youth Programme Users' Guide was rather vague in its description of CMS:

> *Contact-making seminars provide an opportunity for organisations to find partners to set up new YOUTH projects.*
> Source: Youth Programme Users' Guide, 2005

The new Programme provides a much more detailed description of the PBA's role in the Programme:

> *Partnership-building Activity - An event organised with a view to allowing partici-pants to find partners for trans-national cooperation and/or for project develop-ment. Partnership-building Activity brings together potential partners and facilitates the development of new projects around a chosen topic and/or an Action of the Youth in Action Programme.*
> Source: Youth in Action Programme Guide, 2009

## Aims and objectives of the PBA

Based on the definitions provided by the YiA Programme guide, related to the Youth in Action Programme in general, Action 3.1 and PBAs in particular, the following general PBA aims can be identified:

### Promoting co-operation and training in the field of youth work between organisations in the EU and other countries

The core aim of Partnership-Building Activities is to bring together youth organisations and groups from the European Union and other countries for the sake of enhancing sustainable co-operation and promoting opportunities for further work.

### Capacity-building

By providing a comfortable space for work and co-operation between project partners, Partnership-Building Activities foster capacity building in youth organisations. This can be achieved through increasing participants' skills and knowledge or offering networking possibilities.

### Promoting innovation in new YiA projects

PBAs should contribute towards innovative YiA projects by exploring new working methods, management methods and tools for youth work.

### Exchanging experience, expertise and good practice among those involved in youth work

Partnership-Building Activities offer a unique opportunity to share experiences of past projects, realised both within and outside the Youth in Action framework. Participants are offered ample opportunity (both in terms of time and the working environment) to exchange information useful for future work.

### Developing further projects under the YiA Programme

An important part of each PBA programme is the self-managed or structured working space devoted to developing further projects, based on participants' past experiences and partnership networks built during the PBA.

### Offering support and information required for the development of YiA projects

PBAs are a useful tool for both inexperienced and proficient Youth in Action beneficiaries seeking information and support for the development of new YiA projects. This can be achieved both through experience-sharing and more formal information sessions or modules, as well as through the participation of external experts.

**Partner-finding and networking**

One of the key areas of a successful delivery of Youth in Action projects – sustainable and equal partnership - can be fostered during a Partnership-Building Activity. This can happen during the working sessions, as well as open-space and informal parts of the programme. In a more long-term perspective, a networking effect can be achieved through regular co-operation.
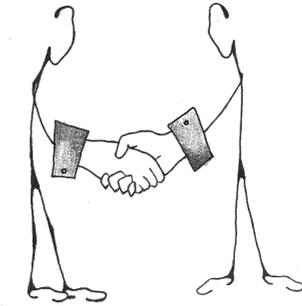
**Quality improvement through the provision of new tools and working methods**

All the knowledge, skills and attitude changes resulting from a Partnership-Building Activity aim to contribute to the improvement of the quality of future projects organised by PBA participants.

**See Project Examples for PBA aims and objectives.**

## chapter 2

# PBA PROJECT MANAGEMENT

The following chapter is dedicated to the project management cycle of a PBA, focusing on actors involved and the timeline of such projects. The chapter defines what a project is, outlines the project structure, provides an example of a PBA management schedule and describes the project team roles.

## 2.1   Project and project management

We may begin with a general definition of the term "project" to clarify what a project is, before taking a closer look at the management process of a PBA.

The term 'project' can be defined as follows:

> **noun 1** *an enterprise carefully planned to achieve a particular aim.*
>
> **verb 1** *estimate or forecast on the basis of present trends. 2 plan. 4 throw or cause to move forward or outward.*
>
> **ORIGIN** *Latin projectum 'something prominent', from proicere 'throw forth'.*
> Source: Compact Oxford English Dictionary, 2009

Taking this definition into account, a project is a planned enterprise that aims at reaching particular goals. It starts from A to achieve B. It is based on past experiences and current settings, and it produces results.

Several models exist to put this definition into a logical frame (see T-Kit 4, Project Management). For the purposes of this manual, a model that divides a project into phases will be used.

**Projet management - phases**
*(from Leonid Kelim training instruments/ Young women from minorities and European minorities study session/ EYC Budapest December 1999)*
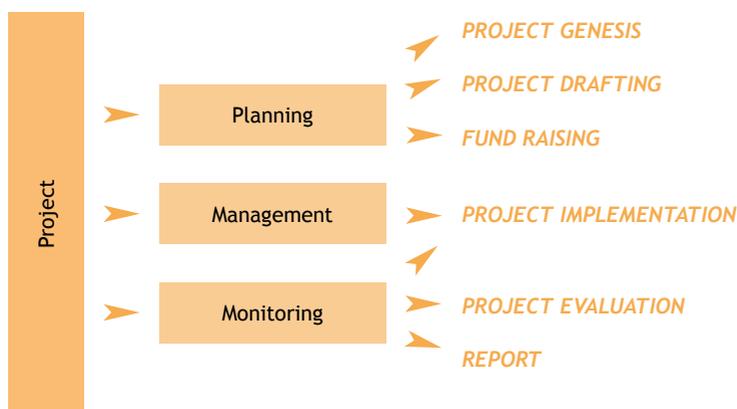


Source: T-Kit 4 Project Management, 2000

According to the above model, three main phases can be identified in any given project: I. Planning, II. Management, III. Monitoring.

### Phase I: Planning

The first phase consists of the project origin, project drafting and fundraising. In this phase of the project, an idea for the activity has to be developed. Therefore, an analysis of the current situation and the problems or issues at stake has to be undertaken in order to identify aims and objectives, as well as expected and measureable results and outcomes of the project.

Moreover, it is crucial for the success of the initiative to create a concrete plan of activities and to come up with a detailed time schedule for their implementation. At this stage the tools of monitoring and the process of evaluation have to be chosen and put into operation. Only this will allow the project to be evaluated according to its aims and objectives.

Last but not least, the resources needed for the implementation of the project should be identified. Resources can be roughly divided into organisational, personal and external. At this stage is it essential to identify which resources have to be mobilised in order to implement the project, and where these resources can be found.

### Phase II: Management

The second phase is the project implementation, when the actual activity takes place. In this period, concrete tasks have to be assigned and conducted by the responsible project team members. This includes last minute preparations for the project activity, as well as holding the activity itself. It is important to maintain a high level of flexibility in order to adapt to unforeseen circumstances which may disrupt the project.

Appropriate measures of monitoring should be used, both for evaluating the project activity and the performance of the team members.

All financial and human resources required for a successful implementation of the project need to be accurately timed and used efficiently.

### Phase III: Monitoring

The third phase consists of evaluation and compiling the final project report. In this phase, the means of monitoring are put together into an overall evaluation to measure the extent and the way in which the previously set aims and objectives have been achieved.

Additionally, for the sponsor and supporter of the project and for the organiser's documentation, a project report has to be written. It must account for all expenses incurred.

Furthermore, based on the analysis of the evaluation, this is the time to consider follow-up projects and to draw conclusions about improvements needed.

## The Youth in Action Programme project cycle 2.2

Having briefly described project cycle phases, a closer look at the project cycle for the Youth in Action Programme allows for a better analysis of a PBA management process.

**Project-cycle: The distinction between project dates and activity dates**

**TIME INTERVAL**

Deadline for submitting the application

- As a general rule, 3 Months for projects submitted at decentralised level

- As a general rule, 6 Months for projects submitted at centralised level

**ELIGIBILITY PERIOD**

Project start date

Preparation phase

Implementation of the Activity

*Activity start date*

*Activity end date*

Evaluation phase (including a reflection on a possible follow-up)

Project end date

*Source: Youth in Action Programme Guide, 2009*

Looking at the project cycle during the eligibility period, one can recognise that, once again, the project consists of preparation, implementation and evaluation periods.

Additionally, two important aspects can be identified in this project cycle:
- A project pre-planning phase, before the application is submitted and
- The difference between project and activity dates


### 2.2.1. Pre-project phase

According to the YiA project cycle, each project goes through a development period before the actual project starts. In this pre-phase the application is submitted and, if successful, approved for funding.

A brief glance at the funding rules of the YiA Programme helps to understand the pre-project phase better.

In general, two kinds of applications exist within the YiA Programme:
I. Applications on the decentralised level and
II. Applications on the centralised level.

I. Applications on the decentralised level
When eligible applicant organisations (see the YiA Programme Guide for further details on eligibility) submit applications (see the YiA Programme Guide for further details on the application requirements) on the decentralised level to the National Agencies which exist in each Programme Country, the project start date has to be set at least three months after the application deadline (see the deadlines below).

| Project starting between | Application deadline |
|---|---|
| 1 May and 30 September | 1 February |
| 1 July and 30 November | 1 April |
| 1 September and 31 January | 1 June |
| 1 December and 30 April | 1 September |
| 1 February and 31 July | 1 November |

*Source: Youth in Action Programme Guide, 2009*

II. Applications on the centralised level
When eligible applicant organisations (see the YiA Programme Guide for further details on eligibility) submit applications (see the YiA Programme Guide for further details on the application requirements) on the centralised level to the Education, Audiovisual and Culture Executive Agency (EACEA), the project should start no

sooner than six months after the application deadline (see the deadlines below).

| Project starting between | Application deadline |
|---|---|
| 1 August and 31 December | 1 February |
| 1 December and 30 April | 1 June |
| 1 March and 31 July | 1 September |

*Source: Youth in Action Programme Guide, 2009*

To summarise, each applicant has to be aware of the black-out time after an application is submitted to one of the National Agencies or the Executive Agency. Only after this time can one be sure that the project receives financial support from the YiA Programme.

### 2.2.2. The difference between project and activity dates

If the project is approved for funding, an important time-schedule feature needs to be considered. According to the funding rules of the YiA Programme there is a difference between project and activity dates.

*Project dates*
*These are the date when the project starts and the date when the project ends. The interval of time between these two dates is the eligibility period; this means that the costs linked to the project must be incurred within this period. This period includes the preparation and the final evaluation (including a reflection on a possible follow-up) of the project.*

*Activity dates*
*These are the dates during which the main Activity takes place (e.g. the first and the last day of a Youth Exchange, seminars, etc.). This period excludes the preparation and final evaluation (including a reflection on a possible follow-up) phases of the project. Activity dates therefore fall within the project dates and should preferably not coincide with them, as costs are supposed to be incurred both prior to and after the main Activity takes place.*
*Source: Youth in Action Programme Guide, 2009*

## 2.3 The PBA project cycle

With the two project cycles described above, the basis is laid to develop a template for the management process of a PBA funded by the Youth in Action Programme.

In needs to be noted that the project cycle presented in this manual is only one possible model. Other project cycles exist and, in some cases, they can be suitable for a given project (see T-Kit Project Management). Particularly during the project planning phase, a different schedule or an alternative sequence of activities can lead to the same results. When managing a PBA, the organisers need to adjust the model outlined below to their particular circumstances.

The project cycle which we discuss here consists of three phases:
- Planning and application
- Implementation
- Evaluation and reporting

### 2.3.1. Planning and application

Steps in the planning and application phase:

- Needs assessment and definition of aims and objectives
- Creation of an activity plan
- Selection of facilitators and drafting the PBA programme
- Selection of participants
- Application to the Youth in Action Programme

**Needs assessment and definition of aims and objectives**
As described above, a project (PBA) is primarily based on a needs assessment which provides a reason for setting PBA aims and objectives. While aims are generally quite broad, objectives can be more concrete and set according to the identified needs. They usually reflect the central topic of a PBA, e.g.:
- Promoting co-operation with a specific region (e.g. with EECA, SEE or MEDA)
- Promoting or improving the use of a sub-action of the YiA Programme (e.g. the European Voluntary Service, Support Measures, Youth Democracy Project)
- Developing co-operation on a specific issue (e.g. fighting racism and xenophobia, promoting gender equality, ecology)

A needs assessment should be based on several sources. A good starting point is to

contact local and international networks or to consult databases of implemented projects in order to identify topics of interests or the needs of youth organisations. Additionally, small-scale research on the most urgent issues in one's own and partner communities is helpful, to the extent that it allows to harmonise PBA objectives to the needs of future participants.

Finally, at the end of the assessment process, the organisers should review the human and financial resources required for the project, comparing them with resources available. Additional funding options have to be considered at the early stages of the project to ensure financial liquidity until the end of a given PBA.

### Creation of an activity plan
When PBA aims and objectives are set, a project activity plan has to be created by the project partners. Usually, the project partners already develop the aims and objectives together. However, it is essential to elaborate the action plan for the PBA in the process of mutual consultation, because national particularities should be considered when thinking about the venue and dates for the activities.

See Annex II for the milestones of an activity schedule.

During the creation of an activity schedule, it is important to allocate enough time for each task and process. Some procedures, such as the collecting of travel documents, usually take longer than generally expected.

### Selection of facilitators and drafting the PBA programme
After the project time schedule is agreed, the most important issue is to find appropriate facilitators who create the programme of the PBA (see Chapter 3 – PBA Structure and Content).

### Selection of participants
In order to find appropriate participants for the proposed PBA, the background and needs of the participants can be identified with the help of short questionnaires or application forms (see Chapter 3 – PBA Structure and Content).

To promote the PBA and to get access to new organisations and participants, one can use several methods. Personal and organisational contacts are a good starting point to spread information about the planned PBA to interested partner organisations and their networks.

Mailing groups or youth platforms can also be helpful in enlarging the target group beyond the organiser's own connections. Moreover, it is often useful to contact National Agencies or SALTO Resource Centres focusing on specific regions or re-

levant European topics, as they might know organisations that are active in the respective working field. A list of links and contacts is provided at the end of this manual.

Whichever way is chosen to promote the PBA and to find future participants, a call for participants has to be launched (see Chapter 3 – PBA Structure and Content).

When sending out the call, a deadline for a response has to be set, including a request for submitting the preliminary partner agreement (Part III).

**Application to the Youth in Action Programme**
The last step in the pre-project phase is the writing and submitting of the application to the appropriate funding body administering YiA Programme grants.

The key elements of the application form (see Chapter 4 for YiA website details) are the following:
- The organisation's documents (statute, bank details etc.)
- A preliminary partner agreement of all partner organisations
- A project description
- A daily programme
- A budget

The YiA Programme Guide (see Chapter 4 – Where to Go Next? Support Systems, Further Reading and Resources) provides useful hints for the completion of the application form and should be used regularly.

Reading through the application at least twice before submitting it to avoid spelling mistakes and to ensure a logical structure is a minimum quality requirement. If possible, let a person that was not involved in the writing process have a look on the application, as this person might see more than the authors.
After the proofreading is done, all documents have to be put together and posted in time to meet the deadline. It can prove very helpful for the project management process to keep a copy of the original application for later consultations.

### 2.3.2. Implementation

The implementation phase is divided into two parts: preparation and implementation.
The steps of each phase are outlined below:

**Subphase: Preparation**
- Contract and contractual obligations
- Reviewing of activity schedule/ work plan
- Keeping participants and facilitators up-to-date
- Identification of a PBA venue
- Practical information
- Collection of travel details
- Preparation meeting with facilitators and list of materials

**Subphase: Implementation**
- Preparation of materials for trainers and reporting
- Arrival of participants and transportation to the venue
- PBA implementation
- PBA evaluation and monitoring
- PBA crisis management
- PBA finances, reimbursement and documentation
- Departure of participants

### 2.3.2.1. Preparation

The sub-phase "preparation" extends from the approval of the application by the NA or Executive Agency to shortly before the beginning of the PBA. During this time, numerous tasks need to be performed.

#### Contract and contractual obligations
The NA or the EACEA sends the confirmation of the funding for the PBA to the applicant organisation and sets a deadline for signing the contract. Then, the applicant is obliged to check the contract and its conditions before signing it.

When analysing the contract, particular attention should be paid to budget details, the number of participants and support staff, as well as the project duration.

Once the contract is thoroughly checked, it needs to be signed and sent back. When contract details are changed by the funding body, the applicant has to adjust the initial project proposal to the modified budget.

In any case, after the contract is signed by the applicant organisation, the final funding agreement comes into force only when the NA or the EACEA countersigns the contract.

It needs to be noted that only 80% of the approved project grant is transferred

before the project and that the outstanding 20% is paid after the final report is approved.

The second important step after receiving YiA funding is to clarify the accountancy and reporting standards (as well as the procedure for amending the contract) with the funding body (NA/ EACEA). Therefore, a short but well prepared list of questions might be helpful in communicating with the NA/ EACEA:

**See Annex II for a list of possible questions.**

### Reviewing of activity schedule/work plan
Before starting the communication with the participants and facilitators, one should reconsider the PBA activity plan developed previously.

This includes revising the project schedule and adapting it to reality. Tasks have to be clarified again in order to divide responsibilities within the project team.

### Keeping participants and facilitators up-to-date
Once a work plan is revised, facilitators and participants need to be notified that the PBA was approved for funding. At this stage, it is helpful to provide them with an overview of the project schedule, including a reminder of the activity dates.

A confirmation of participation is recommended in case some partners withdrew from the project – and a deadline needs to be set for this.
At this point, details of a prep-meeting with the facilitators can already be agreed.

### Identification of a PBA venue
The next step is to identify the venue of the PBA. A venue offering all necessary facilities is crucial to a successful implementation of the project.

Essential facilities include at least one large seminar room that can comfortably fit the number of participants and additional rooms for group work. If possible, the project team should have a separate room for team meetings.
The accommodation standards depend on local conditions. It is common for participants to share rooms and bathroom facilities. Members of the opposite sex will normally be provided with separate accommodation. Team members often require the comfort of single rooms.
It needs to be noted that the venue largely influences the PBA team dynamics and

the participants' overall satisfaction. It should be the organisers' priority to arrange for decent working and living conditions.

**Practical information**

Once the venue is selected, practical information needs to be sent out to participants and team members. This is a vital tool, informing participants about practicalities concerning the venue, the PBA and travel arrangements.

We have outlined some basic elements which each information pack should contain:
- Activity dates
- Details about the venue (name, address)
- Information about accommodation standard (specifying the number of persons per room, items that need to be brought, arrangements for internet access, disabled access etc.)
- Information about travelling to the main transport hubs (include detailed travel advice if the project venue is considered a high risk area; check with national authorities for advice)
- Information on local travel within the destination country
- Visa requirements
- Health regulations (vaccinations, insurance)
- Individual travel cost limits
- Conditions of reimbursement
- Information on the preparation required from the participants of the PBA (eg. organisational fair, intercultural evening)
- Weather information
- Contact details of organisers (telephone number, email address)
- General country information

**See Annex III for an example of a practical information pack.**

Practical information pack should be accompanied by a draft programme to give the participants a clear overview of the project (see Chapter 3 – PBA Structure and Content).

**Collection of travel details**

This step includes sending practical information out to participants combined with a request to arrange travel to the venue (eg. book plane tickets). A deadline has to be set, and organisers should be available to answer the participants' questions before this deadline.

It is recommended to use a travel details form for collecting the travel information

as it saves time and provides a clear overview of travel details.

**See Annex IV for an example of a travel details form.**

It has to be taken into consideration that some participants might miss deadlines. That is why the deadline for submitting the travel information has to be announced well in advance of the project dates to avoid high travel costs for latecomers, and to preserve the option to replace non-responding participants. As a practical general rule, it is recommended to replace participants if they repeatedly fail to reply to the organiser's requests for over two weeks.

**Preparation meeting with facilitators and list of materials**
A final step of the preparation process includes a preparatory meeting with the facilitators, which takes place shortly (or immediately) before the PBA.

During the meeting the facilitators present the final programme and indicate which materials are required for the sessions. Practical issues (internet access, access to a printer, laptops, a beamer etc.) that are important for the running of the programme have to be discussed and clarified. A list of materials should be created as a result of the meeting.

**See Annex V for a list of materials.**

Another main aspect of the meeting is to clarify the responsibility of the facilitators for the reporting process. Do they have to contribute to the content-report of the PBA? Is a separate person available for documentation or do they facilitators have to document the flow and the outcomes of each session?

### 2.3.2.2. Implementation

When all preparations are in place, the PBA programme can be launched smoothly. The earlier the preparation is completed the more attention can be devoted to project implementation which is the crucial phase of the project.

**Preparation of materials for trainers and reporting**
The first step that has to be completed within the implementation period is to prepare all materials the trainers need for the participants and to collect all those documents which are required for the documentation and reporting of the PBA.

See the checklist below:
- All items on the list of materials

- All print-outs for the participants (YiA Programme Guide, hand-outs, list of participants, etc.)
- Official participants list for reporting to the YiA Programme (to be found in the report form, http://ec.europa.eu/youth/youth-in-action-programme/doc1258_en.htm)
- Prepared template for contact details of the participants (can be electronic version on a computer)
- List of rooms with names and participant details
- Overview of arrival and departure time of participants

**Arrival of participants and transportation to the venue**

If the participants cannot come directly to the venue where the seminar is held, the organisers should facilitate their arrival. Arrival times of the participants have to be known and the means of transport should be clearly outlined.
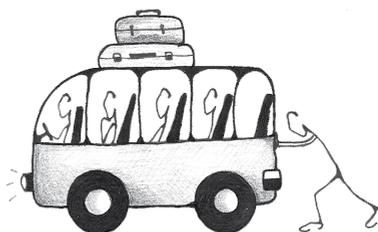


When arranging participants local travel it is vital to inform them about the estimated travel times and conditions. If the participants had a long travel time, the PBA programme needs to plan for some time for resting and settling in.

**PBA implementation**

With all the preparatory activities undertaken as described above, the PBA implementation should be fairly straightforward. Efficient co-operation between team members and an awareness of each member about the division of responsibility are the key for a successful implementation of the project. All team members have to be in permanent communication to adapt to changes or to react to recommendations and suggestions of participants.

**PBA evaluation and monitoring**

The central tool that allows the project team to keep the project on track is the monitoring process.

Daily evaluations should be held with the participants to collect their remarks and suggestions about the seminar content, the accommodation and facilities, and the performance of the project team. The outcomes of the daily evaluations should be discussed and gauged in daily team meetings which are also helpful to fine tune the division of labour for the next day.

Both the daily evaluation and the team meeting are integral parts of the overall project evaluation, because they provide a tool to observe the flow of the project

and to follow its development.

A mid-term and final PBA evaluation sessions compliment the project monitoring and evaluation process.

### PBA crisis management

This part provides overall guidelines for an emergency situation and potential crises occurring during a PBA.

As a general rule, the organisers have to be prepared for virtually everything. Therefore, measures for emergency intervention and the prevention of high risk situations have to be in place.

They depend on the actual level of risk in the area where the project is held. For example, if the project takes place close to conflict regions (in EECA these may include Abkhazia, South Ossetia, Transnistria, Nagorno-Karabakh, Northern Caucasus) higher security procedures have to be in place. A proper risk assessment has to be performed before the project, and appropriate measures have to be put in place. If needed, national and/or local authorities and diplomatic services should be notified that the project will be held in the area.

Basic emergency procedures include the assessment of local emergency infrastructure (fire brigade, police, ambulance or hospital services), together with a list of useful contacts, such as the authorities, embassies or other NGOs.

### PBA finances, reimbursement and documentation

Finances and documentation are among the most important aspects of the project cycle as they are essential for the project report. Without these documents the final project report will not be accepted and the organisers can be expected to repay the project grant.

All invoices and any proof of expenditure have to be kept and organised in a way that allows auditing and accountancy checks even long after the project is completed.

The reimbursement of the participants' travel costs is of equal importance, and includes a certain level of risk, because one depends almost entirely on the co-operation of participants and partner organisations.

In order to manage this process well, all travel documents have to be checked pro-

perly (date of purchase, stamp and signature, booking number and ticket number, destinations etc.). If any questions concerning an invoice occur, the respective participant should be consulted.

It is recommended to collect the travel documents of the participants as early as possible during the seminar. The calculation has to consider the accountancy standards set by the NA or the EACEA for exchange rates, date of purchase or travel class. If these conditions are not met one might expect problems with getting the final report approved and might have to balance the difference between the reimbursed travel costs and the refund from the funding body.

All travel documents have to be copied in order to document all expenses and tickets in case participants fail to send their travel documents upon their return from the PBA.

There are several options for reimbursing participant travel costs:
- Total reimbursement of all participants on the spot,
- Some participants are reimbursed on the spot (e.g. EECA participants as less wealthy) and other participants wait until the final report gets approved
- All participants wait for their reimbursement until they send their original travel documents, or
- All participants receive only a certain percentage of their reimbursement on the spot and the rest is given after the final report is approved.

The selected reimbursement scenario depends on the financial situation of the applicant organisation, the level of trust between organisers and participants and practical issues such as costs of international bank transfers.

Finally, one should not forget to record the PBA. This includes the official requirements of the funding bodies, such as a signed participants list, but also the documentation with photos and produced materials.

**Departure of participants**
Finally, the participants depart independently or with the assistance of the project team.

### 2.3.3. Evaluation and reporting

Steps in the evaluation and reporting phase:
- Final project evaluation
- Financial documentation

- Collecting travel documents
- Completion of final project reports
- Submitting the final project report
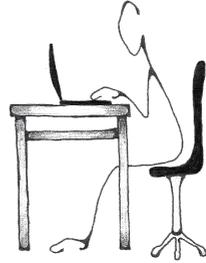
After the end of the activity, the work of the orga-
nisers is not over. They still have to deal with repor-
ting and evaluation.

### Final project evaluation
Shortly after the end of the activity, the project team should meet to evaluate
the PBA. They need to analyse the evaluation material provided by participants
as a basis for the overall project evaluation. Only with the involvement of the
participants' evaluation material can the fulfilment of the aims and objectives of
the project be measured.

Moreover, during the last evaluation meeting, all team members should evaluate
the project and reflect on their performance. Constructive critical remarks should
be articulated and received openly by each team member.

At the end a concluding evaluation, a report consisting of both the participants
and the team evaluations has to be drawn to be included into the final reports.

### Financial documentation
Proper financial management is essential for a successfull project. Transparent
accounting allows for efficient budget control and facilitates reporting.

Invoices and bills have to be checked for mistakes and against the total budget.
Missing financial documents have to be replaced as soon as possible as some of
them may not be available at a later stage.

If the NA or the EACEA requires translations of invoices that are issued in languages
other than English or the national language of the applicant, then the easiest way
is to get those invoices translated in the country of their origin, i.e. the hosting
country.

### Collecting travel documents
Usually, the original travel documents from the participants
are the only missing financial documents. This is why it is cru-
cial to remind participants to send their travel documents di-
rectly to the applicant organisation.
A deadline is a good way of disciplining participants and underlining how important
it is that the organisers receive the original travel documents. Setting the deadline

shortly after the arrival of the participants back home can be helpful, because the longer the participants have time to forget the project, the fewer are likely to send any boarding tags, flight tickets and any other original proof.

**Completion of final project reports**
Right after the end of the project, the organisers should start to compile the final reports.

Generally, two reports should be written:
I. A project report for the organisation and the participants (not legally required or binding) and
II. A final project report for the National Agency or the Executive Agency (legally required by the contract and binding for future payments from the funder)

I. Project report for the organisation and the participants
This report should give a short overview of the PBA including its sessions and outcomes.

The main elements are:
- Project background and project team
- Aims and objectives
- List of participants
- Short description of PBA sessions and their outcomes
- Results of the evaluation

See the "For a Future to Come" webpage for examples of project reports:
www.moe-online.com/future/

The report can be used as a means to promote the organisations´ activities, as an orientation for follow-up activities, or a way of sharing experiences with partner organisations by giving examples of PBAs.

II. Final project report for the National Agency or the Executive Agency
The final project report is a tool for the funder, the NA or the EACEA, to asses if the project was implemented as planned and if its aims and objectives were achieved. For the applicant organisation this creates the obligation to fill in the report as thoroughly as possible.

The report form can be downloaded from the YiA Programme website (see Chapter 4 for the link). When looking at the report form, it becomes obvious that it is structured along the same lines as the application form. Hence, a look into the application is helpful for the completion of the report.

Any changes in the application not reported before the contract signing have to be indicated and justified. Results and outcomes should be highlighted, and if they differ from the expected outcomes, the roots of this change have to be discussed and a final conclusion has to be drawn stating if the aims and objectives have been reached.

In general, obstacles and difficulties can be described. They should not be hidden, because they are unavoidable in any project, and the knowledge of them will help other organisations to avoid similar problems in future projects.

**Submitting the final project report**
The last step within the PBA cycle is submitting the final project report to the National Agency or the Executive Agency.

It is essential to keep the deadline for submission and not to forget to attach all supporting documents (financial proofs of expenses, a list of participants).

The safest way to post the report is to send it as a registered letter.

Be prepared to clarify any questions which the funder (NA/ EACEA) might have when revising of the final report. When the report is finally approved, the last payment will be transferred to the applicant.

## The project manager  2.4

This chapter will conclude with a brief summary of PBA management team roles.

As seen above, during the PBA implementation process a variety of different tasks has to be performed. This cannot be done by a single person; consequently, a PBA is usually directed by a project team consisting of several people.

The leader of this team is the project manager, responsible for the entire project and its success. Usually, due to the international character of the project, partners share responsibility. A common task division model is that the applicant organisation identifies a main project manager and the organisation hosting the project (the hosting organisation) takes responsibility for all the practical and logistical arrangements at the project venue.

Hence, there are two project managers: the main project manager and the logistics manager. Both have to cooperate closely in order to make the project happen.

**See Annex VI for an overview of the project manager's main tasks.**

In accordance with the PBA project phases described above, project managers have to clarify the tasks that have to be performed and build a project team which supports their work.

A usual project team for a PBA consists of three to four additional team members:
- Two facilitators (external experts or experts from the partner organisations)
- One or two support staff members (coming from both the hosting and the applicant organisation, or other partner organisations)

The facilitators are responsible for the running of the activity programme (see Chapter 3 – PBA Structure and Content).

The support staff can take a variety of roles, depending on the division of tasks between them and the project managers. Usually, the support staff is involved in the communication with participants, takes care of logistical arrangements during the implementation of the PBA, or supports the documentation process.

A proposal for task division among the team members according to the project phases is suggested below:

**An example of an activity and work plan with tasks for each team member**

In this example the project team consists of 6 members:
- Project manager (PM)
- Logistics manager (LM)
- Two facilitators (F)
- Support staff (S)
- Rapporteur (R)

| TIME LINE | | PROJECT PHASE | TASK - Sub-task (TEAM MEMBER) |
|---|---|---|---|
| Month 1 | w.1 | 1. PLANNING AND APPLICATION PHASE | |
| | w.2 | | **Needs assessment and definition of aims and objectives** |
| | w.3 | | - Conduct need assessment (PM and LM) |
| | w.4 | | - Set aims and objectives (PM and LM) <br> - Clarify organisational and financial needs (PM and LM) |
| Month 2 | w.1 | | **Creation of an activity plan** <br> - Set up a work plan and schedule the activities (PM and LM) |
| | w.2 | | |
| | w.3 | | **Selection of facilitators and drafting the PBA programme** <br> - Search for appropriate facilitators (PM and LM) |
| | w.4 | | - Create a PBA programme draft (F) |
| Month 3 | w.1 | | |
| | w.2 | | **Selection of participants** <br> - Prepare an application form and a call for participants (PM and LM) |
| | w.3 | | - Call for participants and set deadline for respond (S) <br> - Collect applications and partner agreement (Part III) (S) <br> - Select participants (PM and LM) |
| | w.4 | | - Inform selected and rejected participants about decision (S) |

| Time line | Project Phase | Task - Sub-task (Team Member) |
|-----------|---------------|------------------------------|

**...**

**Month 4** — w.1, w.2, w.3, w.4

**1. PLANNING AND APPLICATION PHASE**

**Application to the YiA Programme**
- Write application to YiA Programme **(PM and LM)**
- Complete an application form with all supporting documents **(PM)**
- Submit application **(PM)**

**Month 5** — w.1, w.2, w.3, w.4

**Waiting for approval**

**Month 6** — w.1, w.2, w.3, w.4

**2. IMPLEMENTATION PHASE: PREPARATION**

**Contract and contractual obligations**
- Check contract sent by the NA or EACEA (if needed reconsider budget and project) **(PM and LM)**
- Sign contract and send to NA or EAsCEA **(PM)**
- Clarify funding conditions **(PM )**

**Month 7** — w.1, w.2, w.3, w.4

**Reviewing of activity schedule/ work plan**
- Rework the activity schedule and work plan **(PM and LM)**

**Keeping participants and facilitators up-to-date**
- Inform participants and facilitators that project is approved **(PM)**
- Wait for confirmation of participants for participation **(S)**
- Agree with facilitators on preparation meeting **(PM)**

| Time line | | Project Phase | Task - Sub-task (Team Member) |
|---|---|---|---|

**Month 8**

w.1 — **Identification of a PBA venue**
- Research and booking of hotel (PM)

w.2 — **Practical information**
- Prepare practical information for participants (S)

w.3

w.4

**Month 9**

w.1

w.2 — **Collection of travel details**
- Send out practical information including request for travel details and set deadline for respond (S)
- Collect travel details (if needed replace participants) (S)

w.3

w.4

**2. IMPLEMENTATION PHASE: PREPARATION**

**Month 10**

w.1 — **Preparation meeting with facilitators & list of materials**
- Discuss all project elements and prepare list of materials (ALL TEAM MEMBERS)

**2. IMPLEMENTATION PHASE: IMPLEMENTATION**

w.2

**Preparation of materials for trainers and reporting**
- Collect all materials for trainers (S)
- Print out documents for reporting (S)

**Arrival of participants and transportation to the venue**
- Arrange transportation for participants and welcome them at the venue (S)

**The PBA implementation**
- Facilitate sessions (F)
- Arrange logistics (LM)
- Take notes of the sessions (R)

**The PBA evaluation and monitoring**
- Conduct daily evaluations (F)
- Conduct daily team meetings (ALL TEAM MEMBERS)
- Hold mid-term and final evaluation (F)

**The PBA finances, reimbursement, documentation**
- Collect travel documents of participants and facilitators (PM and LM)
- Calculate reimbursement (PM and LM)
- Copy all travel documents (S)

| *Time line* | | *Project Phase* | *Task - Sub-task (Team Member)* |
|---|---|---|---|
| **Month 10** | w.2 | **IMPLEMENTATION** | - Reimburse participants and facilitators (if decided to do so during the project) **(PM and LM)**<br>- Collect and keep all proof of expenses during the project **(PM and LM)**<br>- Make a list of participants for report to YiA Programme **(PM and LM)**<br>- Keep documentation of project (pax contact list, photos, produced materials) **(PM and LM)**<br><br>**Departure of participants**<br>- Arrange transportation for participants´ departure **(S)** |
| | w.3 | **3. EVALUATION AND REPORTING PHASE** | **Final project evaluation**<br>- Conduct final project meeting **(ALL TEAM MEMBERS)**<br>- Draw conclusion and write it down **(ALL TEAM MEMBERS)**<br><br>**Financial documentation**<br>- Check financial documents (invoices) and travel documents of participants **(PM and LM)**<br>- Recalculate the budget **(PM and LM)**<br>- Prepare a list of missing documents **(PM and LM)** |
| | w.4 | | |
| **Month 11** | w.1 | | **Collecting travel documents**<br>- Remind participants to send missing travel documents (invoice, boarding tags, return tickets) **(S)**<br>- Check newly received travel documents **(PM)** |
| | w.2 | | |
| | w.3 | | |
| | w.4 | | |
| **Month 12** | w.1 | | **Completion of final project reports**<br>- Write project report for organisation and participants **(R)**<br>- Fill-in the report form for the NA or EACEA **(PM and LM)** |
| | w.2 | | **Submitting the final project report**<br>- Put the report and additional documents (invoices, travel documents) together **(PM)**<br>- Post the report **(PM)** |

chapter 3

# PBA STRUCTURE AND CONTENT

Participants and facilitators share a crucial role during preparation, implementation and evaluation of each Partnership-Building Activity. Facilitators and participants are key actors in creating outcomes and achieving objectives of a PBA. Participants are central for the learning process and are the key beneficiaries of the project. Facilitators create, implement and monitor the PBA programme with a logical structure designed in accordance with the PBA's objectives.

Therefore, the following chapter describes the roles and profiles of the facilitator and participants and PBA programme elements.

## 3.1 The role and profile of facilitators

### 3.1.1. The role of facilitators

The facilitator in a Partnership-Building Activity (PBA) has one of the most important roles in the PBA project team. Facilitators design, implement and monitor the programme. Given their numerous responsibilities, facilitators should not be burdened with the logistical and practical arrangements which are normally take care of by the PBA logistical team (including project managers, support staff and others; see Chapter 2 – PBA Project Management).

Based on the PBA aims and objectives and the profile of the participants, facilitators should develop a short version of PBA programme which can be shared with project participants before their arrival.

The facilitators' main responsibilities are:
- Preparation of the PBA programme in close cooperation with other facilitator(s) and project manager(s) according to the set topic(s), aims and objectives of the PBA
- Preparation of the content of the programme (e.g. preparation of PowerPoint presentations, exercises, workshops, handouts etc)
- Attending the preparatory meeting of the PBA (if applicable)
- Implementation and monitoring of the planned programme during the PBA
- Awareness of the programme content prepared by the other facilitator(s)
- Daily evaluation of the seminar with other facilitator(s) and project manager(s)
- Final evaluation of the PBA
- Contribution to the final report

### 3.1.2. The facilitator's profile

Selection of facilitators for the PBA depends on a range of issues:
- Theme/topic or main focus of the PBA
- Aim and objectives of the seminar
- Participants' profile

The facilitators should have experience in non-formal education and knowledge of the Youth in Action Programme. Specific objectives and topics may require a facilitator with knowledge and experience of a particular subject.

If the project deals with a specific issue, it would be an asset if the facilitators

worked in the area on a day-to-day basis in order to share their knowledge and skills with the participants. For example in a PBA involving participants from Programme and Neighbouring Partner Countries, the facilitator will be required to have specific knowledge on the Partner Countries and the youth work reality there. If the main topic of the PBA is about working with young people with physical disabilities, then the facilitator can be required to have experience in this field.

When a Partnership-Building Activity includes participants from Programme Countries and from Neighbouring Partner Countries of the EECA region, Russian very often emerges as the unofficial second language. In such cases, the project may run more smoothly if some team members are able to work in Russian as well as English.

Above all, a balanced composition of the facilitators' team should be considered. You can find a comprehensive list of relevant guidelines below:

*Recommendations of the Curriculum and Quality Development Group of the Partnership of the Council of Europe and the European Commission on "Quality standards for European youth worker training" with regard to team work:*

*- International composition of the team of trainers*
*- Balanced composition of the team of trainers with respect to nationality, origin, gender and other significant factors.*
*- The team composition should be reflective of the composition of the participants' group.*
*- Common working language for the team of trainers*
*- The composition of the team of trainers should reflect the knowledge and competence necessary to implement the course.*
*Source: T-Kit 6 Training Essentials, 2000*

Facilitators are usually required to submit their CV, describing their educational background and previous experience. Recommendation letters from colleagues that worked with them before is an asset during the facilitator selection process.

PBA facilitators can be found via organisational networks, personal contacts or with the help of SALTO Trainers Online for Youth database. See the webpage http://www.salto-youth.net/toy/ for the database.

**See Annex VII for an example of a facilitator's profile.**

## 3.2    The participant's profile

After defining their aims and objectives, the organisers can decide which groups could benefit from the project most and then select participants.

Not only do PBAs provide an opportunity to acquire skills, knowledge and competence, but they also help to create partnerships between youth organisations through developing concrete future projects. Therefore, participants of the PBA should be able to take decisions and develop ideas for activities for young people on the spot.

As the Youth in Action Programme focuses on non-formal education and learning, a space for sharing successful and challenging practices in youth work should be provided. Bringing concrete examples of past projects and discussing experiences or ideas relies hugely on the participants who act as resources.

A list of key criteria which should be taken into account when deciding who should participate in the project is provided below:

**Age**
The Youth in Action Programme does not set a formal age limit for participants in Partnership-Building Activities. In terms of group cohesion, it is worth considering narrowing down the age group in relation to your aims, objectives and working methods.

**Language**
Language is a crucial question that influences all stages of the project implementation. At the application stage, attention should be paid to both the general knowledge of working languages, as well as particular competences (speaking, writing, reading or understanding). In particular cases, setting a threshold of language skills may be advisable – this could mean the participant's ability to fully comprehend and complete the application form without external assistance. Application forms are often completed for participants by a third party, which makes it impossible to verify their language skills. Phone interviews seem the only long-distance tool available to verify the actual language ability of potential participants, although they can be costly and difficult to arrange for.

**Experience**
This element is crucial for recognising and incorporating prior learning experiences into the PBA programme. The organisers should take account of the participants' experience when drafting the programme and selecting their methodology.

For example, in a PBA on European Voluntary Service (EVS), the organisers can require participants to have experience in managing at least three EVS projects. If the PBA is aimed at beginners, the organisers could look for participants with some previous involvement in voluntary and youth work.

### Gender balance
It is important to have gender balance during a PBA. It is a requirement for all the projects implemented within the Youth in Action Programme.

### Geographical balance
Since the Youth in Action Programme already requires a balance between participants from Programme and Partner Countries, this is not a particularly challenging requirement. However, please do remember that in case of participant cancellations or drop-outs, substitute participants should be found according to the same principles.

### Motivation
Needs assessment is crucial for organising a PBA. It follows that participants should really need the PBA if the overall aims and objectives are to be targeted. In most cases, participants should need to attend the PBA for a specific reason, such as to build a partnership with organisations for the development of new projects. Questions on the form may require participants to state why they need the PBA and why they feel that it will be beneficial to them. These questions also address motivation. It may be a difficult task for the team to assess needs and motivations on the basis of limited information provided. Still, direct questions can often provide useful insights into the participants' background.

### Position within the sending organisation
Responsibilities of the participant within their organisation influence their ability to make decisions during the PBA. It is crucial in project planning as well as partnership-building.

### Residence
Every participant must be a legal resident in a Programme Country or a Neighbouring Partner Country. Participants do not need to be citizens of the countries they represent, but they need to reside in the country they represent.

### Special needs
PBA organisers need to be aware that participants might have special needs (dietary, mobility) in order to plan programme activities accordingly. If any participants have physical disabilities it is essential to provide an inclusive programme and methodology. For example, physically challenging team-building activities will

need to be replaced by other working methods to facilitate equal participation. The same applies to logistical arrangement such as local travel, accomodation and meals.

Participant selection in Youth in Action Programme projects is often conducted by project partners, acting as sending organisations. Hence, the project management team cannot influence the final decision of each partner organisation. In such cases, organisations should be advised to select participants according to the participant profile defined before sending the partnership agreement (Part III) (see Chapter 2 – PBA Project Management).

The participants' application form is the main instrument in the participant selection process. It should be composed of at least two main parts:
I. Information about the participant and their sending organisation
II. Information on the experience and motivation of the participant
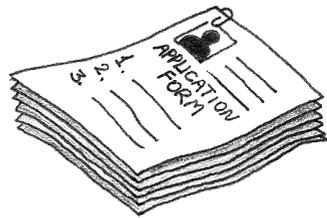


### I. Information about the participant and their sending organisation
- Organisational details (name, address, contact details, mission, field of activity, community background)
- Personal details (name, address, date of birth, gender, contact details, citizenship)
- Role of the participant in the organisation (position, tasks)

### II. Information on the experience and motivation of the participant
- Personal and professional experiences related to the theme of the PBA
- Personal motivation for participation
- Expected outcomes from the PBA
- Expected benefit from the participation and ideas for follow-up

**See Annex VIII for an example of a call for PBA participants and participants' application form.**

## Main PBA programme blocks 3.3

The activity programme should be clearly defined, realistic, balanced and linked to the particular objectives of the project and the general aims of the Youth in Action Programme. The PBA should have a clearly identified theme which the partners wish to explore together. The selected theme should be agreed together and should reflect participants' needs and interests. The theme has to be transformed into the concrete daily activities of the project.

Besides the specific PBA objectives, several programme content parts are generic and common for all projects. A logical flow of programme blocks should be assured and content parts should come one after another in a way to facilitate learning and partnership building process, leading to a logical conclusion. Programme flows are designed and monitored according to resources in the group, group dynamics, group development and participants' learning styles.

Some programme parts have a fixed place in the programme flow. In virtually all cases, regardless of PBA aims and objectives, introduction, getting to know each other, group-building activities and an evaluation of fears and expectations take place at the beginning of the programme. Similarly - project development, presentation of the planned projects, and an evaluation of the PBA come at the end, creating a logical ending of the PBA.

Other parts of the programme can be placed in between the above mentioned starting and finishing programme blocks. Integral parts can be defined according to the main theme, aim and objectives, as well as needs of the participants. For example, if the main topic of the PBA is intercultural learning and one of the objectives is to raise awareness of youth workers on intercultural differences, then the integral part of the programme should include elements of intercultural learning and exercises, workshops, theoretical inputs on this topic can be conducted.

Please find a graphic representation of a programme flow in the chart below.

**Programme Flow**

| | |
|---|---|
| Welcome, introduction, getting to know each other | |
| Group building | |
| Sharing experiences | |
| Analysis and reflection | |
| New knowledge, information, experience, creation | |
| Transfer | |
| Action, planning, follow-up | |
| Conclusion and closure | |
| Evaluation | |

Beginning    Duration of the traning program (time)    End
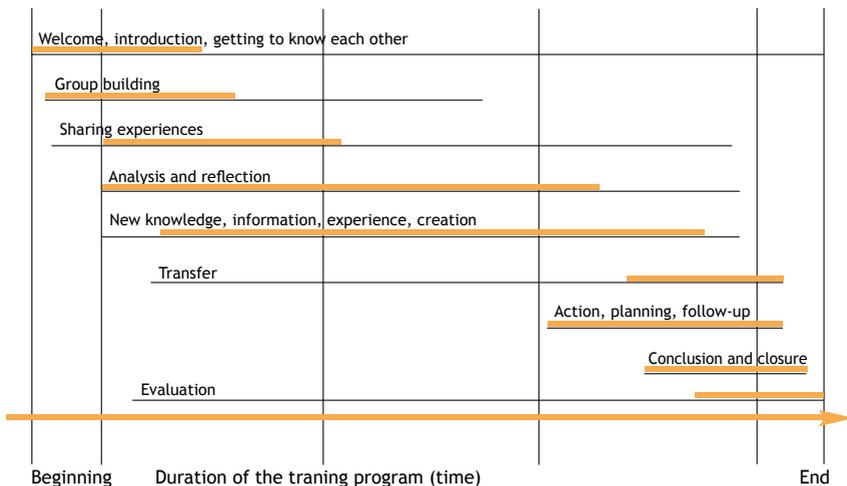
*Source: T-Kit 6 Training Essentials, 2000*

Below, standard programme content parts are described alongside examples of the concrete tools and methods which can be applied accordingly. Tools and methods come from two sources:
- SALTO Tool Box for Training  http://www.salto-youth.net/find-a-tool/
- Final report of the Contact Making Seminar "For a Future to Come – International Youth Work on Conflict Management" (Kobuleti, Georgia)
http://www.moe-online.com/future/

**Introduction of the PBA team**
Introduction is usually run by project managers from hosting and applicant organisations (if the project is hosted in one of the Neighbouring Partner Countries). Project managers welcome participants to the venue, present logistical and practical arrangements and introduce team members. Facilitators also introduce themselves shortly.

**Presentation of PBA aim(s) and objectives**
Presentation of the aims, objectives and learning outcomes of the PBA is usually handled by facilitators. In principle, participants should already know the PBA basics before they arrive at the venue. Nevertheless, reiterating them is crucial as facilitators can explain the PBA's main aims and objectives more specifically and answer any questions that might arise.

### Presentation of the daily timetable
Facilitators introduce the daily timetable, explaining each programme part, familiarising participants with the final programme structure and updating them on any changes from the original idea. Participants have time for questions and can comment on the programme.

*Sample Tool: Context and programme presentation*

*Description: This tool is applied through chronological presentation of the programme in order to explain the project background. In the first part of the presentation the context/framework of the PBA should be introduced and linked with the activities of the hosting organisation.*

*Furthermore, the PBA aim and objectives are presented. Programme elements/sessions should be divided in main blocks, each session printed on a separate page (possibly colour papers, different colours for each block). The main blocks must be presented day-by-day and later stuck on the wall. The programme should stay visible during the entire activity for reference.*

Source: http://www.salto-youth.net/find-a-tool/

### Methodological approach
In this part, facilitators explain the working methods and methodological approach they have selected for programme delivery.

### Evaluation of contributions, expectations and fears of participants
In this part, participants are given space to express their expectations, fears and contributions towards their participation in the PBA. This part aims at sharing participants' attitudes with the team and allows the organisers to get feedback.

*Sample Tool: The tree of expectations*

*Description: Draw a tree showing roots, trunk/branches and the leaves. Give one or more post-it notes in three different colours to each participant. Ask participants to write on each post-it accordingly what they expect from the activity, what they are afraid could happen during the PBA programme (and make it a failure) and how they would like to contribute to the PBA in order to make the activity successful. Afterwards everybody should stick the post-its on a flipchart, fears should be placed on the roots, contributions on the trunk and expectations on the leaves. Further on, facilitators summarise notes and participants can comment on their note if they wish. The aim of this exercise is to share what participants expect, fear and would like to contribute towards the PBA.*

Source: http://www.moe-online.com/future/

Final report of the Contact Making Seminar "For a Future to Come – International Youth Work on Conflict Management" (Kobuleti, Georgia)

## Ground rules

In order to agree on the common working conditions, participants can be asked to brainstorm on the conditions in which they would feel comfortable to work. This usually includes standard elements like punctuality, listening to each other, participating actively etc. As these elements might seem obvious to some participants, it is important to emphasise that the participants should agree on the general working rules.

*Sample Tool: Ground rules*

*Description: Explain the objectives of the activity to the participants, emphasising their active role (and their responsibilities) in the learning process.*

*Write the word RULES vertically on a flipchart and ask participants to brainstorm about words starting with one of these letters that should be characteristics that group must have in order to successfully work together.*
*Before writing the words, ask for a clarification on their meaning and ask if everybody agrees on these "rules".*

*Continue until you feel the Ground Rules are complete (the facilitator may propose some words as well, especially if words as "Respect" and "Listening" are not present).*
*Source: http://www.salto-youth.net/find-a-tool/*

## Name games

Name games present an opportunity for participants to get to know each other's names and bring all participants closer together, which will help them co-operate during the PBA. Name games are also a good tool for ice-breaking between the participants and are often funny and joyful.

*Sample Tool: The story of my own name*

*Description: The trainer asks the participants to sit or stand in a circle so that everyone can see each other. The aim of the exercise is to tell each other the story related to the meaning of their names as well as how and by whom they were given that name. To provide an example, the trainer starts with his/her own name and the exercise continues until each one of the participants talk about their names. In order to make it more fun, funny stories about the names can be included.*
*Source: http://www.salto-youth.net/find-a-tool/*

## Evaluation of past experiences

In this part the participants share their own experiences in youth work and on the specific topic of the PBA. This gives both the facilitators and participants an idea about resources within the group, which can be useful during further parts of the programme.

*Sample Tool: Carousel - about youth organisations, previous projects, personal background*

*Description: Participants are placed in two circles, inner and outer. The two circles have an equal number of places (chairs). There should be couples of chairs facing each other (from the two circles) (if you do not have or do not want to use chairs just tell participants to stand opposite each other).*

*Each participant receives a pen or pencil and set of post-its.*

*The facilitator asks several questions (see set of questions below) in rounds.*
*After posing the questions facilitator gives an instruction which circle should answer. In every couple of participants one answers and the other writes down the key points on a post it.*

*After each round the facilitators "spins" one of the circles for a number of places either way.*

*Tips for the facilitator:*
*- Keep the same direction during the entire exercise*
*- Remind the participants to write the name on the post-its.*

*In the same time two other team members are taking pictures of all participants. Once finished, the team print the pictures. At the end of 6-7 rounds the photos are put up on the wall. Each participant should write his/her name on the photo. All participants should stick the post its next to the photo (name) of the persons they have questioned (they should be already on the wall). Some time is left for participants to see their "ID" and to see other people "IDs"*

*Tips for the facilitator:*
*- Leave some time at the end of the exercise for the participants to see the other pictures and the characteristics of the others in the group.*

*Set of questions (used in TC Rural on rural youth work):*
*1. Where do you come from? How does your rural/isolated area look like?*
*2. What do you study/work?*
*3. What is your role in your youth organisation/movement?*
*4. Have you taken part in any international youth activities already?*
*5. Have you organised/been part of organising any international youth events already?*
*6. What is rural youth work for you? (in 2 sentences please)*
*7. Describe the country where you come from in 2 sentences*
*Additional suggestion - if you have more time available:*
*8. The inner circle should think of a question to ask the outer circle*
*9. In return, the outer circle should choose a question for the inner circle.* Source: http://www.salto-youth.net/find-a-tool/

## Getting to know each other

In order to start building co-operation and partnership, it is important that participants get to know each other on personal level, and not only through getting to know each other's experience. This helps to get more information on the personal

background of participants, supports group cohesion and 'breaks the ice'.

> *Sample Tool: Human Bingo*
>
> *Description: Number several sheets of a half A4 page with a marker. The number of sheets should equal the number of participants. Make a bingo grid with as many squares as the number of the participants. If there are more than 12 participants, the trainer may choose to make two grids, one with even numbers and the other with the odd ones.*
>
> *Give every participant a page and ask them to fill in one characteristic about themselves which is not obvious/visible to others. Collect all pages and display them to the group, while asking people to try to fill in on their bingo grid the names of participants belonging to the numbers by questioning each other. Only questions that can be answered by yes or no are allowed. Participants, who are able to find out the right names belonging to any horizontal, vertical or diagonal role of numbers on his or her bingo grid, shouts Bingo!*
>
> *Source: http://www.salto-youth.net/find-a-tool/*

## Group-building

Group-building exercises are conducted in order to support the process of group cohesion, which will help participants to form a group and get closer to each other. Group building exercises play the of role of ice breakers between the participants and foster better group cohesion.

> *Sample Tool: Treasure Hunt*
>
> *Description: Hide pieces of a puzzle (e.g. cut up postcard) in different places which participant will need to know during the seminar (e.g. toilet, public phone, working rooms). Make sure to hide (not too difficult though) enough pieces of puzzle for the number of competing teams (see below).*
>
> *Divide the bigger group in different smaller teams of 3-5 people (it is definitely more fun to do this activity in little groups than individually). These teams are competing and the team which first completes the puzzle, could get a symbolic prize (a bar of chocolate, a free drink). In order to find the different places where the pieces of the puzzle are hidden, provide participants with a list of clues (e.g. on which floor they can find the pieces of puzzle, a cryptic description of the hiding places in question, a picture of the places where the pieces are hidden etc). Mention clearly how many pieces participants should find, and that they should not take the pieces of a competing group or hide their pieces.*
>
> *In order to make it a real cooperation activity, you could tie the teams together (loosely!) with a piece of string (or ask them to hold onto a piece of string) - beware of stairs and consider less mobile people in the group.*
>
> *Alternatively you could also hide a clue in the first hiding place, which describes the hiding place of a second clue and so on, till at the end you will arrive at a real treasure (or the restaurant where you will have dinner that evening). Make sure*

*you have a backup plan in case half of your teams get lost.*
*Source: http://www.salto-youth.net/find-a-tool/*

## Presentation of the Youth in Action Programme

The Youth in Action Programme is the funding source of the PBA and participants should develop the projects within the Programme framework. During this activity facilitators introduce the YiA Programme in order to ensure that all participants share an understanding of the Programme and its aims, objectives, priorities, and main actions.

*Sample Tool: Talk Show*

*Description:*
*- First step: warming up the audience: presenting the interactive show and people can ask questions (only when they have the microphone) + training for applause etc.*
*- Second step: the host enters the room and explains the topic of the day.*
*- Third step: the central guest enters with a short general introduction of the Programme  (origins, priorities).*
*- Fourth step: Action 1 of the Youth in Action Programme: short explanation of youth exchanges and youth initiatives.*

*This combined with a testimony of a "young person" (a character played by a person of the team) who attended a youth exchange, and afterwards organised a local initiative as a result of the exchange. This testimony can be adapted towards the topic of the TC.*

*This followed by a short explanation of Action 1.3 (Youth Democracy Projects) + again a testimony: played by a member of the team : mostly we use an employee of the local community hall, who knows nothing, and just came because the politicians did not have time...*

*Action 2: EVS: explanation + a testimony of young person who was an EVS volunteer*
*Action 3: Youth in the World: explanation + testimony of young person of a neighbouring country who participated in a youth exchange + differences with Action 1.1.*
*Action 4: we only mention Action 4.3: short explanation + testimony of a trainer about the practicalities.*

*Last step: ending up with a short resume or a short movie...*
*In between the participants, who are the audience can ask questions.*
*Source: http://www.salto-youth.net/find-a-tool/*

## Presentations of the organisations

In order to develop partnerships for concrete projects, facilitators should organise a time for presentations of the organisations represented by participants. Presentations of the organisations play a big role in establishing concrete partnerships between participants.

*Sample Tool: Organisational Gallery*

*Description: Organisational Gallery is a starting point for future cooperation. The aim of this session is to give space to all participants to present their organisations to other participants.*

*The whole group splits into four small groups according to their country of origin, so the participants forme two groups from EECA and two groups from Programme countries. Each group has to present their organisations in one of the four sessions. Participants have 45 minutes to prepare a presentation of their organisations on A1 paper. The Organisations Gallery, organised in four sessions, follows. Each participant has two minutes to introduce their organisation briefly. The main focus is: aims, main activities, field of work and target group of the organisation.*

*After the brief introduction from the participants, 30 minutes are devoted to open space, when participants who became interested in the presented organisations can approach their representatives, ask questions and get to know more about their organisations.*

*All four sessions follow the same pattern - all organisations are presented and all participants have a chance to get to know other organisations closer.*

*The flipcharts of the organizations are displayed on the wall of the seminar room and stay there until the end of the seminar. It provides the participants with an opportunity to ask more questions during the seminar.*
*Source: http://www.moe-online.com/future/*

Final report of the Contact Making Seminar "For a future to come – international youth work on conflict management" (Kobuleti, Georgia)

## Project development

As the PBA's main aim is to develop partnerships, enough space should be provided within each PBA to develop future YiA projects and other joint initiatives. Commonly developed projects are among the top outcomes and allow to measure the success of a PBA.

*Sample Tool: Open Space for project development*

*Description: The aim of this workshop is to give participants space and time to work on their own project ideas.*

*First, participants are asked to provide basic details of their project ideas on A4 papers. They have the possibility to draft as many project ideas as they wish. Afterwards the participants present their ideas to the whole group. At the end of the presentations, facilitators help to form groups sharing similar ideas. Open space is organised in four sessions, with five project discussed in 45 minutes. After 45 minutes next session begins for another 45 minutes. This process lasts until the last, fourth session of project development is completed. During the sessions participants can move from one place to another and choose the most appropriate project for them. At the end of the open space workshop, participants presented the developed project ideas. During the open space workshop trainers visit all*

*working groups and offer support and advice to participants.*
*Source: http://www.moe-online.com/future/*
*Final report of the Contact Making Seminar "For a future to come – international youth work on conflict management" (Kobuleti, Georgia)*

## Presentation of planned projects

After providing participants with space and time to develop new projects, it is essential to arrange for the presentations of the planned projects. This gives the whole group a possibility to see the PBA outcomes, and provides room for recommendations and suggestion by the facilitators and participants.

*Sample Tool: Project Press Conference*

*Description: At the beginning of the day participants are told about a press conference which will takes place in the afternoon. For this activity, every networking group should prepare a short presentation of their project (5 min), trying to Keep It Simple and Specific (KISS) and being original with the methods used to present it.*

*In the afternoon, participants gather for a press conference. Then the 'presenter' of the conference provides basic rules: 1 - each group has 5 min to present their project; 2 - questions from the audience are possible after each project presentation. Facilitators also provide their feedback during the presentations. After all presentations, they also provide an overview of the presented initiatives.*
*Source: http://www.salto-youth.net/find-a-tool/*

## Evaluation

Evaluation is essential throughout all actions of the Youth in Action Programme. Therefore, it is very important to dedicate sufficient time and space to the final PBA evaluation. In some cases, mid-term evaluation can be advised.

Normally, evaluation takes two basic forms: the oral evaluation, during which participants express their opinions about programme parts in front of the whole group and the written evaluation, when participants fill evaluation forms prepared by the organisers or facilitators, where all participants have an opportunity to express their views in a written and anonymous form. A summary of the written evaluation forms is usually included in the final report of the PBA and it is a tool for measuring the overall satisfaction of participants with the PBA programme and logistics.

Occasionally, evaluation can be limited to its visual dimension, when participants do not have to provide comment and they share their opinions through movement or the use of graphic and visual symbols to evaluate the project.

*Sample Tool: Evaluation*

*Description: Different symbols/drawings are displayed in four corners of the room:*
*- A suitcase (drawn on flipchart paper or built from a cardboard box) in one corner standing for "This is what I am taking home"*
*- A big question mark in another corner saying "Questions left unanswered"*
*- A light bulb in another corner saying "Ideas, suggestions..."*
*- A trash can in another corner saying "This is what I am leaving here"*

*The participants are questioned about different aspects of the PBA (e.g. logistics, facilitators, some concrete sessions etc). After each session participants can place themselves on the relevant corners showing their answers through their locations. After each question one or two participants can comment on their choice and evaluate particular programme blocks.*

*Source: http://www.salto-youth.net/find-a-tool/*

## Intercultural evening

An intercultural evening is an important element of the PBA's intercultural dimension, especially when participants come from Programme and Neighbouring Partner Countries. Therefore, this informal programme block needs to be facilitated and structured. As a rule, before their arrival, participants are asked to bring some national snacks, drinks and materials presenting their countries, regions and communities which they share during the event.

*Sample Tool: Intercultural evening*

*Description: Intercultural evening can be organised by a group of volunteers, a social committee selected on the first day of the programme. Participants prepare oral presentations of their countries and design small part of the table with postcards, snack, drinks and other elements symbolising their country.*

*Afterwards social committee members facilitate presentation of each country one by one. Each country presentation should last around 3-5 minutes. After all presen tations participants can go around and taste, watch and enjoy what their colleagues have brought from home.*

*Source: http://www.moe-online.com/future/*
*Final report of the Contact Making Seminar "For a future to come – international youth work on conflict management" (Kobuleti, Georgia)*

While selecting a tool/method for a particular part of the programme, it is important to consider the following questions:
- Objective: is the selected tool helpful in achieving the objective of this session?
- Target group: is this tool acceptable for the target group? Consider the age, cultural background and special physical needs of all participants.
- Frame: is there enough time and appropriate space for the realisation of this tool?
- Resources in the group: do I need some resource persons to use this tool?
- Sequence: what happens before and what happens after the activity?

- Facilitator: did I participate in such an activity myself or witnessed it being used elsewhere?

**See Project Examples for PBA programmes.**

chapter 4

# WHERE TO GO NEXT? SUPPORT SYSTEMS, FURTHER READING AND RESOURCES

There is a wide range of institutions, organisations and individuals all across Europe - including Eastern Europe and the Caucasus countries - offering information, advice and assistance in organising and implementing Partnership-Building Activities and other Youth in Action Programme projects. This applies both to YiA beginners and experts. Please find a list of support measures below together with links and references to further reading related to European youth work.
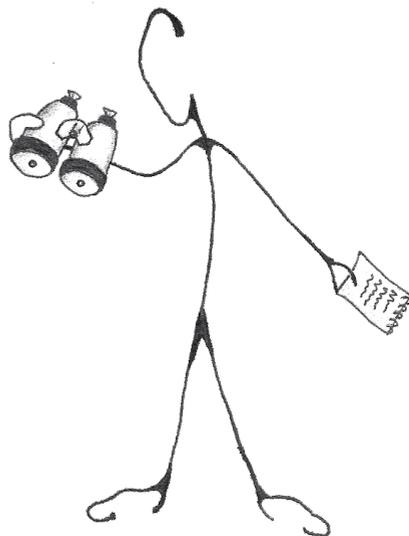
## 4.1   Support structures

**National Agencies**
Individuals, youth groups and organisations based in Programme Countries (EU Member States, Turkey, Iceland, Lichtenstein, Norway) can seek support from their respective National Agencies. National Agencies, located in each Programme Country, manage funding and provide project supervision on national level. NAs offer general advice on project applications – this means beneficiaries can seek their advice on project ideas before formally submitting it. NAs can also facilitate partner finding and offer help in implementing your project, once it is approved for funding. Quite importantly, NAs also look at project reports in order to verify their quality – and this is why they can offer advice on project reporting.

**Education, Audiovisual and Culture Executive Agency**
European youth non-governmental organisations (EYNGOs) can address their questions to the European Commission's Education, Audiovisual and Culture Executive Agency (EACEA), which funds projects submitted by pan-European organisations and offers them advice. Links to both NAs and EACEA can be found in the Resources part of this Chapter (4.2).

**SALTO Resource Centres**
The European Commission runs a support structure called SALTO Resource Centres (Support for Advanced Learning and Training Opportunities).

Organisers and partners in PBAs and other YiA projects can seek advice, resources, materials or any other information related to their project at the SALTO Resource Centres website – SALTO Resource Centres offer materials related to particular topics (e.g. cultural diversity, social inclusion) and neighbouring regions (EECA, EuroMed, South-East Europe).

One of the centres, SALTO EECA, is responsible for assisting promoters interested in EECA cooperation within the YiA Programme. SALTO EECA's office is based in Warsaw, Poland, and can be reached by post, phone and email. In case you need more personal and local advice, SALTO runs a multipliers network, which is a group of people in all EECA countries offering information and advice on the YiA Programme.

You can read more about SALTO on their website. See Chapter 4.2 for the web-link.

**The Youth in Action Programme Guide**
This is the first point of call for all potential applicants. The official guide to the Youth in Action Programme published by the European Commission.
http://ec.europa.eu/youth/youth-in-action-programme/doc443_en.htm

**European Youth Portal**
The European Union's main portal dedicated to the youth field. It contains a database of all institutions involved in implementing the YiA Programme, including National Agencies. http://europa.eu/youth

**The Council of Europe Directorate of Youth and Sport**
The Council of Europe's main website for youth affairs, including funding information and links to European Youth Centres in Strasbourg and Budapest.
http://www.coe.int/youth

**The EU and the CoE Partnership**
Partnership between the European Union and the Council of Europe in the youth field. Contains useful resources and information (including T-Kits) on joint projects and events. http://www.youth-partnership.net

**Training Kits (T-Kits)**
A set of Training Kits, developed jointly by the EU and the CoE, on particular aspects of youth work, such as project management, financial management, European citizenship, evaluation and more. http://www.youth-partnership.net/

**SALTO Resource Centres**
The main website of SALTO Resource Centres, including links to all RCs, a database of tools, youth trainers, a calendar of European training and support projects and much more. http://www.salto-youth.net

**Irish National Agency - Youth Work Publications**
A range of publications related to Youth in Action project management and methodologies, including guides to organising EVS, Youth Exchange and Group Initiative projects. http://www.leargas.ie/youth/publications.html

**Education, Audiovisual and Culture Executive Agency (EACEA)**
The official website of the Executive Agency. http://eacea.ec.europa.eu

**Eurodesk**
A European network of information centres for young people.
http://www.eurodesk.org

# PROJECT EXAMPLES

**Example 1 and 2 - CMS "For a Future to Come – International Youth Work on Conflict Management"**

Venue: Kobuleti, Georgia and Potsdam, Germany
Dates: November 19-24, 2007 (Georgia) and December 14-19, 2007(Germany)
Duration: 4 days (excluding travel days)

Coordinating organisations:
Kobuleti: Academy for Peace and Development (Georgia)
Potsdam: Mostar Friedensprojekt e.V. (Germany)

**Project summary**
The 27 months lasting project named "For a Future to Come – International Youth Work on Conflict Management" is dedicated to the promotion of the Youth Programme and to the topic of conflict management and conflict resolution. It is aimed to train youth workers from Programme Countries and particularly from EECA countries in conflict management and to establish a Trans-European youth network.

The project consists of a training of trainers, two multiplying training courses for organisations from EECA and Programme Countries, two Contact-Making-Seminars focusing on co-operation between EU and EECA countries about conflict management and three youth exchanges in Georgia, Armenia and Azerbaijan.

**PBA objectives**
- To bring together organisations working with young people in order to create new project ideas within the Youth in Action Programme (particularly Action 3)
- To get to know organisations from different parts of Europe
- To build new partnerships between Programme Countries and Partners Countries from Eastern Europe and Caucasus region for common projects in conflict management and resolution
- To create atmosphere of common understanding between people representing different cultures, working styles, etc
- To provide knowledge about possibilities of co-operation with Eastern Europe within the International Cooperation of Youth in Action Programme
- To promote Eastern Europe and Caucasus region among partners from Programme Countries.

**Example 1 - Venue Kobuleti - Programme**

**Day 1**

| | |
|---|---|
| 10:00 | Introduction / getting to know each other |
| 11:30 | Coffee break |
| 12:00 | Project presentation / expectations, fears and contributions |
| 13:30 | Lunch |
| 15:00 | Active Discovery of Kobuleti |
| 16:30 | Coffee break |
| 17:00 | Presentations of discovery /daily reflection |
| 20:00 | Dinner |
| 21:00 | Intercultural evening |

**Day 2**

| | |
|---|---|
| 10:00 | Organisations Gallery |
| 11:30 | Coffee break |
| 12:00 | Continuation: Organisations Gallery |
| 13:30 | Lunch |
| 15:00 | Youth in Action – Quiz |
| 16:30 | Coffee break |
| 17:00 | Good practice/ examples of youth projects, daily reflection |
| 20:00 | Dinner |
| 21:00 | Free evening |

**Day 3**

| | |
|---|---|
| 10:00 | Partnership and quality indicators |
| 11:30 | Coffee break |
| 12:00 | Case studies |
| 13:30 | Lunch |
| 15:00 | Trip to Gonio Castle and Batumi |
| 17:00 | Free time in Batumi |
| 20:00 | Traditional Georgian dinner in Batumi |
| 21:00 | Free evening |

**Day 4**

| | |
|---|---|
| 10:00 | Open space for project development |
| 11:30 | Coffee break |
| 12:00 | Continuation: Open space for project development |
| 13:30 | Lunch |
| 15:00 | Presentations of the planned projects / SALTO EECA RC |
| 16:30 | Coffee break |
| 17:00 | Evaluation of the CMS |
| 20:00 | Dinner |
| 21:00 | Farewell party |

**Example 2 - Venue Potsdam - Programme**

**Day 1**

| | |
|---|---|
| 10:00 | Opening, presentation of the programme, aims & objectives |
| 11:30 | Coffee break |
| 12:00 | Getting to know each other, ice-breaking |
| | Expectations, fears & contributions |
| 14:00 | Lunch |
| 15:30 | Preparation of the organisations fair, organisations fair |
| 18:00 | Coffee break |
| 18:30 | YiA Programme and challenges in international cooperation |
| 19:30 | Dinner |
| 21:00 | Intercultural evening I |

**Day 2**

| | |
|---|---|
| 10:00 | Introduction and energizer |
| 11:30 | Coffee break |
| 12:00 | Exchange of good practices |
| | Presentation of projects in and with EECA |
| 14:00 | Lunch |
| 15:30 | Conflict management and conflict resolution |
| | Tools for international youth exchanges |
| 17:00 | Coffee break |
| 17:30 | Partnership and quality |
| 19:30 | Dinner |
| 21:00 | Intercultural evening II |

**Day 3**

| | |
|---|---|
| 09:00 | Sightseeing in Potsdam |
| 11:30 | Coffee break |
| 12:00 | Work on project ideas – Needs analysis |
| 12:45 | Work on project ideas - Development and planning |
| 14:00 | Lunch |
| 15:30 | Work on project ideas - Development and planning |
| 17:00 | Coffee break |
| 17:30 | Work on project ideas - Development and planning |
| 19:30 | Dinner |
| 21:00 | Free evening |

**Day 4**

| | |
|---|---|
| 10:00 | Energizer, preparation for project presentations |
| 11:30 | Coffee break |
| 12:00 | Presentation of project ideas |
| 14:00 | Lunch |
| 15:30 | Future planning and follow-up |
| 17:30 | Coffee break |
| 18:00 | Evaluation of the seminar and perspectives |
| 19:30 | Dinner |
| 21:00 | Farewell party |

**Example 3 - PBA "Better Cooperation – Better Future"**

Venue: Tallinn, Estonia
Dates: March 20-23 2008
Duration: 4 days (excluding travel days)

Coordinating organisation:
European Movement Estonia (Estonia)

### Project summary
This Partnership-Building Activity aims at bringing together organisations from Western, Northern and Eastern Europe, dealing with social inclusion and activities building civil societies in their respective countries in order to build sustainable partnerships and increase the quality of future Youth in Action Programme projects.

Our PBA will provide room and time for these organisations to get to know each other, to open the way for deep and long lasting partnership. A central element of the PBA will be the planning of common projects according to the needs of our participants.

### PBA objectives
- To bring together people working with young people in order to create new project ideas within the Youth in Action Programme
- To provide information about Youth in Action Programme
- To build new partnerships among Programme Countries and Neighbouring Partners from Eastern Europe and the Caucasus
- To give opportunity for organisations from EECA region to make cooperation plans with Nordic countries
- To develop skills on project managements
- To provide knowledge about the possibilities of cooperation with Eastern Europe and Caucasus within the Youth in Action Programme
- To present examples of efficient and successful cooperation within Eastern Europe and the Caucasus
- To provide the participants with information about other structures aimed to help and improve the quality of youth projects (SALTO Resource centres, Eurodesk network)

**Example 3 - Programme**

| | | |
|---|---|---|
| **Day 1** | 09.30 | Opening and welcome, aims and objectives, daily programme |
| | | Name games "Map of Europe" and Carrousel with questions |
| | | Needs assessments (expectations and fears) |
| | 11.00 | Coffee break |
| | 11.30 | Group-building "Island of Kajakarahu" |
| | | Getting to know each other "Sherlock Homes" |
| | 13.00 | Lunch |
| | 14.30 | NGO fair |
| | 16.00 | Coffee break |
| | 16.30 | Youth in Action Programme presentation by representative of National Agency |
| | 18.00 | Dinner |
| | 20.00 | Intercultural evening |

| | | |
|---|---|---|
| **Day 2** | 09.30 | Quiz on Youth in Action and innovative projects |
| | 11.00 | Coffee break |
| | 11.30 | Good practice examples |
| | 13.00 | Lunch |
| | 14.30 | European Youth Programmes and Policies |
| | 16.00 | Coffee break |
| | 16.30 | Study visit to the local youth organisations |
| | 18.00 | Dinner and free evening |

| | | |
|---|---|---|
| **Day 3** | 09.30 | Midterm evaluation |
| | | Project ideas – brainstorming |
| | 11.00 | Coffee break |
| | 11.30 | Project development session I – Needs assessment, aims and objectives |
| | 13.00 | Lunch |
| | 14.30 | Session II – Programme and methodology |
| | 16.00 | Coffee break |
| | 16.30 | Session III – Project monitoring and evaluation |
| | 18.00 | Dinner |
| | 20.00 | Movie night |

| | | |
|---|---|---|
| **Day 4** | 09.30 | Session IV – Task division and preparation |
| | 11.00 | Coffee break |
| | 11.30 | Session V – Follow up and valorisation |
| | 13.00 | Lunch |
| | 14.30 | Project presentations |
| | 16.00 | Coffee break |
| | 16.30 | Final evaluation |
| | 18.00 | Dinner |
| | 20.00 | Farewell party |

**Example 4 - PBA "The First Step to Social Workers Network"**

Venue: Gyumri and Lori, Armenia
Dates: April 21-26, 2008
Duration: 6 days (excluding travel days)

Coordinating organisation:
Minorities of Europe (UK)
Youth for Peace and Development (Armenia)

### Project summary

The project aims at bringing together experts and other actors in the field of social work (particularly with underprivileged/at-risk youth and children) in order to foster exchange of skills and experience from different cultural perspectives in the hopes of increasing the knowledge, abilities and appreciation for different methods of social work of all participants. Besides, the project will help to build links between all participants in order to promote future cooperative projects and exchanges involving not only the participants but also their beneficiaries. Initial cooperative projects will be planned and written during this event, so as to ensure the fulfilment of this goal.

### PBA objectives

The aim of the PBA (Partnership-Building Activity) is: to develop, the quality of support systems for youth activities and the capability of civil society organizations in the field of work with youth with fewer opportunities through a 6-day Partnership-Building Activity.

The objectives of the PBA are:
- To bring together experts and actors in the field of social work (particularly with underprivileged/at-risk youth) in order to foster a tangible exchange of skills and experience from different cultural perspectives in the hopes of increasing the knowledge, abilities and appreciation for different methods of social work of all participants
- To form linkages between all participants in order to promote future cooperative projects and exchanges involving not only the participants but also their beneficiaries
- To complete the initial phases of cooperative project planning, and provide a communications network in order to ensure the completion of said projects.

**Example 4 - Programme**

| | | |
|---|---|---|
| **Day 1** | 14:30 | Introduction |
| | | Presentation of participants, team and the programme |
| | | Expectations and the learning contract |
| | 16:00 | Coffee break |
| | 16:30 | Team building activities |
| | 18:00 | Reflection groups |
| | 19:00 | Dinner |
| | 20:00 | Welcome party and ice-breaking |

| | | |
|---|---|---|
| **Day 2** | 09:30 | Organisation market preparation |
| | 11:30 | Coffee break |
| | 12:00 | Organisation market "official opening" and presentation |
| | 13:00 | Lunch |
| | 14:30 | Volunteer or professional work with "at-risk youth" |
| | 16:00 | Coffee break |
| | 16:30 | Tool-fair |
| | | Working with "at-risk youth" |
| | 18:00 | Reflection groups |
| | 19:00 | Dinner |
| | 20:00 | Intercultural banquet |

| | | |
|---|---|---|
| **Day 3** | 09:30 | Study visit to Gyumri "Huys" children's house |
| | 11:30 | Coffee break |
| | 12:00 | Study visit to Gyumri children's day-care centre |
| | 13:00 | Lunch |
| | 14:30 | Meeting with the special institutions and organisations in Gyumri (round-table) |
| | 16:00 | Coffee break |
| | 16:30 | Round table continues |
| | 19:00 | Dinner and evening in Gyumri |

| | | |
|---|---|---|
| **Day 4** | 09:30 | Discussion of the study visit, learning points |
| | 11:30 | Coffee break |
| | 12:00 | Project design and management basics |
| | 13:00 | Lunch |
| | 14:30 | Presentation of YiA Programme |
| | 16:00 | Coffee break |
| | 16:30 | Division into interest groups, getting started on new projects |
| | 18:00 | Reflection groups |
| | 19:00 | Dinner |
| | 20:00 | Movie night/ free evening (optional) |

**Day 5**

| | |
|---|---|
| 09:30 | Open space: Project drafting |
| 11:30 | Coffee break |
| 12:00 | Open space: Project drafting continues |
| 13:00 | Lunch |
| 14:30 | Presentations of the projects |
| 16:00 | Coffee break |
| 16:30 | Planning project implementation strategy |
| 18:00 | Reflection groups |
| 19:00 | Dinner |
| 20:00 | Intercultural games night |

**Day 6**

| | |
|---|---|
| 09:30 | Morning trip in Northern Armenia |
| 13:00 | Lunch |
| 14:30 | Evaluation |
| 16:00 | Coffee break |
| 16:30 | Evaluation continues |
| 18:00 | Reflection groups |
| 19:00 | Dinner |
| 20:00 | "Hope to see you again" party |

# ANNEXES

## Annex I - Milestones of an activity schedule

### Before the project activity
- Internal deadline for finding appropriate facilitators
- Internal deadline for finalising list of participants
- Internal deadline for finalising application to the YiA Programme
- YiA deadline for submission of the application to the respective National Agency or Executive Agency
- Signing the contract with the respective National Agency or Executive Agency
- Internal deadline for informing participants about the approval of the project
- Internal deadline for fixing logistics arrangements on the venue of the PBA
- Internal deadline for collecting travel details of participants and facilitators
- Date and venue for prep-meeting with facilitators and project team members

### During the project activity
- Collection of all travel documents (including visa, departure tax etc.)
- Calculation of travel reimbursement for pariticipants and facilitators
- Reimbursement of participants' and facilitators´ travel costs

### After the project activity
- Internal deadline for collecting travel documents of participants and facilitators
- Internal deadline for finalising final project report (content and finances)
- YiA deadline for submitting final project report to respective National Agency or Executive Agency

## Annex II - Questions to National Agency or Executive Agency

### Category I: Finances
- When will the first grant installment be transferred?
- Which budget elements have to be justified with invoices (key word: flat rates?)
- What are the invoicing standards (e.g. is it necessary that invoices have to contain the name and address of the applicant organisation?)?
- Do invoices need to be translated into the applicant's language if they are written in any other language?
- How should travel costs be accounted for (e.g. original invoices or copies? E-tickets? Boarding passes?)?
- What happens when participants lose their boarding tags, invoices or tickets?
- Which exchange rates need to be used when reimbursing the travel costs?
- Is it possible to reimburse higher travel costs of single participants given that the overall travel budget stays unchanged/lower than applied?
- What is the minimum attendance level for travel reimbursement?

### Category II: Partners and participants
- Can project partners be changed, and how?
- Do new partners have to represent the same countries/regions as the partners that withdrew from the project?
- How to record the participant's attendance at PBA sessions?
- Can participants be suspended/expelled from a PBA?

### Category III: Reporting
- Which financial and accounting documents need to be provided with the final report?
- What other materials (e.g. brochures, project report, T-Shirts, photos, videos) need to be included?
- How long does it take for a final report be approved?

## Annex III - Practical Information

## PBA "The first step to a social workers network" (Example 4)
## April, 2008 - Gyumri and Lori, Armenia

**Partnership-Building Activity
"The First Step To a Social Workers´ Network"
Gyumri and Lori, Armenia
April 20-27, 2008**

**PRACTICAL INFORMATION**



**Description**
The aim of the PBA (Partnership-Building Activity) is: to develop the quality of support systems for youth activities and the capability of civil society organizations in the field of work with youth with fewer opportunities through a 6-day Partnership-Building Activity.

The objectives of the PBA are:
- To bring together experts and actors in the field of social work (particularly with underprivileged/at-risk youth) in order to foster a tangible exchange of skills and experience from different cultural perspectives in the hopes of increasing the knowledge, abilities and appreciation for different methods of social work of all participants
- To form linkages between all participants in order to promote future cooperative projects and exchanges involving not only the participants but also their beneficiaries
- To complete the initial phases of cooperative project planning, and provide a communications network in order to ensure the completion of said projects.

**Time**
Arrival. The participants are required to arrive on April 20, 2008.

Departure. The PBA programme will finish on April 26. After the programme ends, participants will be transported to Vanadzor, Yerevan or Gyumri by the bus pro-

vided by the organisers. For those of you departing in the early morning hours of April 27 (most European flights depart at 4 to 5 p.m.) airport transfer will be arranged on April 26 in the evening/night.

Note: Please plan your trip carefully. In case your arrival/departure dates are over 7 days longer than the PBA itself, the organizers will not be able to reimburse your travel costs.

**The Venue**
The PBA itself will take place in Lori Resort Area next to the city of Vanadzor in the Lori Region in the North of Armenia.

The Study Visit will take place in Gyumri, Shirak Region in the North-West of Armenia.

Besides, there will also be a chance to explore Tavush Region in the North-East of the country during a morning trip to Haghartsin monastery.

**Travelling to Armenia**
There are two international airports in Armenia – in Gyumri and in Yerevan (Zvartnots). Flights from Russia only arrive at Gyumri airport.

Participants from Georgia can travel to Vanadzor, Gyumri or Yerevan by minibus or train. Participants from Armenia can travel by bus or minibus to Yerevan, Gyumri or Vanadzor as well on the data and time mentioned above.

**Transport to the hotel and from the hotel**
The transportation to and from hotel will be arranged and covered by the organisers:

There will be a bus waiting for the participants at 10am on the 21st of April, 2008 on the central square in Yerevan, which will travel though Gyumri (12 p.m. same day) and Vanadzor (1 p.m. same day) on its way to Lori Resort Area to pick up all the participants.

The same bus will take the participants back to Gyumri, Vanadzor or Yerevan in the morning of the 27th of April.

In case you are arriving to Armenia earlier, you are welcome to stay overnight in Gyumri. We cannot provide you with accommodation in Yerevan. To get to Gyumri from Yerevan on your own, you can use public transportation (minibus/marshrutka) available at the Rossia transportation station (behind the Rossia cinema building)

that costs 1200 AMD (about 3 EUR). Be aware that Gyumri is often still referred to by its old name 'Leninakan'.

Please note that we cannot provide you with other in-country transportation, so plan your trip in a way, that it will match the bus arrival and departure.

## Travel Costs

The organisers will reimburse 70% of your travel costs from your home city to the bus pick-up point (Gyumri, Yerevan or Vanadzor) Armenia.

Reimbursement of travel costs will only be done upon full attendance in the PBA activity and presentation of the original tickets with boarding passes and receipt/invoices.

Reimbursement will be done in EURO, regardless of the currency indicated on your ticket and receipt/invoice.

! **Note:** Please note if you bought your ticket in your local currency which might be different than EUR, we will calculate your travel costs according to the exchange rates from official European Commission web-site for the month of ticket purchase

http://ec.europa.eu/budget/inforeuro/index.cfm?Language=en

!! **Note:** Please see the country-specific travel budget limits given below (the 100%). If your travel costs exceed the amount budgeted in the project, we will be able to reimburse you 70% of the travel costs indicated in the travel budget table.

!!! **Note:** Please make the copies of your tickets and invoices before you will come to the training.

| Amount per country | United Kingdom | 600 EUR |
| --- | --- | --- |
| | Poland | 600 EUR |
| | Denmark | 600 EUR |
| | Lithuania | 450 EUR |
| | Czech Republic | 450 EUR |
| | Russia | 400 EUR |
| | Moldova | 350 EUR |
| | Ukraine | 325 EUR |
| | Georgia | 100 EUR |
| | Armenia | 20 EUR |

## Visa arrangement

For participants from EU member states the visa is available in the airports or other border check-points when entering Armenia by bus or train from Georgia,

the cost if which is 15.000 AMD (approximately 35 EUR). Participants from EECA (Eastern Europe and Caucasus) – namely Ukraine, Moldova, Russia, and Georgia do not require a visa to enter Armenia. People from any country leaving only from Armenian airports should pay 10.000 AMD (approximately 25 EUR) country leaving fee in the airport.

Visa and country leaving fee reimbursement will be done during the training and will be reimbursed 100%.

### Health insurance
Health insurance is not provided by the organisers. All participants are required to purchase health insurance individually.

### Accommodation
Lori Resort Area is located in the forest in the mountainous region of Lori with fresh air and relaxing atmosphere – comfortable for both work and leisure.

To your service will be comfortable double and triple rooms which you will share with participants of the same sex. Rooms are located in a multi-storey hotel building with lounges on each floor. The training room, dining facilities and a bar are located in a building adjacent to the hotel.

### Weather
The weather in Gyumri will most likely still be cold, as low as 0 degree Celsius. Jackets and layers are recommended. Temperatures in other regions of Armenia including Lori, where the main part of the PBA will take place will be more moderate.

Please check before departing at www.weather.com

### Preparation
Please be prepared to present your organisation during the PBA. Furthermore, bring some information materials about your organisation, photos and report from former projects and other things especially related to the topic of this PBA, which will help you to present your organisation.

And do not forget to bring some national drinks and snacks for the intercultural evening :)
For more guidelines see the draft programme of the PBA attached!!!

**Contact: If you need help, have questions or need further information please contact (email)**

## Annex IV - Participant's arrival and departure form

## CMS "For a future to come – International Youth Work on Conflict Management" (Example 1)
## November, 2007 - Kobuleti, Georgia

**Large Scale Project
"For a Future to Come – International Youth Work on Conflict Management
Contact-Making Seminar
Kobuleti, Georgia
November 19-24, 2007**

**PARTICIPANTS ARRIVAL AND DEPARTURE SCHEDULE**

Participant's full name:
Organisation:

**ARRIVAL**
Date (DD/MM/YY)
Time & Airport (Georgian time)
From (city, country)
Transit City (in case of a connecting flight)

**DEPARTURE**
Date (DD/MM/YY)
Time & Airport (Georgian time)
From (city, country)
Transit City (in case of a connecting flight)

Please indicate the ticket price which you paid in EUR:
Please return back the registration form until 12th of October to: (Email)

## Annex V - List of materials

### Category I: Electronics
- Projector (beamer) for laptop
- Two laptops (at least one with DVD burner, one laptop is for participants and presentations etc, make sure laptops have Microsoft Word, Excel, Adobe Acrobat, PowerPoint, music player, video player, and all updated codec's for playing music and videos)
- Printer, extra toner/cartridge
- Scanner
- Two extension leads (with at least three plugs/sockets each)
- Sound system that can be connected to a laptop/computer
- Blank DVDs or USB sticks (one per participant plus a few spares)
- Digital camera (photo or video)
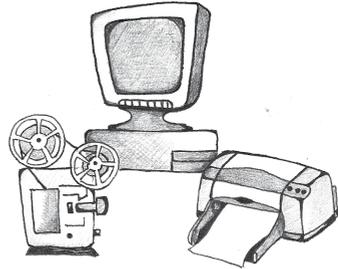
### Category II: Paper and Stationery
- Flipchart
- Flipchart paper
- Flipchart markers in different colours (four colours, at least five each)
- Blue or black pens (as many as participants plus at least five spares)
- Scissors, stapler and staples, hole punch, paper clips, glue, ruler
- Five packs of adhesive tape (the broad type, that can be removed from walls without damaging it)
- Note pads (as many as participants plus at least five spares)
- Folders or loose leaf binders (as many as participants plus 5) (to put the handouts, participants list etc)
- A4 paper in different colours, minimum 4 colours, minimum 50 each
- Post-it in different colours, minimum 3 colours, minimum 100 each
- Name tags (as many as participants plus at least five spares)
- Envelopes, already marked with address of hosting organisation for reimbursement of travel costs (as many as participants plus at least five spares)
- 1 folder for documents and 50 sheet protectors (for all documents and invoices)
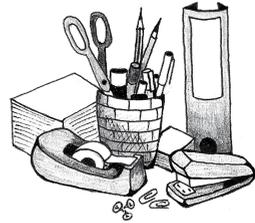
### Category III: Further Materials

- Name tags
- String, rope (string minimum 50 meters, rope minimum 5 meters)
- Football or equivalent, 3 tennis balls or equivalent
- Plastic cups, napkins
- Lighter, bottle opener, knives, cutting board
- Party decoration: balloons, candles, etc...
- Some games: dice, cards, UNO, Mafia, ...
- 50 clothes pins
- First aid kit
- Food (soft drinks and alcohol) and snacks for welcome party and farewell party
- If coffee breaks or meals are not provided by the venue, then buy food accordingly

*Source: Guidelines for hosting an international training course, Marcus Vrecer, 2006*

## Annex VI - Project Manager's main tasks

### Managing the work
- Set clear, realistic targets
- Ensure adequate resources
- Planning
- Good systems and procedures
- Time management
- Clear standards and expectations
- Monitor quality and quantity of work
- Improvement and change

### Managing people who do the work
- Recruitment and selection
- Encourage teamwork
- Appropriate information and consultation
- Appropriate involvement in decision-making
- Ensure appropriate skills and knowledge
- Training and supervision
- Monitoring performance
- Acknowledgement/ praise
- Personal support

### Managing information and communication
- Evaluate ideas and information from outside organisation/ team
- Evaluate ideas and information from inside
- Organise information
- Communicate appropriately
- Store information

### Managing external relations
- Liaison with other organisations/ teams
- Liaison with funders/ donors
- Represent organisation/ team
- Publicity
- Public relations

### Managing finance
- Financial planning (budgets)
- Financial monitoring
- Financial control
- Manage funding and funders

- Manage fundraising

**Managing material resources**
- Manage premises
- Manage equipment
- Manage materials
- Manage stock

*Source: T-Kit 4 Project Management, 2000*

## Annex VII - Facilitator Profile

**PBA "Better Cooperation – Better Future" (Example 3)**
**March, 2008 - Tallinn, Estonia**

**Facilitator Profile**
- Overall facilitation skills with regard to working with international groups in non-formal educational and youth work settings
- Ground knowledge about the different Actions of the Youth in Action Programme and its priorities
- Experience in using methods that can be used to create self-responsibility and to stimulate ideas, discussions and plans for the future
- Experience working in the context of cooperation with Neighbouring Partner Countries in Eastern Europe and Caucasus region

## Annex VIII - Call for Participants and participants´ application form

**CMS "For a Future to Come - International Youth Work on Conflict Management"
(Example 2)
December, 2007 - Potsdam, Germany**

Dear Ladies and Gentlemen,

within the frame of the large scale project "For a Future to Come - International Youth Work on Conflict Management" we, Minorities of Europe from Coventry, UK, are currently looking for partner organisations to participate in two Contact-Making Seminars.

We would be very glad if you could transmit our call for participants to interested youth NGOs in your country.

See the attachement for further information and the application form.

Thank you for your attention and cooperation.

Best regards,

**For a Future to Come – International Youth Work on Conflict Management**

Within the framework of a the large-scale project For a Future to Come – International Youth Work on Conflict Management, we currently are looking for partner organisations to participate in two Contact-Making Seminars.

Eligible partner countries are all Programme Countries of the Youth in Action Programme and all EECA countries. We plan to involve one person from each selected organisation.

**Project Description**
The 27 months lasting project named "For a Future to Come – International Youth Work on Conflict Management" is dedicated to the promotion of the Youth Programme and to the topic of conflict management and conflict resolution. It is aimed to train youth workers from Programme Countries and particularly from EECA countries in conflict management and to establish a Trans-European youth network.

**Contact-Making Seminar**
Venue: Kobuleti, Georgia/ Potsdam, Germany
Dates: 19th to 24th of November (Georgia), 14th to 19th of December (Germany)
Duration: 4 (excluding travelling)
Participants: 36 (18 programme countries and 18 EECA countries)

Content and objectives:
- To bring together organisations working with young people in order to create new project ideas within the Youth in Action Programme (particularly Action 3)
- To get to know organisations from different parts of Europe
- To build new partnerships between Programme Countries and Partner Countries from Eastern Europe and Caucasus region for common projects in conflict management and resolution
- To provide knowledge about possibilities of co-operation with Eastern Europe within the International Cooperation of Youth in Action Programme
- To promote Eastern Europe and Caucasus region among partners from Programme Countries

**Profile of partner organisations for the CMS**
- non-governmental organisation working with youth
- at least a basic knowledge in conflict management issues
- high motivation to work on conflict management on local and international level and within the frame of the Youth in Action Programme

**Application Process**
To apply for the participation in this project, you have to fill the attached application form and send it back to us until September 30, 2007 to this email address: (email)

The selection committee will inform you about their decision by October 2, 2007.

**Financial Conditions**
As this Contact-Making Seminar will be implemented in the frame of the EU Youth Programme, accommodation and food for all participants will be paid for. In addition, 70 % of the travel expenses will be reimbursed.

**Contact-Making Seminar "For a Future to Come – International Youth Work on Conflict Management"**
**December 14-19, 2008**
**Potsdam, Germany**

**APPLICATION FORM**

*Please type and return by email or write in capital letters and return by mail by September 30th 2007*

## 1. Contact Details
First Name:
Last Name:
Postal address *(street, number, city, postal code, country)*:
Telephone:
Fax:
Mobile telephone:
E-mail:
Gender: Male ▫ / Female ▫
Age:
Citizenship:

## 2. Organisation or Institution Name
Postal address:
Telephone:                    Fax:
E-mail:                       Web-page: http:/www.

Please describe the community you represent and briefly the scope and activities of your organisation/initiative/institution in relation to work on conflict management and cultural diversity.

Your role in the organisation:

## 3.Relation to the project themes
What is your personal/professional experience in relation with the theme of the large scale project?

### 4. Motivation
Why would you like to participate in this project?

How will your organisation benefit from your participation in this project?

What previous Council of Europe, and Youth/Youth in Action Programme or any other training activities have you attended? Please specify name of activity and dates.

### 5.Special needs
Do you have any special needs or requirements that the organisers should take into account (e.g. dietary, disability, etc.)?

### 6. Visa
IF YOU ARE ACCEPTED AS A PARTICIPANT ON THIS PBA, WILL YOU REQUIRE ASSISTANCE IN OBTAINING A VISA TO GERMANY?
  Yes 0      No 0
(If yes, please indicate)
Your date of birth:
Passport No.:
Issued at (place):
Issued on (date):
Date of expiry:
Fax number (for the invitation):

*Signature:                              Date:*
*PLEASE E-MAIL APPLICATION TO: Email Address*
*All applicants will be informed about the selection decision on the 2nd of October 2007*

# PARTNER ORGANISATIONS

## Minorities of Europe (MoE)

Minorities of Europe is a pan-European inter-minority youth project which seeks to support and assist cooperation, solidarity and exchange between different minority communities and young people in Europe. MoE was established in 1995 as a result of the Council of Europe's campaign "All Different, All Equal" against racism, anti-Semitism, xenophobia and intolerance across Europe.

Minorities of Europe
29 Walsgrave Road
Coventry CV2 4HE, United Kingdom
admin@moe-online.com
www.moe-online.com

## Academy for Peace and Development (APD)

The Academy for Peace and Development is an international, nongovernmental, non-profit making and non-political youth organisation. It is aimed to the development of youth activities and the promotion of peace, tolerance and solidarity within the Caucasus.

Academy for Peace and Development
76b Vaja-Pshavela Ave., 3$^{rd}$ Floor
Tbilisi 0186,- Georgia
apd.youth@gmail.com
www.apd.ge

## Academic Centre of European Education and Information (ACEEI)

The Academic Centre of European Education and Information is aimed to support intercultural learning and fight against racism and xenophobia. ACEEI helps young people to participate in international youth activities in order to raise intercultural understanding and European awareness.

Academic Centre of European Education and Information
Krakowskie Przedmiescie 24/7
00-927 Warszawa - Poland
acieeuw@wp.pl
www.aciee.org

### Association of Young Azerbaijani Friends of Europe (AYAFE)

The Association of Young Azerbaijani Friends of Europe is aimed to contribute to the strengthening of the civil society in Azerbaijan and the process of Azerbaijan's European integration. It propagates and introduces Azerbaijan to young people from other countries by organising voluntary activities in Azerbaijan and carrying out representative exchanges with international youth organisations.

Association of Young Azerbaijani Friends of Europe
93 A. Alakperov, 9th Floor
1141 Baku, Azerbaijan
ayafe@ayafe.org
www.ayafe.org

### Mostar Friedensprojekt (MFP)

Mostar Friedensprojekt is an association who raises awareness and discussion in the public of Berlin-Brandenburg about political, social and cultural developments in Europe. It organises and supports training, international exchanges, consultations, campaigns about intercultural learning to prevent racism and xenophobia.

Mostar Friedensprojekt
Schloßstr. 1
14467 Potsdam, Germany
mostarfp@yahoo.de

### Stepanavan Youth Center (SYC)

Stepanavan Youth Center is a non-profit, non-governmental organisation in Stepanavan, Armenia. The mission of the organisation is to support active participation of youth by organising training, consultations, projects and campaigns.

Stepanavan Youth Center
137 Charents str.
Stepanavan 377320, Armenia
syc_ngo@yahoo.com
www.stepanavanyouthcenter.org

# GLOSSARY AND ABBREVIATIONS

**European Non-Governmental Organisation** (**ENGO**) - non-governmental organisation active at European level in the youth field. Its structure and activities must cover at least eight Programme Countries.

**Council of Europe** (**CoE**) - an international organisation of European states, established in 1949. It is not formally linked to the European Union.

**Contact-Making Seminar** (**CMS**) - previous name of the Partnership-Building Activity (PBA) within the Youth Programme (2000-2006).

**Eastern Europe and Caucasus** (**EECA**) - a group of Neighbouring Partner Countries of the Youth in Action Programme. EECA includes Armenia, Azerbaijan, Belarus, Georgia, Moldova, Russia and Ukraine.

**Education, Audiovisual and Culture Executive Agency** (**EACEA or Executive Agency**) - a structure within the European Commission, based in Brussels, responsible for the implementation of the Actions and sub-Actions of the Youth in Action Programme managed at centralised level.

**Eurodesk** - a pan-European network providing information relevant to young people and those who work with them on European opportunities in the education, training and youth fields.

**European Voluntary Service** (**EVS or Action 2**) - a voluntary programme for young people in Europe and beyond, part of the Youth in Action Programme.

**Mediterranean Partner Countries** (**MEDA Countries**) - a group of Neighbouring Partner Countries of the Youth in Action Programme. MEDA Countries include Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Palestinian Authority of the West Bank and Gaza Strip, Syria and Tunisia.

**Methodology** - a variety of non-formal education methods, procedures and techniques applied in order to address different needs of participants and produce learning outcomes.

**Multiplier** (**SALTO Multiplier**) - a youth worker based in an EECA country, part of SALTO EECA's network responsible for promoting the YiA Programme and providing information to organisations and individuals.

**National Agency (NA)** - structure established by the National Authorities in each Programme Country in order to manage and implement the Youth in Action Programme at national/decentralised level.

**Neighbouring Partner Countries (NPCs)** - see EECA, MEDA and SEE.

**Partnership-Building Activity (PBA)** - a tool for trans-national co-operation between youth organisations in Programme Countries and Partner Countries within the Youth in Action Programme.

**Partner Countries** - countries which can be involved in the Programme but which are not 'Programme Countries'. They include the Neighbouring Partner Countries (EECA, MEDA and SEE) and 'Other Partner Countries of the World'.

**Programme Countries** - countries which are fully able to participate in Youth in Action Programme. Programme Countries include all 27 EU Member States, three EFTA/EEA countries: Iceland, Lichtenstein, Norway and one EU candidate country: Turkey.

**SALTO Resource Centres** - structure established within the Youth in Action Programme with the aim to provide training and information on a specific thematic or regional area.

**South East Europe (SEE)** - a group of Neighbouring Partner Countries of the Youth in Action Programme. SEE Countries include Albania, Bosnia and Herzegovina, Croatia, Macedonia, Montenegro, Serbia and Kosovo.

**Training Kit (T-kit)** - a series of publications related to European youth work, published jointly by the European Union and Council of Europe.

## NOTE ON AUTHORS

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# partnership-building activity manual

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