EU4Youth

SALTO
EASTERN EUROPE
& CAUCASUS

EU NEIGHBOURS
east

**Empowering Young People in Eastern Europe and Caucasus**

EU4Youth
ALUMNI
Network

13-14 February 2020
Tbilisi, Georgia

**EU4Youth Alumni Network Preparatory meeting**

#strongersociety

# Planning our action…

# Activities EU4Youth Alumni network

**KICK-OFF
TRAINING COURSE**

FEBRUARY-MARCH 2020

**MENTORSHIP
SUPPORT**

FEBRUARY-OCTOBER 2020

**LOCAL
INITIATIVES**

MARCH-OCTOBER 2020

**FINAL EVALUATION
EVENT**

NOVEMBER 2020

# Kick-off training

**AIM**

To improve **key generic competences of youth workers** in order to improve quality of work with young people, based on principles of youth work and non-formal education.

**COMPETENCES**

- Understanding of reality and life of a young person

- Understanding of youth work values and principles

- Methodological competence in applying non-formal education for youth work

- Competence in working with youth groups

- Ability to develop youth work programmes and methodological approaches

- Awareness of roles and functions of youth worker in youth policy implementation on a grass root level

## Daily Timetable

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Day 8 |
|---|---|---|---|---|---|---|---|---|
| | | Breakfast | | | | | | |
| 9:00 AM | Arrival | Getting to know | Stages Year 1 EU4Youth Alumni Network: Calendar and involvement | (Stage I) Formation of the group of beneficieries | Me as Youth Worker: Group Dynamics and Leading Youth | Me as Youth Worker: Educational Approach | Mentoring Planning and Educational pathway for next months | Departure |
| | | Break | | | | | | |
| 11:00 | | Introduction EU4Youth Alumni Exploring motivations | Youth Empowerment | (Stage I) Planning of the formation process | (Stage II) Getting ready for Action Planning | Me as Youth Worker: Educational Approach | | |
| | | Lunch | | | | | | |
| 14:00 | | Teambuidling | Intro to Youth Work | Me as Youth Worker: Group Dynamics and Leading Youth | Study Visit: E+/Infocenters | (Stage III) Self directed community-based activities | Closing and evaluation | |
| | | Break | | | Break | | | |
| 16:00 | | Teambuidling Group Agreement | Principles of Youth Work | (Stage II) Getting ready for Action Planning | | (Stage III) Self directed community-based activities | | |
| | | | Reflection | Reflection | | Reflection | | |
| | | Dinner | | | | | | |
| | Welcome Ice-breaking | Self-directed evening activities | | | | | Farewell | |

# Kick-off training

- Comments to the programme?
- Improvements?
- More sessions for Alumni to share their experiences?
- Less time for developing the local actions?
- How to design the local implementation stages?
- Learning path session during the TC

# Local initiatives

**CONSISTING OF…**

**actions** organized by the Alumni, including:
- group building stage,
- competence development,
- developing initiatives with beneficiaries and
- implementing them in their communities.

**TARGETING…**

- Young NEETs
- Youth from rural and remote areas
- Youth from socially deprived communities (IDPs, minorities, economic and geographic obstacles)

**INDICATORS (per alumni)**

- 10 beneficiaries
- 2 beneficiaries engaged in mobilities
- At least 2 activities in Stage 2 (Getting Ready for Action)
- At least 2 activities in Stage 3 (Self-directed community actions)

# Local initiatives

**Stage 1 (February-April 2020)**

Formation of the group of beneficiaries
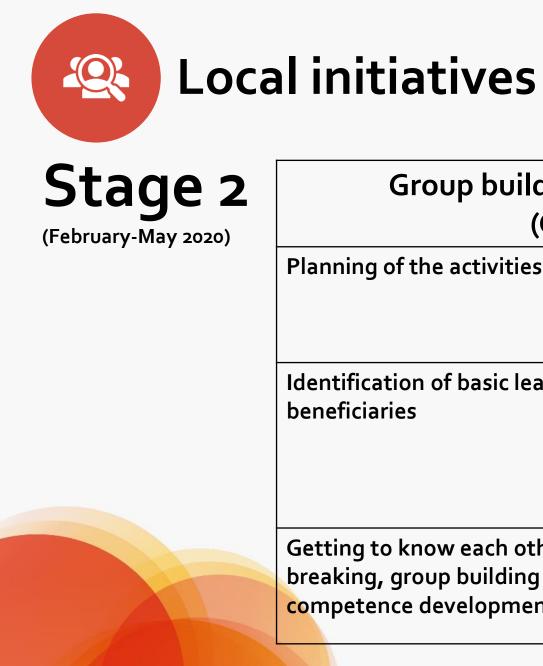
**Stage 2 (February-May 2020)**

Getting ready for action

**Stage 3 (May-October 2020)**

Self-directed community-based activities

# Local initiatives

## Stage 1
(February-April 2020)

| Forming the group of beneficiaries | |
|---|---|
| Mapping and assessment of youth groups in target community | Identified beneficiaries for the community-based activities |
| Development of the engagement strategy | Plan to reach and engage disadvantaged youth for following stages of the programme |
| Implementation of the engagement strategy | At least 10 youngsters from target engaged |

# Local initiatives

## Stage 2
**(February-May 2020)**

| Group building and competence development (Getting ready for action) | |
|---|---|
| Planning of the activities (Alumni) | Plan for the local programmes with beneficiaries |
| Identification of basic learning needs of beneficiaries | Beneficiarie's learning needs identified and documented (1 per alumna) |
| Getting to know each other, ice-breaking, group building and competence development activities | At least 4 activities (per alumna) |

# Local initiatives

## Stage 3
(May-October 2020)

| Self-directed community based activities | |
|---|---|
| Identification of interests of beneficiaries and forming interests groups | Beneficiarie's interests identified and reported<br>Interests groups formed |
| Development of the activity ideas and plans for the activities to be implemented by beneficiaries in cooperation with the alumna | Plans for the activities to be implemented written and ready |
| Implementation of the activities according to the plans | At least 2 activities implemented by the beneficiaries in their communities |

# Local initiatives

**Milestones Overview**

**2020**

| Stage | Steps | Outputs |
|---|---|---|
| S.1 Forming the group of beneficiaries (Finding our people) | Mapping and assessment of the youth groups in the target community | Identified beneficiaries for the comunity-based activities |
| | Development of the engagement strategy | 2 weeks detailed plan to reach and engage disadvantaged youth for following stages of the programme |
| | Implementation of the engagement strategy | At least 10 youngsters from target community engaged |
| S.2 Getting ready for action | Planning of activities | 6 weeks detailed plan for the local programme with beneficiaries |
| | Identification of the basic learning needs | Beneficiarie's learning needs identified and documented (1 document per alumni) |
| | Getting to know each other, ice-breaking, group building and competence development activities | At least 2 team-building/groupbuilding activities with 10 beneficiaries. At least 2 local activities per pair for the beneficiaries working on their personal development based on their learning needs |
| S.3 Self-directed community-based activities | Identification of the interests of the beneficiaries | Beneficiarie's interests regarding community identified and documented |
| | Forming of the interest groups | Interests groups created within each local group |
| | Development of the activity ideas and small projects | Plans for the activities run by the beneficiaries in each community |
| | Implementation of the activities according to the calendar and the activity plans | At least 2 activities implemented by the beneficiaries in each community |
| Monitoring and evaluation | Evaluation of each phase – reporting | |
| | Final evaluation | |
| Engagement into mobility programs | Separate plan developed by the alumni youth workers | |

Months across the top: January, February, March, April, May, June, July, August, September, October, November, December — divided into weeks w.01 through w.53.

# Mentorship support

| Competence Development of Alumni | | |
|---|---|---|
| **Group building and competence development (Getting ready for action)** | **Planning of the activities (Alumni)** | Ability to develop youth work programmes and methodological approaches, Understanding of youth work values and principles |
| | **Identification of basic learning needs of beneficiaries** | Understanding of reality and life of a young person, one is working with |
| | **Getting to know each other, ice-breaking, group building and competence development activities** | Competence in working with youth groups Methodological competence in applying non-formal education for youth work |

# Mentorship support

| Competence Development of Alumni | | |
|---|---|---|
| **Forming the group of beneficiaries** | **Mapping and assessment of the youth groups in the target community** | Understanding of reality and life of a young person, one is working with Assessment and analytical tools |
| | **Development of the engagement strategy** | Ability to develop youth work programmes and methodological approaches |
| | **Implementation of the engagement strategy** | Competence in working with youth groups |

# Mentorship support

| Competence Development of Alumni | | |
|---|---|---|
| **Self-directed community based activities** | **Identification of interests of beneficiaries and forming interests groups** | Understanding of reality and life of a young person, one is working with |
| | **Development of the activity ideas and plans for the activities to be implemented by beneficiaries in cooperation with the alumna** | Ability to develop youth work programmes and methodological approaches |
| | **Implementation of the activities according to the plans** | Awareness of roles and functions of youth worker in youth policy implementation on a grass root level Competence in working with youth groups |

# Mentorship support

- Ongoing consultation to Alumni. How? What periodicity? Which means?

- Short training/workshops for Alumni (ToT, developing and organizing community based activities, etc. bimonthly?)

- Field visits? (Needed approval for finances)

- Coordination Meetings (Monthly)

- Monitoring and reporting (Monthly based on report model).