

SALTO-YOUTH
TRAINING AND COOPERATION
RESOURCE CENTRE



Erasmus+



BITRIMULTI
Gives you(th) wings!

BiTriMulti (BTM) General Report 2014-2015

Austria, November 2014
Germany, January 2015
Bulgaria, March 2015
Poland, April 2015
Norway, October 2015

BTM Trainers Pool

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1. GENERAL INFORMATION

Participating countries	Final number of participants
Austria	3
Belgium - FL	2
Belgium - FR	2
Bulgaria	6
Croatia	6
Cyprus	5
Czech Republic	3
Estonia	4
Finland	1
France	8
Germany	1
Greece	5
Hungary	4
Iceland	5
Ireland	6
Italy	5
Latvia	3
Lithuania	2
Malta	3
Netherlands	6
Norway	1
Poland	7
Portugal	1
Romania	6
Slovakia	4
Slovenia	2
Spain	4
Sweden	2
Switzerland	1
Turkey	11
UK	5
Total number	134

The exact number of participants expected/showing up per each course can be seen in Annex 1.

Total number of received evaluation questionnaires that were used for the comparative graphs	101*
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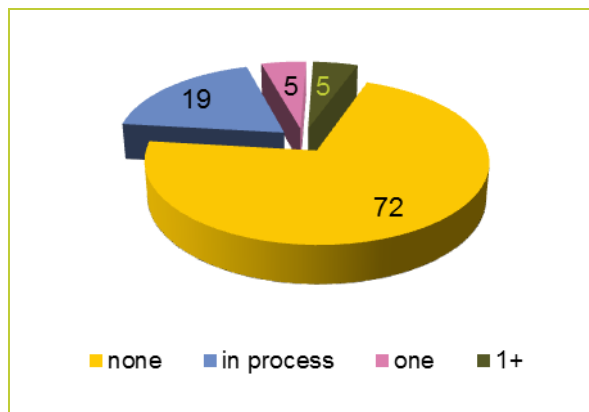
** The reason why we did not use all the 134 questionnaires is connected to the lack of access to the 32 questionnaires from one course, due to a very serious health problem of the report trainer. In another course, one participant was ill throughout a big part of the training, so her questionnaire was not filled in.*

2. AIMS AND OBJECTIVES: ARE THEY MET?

YES	101	NO	0
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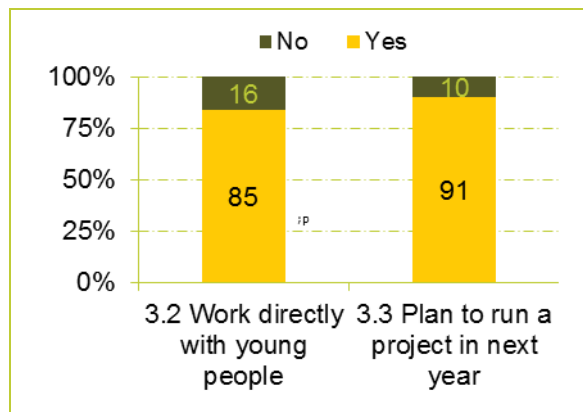
3. TARGET GROUP

3.1 Experience in organising international youth exchanges within Erasmus+: Youth in Action



3.2 Work directly with young people

3.3 Plan to run a project in next year



General conclusions about participants selection and preparation

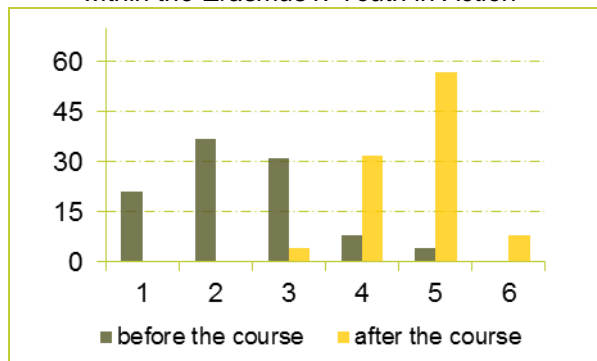
In all BTMs, the majority (90%) of participants matched the anticipated profile of participants; they were newcomers to European youth exchanges funded by the Erasmus+: Youth in Action Programme or being in process of organizing their first youth exchange. A smaller number (10%) of participants, who came with some experience in youth exchanges, still retained an important role, however, sharing their experiences and making the important elements in a qualitative youth exchange more visible; they themselves benefit as they tend to understand what was missing and they usually re-estimate the importance of the preparation phase and the active involvement of young people. This ratio of newcomers to experienced colleagues is acceptable.

Most participants (84%) worked directly with young people, while those who stated (16%) they do not have contact with young people, still expressed, at the end of the course, their willingness to set up youth exchanges in the future (that's why the percentage of those who plan to run a project in the following year is much higher – 90% - in comparison with those who work directly with young people - 84%).

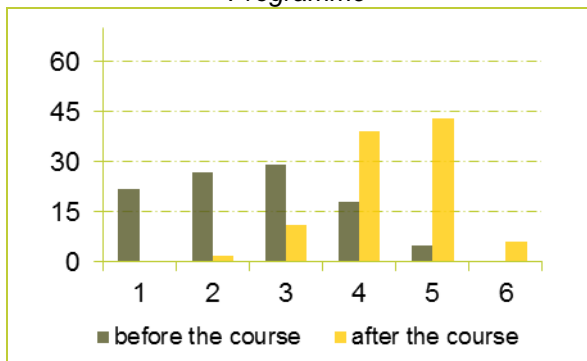
All numbers increased compared to the previous season (2013-2014) in terms of having participants with less experience in youth exchanges, people with more access to the target group, more projects planned after the training course.

4. GROUP LEARNING PROCESSES AND RESULTS

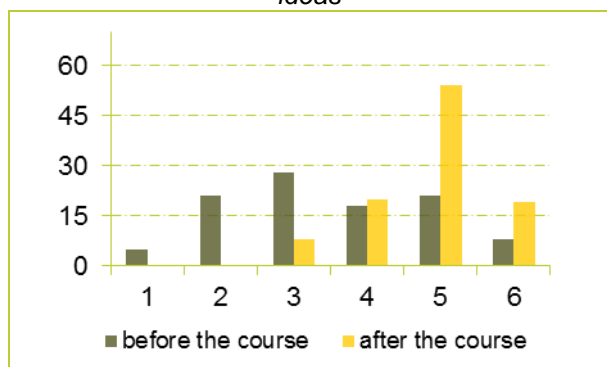
4.1 Knowledge of international youth exchanges within the Erasmus+: Youth in Action



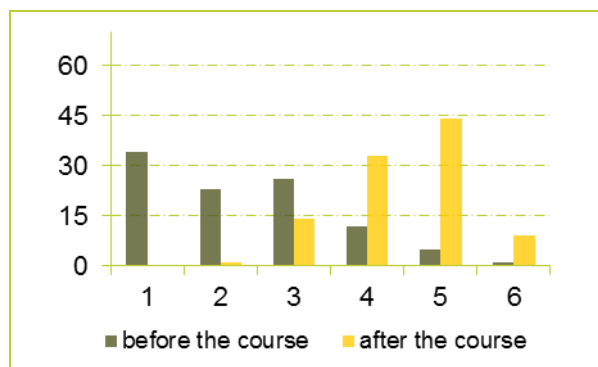
4.2 Knowledge of the Erasmus+: Youth in Action Programme



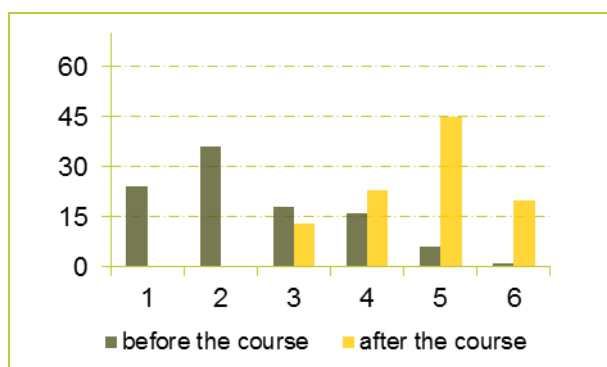
4.3 Confidence in presenting organizations and ideas



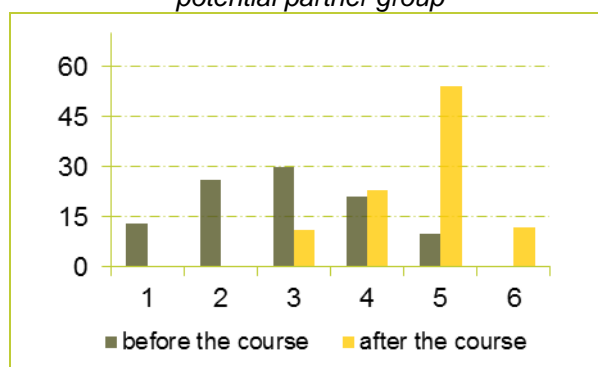
4.4 Skills in developing an international project



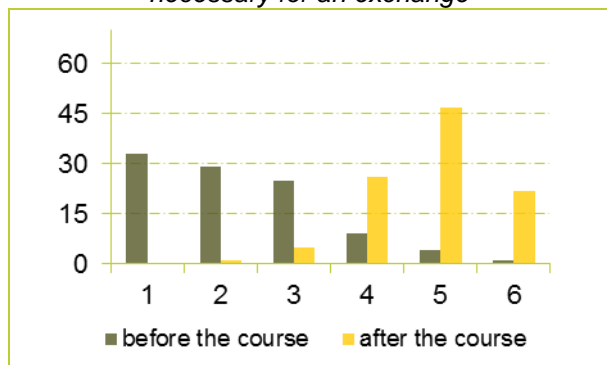
4.5 Ability to identify an appropriate partner group



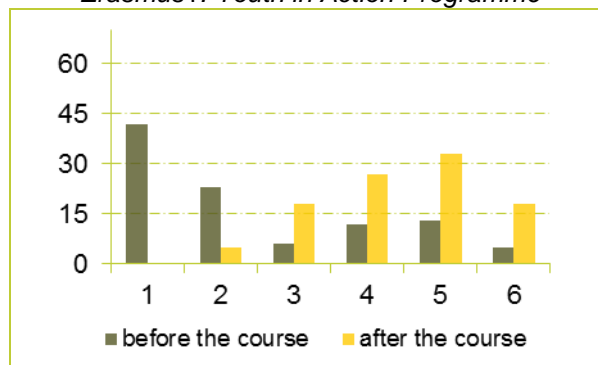
4.6 Skills to negotiate and co-operate with a potential partner group



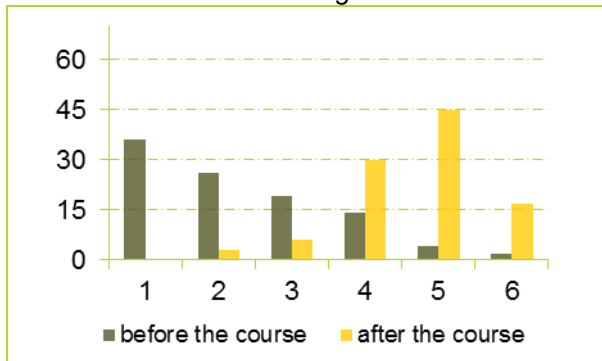
4.7 Awareness about the preparation work necessary for an exchange



4.8 Familiarity with the Youthpass tool in the Erasmus+: Youth in Action Programme



4.9 Confidence to run an international youth exchange



General conclusions about participants learning process and results

It is clear from all the graphs that BTM is a course that significantly increases learning in many different aspects related to setting up a quality youth exchange and gives the participants both skills in developing an international project as well as the necessary confidence to move onto planning one.

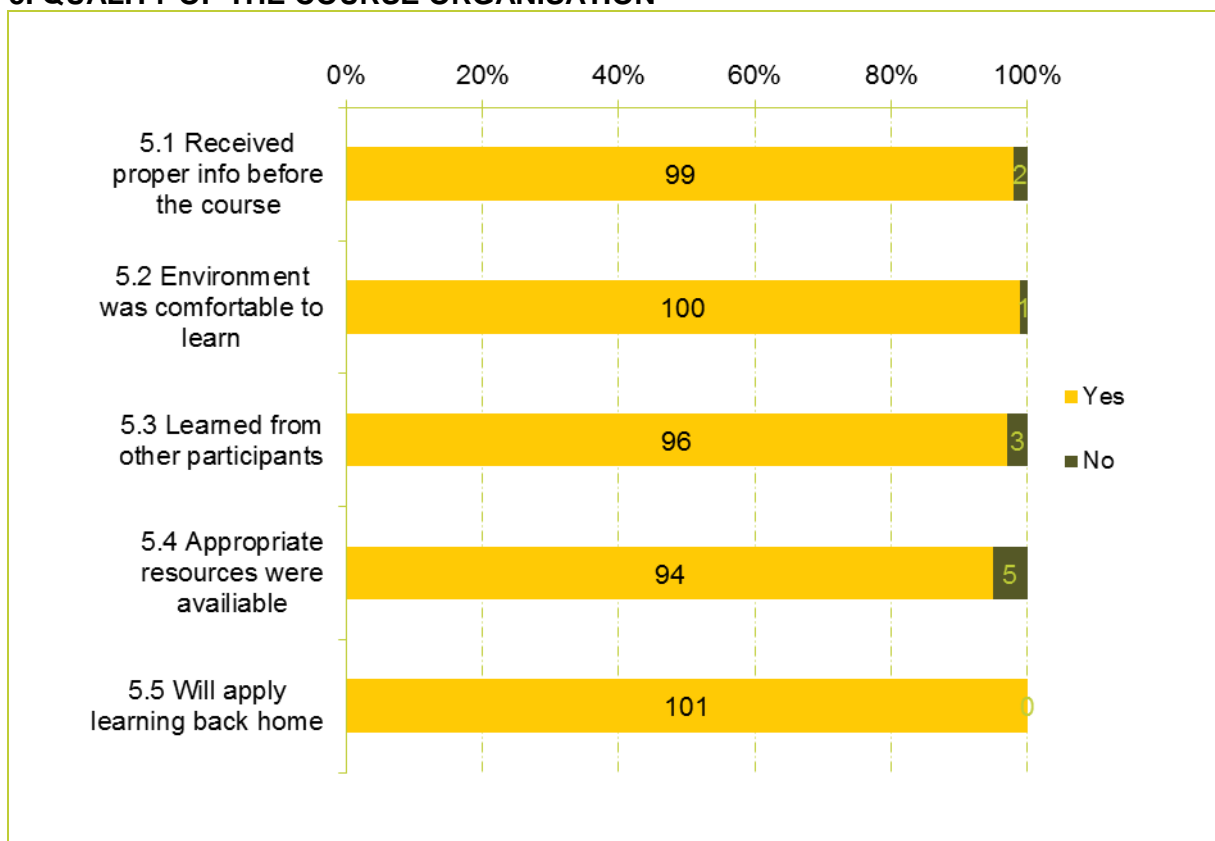
It seems that

- the knowledge of organising youth exchanges in Erasmus+: Youth in Action (graph 4.1)
- the confidence in presenting one's own organisation in an international context (graph 4.3)
- the ability to identify appropriate partners (graph 4.5)
- skills to negotiate and cooperate with a potential partner group (graph 4.6) and
- awareness of the preparation necessary (graph 4.7)

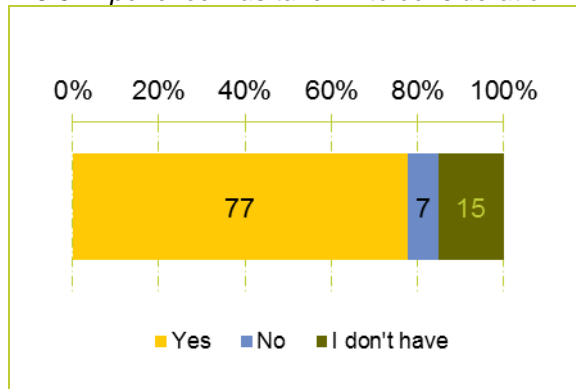
are the most important learning outcomes, according to the participants, since most of them came to the course with these needs.

The familiarity with the Youthpass tool in the Erasmus+: Youth in Action Programme is the graph where we register the smallest increase but it is also one of the graphs where there is relatively much previous knowledge. Considering the variety of the numbers, this reinforces the importance of clarifying the different ways of using the tool, even in a short course like BTM.

5. QUALITY OF THE COURSE ORGANISATION



5.6 Experience was taken into consideration

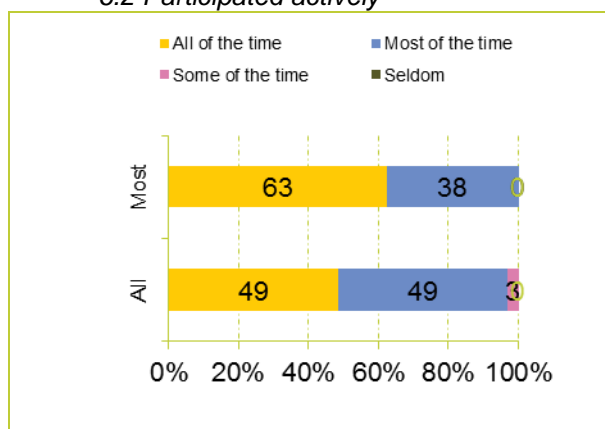


The quality of the course organisation was highly appreciated by the majority of participants. All elements of preparation before the course and practical arrangements were estimated as of high quality - the few negative answers concerning information given prior to the course can be explained by the last minute replacement process for some participants. Clearly NAs chose venues that served well the requirements of the non-formal learning methodology, as it is reflected in the high appreciation of participants. 76% of the participants felt that their experience was taken into consideration, most probably through the active methodology of the course, which enables interaction and sharing of experiences. The team estimates that the 7 participants who consider that their experience was not taken in consideration are among those who had significant previous involvement with the programme. Some additional comments as to why two people felt their experience wasn't taken into consideration also mention the lack of (enough) time for sharing with the others.

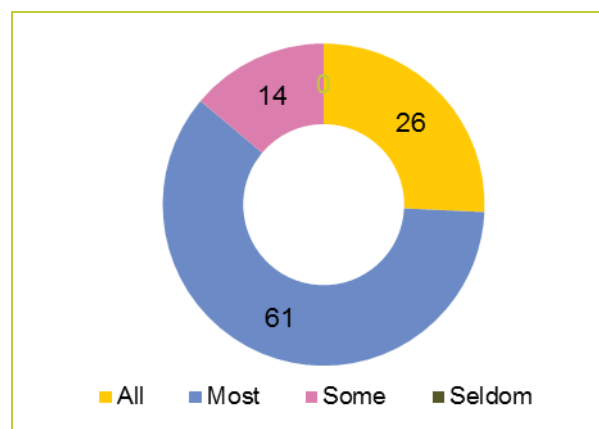
6. METHODS AND INDIVIDUAL LEARNING

6.1 Appropriate methods were used

6.2 Participated actively



6.3 Learning needs were addressed



The majority of participants estimated that appropriate methods were used all (62%) or most (38%) of the time. This shows that the course has been well established and there is a cohesive flow of active and reflective parts. Moreover the methodology of the course enabled the active participation of the participants, as confirmed by 97% of them.

As concerns learning needs being addressed, we see that 85% believed that this happened all (25%) or most of the time (60%). This is in line with the conclusions of the separate learning outcomes achieved in the course, mentioned above.

7. TEAM

In all cases cooperation and teamwork were effective, professional and of high quality. The support given by the staff of National Agencies and cooperation with them were important and greatly appreciated by the BTM teams, as well as by the participants.

8. FUTURE DEVELOPMENTS

The different BTM teams reflected on the following points to be taken further for discussion in the pool meeting:

8.1 Programme

- Having the presentation of Erasmus+: Youth in Action come before the beginning of the simulation is very good, it should stay like this.
- Bring an example of a youth exchange as part of the Erasmus+: Youth in Action intro or show a movie before the start of the simulation exercise.
- The Simulation Exercise:
 - o The application process in the simulation exercise has to be adapted to the online reality. Participants expressed their wish to write it online, in cooperation. This step of the simulation game has to be remodelled as to answer this need (ask everybody to bring along laptops, make sure there is proper internet connection at the venue etc.)
 - o Should the participants write the application separately or together (the authenticity of the process vs. the quality of the project). Experience has showed that, by working in project teams, the participants managed to develop

- good, coherent projects, yet in real life they will not work together on the forms – so what to keep?
- There was a suggestion to give the application form throughout the whole partner meeting.
 - To organize the debriefing of the Simulation Exercise also in a visual way which enable better reflection for the participants and provide additional tools to use in their youth work practice (using graphs for feelings through the 4 steps, ownership of the project, communication during the partner meeting).
 - One Host National Agency suggested that, in order to maximise the amount of time committed to the central aim of the BTM training course, namely the simulation of organising a youth exchange and the acquisition of practical, skills competences, participants should be required to read some material, in advance, related to the understanding of the Youth Mobility aspect of Erasmus+: Youth in Action; in this way the time committed to knowledge-based competences could be reduced, thereby allowing more time for the exploration of skills competences. This reading would provide information which, if undertaken in advance, would reduce the time devoted, in the Entry to the Erasmus+: Youth in Action Programme session, to factual information, and allow for a restructuring both of the remainder of that session and the Best Practice and Quality session in the afternoon. This freed time could be used to cover the timeline of a project, the learning outcomes, activity development and the building of a programme, in even more depth.
 - The weakest point in the applications filled in by participants throughout the courses was the identification of objectives and how these link to activities. The arrangement described in the previous point would enable this. Another course concluded that it would be beneficial to bring back the workshop on young people's learning and programme design (or equivalent) during the afternoon of day 2. This workshop was very much helping the participants to better understand and link the participants' needs, project objectives and exchange activities.
 - Feed-back from the National Agency representatives was linked to the fact that participants should be encouraged to reflect on, and share, local realities more (for example before *Partner finding* or in *Info Market*)
 - Offer the explicit possibility to the participants in Info Market to share the projects which were developed in the Simulation Exercise, maybe other participants would be interested to join.

- **ANNEX 1** - The exact number of participants expected/showing up per each course:

Austria – November 2014

Participating countries	Final number of participants
Austria	2
Belgium-FL	2
Bulgaria	2
Czech Republic	2
Estonia	1
France	1
Greece	2
Iceland	3
Italy	2
Lithuania	1
Netherlands	3
Poland	3
Sweden	2
Total number	26

Germany – January 2015

Participating countries	Final number of participants
Germany	5
Cyprus	1
Estonia	3
France	3
Greece	2
Ireland	3
Latvia	1
Poland	2
Romania	3
Spain	2
Turkey	4
United Kingdom	2
Total number	32

Bulgaria – March 2015

Participating countries	Final number of participants
Bulgaria	3
Austria	1
Czech Republic	1
Germany	1
Iceland	2
Italy	2
Malta	2
Netherlands	2
Norway	1
Romania	3
Turkey	4
United Kingdom	2
Total number	24

Poland – April 2015

Participating countries	Final number of participants
Poland	3
Belgium-FR	1
Croatia	2
Cyprus	2
Finland	1
France	2
Hungary	2
Ireland	3
Italy	1
Lithuania	1
Portugal	1
Slovakia	2
Slovenia	2
Turkey	3
United Kingdom	1
Total number	27

Norway – October 2015

Participating countries	Final number of participants
Norway	1
Belgium-FR	1
Bulgaria	1
Croatia	4
Cyprus	2
France	2
Greece	1
Hungary	2
Latvia	2
Malta	1
Netherlands	1
Poland	2
Slovakia	2
Spain	2
Switzerland	1
Total number	25

**The Hosting National Agency covered the travel costs*