

## **Training course on Quality of Youth Exchanges with South East Europe**

7th – 12th December, 2012

– Podgorica, Montenegro

**REPORT**



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**Trainers:** Danijela Juric and Stefan Manevski

**SALTO SEE representative:** Maija Lehto

**ADP-ZID contact point representative:** Ana Skoflek

**CONTENT OF THE REPORT:**

- Short description of the training course
- Objectives
- Target group
- Methodology
- Final programme
- Detailed programme development with session outlines and results
- Evaluation of the training course – summary
- Some of the participants' answers in the evaluation forms

**Short description of the training course:**

The aim of the training course was to contribute to the quality and impact of Youth Exchanges organised by, or with, partners from South East Europe.

The training course addressed the continuous need to increase the understanding of the basic conceptual framework of the Youth in Action Programme, built capacities in preparation and management of Youth Exchanges and emphasized stable partnerships and involvement of young people in the entire process.

The training course addressed youth workers and youth leaders exclusively from South East Europe.

**Objectives:**

- To deepen the participants' understanding of the conceptual framework of the Youth in Action Programme, in particular active participation and citizenship
  - To introduce the conceptual framework of the YiA
  - To explore the concepts and principles of "active youth participation" and "European citizenship" in society in general
  - To discuss and define ways and practices how our youngsters can experience active youth participation and European citizenship within our projects and organisations
- To explore the potential of a Youth Exchange as a complementary tool for active participation and civic engagement
  - To define and understand needs, opportunities and barriers of/to youth in our communities all over SEE
  - To provide the overview of what a youth exchange is and what is typical form of it
  - To clarify how youth exchanges can promote and enhance active participation and civic engagement of youth and thus benefit in dealing with challenges of young people in the SEE



- To increase the understanding of quality partnership and roles of partners in planning, implementation and evaluation of a Youth Exchange
  - To reach a common understanding on characteristics of quality European partnership and its dimensions (communication, teambuilding, teamwork, ownership of the project)
  - To raise awareness on individual behaviours, roles and responsibilities that affect (constructively or destructively) the partnership
  - To understand how to find the partners on European level and discuss them how to approach them with the ideas for partnership
- To identify methods and approaches aiming to facilitate active participation of young people during a Youth Exchange
  - To identify methods and approaches aiming to facilitate active participation of young people during each and all phases of a youth exchange project
  - To analyse what are the roles of different stakeholders within the youth exchange project when it comes to facilitating active participation of young people.
- To reflect upon future actions of each of the participants when it comes to enhancing their engagement with youth exchanges

**Target group:** The training course targeted youth workers and youth leaders from South East Europe, who are:

- Interested in better understanding the conceptual framework of the Youth in Action Programme, in particular active participation and citizenship
- Motivated to increase the quality and impact of future Youth Exchanges
- Preferably having some prior experience in Youth Exchanges (as a coordinator or group leader)
- Entitled to plan and execute future projects on behalf of their organisations
- 18 years or older

**Methodology:**

The training course followed the non-formal education approach, and thus was designed as an open learning process based on participants' experience and exchange. A combination of different creative and interactive methods were used and designed upon the profile of participants.

The main educational methods used were: Ice-breaking and Getting to know each other activities, Regular energizers, Theoretical Inputs, Group activities (group tasks and complex exercises), Small working groups, Buzz groups, Presentations, Personal, group, and meta reflections and evaluations.

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**FINAL PROGRAMME**

	7 <sup>th</sup> Dec	8 <sup>th</sup> Dec	9 <sup>th</sup> Dec	10 <sup>th</sup> Dec	11 <sup>th</sup> Dec	12 <sup>th</sup> Dec
09:30-11:00		Intro 1 (name games, getting to know each other, background of the TC, SALTO SEE)	Active youth participation in our projects and organisations	Methods and approaches for active youth participation in different phases of a youth exchange project 1	Quality European partnership 1	
11:00-11:30		Coffee break	Coffee break	Coffee break	Coffee break	
11:30-13:00		Intro 2 (Programme and expectations, Youthpass)	European citizenship in our projects and organisations	Methods and approaches for active youth participation in different phases of a youth exchange project 2	Quality European partnership 2	
13:00-15:00		Lunch break	Lunch break	Lunch break	Lunch break	
15:00-16:30		Youth in Action programme	Needs, opportunities and barriers of/to youth in our communities all over SEE	Roles of different youth exchange stakeholders for active youth participation 1	Finding and approaching partners in Europe Action plan	
16:30-17:00		Coffee break	Coffee break	Coffee break	Coffee break	
17:00-18:30		Active youth participation  and/vs  European citizenship	Youth exchanges enhancing active participation and civic engagement	Roles of different youth exchange stakeholders for active youth participation 2	Evaluation and Closing	
18:30-19:00		Reflection	Reflection	Reflection		
19:00	Dinner	Dinner	Dinner	Dinner	Dinner	
20:00	Welcome evening					



**DETAILED PROGRAMME DEVELOPMENT WITH SESSION OUTLINES AND RESULTS:**

<b>Session:</b>	<b>Welcome evening</b>		
<b>Trainer:</b>	Danijela, Stefan	<b>Duration:</b>	45 min
<b>Date/location:</b>	7 <sup>th</sup> December 2012, plenary room		
<b>Aims of session:</b>	<ul style="list-style-type: none"> <li>- To start the process of group building.</li> </ul>		
<b>Content:</b>	<ul style="list-style-type: none"> <li>o - Informal welcoming</li> <li>o - Name round (name / country and organisation)</li> <li>o - Name game (with the tape and mingling)</li> <li>o - Three truths and one lie mingling exercise</li> <li>o - Practical information: venue, location, food, daily schedule, special needs, travel arrangements, logistics, etc.</li> </ul>		
<b>Materials:</b>	<ul style="list-style-type: none"> <li>o Flipchart papers and stand, markers, masking tape, A4 papers</li> </ul>		
<b>Session results:</b>	<ul style="list-style-type: none"> <li>o Majority of the participants were present. The initial getting to know each other has started and first contacts among participants and with the framework of the training course were made.</li> </ul>		

<b>Session:</b>	<b>Introduction</b>		
<b>Trainer:</b>	Danijela, Stefan	<b>Duration:</b>	90 min + 90 min
<b>Date/location:</b>	8 <sup>th</sup> December 2012, plenary room		
<b>Aims of session:</b>	<ul style="list-style-type: none"> <li>▪ To get to know each other, background of the TC and the programme of it, practical arrangements</li> <li>▪ To clarify and express expectations, fears and potential contributions participants are having from/to the TC</li> <li>▪ To continue with the group building and creating the group feeling.</li> <li>▪ To introduce the Youthpass and learning reflections to happen during the TC</li> </ul>		
<b>Content:</b>	<ul style="list-style-type: none"> <li>- - Official welcoming by Maija</li> <li>- - Introduction to the background of the training course and SALTO SEE</li> <li>- - Name round (name and the object)</li> <li>- - Speed dating (carousel)</li> <li>- - Introduction of the trainers (main fields or strengths)</li> <li>- - Introduction to the programme</li> </ul> <p><i>Coffee break</i></p> <ul style="list-style-type: none"> <li>- - Exercise on expectations, contributions, fears</li> <li>- - Youthpass and 8 key competences introduction with the buzz groups on 8 different tasks representing examples of 8 key competences:</li> </ul> <ol style="list-style-type: none"> <li>1. Competences in mother tongue: Recite a poem from primary school</li> </ol>		

	<ol style="list-style-type: none"> <li>2. Competences in foreign languages: Translate this phrase in 7 languages "Training for youth exchanges"</li> <li>3. Mathematical competences, science and technology: Calculate the total number of youth exchanges that everyone in the group attended this year</li> <li>4. Digital competences: Make a facebook group from the TC</li> <li>5. Learning to learn: Write a list of 10 things you would like to learn about Youth Exchanges</li> <li>6. Cultural awareness and expression: Make a list of the favourite films in the group</li> <li>7. Entrepreneurship competences: Make a card for SALTO SEE</li> <li>8. Social competences: Hug everyone in the group</li> </ol> <p>-Introduction of the Youthpass was made with call to the group to regularly reflect on their learning during the days and include it to the Youthpass at the end</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- LCD projector, flipchart papers and stand, markers, flomasters</li> </ul>
<b>Session results:</b>	<ul style="list-style-type: none"> <li>- The whole group of participants was present. Quite some time was spent on name games until all participants remembered each other names. The session helped the participants to get to know each other a bit better and to feel more comfortable as a part of the group. They were informed about the trainers' strengths. After trainers presented the programme of the training course, participants expressed how they feel what they can contribute to the programme, what are the things that they would like to avoid and what are the things they expect to achieve during this training course. All three groups of participants got similar results. They expected mainly general things related to the quality of youth exchanges, as most of them were not involved earlier in any Youth in Action project. After hearing their expectations, we agreed that the programme as planned suits their expectations and that in case they would need extra accent being put on different aspects of the programme, that they should proactively express it in the daily evaluation rounds. Participants have understood the 8 key competences and how the concept is related to the certification of this training course through Youthpass.</li> </ul>

<b>Session:</b>	<b>Youth in Action Programme</b>		
<b>Trainer:</b>	Danijela	<b>Duration:</b>	90 min
<b>Date/location:</b>	8 <sup>th</sup> December 2012, plenary room		
<b>Aims of session:</b>	<ul style="list-style-type: none"> <li>• To introduce the conceptual framework of the YiA</li> </ul>		
<b>Content:</b>	<ul style="list-style-type: none"> <li>- - Projection of promotional movie of the YiA Programme <a href="http://www.youtube.com/watch?v=VE0mRmTRbfY">http://www.youtube.com/watch?v=VE0mRmTRbfY</a></li> <li>- - Interactive presentation with questions and answers on YiA programme, namely its priorities, criteria, features, main actions, procedures.</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>- LCD projector, sound speakers, flipchart stand, flipchart papers, markers</li> </ul>		
<b>Session</b>	<ul style="list-style-type: none"> <li>- Participants have understood basic concept and values and priorities of the Youth</li> </ul>		

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<b>results:</b>	in Action programme. They have learned who are the responsible ones (EACEA) for evaluating projects from SEE organisations and how to approach them. They understood the concept of partnership and partners' ownership of the project ideas and general idea of formats of the possible actions in general and of those available to SEE promoters.
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<b>Session:</b>	<b>Active Youth Participation vs. European Citizenship</b>		
<b>Trainer:</b>	Stefan	<b>Duration:</b>	90 min
<b>Date:</b>	8 <sup>th</sup> December 2012, plenary room		
<b>Aims of session:</b>	To explore the concepts and principles of "active youth participation" and "European citizenship" in society in general		
<b>Content:</b>	<p>Participants are receiving a set of sentences in 3 smaller groups which reflect different short stories. The task of the participants is to put the pieces in order by explaining which of the stories show less Youth participation and which show more. The stories are based on the model of <i>7 Steps for Active Participation by John Huskins</i></p> <p><b>Short Stories</b></p> <p><i>Step 1: Contact</i> My name is... I am 16 years old, I just met a youth worker but I don't remember the name. Apparently there are some good things happening for young people in my town, I think I will go the youth club, multi something, tomorrow!</p> <p><i>Step 2: Meet Again</i> My name is... I am 15 years of age, I have been meeting this youth worker regularly these last weeks. They say they are street based youth workers, one is called Ivana and the other is called Lindita, they seem to be OK!</p> <p><i>Step 3: Socialise</i> My name is... I am 20 years. In my university there is a youth worker on the campus. Each Thursday evening we have discussion groups about different hot topics, politics, religion, society issues. Its really interesting and dynamic, I feel really comfortable with this group and the youth worker Ivana!</p> <p><i>Step 4: Take Part</i> I am... I am 11 years old, I am part of a group who came up with an idea to do a eko project in our community. Our youth worker organised it and we did it. Her name is Ivana, she is really nice and funny and I really love her!</p> <p><i>Step 5: Be Involved</i> I am... I am 25 years of age, we are organising a flash mob with the youth club. We have contacted lots of our friends to join us. We are taking care of the event with the support of our youth worker Ivana. Its kind of cool to be organising this flash mob in Kumanovo.</p> <p><i>Step 6: Organise</i> My name is... I am 18 years. Yesterday, at the monthly youth club planning meeting, I proposed to Ivana the youth work coordinator to do some workshops on sexual health</p>		

issues. After the discussion we decided that a small group of us would organise everything and I will even facilitate some of the workshops for the others of the group.

*Step 7: Lead*

My name is... I am 14 years old, I am part of a group, we are making our own organisation, we want to make video documentaries about our community. We got the idea from being members of Multi Kulti where Ivana works. Sometimes we propose workshops for the youth organisation, last week I even taught Ivana how to use the computer editing programme!

After they sort the groups present their finding and a discussion is opened about the different steps of participation. It is important to identify from the examples what young people actually do in order to participate and how they influence the activity. Following the input of the participation ladder, the group is asked how this is happening also within the Youth Exchanges and to give examples.

**2. Citizenship**

In order to understand Citizenship the small groups from previous exercise receive a set of other sentences which they need to sort in two groups – ones who reflect an individual value, right or responsibility

*Sense of belonging – personal values*

I am...I am 17 years old and I attend a workshop in a youth center in Kumanovo which is about ecology. For me living in accordance to nature and making sure nature is protected is very important and I love to be part of such workshops

I am ... I have just finished secondary school and I am an anti-racist. I like to talk to people about the need to prevent racism in our society as it is very important. I regularly make photo exhibitions on this topic and I am very interested to promote it more

*Sense of belonging – collective values*

My name is .... I am 16 years old and I am a hip-hop artist. Together with my friends we promote our hip-hop culture in the youth centre and we make sure that the centre is open for all people like us. Hip-hop rulz !!

*Individual behaviour, rights and responsibilities*

My name is ....I have the right to vote on my school student council elections. I am 15 now and this is the only way how I am learning to vote so I am ready to do it when I turn 18.

I am... I like to be a good youngster who just turned 18 so I am responsible for dividing the paper and the metal from the other garbage which we throw at home in order to recycle it. I know it is difficult but I like to do it

*Social Dimension*

My name is.... I love to be part of the volunteers club in my youth centre in Plemetina. It is a great opportunity to work together with other volunteers, share and learn from each other and support each other

*Cultural Dimension*

I am... I play the violin in my musical school for almost 5 years now. Now when I turn 16 I will be able to take more advanced classes at the Culture centre. I really love to play the

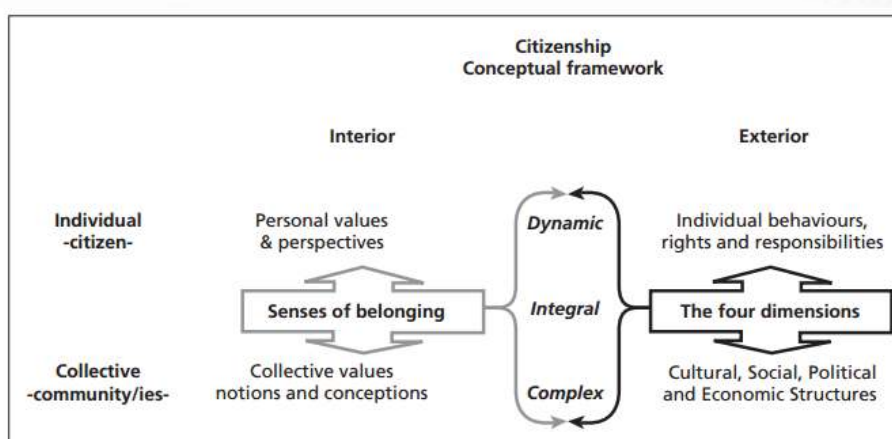


music from regional composers from the Balkans – it gives to our culture a special soul  
*Economic dimension*

I am... I just finished a vocational school and now I am a mechanical technician. I joined the Employment Agency programme for self-employment and together with 5 other people I created a small business. Many of us manage to do this thanks to the agency.

*Political dimension*

My name is... I am 19 years old volunteer for an organization working with youth with disabilities. I not only help them every day, but I also coordinate a working group with the National youth council about improving the policies for employment of youth with disabilities. Our youth council is making sure we youngsters have the right to make this kind of political interventions.



Following the presentations of the outcomes the model above is introduced aimin to make links within the debriefing of the citizens aspect of the concept and the community aspect of the concept.

<b>Materials:</b>	Paper print-outs with statements, flip chart and markers, paper and glue for arranging the statements
<b>Session results:</b>	Participants understood the basics of the concepts of Active Youth Participation and European Citizenship. They have understood how those concepts are related to our everyday life and what do they refer to in our communities. The using of sample statements helped making a clear link between the work of the participants and the theoretical models. Due to this direct link it was very easy to understand the theoretical models of citizenship and participation.

<b>Session:</b>	<b>Active youth participation in our projects and organisations</b>		
<b>Trainer:</b>	Danijela	<b>Duration:</b>	90 min
<b>Date/location:</b>	9 <sup>th</sup> December 2012, plenary room		

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<b>Aims of session:</b>	- To discuss and define ways and practices how our youngsters can experience active youth participation within our projects and organisations
<b>Content:</b>	<ul style="list-style-type: none"> <li>- Energizer</li> <li>- Small groups on active youth participation within our projects and organisations:</li> </ul> <ol style="list-style-type: none"> <li>1. How can you actively involve youngsters in different projects and programmes of your organisation?</li> <li>2. How can you ensure the respect of knowledge and skills of youngsters by the project coordinators?</li> <li>3. How can youngsters (young participants) influence the decision making within your projects and organisations?</li> <li>4. How (through your projects) can you influence the development of skills and attitudes of the youngsters for the active youth participation in society?</li> </ol> <ul style="list-style-type: none"> <li>- Presentations in plenary</li> <li>- Input on the following points that highlight key principles of participatory approaches in Youth in Action projects: <ul style="list-style-type: none"> <li>- offering space for inter-action of participants, avoid passive listening</li> <li>- respect for individual knowledge and skills</li> <li>- ensuring influence over project decisions, not simply involvement</li> <li>- participation is a learning process as much as an outcome</li> <li>- an approach and attitude rather than a specific set of technical skills.</li> </ul> </li> </ul>
<b>Materials</b>	- flipchart stand, flipchart papers, markers, flomasters
<b>Session results:</b>	- Participants have understood general approach when it comes to applying principles of active youth participation in every project and activity that we do and in general management of our organisations. At first, they were confusing youngsters' participation as participants in any project (like a training course) and their participation in form of influencing decision making. Once they managed to understand the difference, they realised how important and effective is to allow for and encourage the active youth participation of the youngsters in our projects. Important content outcome here was the fact that project coordinators / leaders should just support youngsters with the goals and desired outcome they need to achieve and then youngsters should develop their responsibility and active participation skills by deciding how they would achieve that goal.

<b>Session:</b>	<b>European citizenship in our projects and organisations</b>		
<b>Trainer:</b>	Stefan	<b>Duration:</b>	90 min
<b>Date:</b>	9 <sup>th</sup> December 2012, plenary room		
<b>Aims of session:</b>	To discuss and define ways and practices how our youngsters can experience European citizenship within our projects and organisations		
<b>Content:</b>	The session starts with a moving debate exercise. Participants are read a statement and following the statement they can either agree or disagree by taking a position in the		

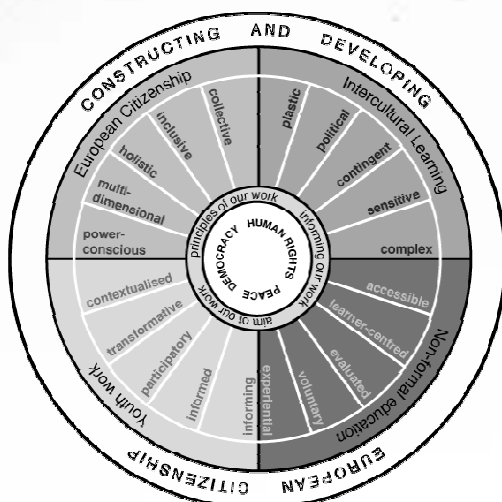
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working room (barometer exercise). The following statements are discussed:

1. I am not a European citizen as I don't vote for the European parliament
2. European citizenship is a sense of belonging
3. European citizenship means promoting democracy and Human Rights

Following the questions we introduce the conceptual framework of European Citizenship as a value-based citizenship and clarify the difference between European and EU citizenship.



At the end participants are given set of individual reflection questions which they fill in. Questions include:

- In what ways are you an active citizen? In what ways are you an European citizens?
- What is your organization doing to promote European citizenship?
- What are the strongest events/moments/actions which make you feel European citizen?

<b>Materials:</b>	Papers with Agree and Disagree / flip chart and marker / A4 paper for reflection
<b>Session results:</b>	Participants got very engaged in the discussion on European citizenship and some of them said they feel like European citizens while a bit less than half said they can not feel like that as we are not in th EU. It was very important confrontation of opinions where finally they understood that they should stop limiting themselves by constant political mentioning of EU integrations and EU ciizenship and start thinking freely about their belonging to one Europe and mutual European values. After the demanding debate, it was clear to all of them.

<b>Session:</b>	<b>Needs, opportunities and barriers of/to youth in our communities all over SEE</b>		
<b>Trainer:</b>	Danijela	<b>Duration:</b>	45 min
<b>Date/location:</b>	9 <sup>th</sup> December 2012, plenary room		
<b>Aims of</b>	<ul style="list-style-type: none"> <li>• To define and understand needs, opportunities and barriers of/to youth in our</li> </ul>		

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<b>session:</b>	communities all over SEE
<b>Content:</b>	<ul style="list-style-type: none"> <li>- - Energizer</li> <li>- - Silent floor with 3 posters and rotating at each poster:             <ol style="list-style-type: none"> <li>1. What are the needs of youth in our communities when it comes to active youth participation and European citizenship?</li> <li>2. What are the opportunities for youth in our communities when it comes to active youth participation and European citizenship?</li> <li>3. What are the challenges and barriers that young people are facing when it comes to active youth participation and European citizenship?</li> </ol> </li> <li>- - Small groups discussion (one at each of the three posters above mentioned) and presentation in the plenary based on following questions:             <ol style="list-style-type: none"> <li>1. Please, sum up the posters.</li> <li>2. Can you conclude if things are different or similar in different countries of the SEE and what are those?</li> </ol> </li> <li>- - Wrapping-up</li> </ul>
<b>Materials</b>	- flipchart stand, flipchart papers, markers
<b>Session results:</b>	- Participants liked the opportunity to contribute to all posters. It was harder at the beginning to be silent, but they respected flow of thoughts of others. They liked the discussion at the end the most. They were interested and very talkative in the parts when they were comparing the situations in different countries in the SEE. They found a lot of similarities with the situation of youth between our countries and were happy about that. In general, one can conclude from this session that youth all over the SEE do not have many chances for active youth participation and equal European citizenship and have quite a few needs when it comes to the possible improvement of such situation. There are many challenges and barriers that youth are facing in this process and not many opportunities.

<b>Session:</b>	<b>Youth exchange overview &amp; Youth exchanges enhancing active participation and civic engagement</b>		
<b>Trainer:</b>	Stefan	<b>Duration:</b>	45 min + 90 min
<b>Date:</b>	9 <sup>th</sup> December 2012, plenary room		
<b>Aims of session:</b>	<ul style="list-style-type: none"> <li>- To provide the overview of what a youth exchange is and what is typical form of it</li> <li>- To clarify how youth exchanges can promote and enhance active participation and civic engagement of youth and thus benefit in dealing with challenges of young people in the SEE</li> </ul>		
<b>Content:</b>	<p>Present the Youth Exchange by using a set of videos that clearly show its characteristics <a href="http://www.youtube.com/watch?v=oG80J6sK91Y">http://www.youtube.com/watch?v=oG80J6sK91Y</a></p> <p>Following this presentation the participants are asked in a form of open quiz a set of questions aiming to define the framework for Youth Exchange projects including the number of groups, duration of the activity, financial issues and logistical issues.</p>		



	Following the presentation ask participants to think of specific examples of how youth exchanges can contribute to addressing the needs expressed before. The examples should be written in separate post-its and should not be phrased in the following form: if the need is more sport activities the example cannot be a youth exchange about sport.
<b>Materials:</b>	Projector and video Papers with questions // post-it notes and flip-chart papers from the previous table
<b>Session results:</b>	Participants were introduced to the detailed concept of a youth exchange and the project phases in it. They liked a video and understood what are different elements of a youth exchange and how complex it is. They understood how through youth exchanges as a method and opportunity they can address the needs of youth in the SEE and thus benefit in dealing with challenges and barriers of theirs.

<b>Session:</b>	<b>Methods and approaches for active youth participation in different phases of a youth exchange project</b>		
<b>Trainer:</b>	Danijela	<b>Duration:</b>	90 min + 90 min
<b>Date/location:</b>	10 <sup>th</sup> December 2012, plenary room		
<b>Aims of session:</b>	<ul style="list-style-type: none"> <li>• To introduce the cycle of the project management and different stages and possible activities in those</li> <li>• To identify methods and approaches aiming to facilitate active participation of young people during each and all phases of a youth exchange project</li> </ul>		
<b>Content:</b>	<ul style="list-style-type: none"> <li>- Energizer with dancing and splitting into 4 small groups (Tango)</li> <li>-</li> <li>- Small groups work on project phases. (Participants get papers with the cycle project phases written just by their names and also they get on small papers sub-elements of the project phases which they have a task to decide which one goes to which phase and describe why and maybe give some example of it.)</li> <li>-</li> <li>- Presentations in the plenary.</li> <li>-</li> <li>- Interactive discussion on CYCLE of the project management and how this general cycle is translated into a youth exchange project cycle</li> <li>-</li> <li>- 3 Small groups, one for each of the project phases of a youth exchange (preparation, activity and evaluation/follow-up phase), with following questions to answer:             <ol style="list-style-type: none"> <li>1. In which part of this project phase can youngsters (participants) take part?</li> <li>2. How can they influence the work and results in this project phase?</li> <li>3. How can project coordinators make sure / promote that those youngsters actively participate in this phase?</li> <li>4. What are different methods and approaches that you can envision for increasing active youth participation in this project phase?</li> </ol> </li> </ul>		

	<ul style="list-style-type: none"> <li>-</li> <li>- - Presentations in plenary</li> <li>- - Wrapping-up</li> </ul>
<b>Materials</b>	- flipchart stand, flipchart papers, markers, printed tasks for small groups
<b>Session results:</b>	- Participants liked this session as they learned new things when it comes to project cycle management in general and how it relates to Youth in Action project of youth exchanges. Most of the participants have never heard before of project cycle management and this session was very useful to them. In the second part of the session, the first two groups (for the preparation and the activity phases in a youth exchange project) managed to understand well the function of that phase in the project and gave quality answers to the questions set. The third group missed the point and have presented the evaluation phase of a youth exchange project as a phase that is being done on the last day of an activity of the youth exchange. This group was comprised of quite a few most experienced participants in this group and this came as a surprise and an indicator how easy it is to forget the importance and planning of the impact, multiplying effect and follow-up activities of a Youth in Action project. This has been said in a feedback and the whole group realised how important evaluation/follow-up phase in a project is.

<i>Defining</i>	<i>Planning</i>	<i>Implementing</i>	<i>Close-down</i>
Assessing problems and needs	Time lines and methods	Teamwork	Recommendations
Setting the objectives	Budgeting	Financial management	(Group) evaluation
Putting project in the framework of the overall org and our capacities	Setting evaluation and monitoring strategy	Public Relations / Visibility	Achievements
Defining partners	Fundraising	Dealing with challenges, conflicts and crises	Report writing
	Planning for Public Relations	Effective communication and meetings	Follow-up agreement
	Strategy for communication throughout the project	Activities	Certification (example – Youthpass)
	Risk assessment	Monitoring	
	Strategy for recognition of learning during the project	Volunteer and Human Resource Management	

<b>Session:</b>	<b>Roles of different youth exchange stakeholders for active youth participation</b>		
<b>Trainer:</b>	Stefan	<b>Duration:</b>	90 min + 90 min
<b>Date:</b>	10 <sup>th</sup> December 2012, plenary room		
<b>Aims of session:</b>	To analyse what are the roles of different stakeholders within the youth exchange project when it comes to facilitating active participation of young people.		



<p><b>Content:</b></p>	<p>1<sup>st</sup> Part: Letter to the Magazine Editor: I want to be a perfect Youth Exchange – Leader/ Participant/ Hosting Organization/Local Community what should I do during the project? What is my role?</p> <p>The participants in 4 groups receive this letters and should write or design back the answers to the ones who asked, including:</p> <ul style="list-style-type: none"> <li>- Roles of each of these stakeholders in terms of planning the Youth Exchange</li> <li>- Role during the project implementation (preparation, the activity itself and follow-up)</li> <li>- Role after the project ended</li> </ul> <p>Participants write and present the answer letters (designs) while other participants can add. General discussion on ownership of the process and the project follows after exploring the roles.</p> <table border="1" data-bbox="392 831 1477 1010"> <thead> <tr> <th></th> <th>Preparation</th> <th>During</th> <th>After (Follow-up, Evaluation)</th> </tr> </thead> <tbody> <tr> <td>LEADERS</td> <td></td> <td></td> <td></td> </tr> <tr> <td>YOUTH</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PARTNER ORGANISATIONS</td> <td></td> <td></td> <td></td> </tr> <tr> <td>LOCAL COMMUNITIES</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2nd part: What should you have as competent Group Leader // Project Manager</p> <p>The group is divided in 2 and has a task to make a job announcement for a competent 1. Group Leader 2. Project Manager In the job announcement they need to put what knowledge/skills/attitudes the candidates should have. Also they should think if any additional competences would be useful to have and if/how they would offer additional training for this person to get these competences. After the presentation of both job announcements on the wall we list the competences and explore similarities / differences. The debriefing focuses on the following aspects:</p> <ul style="list-style-type: none"> <li>- Competences related to project management</li> <li>- Competences related to content of the exchange</li> <li>- Competences related to involving the local community, ensuring visibility and using the results of the exchange</li> </ul>		Preparation	During	After (Follow-up, Evaluation)	LEADERS				YOUTH				PARTNER ORGANISATIONS				LOCAL COMMUNITIES			
	Preparation	During	After (Follow-up, Evaluation)																		
LEADERS																					
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LOCAL COMMUNITIES																					
<p><b>Materials:</b></p>	<p>Printout of letters to the editor and A4 paper, Post-its with competences and flip-chart papers</p>																				
<p><b>Session results:</b></p>	<p>At first, it was difficult for participants to give different answers to this session than they were giving in the previous one. However, soon it was clarified to them how it is needed</p>																				

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to discover and define roles and competences of different stakeholders in a youth exchange project and the session resulted with the detailed developed table of roles, responsibilities and competences of different stakeholders (leaders, youth, partner organisations, local communities) in three different phases of a youth exchange project (preparation phase, activity, evaluation/follow-up phase) when it comes to facilitating active participation of young people. Thus to this, this sessions was outlined as one of the most useful one and triggered a lot of discussion.

Related to the set of knowledge, skills and attitudes framework the participants were later invited to make a self-assessment on their own competences which they found very useful. In addition to this framework the participants were offered a framework of competences for Active Youth Participation in general.

## **FRAMEWORK FOR ACTIVE YOUTH PARTICIPATION**

### **Attitudes towards civil society and active citizenship**

- Willing to be involved in civil society organizations or volunteer for a cause
- Considers oneself as an active citizen that wants always to be involved in the issues of one's interest
- Ability to identify possibilities and opportunities to be involved as an active citizen in the local community
- Actively contributes to different social groups and organizations
- Understands and supports others to volunteer and be active citizens

### **Understanding of policy, politics and polity**

- Has the competence to distinguish and interpret the political programmes and to engage in meaningful dialogue with policy-makers
- Can "read between the lines" in order to understand political positions
- Competence to understand the social and political issues, to identify the stakeholders and their interests
- Understand how to cross different interests to cause social and political change while seeking for possible solutions
- Capacity to analyze the social and political issues
- Understands the differences among the ideologies of political parties
- Realize that there are many forms of political participation beyond the parties
- Within the social group has a good level of political and social literacy (understanding)

### **Citizens' rights and duties**

- Knowledge of the citizens' rights and duties
- Knowledge of the country's constitution, relevant international conventions and the founding principles of Europe
- Familiar with the election procedure and has voted before
- Follows the policy debates and the relevant programmes for policy implementation
- Has experienced an open democratic process in the formal education (school) through participation in the programme and institutional decision-making
- Has followed an educational curriculum that is focused on the development of active citizens

### **Awareness of the environment**

- Competence to build coalitions and sustainable cooperation by contacting other people and institutions
- Takes care of the environment and the wider living space
- Regularly follows issues of national, European and global interest

### **Competence to be a lifelong learner**

- I can make direct links between formal and non-formal learning
- I can learn from informal conversations (gather knowledge and attitudes)
- I learn well by joining informal groups and social networks
- I can distinguish an opinion from a fact
- I am responsible and dedicated learner



- I can identify what I've learned, what I still need to learn and establish a personal learning plan

#### **Openness towards change**

- Positive attitude towards changes (in personal life and society)
- Open to cooperate in the attempts to foster local or national changes
- Has a positive self-perception and trust in ones capabilities
- Has support from his/her peers and family

#### **Support for people with fewer opportunities**

- I can support the participation of people facing obstacles to participate (economic, social, health, cultural, geographical etc.)
- Competences to understand sensitive and delicate issues (some health or economic problem) , in order not to intimidate people facing these obstacles and offer adequate support
- I can develop and maintain a caring partnership relation which motivates people facing obstacles to participate
- I know how to modify the participation mechanisms so they can be motivating for people facing obstacles

#### **Decision-making and power sharing**

- I know the decision making centers (centers of power) in the country as well as on European and global level
- I have basic understanding of the political system and the role of the authorities (government, parliament, political parties, media, syndicates, civil society and others)
- I know where certain decisions are made (in the parliament, the government, by the president or the mayor)
- Understanding of the importance for power-sharing between the different pillars of the government
- Knowledge where and how to seek for information for social and political issues
- Promotes intergenerational solidarity and cooperation

#### **Lobby for decision-making**

- Interest about the creation of policies on local, national or international level
- Competence to organize and analyze information in order to make a decision or to present them to others
- Ability to accept and analyze different opinions and viewpoints during debates and discussions
- Can take action for resolving an issue on local or national level
- Competences to advocate or lobby for social and political issues on local, national or European level
- Creates realistic plans for policy influences and implements those accordingly

#### **Intercultural acceptance**

- Different opinion are perceived as enriching and are not an obstacle
- Understands the social and cultural norms and values and can observe their changes
- Understands and accepts migration as a natural process in every country
- Knowledge of the diversity of customs in the region and their influence in the multicultural societies
- Has a positive attitude and understanding of different cultures
- Awareness about personal stereotypes and prejudices and their construction mechanisms

#### **Inter-religious awareness**

- Respects the religious differences and diversity
- Has basic knowledge of the most dominant religions on national and European level as well as globally
- Understand the concept of freedom to choose a religion and freedom to be religious
- Understands the influence of religion norms on participation of diverse groups

#### **Presentation and communication competences**

- Competences to plan and deliver a visual presentation
- Comfortable to use libraries, internet or speaking to people in order to receive relevant information
- Competence to write concise and understandable texts for wider group of readers
- Oral presentation skills
- Active foreign language competences

#### **Dealing with challenges**

- Competence to select the most democratic and participatory processes in conflict resolution
- Competences of mediation or other tools (discussion, negotiations) which will help in conflict resolution

- Ability of self-control visible through the knowledge to listen and react in a calm manner using arguments
- Skills to communicate assertively and to contribute to mutually beneficial outcomes

**Mentoring and coaching competences**

- Competences to act as a mentor of young people primarily in accompanying someone in their learning and participation
- Ability to ask meaningful questions that will motivate their peers to participate
- Competence to act as a resource person by sharing relevant information sources

**Media competences**

- Understands the interest and values of the media when they are reporting about a news
- Competence to use the media as a tool to influence decision making
- Has access to media which develop ones' citizens' awareness and motivate participation (TV, radio, internet, newspapers)
- Competence to seek and choose from the media information
- Competence to communicate effectively with media

<b>Session:</b>	<b>Quality European partnership</b>		
<b>Trainer:</b>	Danijela, Stefan	<b>Duration:</b>	90 min + 90 min
<b>Date/location:</b>	11 <sup>th</sup> December 2012, plenary room		
<b>Aims of session:</b>	<ul style="list-style-type: none"> <li>• To reach a common understanding on characteristics of quality European partnership and its dimensions (communication, teambuilding, teamwork, ownership of the project)</li> <li>• To raise awareness on individual behaviours, roles and responsibilities that affect (constructively or destructively) the partnership</li> </ul>		
<b>Content:</b>	<ul style="list-style-type: none"> <li>- - Energizer</li> <li>-</li> <li>- - Fists exercise – win-win approach, with debriefing on how in order to achieve something we do not have to damage others' chances of achievement. Important not to search for competition where there is none</li> <li>-</li> <li>- - Defining teamwork and partnership – Interactive discussion</li> <li>-</li> <li>- - Partnership exercise ("Bridge") in which participants are able to explore challenges for effective international partnership, with the debriefing in the plenary</li> <li>-</li> <li>- - Agree-Disagree exercise on own / individual preferences and behaviour when confronted with deadlines and European partnership:             <ol style="list-style-type: none"> <li>1. I always respect the deadlines.</li> <li>2. I never wait the last moment to do something.</li> <li>3. I prefer sending an e-mail than giving a phone call.</li> <li>4. I always reply e-mail in the same day that I receive it.</li> <li>5. As I am creative, I do not need to have all the activities prepared before the youth exchange starts.</li> </ol> </li> </ul>		

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	<ol style="list-style-type: none"> <li>6. It is OK when an 18-year-old participant is drinking alcohol.</li> <li>7. I hate when people do not answer my e-mail immediately.</li> <li>8. On international youth exchange you should serve only international food.</li> <li>9. Participants should have 24/7 free internet access during a youth exchange.</li> <li>10. It is OK for a group leader to be sexually involved with a participant.</li> <li>11. As the applicant organisation manages the money, they should also write the report.</li> </ol>
<b>Materials</b>	- flipchart stand, flipchart papers, markers, materials for the Bridge exercise
<b>Session results:</b>	<p>- Participants enjoyed this session, although at the beginning they were sleepy. They have understood the instinct they have when it comes to cooperation with other people that majority of them think about self-protection and competition even when it is not needed. They have realised that they need to be aware of their instincts and make sure they do not block or endanger cooperation with potential partners of theirs. They realised that clarifying the mutual goals is very much needed for the successful partnership. Difference between group work and teamwork was clarified and all was put in perspective with the concept of partnership. Participants have concluded that mutual goals and division of tasks is essential for teamwork, while for partnership it is more about benefits and values. During the "Building the bridge" exercise they realised the importance of clarifying priorities and strategies in any partnership and especially when it comes to partnership through online communication where different factors might influence the level of (mis)understanding among partners. They liked the "agree-disagree" session as they had a chance to reflect upon their personal preferences when it comes to quality of communication and involvement among partners in and about different stages in a project. They realised that we are all different and that it is important to try to communicate as much as possible our strategies, priorities, values and preferences for work with our partners in order to try to achieve effective, efficient and quality partnership with suitable and acceptable impact for all partners involved.</p>

<b>Session:</b>	<b>Finding and approaching partners in Europe // Action plan</b>		
<b>Trainer:</b>	Stefan, Danijela	<b>Duration:</b>	90 min
<b>Date:</b>	11 <sup>th</sup> December 2012, plenary room		
<b>Aims of session:</b>	To understand how to find the partners on European level and discuss them how to approach them with the ideas for partnership		
<b>Content:</b>	<ol style="list-style-type: none"> <li>9. - Developing specific recommendations for effective European partnership in the 3 small groups:</li> <li>1. How to approach a partner that you do not know and have never worked with them before? What are the advices for quality development of such partnership in general and in specific project?</li> </ol>		

	<p>2. How to approach a partner that you know from before and with which you have had a previous cooperation on a mutual project? What are the advices for quality development of such partnership in general and in specific project?</p> <p>3. How to approach a partner that you have met on a conference which you both attended, but you have never worked with that partner before? What are the advices for quality development of such partnership in general and in specific project?</p> <p>- Presentations in plenary with recommendations for own/individual efforts for effective European partnership</p> <ul style="list-style-type: none"> <li>- Presenting resources on partner finding (EVE, OTLAS, SALTO contact points etc.)</li> </ul> <p>Participants are given task to create their action plans after the course focusing on:</p> <ul style="list-style-type: none"> <li>- Steps that they can undertake to improve the youth participation and European citizenship aspects of youth exchanges which are already approved (if any) where they will take part</li> <li>- New potential exchanges (in planning) and how to improve youth participation within those</li> <li>- Their personal development as group leaders and project leaders</li> </ul>
<b>Materials:</b>	Papers and pens, Projector
<b>Session results:</b>	Participants were very satisfied with this session, as they got important and useful information for them as beginners in international youth work – how to find and approach potential partners. They appreciated small groups work on these questions and the discussion afterwards. They realised how important it is to approach partners in a quality way and to develop quality partnership through equal involvement and mutual ownership of the project.

<b>Session:</b>	<b>Evaluation and Closing</b>		
<b>Trainer:</b>	Danijela, Stefan	<b>Duration:</b>	90 min
<b>Date/location:</b>	11 <sup>th</sup> December 2012, plenary room		
<b>Aims of session:</b>	<ul style="list-style-type: none"> <li>- To get feedback from participants</li> <li>- To evaluate and close the training course</li> </ul>		
<b>Content:</b>	<ul style="list-style-type: none"> <li>- Pie/Pizza/Burek visual evaluation method</li> <li>- 'Hot chair' interactive evaluation</li> <li>- Individual written evaluation – evaluation forms</li> <li>- Evaluation round with closing words</li> </ul>		
<b>Session results:</b>	Participants evaluated the training course and expressed their satisfaction with different aspects of the training course through different methods of evaluation. The summary of the evaluation is given on the following part of the report and the full list of participants' answers to the questions in the evaluation form is given as an annex to this report.		

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## **EVALUATION OF THE TRAINING COURSE – SUMMARY:**

The training course fulfilled and went beyond participants' expectations. Every participant got different and yet similar or same learning points, due to their diversity in the previous experiences and backgrounds. For quite some of the participants, this training course managed to act as opening doors to the world of the Youth in Action programme, as this was first such activity for them. For all the participants the training course was very motivational and has raised the level of enthusiasm with youth work in general and with possibility to organise youth exchanges within the Youth in Action programme in specific.

All participants understood the basic concepts, principles and values of active youth participation and European citizenship and how they can apply those and spread learning about those within their projects. They got a lot on the level of understanding the principles and challenges of European level partnership and appreciated a lot the directions to finding potential partners, approaching them and contributing to development of quality partnership with them.

Selection of participants was done well, as it was great to have so many Albanian speaking participants. This influenced the fact that there was no language discrimination and English was used more or less all the times. It was also good to have so many Albanian participants for the fact that in Slavic speaking countries of SEE we often cannot find (nor give much effort to it) and develop quality partnership with an Albanian organisation(s). This training course offered more confidence in inter-language interaction within the SEE region and it served as building up basis for quality partnership and cooperation on the SEE level.

Participants were satisfied with the trainers' work and overall organisation of the training course.

Cooperation between trainers was excellent, trustful and very productive. We have already worked together before and have huge understanding of SEE issues and implementing of Youth in Action with SEE with all its priorities and values. Also, we could complement each other with our expertise. It was pleasant to work together and the positive energy and friendly approach among the trainers could also be felt by participants.

Logistical and technical support for this training course was excellent. It was fruitful and lovely to cooperate with both Ana Skoflek regarding the logistical organisation on the spot and with Maija Lehto regarding the overall organisation of the training course. As trainers, we have received all the needed and useful information in time and we had quality inputs and advices from Maija in the overall process.

### **SOME OF THE PARTICIPANTS' ANSWERS IN THE EVALUATION FORMS:**

#### ***How far were your expectations met during the training course?***

- 100% - I am satisfied of the all programme and trainers, I learned a lot and his knowledge will help me in my future work as well to me and my organization where I work.
- 98% - Because I didn't have too much information about this topic I was expecting to learn as much as possible and I think I met my expectations.
- 90% - I didn't have big expectations because I already had some knowledge about this things but I am satisfied with everything generally.
- 100% - I am very satisfied with the TC because I came here to learn something new and I learned a lot I liked the methods which are used and I find new partners for a future project.
- 90% - Since the first moment that I applied for this TC it was a great prediction that I will get a lot of knowledge and this training will encourage me for future projects and initiatives within my organization and also in society (community) that I belong to. It was more than expected.
- 80% - Expectations met on pretty high percentage since the training was organized by SALTO which has tons of experience.

#### ***What are 3 main things you learnt during this training course?***

- European citizenship concept, youth exchanges partnership, methods and approaches for active youth participation.
- How to communicate with potential partners, how to organize similar stuffs, more about SALTO SEE.
- What does European citizenship mean, what is planning, defining, implementing and close-down of YE, more about YIA programme.
- How to make YiA more useful for the society, how can a youth exchange be more interactive, how to make/find partnerships within our interests.
- what is the role of youth leader, what is AYP, methods of AYP
- European citizenship, finding and approaching partners in Europe, needs-opportunities and barriers of youth in SEE.

#### ***Which sessions were the most useful for you? Why?***

- finding and approaching partners in Europe
- Sessions about partnership because of real example which pushed me to think about what are "normal" things like way of communication etc.
- It was about citizen of Europe - I like it because you could choose a place for argue on opposite sides and we all have a chance to participate in the discussion and hear others opinions



- European citizenship and organization, methods and approaches for AYP, finding and approaching partners in Europe
- session roles - it was useful as we were working on how to develop a quality YiA project - we learned how to prepare a working environment and which methods to use then we prepare implement and evaluate a project
- Methods and approaches for AYP in different phases of the youth exchange because I didn't have any information about this and finding and approaching partners in Europe because it is really useful to know how to find a good partner and the most important thing how to approach them
- Session about European Citizenship as I had a chance to see other people's opinion on this topic and 4 phases of project management defining planning implementation and close-down
- I felt I learned the most and I can implement the most from AYP in projects and organizations, EC in projects and org. and methods and approaches for AYP in different phases of a YE

***What did you learn regarding using active youth participation and European citizenship in the youth exchanges? What competences did you develop?***

- I learned that European citizenship is about 3 values: Democracy, Rule of Law and Human Rights and having active youth participation is a step towards EU
- As for active youth participation I may conclude that making them part of the decision-making is very important. I can see a difference on the competences such as group leading
- I understood that what really means active youth participation and European citizenship discussing with other participants in small groups, I developed competence to listen people when they are talking and to change my opinions without angeriness
- I learned that European Citizenship it aims to inspire a sense of solidarity and tolerance among Young Europeans and to involve them in shaping the unions' future
- Firstly I learned the difference between the European citizenship and EU citizens, secondly I learned that we should inform others and be informed
- I can write a lot but I will mention only 2 most new things for me: 1 That European citizenship is not the same as EU citizenship and I learned how to spread the knowledge about the European citizenship as a value and how to include it as a principle of work and life 2. About AYP for me it was extremely useful Danijela's tip that we should give youth to achieve a goal and not only a task
- I learned more about EC and AYP. I learn more methods which I will use in my work with young people from local community I developed self-confidence in working with this topic
- I Learned what is AYP and EC, how to empower it in different stages of the project, how can these 2 concepts be used in quality of the project, why are they important for European youth, which is my role in ensuring implementation of these concepts. I developed competences for inclusiveness, active listening, innovation and social responsibility

***Has this training course motivated you and given more confidence to become more active within the Youth in Action Programme? What possible projects you envisage to initiate?***

- Yes, I met here a lot of very good persons and potential partners, For now I don't have some project in my mind but have some new ideas
- It has given me a lot of self-confidence in becoming more active within the YIA programme. Possible projects I envisage are projects related with European citizenship, what can we do to improve more ourselves
- Yes it was - I have many ideas and I need time to organize them and start a project
- This training has motivated me to apply with a youth exchange project - I have developed one project idea
- yes definitely it has given me also ideas on how to develop better ways to approach this issue wider non-formal education and raising youth awareness on the education and new possibilities for youth from rural areas
- I think this TC motivated me a lot and I have found partners who want to develop and establish quality youth exchange project
- Yes especially as I am going to run my first YE in April 2013. Secondly I am highly motivated to apply again and hopefully on 1 February deadline, Third I have found here potential partners and we already started to plan it. I would like to organize a youth exchange about intercultural dialogue and peace education as well as sexual and reproductive health
- Yes I would like to organize a cultural exchange in Pristina with Serbs and Albanians and also other nations, I don't want a political event but would like to make people change their point of view - it is more important how we live then where we live
- Absolutely, the best thing ever before the new year celebrations and it motivated e a lot to be active in the YiA programme and especially in youth exchanges // my ideas is to make a multiethnic initiative using architecture
- I was already motivated to do that and the course gave me important information skills and knowledge to do this. Possible project are connected with vocational trainings for youth with fewer opportunities

***After participating on this training course, what would you personally change in the way you organise a youth exchange?***

- I don't have yet an experience organizing a YE personally. After all the steps at the TC in Podgorica, I am more clear on what will I do for a quality YE
- I would put more accent on communication and English requirements and in that way every single participant would have a chance to really participate
- Actually I will just start to organize youth exchange projects - I will put focus on having good partners
- I would implement a lot of different methods I have seen on this training
- I will put more accents on preparation. I understood that is very important the preparation phase with the APV meeting for development of the YE project
- One thing that for me was stressed as important is that during the YE to inform as much as possible the participants but also the community, parents etc.
- I'll pay more attention to active partnership and aim to start planning the activities together and actually project from the very beginning and in aim to ensure ownership for all



- My personal change will be- preparation of participants before they come on YE, planning an APV, informing partners about every details
- I would definitely increase the participation of young people in every stage of the project management and implementation

***What are the three most important advices that you would give to organisers of a youth exchange?***

- Plan everything as much as you can, respect deadlines, keep in touch
- educated experienced group leaders / prepared participants for youth exchanges / good communication with partners in the project
- To use variety of methods and knowledge from participating in trainings, to approach the youngsters in a careful organized and adjusted way, to find the best way to stimulate them to participate and to make their competences close to an excellent quality
- Information sharing (public relations and visibility), inclusive, be effective
- Carefully search for partners // take care about sharing ownership and responsibility and use possibility of APV meetings // Submit policies about using drugs and alcohol during YE // Don't make assumptions but ask the details
- listen youth needs, make a YE with impact on local community from which participants are coming, do a good logistic job on accommodation
- Please include youth from different backgrounds, focus on including youth with less opportunities, use practical examples and try to involve parents and this can have an impact to our mentality
- engage participants in every stage, engage partners and stakeholders, plan carefully

***Will your participation in this training course be useful for your organization and colleagues? How can you use what you learnt in the course back home?***

- I will try to present back the most important information from the TC to the local youngsters in my organization. I hope in this way they will be curious to apply and take initiative
- It will be very useful I can use what I learned to improve my future projects with the new information I know now
- Yes of course - now it is time to find partners in Europe
- I have made some partnerships, also during this training course and I believe I will use those contacts to create some projects
- I will apply with youth exchange project - this will be first time to implement such a project
- Yes it will be very useful, first to discuss with them what I have learned and then finding ways to use this information even with the groups we are working with
- I made notes so I will prepare a report and organize staff meeting about this in aim to share the knowledge and information
- it will be useful as we plan to organize a project YE, I will share the atmosphere of the training to my colleagues and go through the information with them, I will use the knowledge to improve quality of our project

***Why and how (with which words and sentences exactly) would you recommend this training course to others?***

- I would recommend it as It is a great chance to learn a lot and improve professionally
- This training course I would recommend to all who want to learn how to make a YE and avoid possible mistakes
- This training course is for youth workers and youth leaders - but also it is very good to have some future leaders participating in a youth exchange
- if you really want to learn about quality YE you should take part in this TC
- Dear colleagues - I recommend you to use this great opportunity to improve skills and knowledge about exchanges using excellent and detailed programme, very applicable methods of work and very skilful and experienced trainers
- On this TC I learned how to make a good YE, find partners, meet people from other organizations and make new contacts
- You can attend a great training course that will change your way of thinking
- I would recommend the project by saying that If you really want to organize and implement quality youth exchanges attend this TC and you will learn a lot. Why: because I believe YE are very important for youth personal development and it is our responsibility to make them with quality

***How well did the trainers manage their role?***

- They were really flexible to manage different situations during the TC. Quite good prepared
- I am very satisfied at this point - they were very interacting and they managed to put emphasize on each participant
- Very well - we were following them all the time and they managed to keep our attention to the programme
- The trainers were the ones that made this course interesting. They managed their role perfectly and if I can add I feel lucky to be part of this training course
- I am totally satisfied with their role and I think they gave their best
- Excellent - very professional, informing, precise and excellent in step by step work.
- They managed very good, Stefan and Danijela use different methods which I like a lot and through this methods I am learn a lot. Danijela is a very dynamic trainer she shares good energy and provides a lot of information. Stefan creates a secure space which helps me to express my opinion and hear opinions of others. I think they are good team.
- In a very good way using different techniques and sharing their experience
- I think they managed very well - I enjoyed their inputs, the freedom for discussion, the management of conflicts that occurred during discussions. I wish they spent more time with us in the free time

***How are you satisfied with the logistical/technical preparation and organization of the training course and free time in it?***

- Was good organized. The combination between the sessions and free time was good not to make us bored nor tired.
- everything was good, accommodation and food, elected participants and trainers



- really satisfied - nothing was missing – thanks
- Maija was very supportive
- On a scale from 1 to 5 I would give the maximum 5
- from 1 to 10 I am 100 satisfied
- Organization was OK, I would like more organized evenings

***Any additional comments:***

- Thank you for taking my application into consideration and for giving me the opportunity to be part of this training
- Main reason why I couldn't concentrate were problems with food - I was promised to have hallal/kosher that didn't happen so this caused some sort of lethargic feeling and I was insulted
- Thank you very much for the chance you gave me
- Excellent group so great job done
- I think that the organizers should think also for our free time - not organizing it but giving options
- Thank you for the experience