

BE READY to (ex)CHANGE!

PRACTICAL GUIDE
FOR YOUTH
EXCHANGE
ORGANISERS



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FOREWORD

Ready for an international youth exchange project? You're about to have a unique international experience, which is always rewarding and sometimes challenging, which often feels good and always feels different. Being responsible for an international youth event means managing finances, international partnerships and other people's learning. Isn't that exciting?

You'll definitely need some help with developing your project's idea and bringing it to life. Don't know where to start? Start with this handbook for youth exchange organisers!

In it, you'll find information on youth exchange projects, the general eligibility criteria, award criteria, information on non-formal learning and its methods, insights on the different stages of project and international partnership management, intercultural learning tips and ideas for follow-up activities.

Step by step, we will take you through the process of organising an international youth exchange, provide some tips, hints and explanations, and point you to useful tools. From A to Z, from idea to project follow-up. Are you ready for this journey?

Your future project is an international activity, so to make sure your peers from other countries can use this handbook, it is prepared in English. We hope that, it will become a useful reference which contains the full information you needed to plan and implement your project together – with more quality and less difficulties.

This handbook is created for young people who want to run their own youth exchange project, as well as for youth workers, trainers and counsellors who are willing to present the possibility of organising such a project in the frame of the EU programme Erasmus+ Youth.

The handbook was prepared and published by the Lithuanian National Agency of the EU Erasmus+ Youth programme.
Your suggestions and comments are very welcome – please send them to us by email: info@jtba.lt

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Youth Exchange TV:



*1

What is a Youth Exchange?
[interactive]. SALT0-YOUTH
Resource Centre, 2011.
Online:
<https://goo.gl/VAHTCA>

<https://goo.gl/9338k0>^{*1}

Watch this video and answer the following questions:

- What is a youth exchange?
- What activities can take place during a youth exchange?
- What can participants learn at a youth exchange?

WHAT IS A YOUTH EXCHANGE?

Youth Exchange?²

Youth exchanges allow groups of young people from different countries to meet and live together for up to 21 days. During a youth exchange, participants carry out a joint work programme (a mix of workshops, exercises, debates, role-plays, simulations, outdoor activities, etc.) that was designed and prepared by them before the exchange.

Youth exchanges help young people to:

- develop competences
- become aware of socially relevant topics/ thematic areas
- discover new cultures, habits and life-styles, mainly through peer-learning
- strengthen values like solidarity, democracy, friendship, etc.

WHAT IS (AN)³

INTERNATIONAL
a partnership between two or more equally-sized groups that crosses national boundaries

YOUTH
young people within a defined age group (13 – 30 year olds)

EXCHANGE?
of views, ideas, perspectives, attitudes – learning to work together and enriching each other through our differences

²Erasmus+ Programme Guide 2015 [interactive].
Online:
<http://erasmus-plus.lt/uploads/files/erasmus-plus-programme-guideen.pdf>

³International Youth Exchange Guide [interactive].
Online:
<http://goo.gl/f5Je91>

What is not a youth exchange project?

- | | |
|--|--|
| — exchange activities which aim to make financial profit | — exchange activities which can be considered as tourism |
| — academic study trips | — performance tours |
| — festivals | — sports competitions |
| — language courses | — statutory meetings of organisations |
| — work camps | — political gatherings |

Though, some of these activities can be a part of your youth exchange or local activities that national groups implement in their countries. Just make sure that they are not the main aim of the youth exchange!

DISCOVER NEW CULTURES, HABITS AND LIFE-STYLES, MAINLY THROUGH PEER-LEARNING



youth exchanges allow groups of young people from different countries

meet and live together for up to 21 days

Any youth exchange project consists of 3 main phases:

Preparation

During this phase you and your peers from partnering countries and organisations will develop the idea and plan of the project, find participants, decide on methods and activities that best meet the participants' needs and the requirements of the Erasmus+ programme

You will have to prepare for the activities. You may hold an Advanced Planning Visit (APV) to meet with your partners and discuss final arrangements, or share responsibilities. It is very important to have a clear plan as to how the project will be organised, who will be responsible for what, how will the team solve problems and, finally, select, involve and prepare participants for this intercultural experience

Implementation

This is the part of the youth exchange where young people and group leaders gather in one place, and the planned activities take place. This is when participants explore the topic of the project by carrying out common activities

Evaluation and follow-up activities

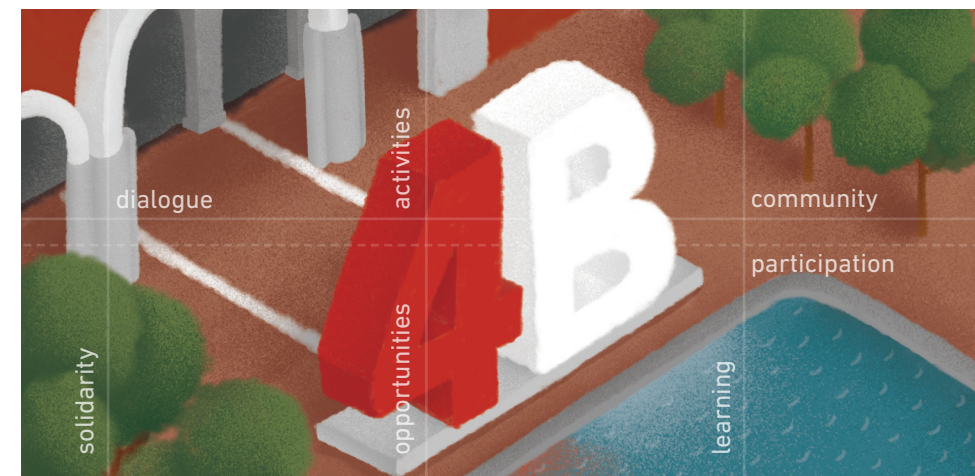
This involves participants and organisers evaluating project activities, making recommendations for future projects, tools, etc. They also plan follow-up activities for this project in their respective countries and, optionally, some common activities for the future

Next, this handbook will help you explore the activities in each of these phases in detail

PROJECT IDEA

How do you create a project idea?

There are many ways to get inspired. Carefully **look around**. In your current environment, what satisfies you and what doesn't? Could it be that young people in other countries also feel the same way about these aspects, and would like to share their opinions? Yes? Then you may have already found your project idea.



You can also use the **4B** method for creating your idea. The best ideas come to you in the: **B**edroom, **B**athroom, **B**alcony and **B**asement. That's where you are most relaxed, often on your own and thus able to explore your imagination. Thinking about things you find important helps, as do thoughts about topics or activities you would like to explore together with international partners.

Maybe you belong to an organisation with very clear activities and aims. You and your colleagues might like to delve deeper into the issue you were working on until now. We have no doubt that you will find an international partner interested in analysing this theme together with you.

Below are some expressions that may act as food for thought and help you come up with ideas for your youth exchange project.

You already **found** a topic that is important and interesting to you and your friends? Maybe it is snorkeling, or public speaking? You've almost caught your project idea! Now, think about your **project title**. It should not be long, but it should certainly be impressive. Always keep it in mind when you work on further steps.

What is your aim?

At the beginning of any journey, you should know the direction in which you will be going. If you want to secure financing for your project, its idea should match one or more of the youth mobility project priorities. In other words, if you want to carry out an activity that does not meet the list of ideas supported by Erasmus+ Youth programme, your activity may require other funding sources.

We'll present the aims that best suit youth exchange projects. Don't worry – your project does not have to meet all of them!

Aims of a youth mobility project⁴

Gain knowledge, skills and attitudes to promote personal development and employability in the European labour market

Questions to consider

What competences will young people develop in your project? Will it encourage them to implement their own (business) ideas (create and manage projects)? Will it encourage youngsters to use online tools, digital gadgets, etc.?

How will you involve young people with fewer opportunities in your project? Moreover, those who are unemployed? Maybe you are one of them?

What competences and skills that are in demand on the labour market and boost employability will your project develop?

Enhance participants' foreign language competences

Will your project encourage learning new languages?

Which language will you use as your main working language? What other languages will participants be able to improve and in which ways?

Ensure better recognition of competences gained through learning periods abroad (Youthpass)

Will you use Youthpass or your own type of certificate to help your peers understand what they achieved or learned? Will you issue a Youthpass to participants?

⁴

International Youth Exchange Guide [interactive].
Online:
<http://goo.gl/fSJe91>

Raise awareness and understanding of other cultures and countries

What other tools will you use to confirm/ recognise what participants learn at your youth exchange?

How will you encourage participants to try new/different behaviours? What activities will you implement to help participants learn about different cultures, to reflect on their own culture? How will you ensure tolerant behaviour, the possibility to break stereotypes about other cultures and different people?

Build networks of international contacts

Will there be a space where new cooperation activities will be created and developed? Will participants be introduced to Erasmus+ Youth possibilities?

Actively participate in society and develop a sense of European citizenship and identity

Will you create a space for your peers to learn about EU citizenship? Will participants learn more about how decisions are made on European level during your project? Will they become more interested and more informed about participation possibilities in EU? Why is your partnership with other countries important in Europe?

NON-FORMAL LEARNING

It may look like we only want you to give you theoretical knowledge but we're just getting started! We want to present the basics aspects of Erasmus+ Youth.

You are only starting to plan your youth exchange and we recommend you put on a special imaginary pair of glasses. They'll make sure you always see your project through a filter of non-formal education, learning and active participation. The entire idea of your youth exchange should be filtered through these glasses. This will help you make sure your project will match the goals of the programme.

NON-FORMAL EDUCATION

is a purposeful educational activity, which helps a person to become a conscious personality that is capable of solving problems responsibly and creatively, and is active in their community.

Non-formal education aims to:

- + Develop a conscious personality that is able to responsibly and creatively solve its own problems and the problems of a community. This helps people become active members of society and gain the competences necessary for leading a meaningful life.
- + Enhance access to holistic education for the greatest possible number of people through a variety of methodologies, means and conveyors.
- + Develop a person's ability to blend ideas with knowledge and skills to produce creative outcomes in an ever-changing environment.

The objectives of non-formal education are to:

- + Develop critical thinking
- + Create conditions where each person can reveal themselves, know their talents and stretch their limits
- + Help a person understand the changing environment and form a certain outlook^{*5}
- + Develop skills and apply them in personal, social and professional activities
- + Encourage openness and initiative, consciousness and independence

For more on non-formal education, check the Handbook for people working with youth groups. **Non-formal education practice in Lithuania.** www.neformaliai.lt

Take a sheet of paper and write your answer: **how are you going to employ non-formal education and its principles in your project?**

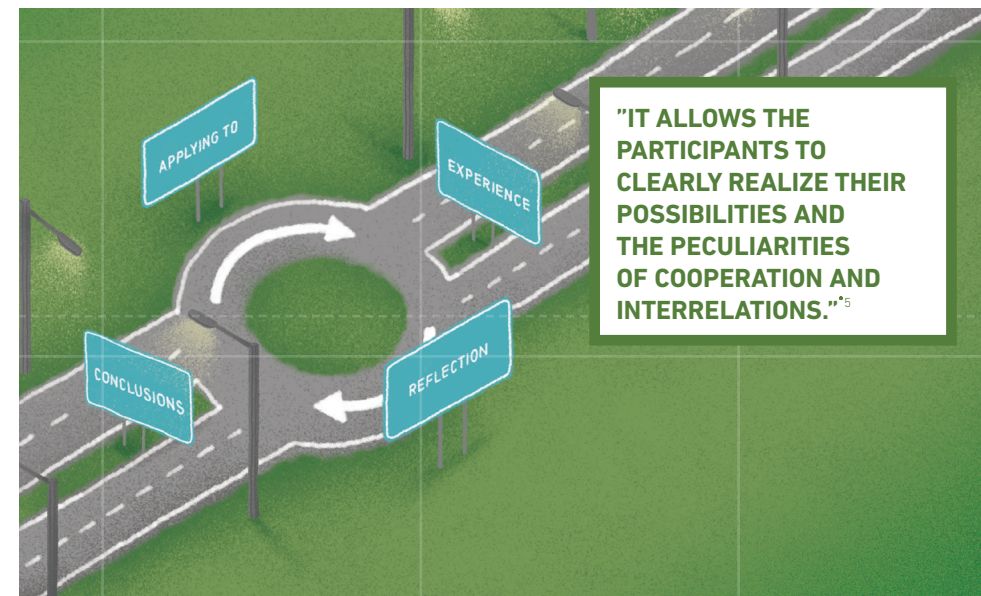
Experiential learning

Your own and your peers' learning processes should be based on experiential learning. Experiential learning is the main method used in youth work, and youth exchanges too.

We recommend you to include it in as many activities in your youth exchange as possible. Don't be afraid to fail, be ready to find solutions and learn lessons – you'll apply the knowledge you gain later, in everyday activities.

The experiential method will allow you and your partners to work with the youth exchange participants' knowledge, skills and attitudes within the context of your environment.

During a youth exchange, participants usually have active tasks and a programme where they must cooperate, behave in a specific way, share responsibilities. These tasks will help you see yourself and your colleagues in different situations and from different perspectives. This process usually involves many emotions and experiences. We would like to show you a model of experiential learning.



*5
GAILIUS, Žilvinas;
MALINAUSKAS, Artūras;
PETKAUSKAS, Donatas;
RAGAUSKAS, Laimonas.
**Handbook for people
Working with Youth Groups.
Non-formal Education
Practice in Lithuania.** Vilnius:
Flexiprint, 2013. ISBN 978-
9955-9781-1-4

When you are planning your project activities, use this model. Don't forget to mention all 4 parts:

- + Which is the activity or workshop where you and your colleagues are going to get experience?
- + When you are planning to reflect on it and what exactly are you going to talk about during the reflection?
- + What personal or group conclusions are you going to make?
- + Where will you and your colleagues apply this experience in the future?

Example

One of the activities at your youth exchange was to recycle rubbish and create useful things out of it. Participants were cleaning the area near the venue of their project. With the help of an expert from a rubbish-recycling organisation, participants have learned to recycle and created useful things from waste. The things they created were:



a house for a cat from an old computer monitor



a watch from an old microscheme



a chess for a checkers board from plastic bottle caps.

In the end of this activity, participants held a reflection. They talked about how the activity went: they made conclusions about the things they have learned:

- the **skills** they developed, e.g. recycling rubbish into useful things
- the **knowledge** they got, e.g. the amount of trash in the environment
- the **attitudes** they gained, e.g. things that people throw out can be reused, and participants will try to recycle rubbish more often

After participants came back to their native countries they changed their own lifestyles and have taught their friends how to create useful things from rubbish (**applied the knowledge**).

HAVE YOU UNDERSTOOD HOW EXPERIENTIAL LEARNING AND THE ACTIVE EXPERIENCE CYCLE WORKS? COMPLETE A SMALL TASK.

Think about one activity that will be implemented at your youth exchange project. What will participants learn during this activity, what new competences, skills, knowledge, and attitudes will they gain? Write them down

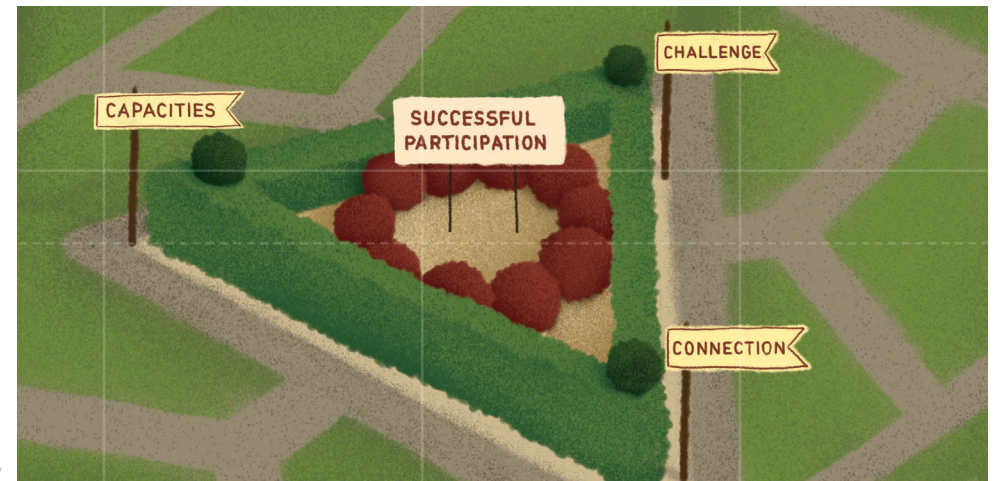
Where will your participants be able to use them?

For more on experiential learning and active experience, check the Handbook for people working with youth groups. **Non-formal education practice in Lithuania.** www.neformaliai.lt

All answered? Great! Now you are ready to plan active experiences for your youth exchange project!

Active participation

Not even the strongest force will teach you something if you do not want to learn. You must realize that if you want to get the best results out of your youth exchange, if you want all participants to be actively involved in the project's processes, you need to think about the:



A model of successful participation⁶

This challenge should make you and your peers feel competitive and willing to change, it should make you understand that you can be meaningful in decision making, e.g. by collecting rubbish in a certain area and recycling it into useful things.

CHALLENGE

this is a specific topic or area that makes a young person interested and willing to get involved in activities they are not yet familiar with in regards to a specific area⁴

CAPACITIES

when selecting methods or specific activities, it is important not to make the challenge too high⁴

You and your colleagues should believe that this is an attainable challenge that will lead all of you to implementing your ideas. There should be an aspect of a challenge, otherwise the activity you have planned may end up looking meaningless. E.g. you are going to collect rubbish within a 1

⁶JANS, Marc, BECKER, Kurt de. Youth (-work) and Social Participation. **Elements for a Practical Theory.** Flemish Youth Council - JeP!

⁴International Youth Exchange Guide [interactive]. Online: <http://goo.gl/1SJe91>

kilometer radius around your youth exchange's venue. If you choose a 50-metre radius, it will be too small and you may not find any rubbish. If you choose a 10 kilometre radius it will be too big of a challenge, the time of your exchange will run out and you will still be collecting rubbish.

In this case, group leaders should take the responsibility of making first connections among national groups and later on connect all participants of the youth exchange when it starts. You could use some:

- + name games
- + trust games
- + group building activities, etc.

CONNECTION

young people have to see how their interests and hobbies are related or connected to groups, organisations or movements that might be helpful in satisfying their interests⁴

⁴

International Youth Exchange Guide [interactive].
Online:
<http://goo.gl/ISJe91>

The role of a person working with young people can be helping them notice and make sense of the connections of youth group members or links among organisations with similar goals.

Usually, the group leader has more experience, connections and knowledge. Their functions in the youth exchange are to know participants, their expectations and needs, and know the specifics of their organisations to create points of contact between groups and organisations. A group leader has to:

- + choose methods and activities
- + search for a common group challenge and develop interest in it
- + create opportunities for participants to improve their skills
- + enable active participation of people in the exchange
- + create an atmosphere where participants can strengthen mutual relations, as well as the relations they have with the community or organisations

Have you already thought about active participation in your youth exchange project? Try to remember or to think of where active participation and experiential learning fit into your project. How are these aspects addressed in your youth exchange?

THE BETTER CONDITIONS FOR ACTIVE PARTICIPATION YOU OFFER TO PEOPLE AT YOUR YOUTH EXCHANGE, THE CLOSER THEY WILL GET TO REACHING THE PROJECT AIMS

PROJECT ELIGIBILITY CRITERIA

Your youth exchange project had to match some eligibility criteria. Apart from this handbook, your number one source of information concerning any official requirements for projects should always be the Erasmus+ Programme Guide. You should download it and always have it with you.

You can download the English version off the European Commission's website, or you can get a copy in your own language from your Erasmus+ National Agency's website.

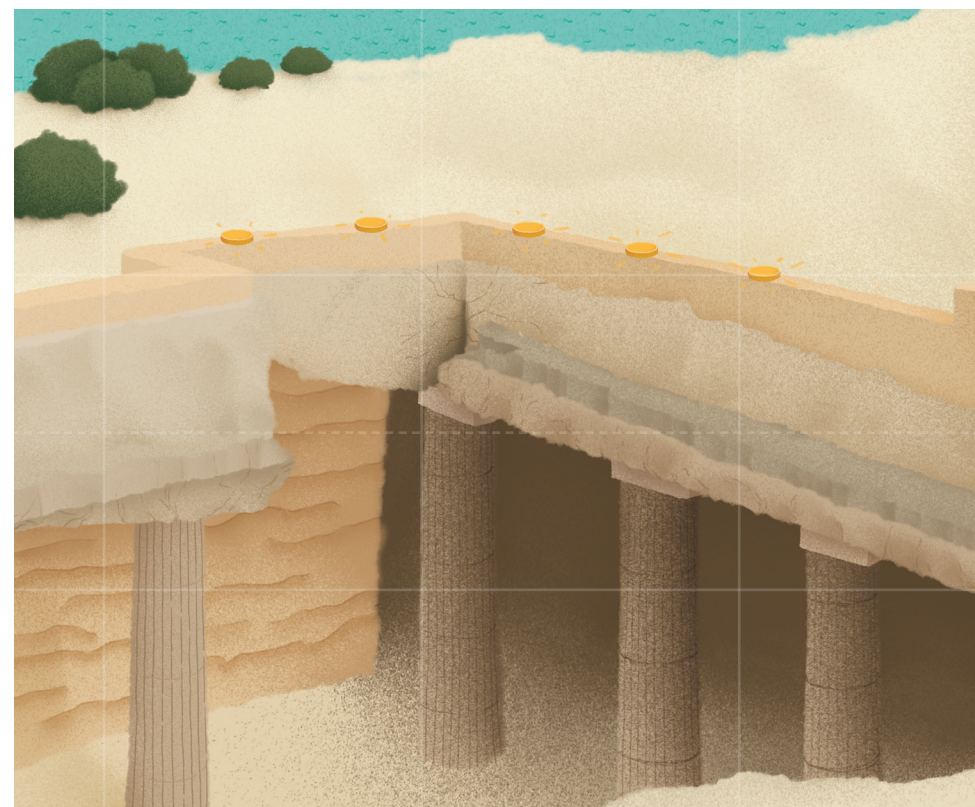
Quiz time!

LET'S CHECK IF YOU CAN FIND THE ANSWERS TO THE FOLLOWING QUESTIONS⁷

Use the Programme Guide as your source of answers

1. If you are an informal group of young people (not registered as an NGO), can you apply for a youth exchange project?
A Yes **B** No
2. Can your project start on June 1 and finish two years later?⁸
A Yes **B** No
3. Can your youth exchange involve partner organisations from France, Switzerland and Spain?
A Yes **B** No
4. Can your youth exchange start on March 5 and finish on March 29?
A Yes **B** No
5. If your partnership is comprised of 4 countries (including your own), how many participants (minimum) should come from each country? And how many group leaders?
A At least 3 participants per country and 3 group leaders per country
B At least 4 participants per country and at least 1 group leader per country
C At least 7 participants per country and at least 2 group leaders per country
D There is no minimum or maximum number of participants, partners may bring as many participants as they want

6. Can an Advanced Planning Visit (APV) last for one day?
A Yes **B** No
7. There is a distance of 529 km between the youth exchange venue in another country, and the place where your organisation is based. Which travel grant would you get?⁹
A 230 EUR **B** 400 EUR **C** 170 EUR **D** 20 EUR
8. If your youth exchange takes place in Cyprus, what organisational support grant would you get as the organiser, per one participant per day?¹⁰
A 34 EUR **B** 33 EUR **C** 40 EUR **D** 32 EUR



⁷⁸⁹¹⁰

Questions were created according to Erasmus+ Programme Guide 2015 [interactive].
Online:
<http://erasmus-plus.lt/uploads/files/erasmus-plus-programme-guideen.pdf>



Now let's see the correct answers!

1. A Yes

According to the Guide, participating organisations can be:

- non-profit organisations, associations, NGOs
- European Youth NGOs
- social enterprises
- public bodies at local level
- a group of young people active in youth work but not necessarily in the context of a youth organisation (i.e. informal group of young people)

In case of an informal group, one of the members of the group assumes the role of representative and takes responsibility on behalf of the group. Please note that even if you have an informal group, you will need a registered organisation (formal body) to submit your application and be your host organisation.

REMEMBER

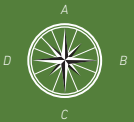
However, that participating if different from applying. According to the guide, any participating organisation or group established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project

2. A Yes^{*11}

The Guide states that the maximum duration of a project is 24 months (two years). To start the project on June 1, you would probably need to apply for the October 1 deadline. The eligible starting date of the project differs depending to the application deadline.

^{*11}

The answer is based on the information in Erasmus+ Programme Guide 2015. Before filling in the application form, please check for updates in the relevant version of Programme Guide.



3. A Yes

Project partnerships can involve organisations established in a Programme Country or in a Partner Country neighbouring the EU. Consult the Guide for the list of countries that participate in the Erasmus+ programme.

4. B No^{*12}

According to the Guide, an activity can last for 5 to 21 days, excluding travel days. In this case, your activity would last 24 days.

^{*12}

The answer is based on the information in Erasmus+ Programme Guide 2015. Before filling in the application form, please check for updates in the relevant version of Programme Guide.

5. B at least 4 participants per country and at least 1 group leader per country

There can be a minimum of 16 and a maximum of 60 participants (group leader(s) not included). Each national group must have at least one group leader. A group leader is an adult who accompanies the young people participating in a youth exchange in order to ensure their effective learning, protection and safety.

As you plan to have 4 partners involved, to gather a minimum of 16 participants you will need at least 4 participants per country. If there were more countries involved, you may have been able to bring less participants per country, and vice versa

6. A Yes

The Guide states that an APV can last for up to 2 days (travel days excluded), so you may organise a day-long visit as well.

7. C 170 EUR^{*13}

According to the Guide, you have to calculate the distance between the venue of the youth exchange (e.g. Vilnius, Lithuania) and the place where your organisation is situated (e.g. Tallinn, Estonia) using the European Commission's Distance calculator (http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm). This distance is 528.88 km and it goes under the travel band for distances between 500 and 1999 km: 170 EUR per participant. You will need to indicate this amount in the application form.

*13

The answer is based on the information in Erasmus+ Programme Guide 2015. **Before filling in the application form, please check for updates in the relevant version of Programme Guide.**

8. D 32 EUR^{*14}

Line A5.1 of the chapter titled "What are the funding rules?" indicates that the grant for youth exchanges that take place in Cyprus is 32 EUR. This amount can be spent on accommodation, meals and other organisational costs like equipment, materials, etc., which are directly involved in the activities of the youth exchange.

*14

The answer is based on the information in Erasmus+ Programme Guide 2015. **Before filling in the application form, please check for updates in the relevant version of Programme Guide.**

Did you give the right answers to all of these questions? You now know where to find the right answers. Check the Programme Guide every time you have doubts while planning your project!

Where to find help?

When you're at work describing the idea of your youth exchange in the application form, many aspects will cause you doubts. This is very common – to get help, reach out to these great teams of people in your area:

YOUTH WORKERS

Check if you know any youth workers, people who have carried out many projects or have a great relationship with young people in your community.

If you know someone who has done projects under the Erasmus+ programme, ask them for advice. Youth workers are always happy to inform you and give clarifications. If not, they will inform you where you could look for answers.

LOCAL COUNSELLORS, COACHES, MULTIPLIERS

In Lithuania, the Erasmus+ Youth programme has a local network of counsellors, coaches and multipliers – they are youth workers, organisation leaders and other people, who **voluntary** help groups of young people prepare and implement Erasmus+ Youth projects.

They can help you, if:

- It is hard for you to find a connection between your project's idea and the aims of Erasmus+ Youth
- You want to implement your idea with young people from another country, but you are new to equal partnerships and intercultural learning
- You are planning your activities in your hometown, but you are also interested in how will they look through an international perspective, why they may be interesting to your peers from other European countries, how can they help solve similar problems, what could be adapted to your local realities, ect.
- You do not know where and how to start your project

PARTNERSHIPS

THE NATIONAL AGENCY

Offers information on possibilities within the Erasmus+ Youth activities, youth exchanges, the European Voluntary Service, youth workers' mobility, Structured Dialogue, cooperation for innovation and exchange of good practice

Informs groups of young people about where to find partners in foreign countries, and provides information to individual young people or organisations about the European Voluntary Service

Gives advice on finding methods and information to young people, potential programme beneficiaries and youth workers. Offers information on youth exchanges, intercultural cooperation, filling in application forms and project management

Advises project managers in case difficulties arise with project implementation and looks for problem resolutions together

Look for help at www.jtba.lt or www.erasmus-plus.lt (section "Youth").

*15

The WAGGGS Triennial Theme, **Creating Peace Worldwide, Module 9 „Partnership“**.

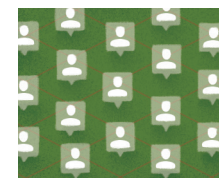
Once you decide to organise an international youth exchange project, you are not alone anymore. At least you should not be. From now on, you will have to look after another important aspect of project management – developing and maintaining partnerships.

There may be several types of partnerships in your project:

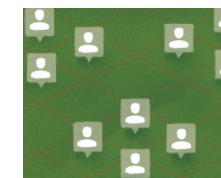
WITH ORGANISATIONS/NON-FORMAL GROUPS FROM OTHER COUNTRIES, WHICH WILL BE DIRECT PARTNERS IN YOUR PROJECT

WITH OTHER STAKEHOLDERS – LOCAL MEDIA, SCHOOLS, YOUTH CLUBS, MUNICIPALITIES, THE POLICE, ETC.

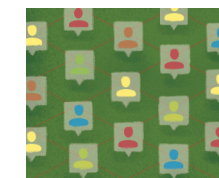
A partnership¹⁵ means that:



All partners participate in decision-making



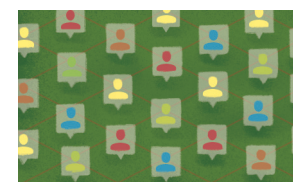
Activities are managed together



Culture, beliefs and values are mutually respected



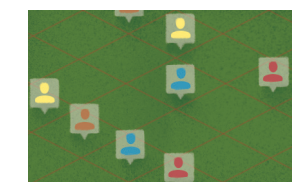
Information is shared



Activities and relations are regularly evaluated with all partners participating



There is discussion and agreement before any policy is defined and before any decisions that concern a partner are taken



The partners are free to express their needs in a spirit of mutual confidence

This is very often easy to say, but not always easy to do. Let us concentrate on the main partners of your project - other organisations and the people in them. You will

have a long way to go together – from preparing your application to submitting the final report.

THERE ARE THOUSANDS OF ORGANISATIONS IN EUROPE THAT ARE ACTIVE IN THE FIELD OF YOUTH WORK. HOW CAN YOU FIND THEM?

PARTICIPATE IN PARTNERSHIP BUILDING ACTIVITIES IN EUROPE.

For information on possibilities, check your National Agency's website or subscribe to the SALTO^{*16} centre's newsletter

FIND PARTNERS THROUGH THE OTLAS ONLINE DATABASE

GET IN TOUCH WITH YOUTH WORKERS WHO MAY HAVE A NETWORK OF CONTACTS

USE CONTACTS FROM YOUR PREVIOUS ACTIVITIES

Maybe you have already taken part in an international conference, seminar or youth exchange and met some reliable people there?

JOIN GROUPS FOR ERASMUS+ PARTNERSHIPS ON SOCIAL NETWORKS, E.G. FACEBOOK^{*17}

OTLAS – find partners

Do you want to find new contacts, become a partner at a project or find the missing partner for your project?

The **OTLAS**^{*18} partner-finding tool allows you to:

Use powerful search filters to find the perfect match in the OTLAS database of more than 6700 organisations and informal groups

Register your organisation or informal group to demonstrate your interest in international cooperation

Help millions of youth workers in organisations and informal groups around Europe

Make sure you start looking for other organisations in advance, before the deadline to submit your application comes. It may well be that you send out several inquiries concerning partnerships, but not all organisations will be willing to cooperate with you or join a particular project. Building an international partnership is a process that requires patience and time!

^{*19}

How to Make a Partnership [interactive]. SALTO Euro-Med Training Box. Online: <https://goo.gl/ybLGIU>

^{*16}

SALTO RESOURCE CENTRES [interactive]. Online: <http://www.salto-youth.net>

^{*17}

Examples of Facebook networks for partnerships: "Youth in Action"; "Salto Youth Recourse Centers"; "Exchanges Network"

^{*18}

The Partner Finding Tool [interactive]. Online: <https://www.salto-youth.net/tools/otlas-partner-finding/>

Who is your partner?

How do you know that this is the organisation you want to work hand-in-hand with? If you are already in contact with future partners, whether face to face or online, you should consider several things before you sign a partnership agreement:

Who is your future partner?^{*19}

- National / international organisation
- Youth NGO
- Politically oriented – controlled / independent

What is your future partner organisation's size?

- Staff: will there be people who can support and prepare young people for the youth exchange, will there be a person who can become a group leader?
- Volunteers
- Sources of funding
- Sizes of past projects

What are your partner's activities:

Scope of activities – what do they do now?

- Who is your partner organisation's target group? Are they young people? Are they the same young people who are the target group of your project?

- **Past experience at local level** – are they able to invite local youth to participate, do they have the possibility to implement local activities, follow-up activities?

- **Past experience at regional and international level** – do they have experience implementing international activities? What is their understanding of a youth exchange project, of youth participation?

- What are their **failures and successes?**

What is the project's subject for this partnership:

- Is the project relevant to your partner or is it a solution to a precise problem? Is your partner interested in reaching the same aims, exploring the same topics, working with the same target group, do they seek similar types of partnerships?
- Does the project fit into your partner's scope of activities?

If you find common points that are important for your project (e.g. a similar working style, the same target group, experience in the topic, etc.) give working together a try!

Responsibilities in the partnership

In an exchange project, the coordinating (hosting) organisation may:

- Get in touch with service providers (for accommodation, transport, meals, producing materials, visibility, and dissemination)
- Be involved in attracting additional sources of financing for the project
- Evaluate and measure the impact of projects and the extent to which their objectives were fulfilled
- Send materials for dissemination to partner promoters and ensure that participants are
- Inform local partners and the community about possible changes in the project
- Insure participants
- Ensure smooth implementation of program activities with other group leaders
- Communicate with local partners to disseminate and exploit the project's results
- Collect information and data about the dissemination activities undertaken by partner
- Maintain contact with local media partners / community

What are the responsibilities of a partner organisation then?

- Keeping in touch with the hosting organisation and updating other partners about the progress and changes within their group
- Being equally involved in decision making
- Contributing to the youth exchange programme, implementing activities during the youth exchange
- Being involved in the evaluation process
- Preparing their participants
- Contributing to the final report's preparation
- Ensuring technical arrangements: travel documents, co-funding, etc.
- Implementing visibility and dissemination activities

These lists are by no means final – each organisation's responsibilities should be discussed at one of the online meetings or during the APV to make sure that all partners are on the same page.





The first meeting checklist

It may be that the very first time you will get in touch with your partners will be through email, Skype, or even eye to eye. Here is a list of suggested aspects you may want to discuss at your first meeting.

- *Be clear about the joint aims and objectives of the exchange – are you thinking along the same lines?*
- *The exchange theme/project – are all partners clear about the theme of the project or the specific project that you'll work on together?*
- *What time of the year is best for the exchange? You need to agree on dates.*
- *How many participants and leaders will be involved, what is the age range and male/female ratio? You should aim for equal representation.*²⁰*
- *Clarify expectations and the motivation behind each partner organisation's interest in being a part of this exchange.*
- *Agree on the communication channels you'll use - what are the most convenient ways for everyone to stay in touch? A Facebook group, a Dropbox folder, email, etc. are all good ideas.*
- *Agree on next steps and responsibilities - you may need to do more research, organise meetings, etc.*

All checked?

It may be that this first meeting will show you that the organisation you planned to work with is simply not a good fit. Do not worry, it is better to be sincere with your project partners at this very early stage and inform them about your decision not to work together at this time.

We recommend to properly justify your decision – be respectful and constructive! Your reasons may include differences in target groups, different expectations towards the same project, different thematic interests, etc.

If you have already found suitable partners, let's move on!

Tips & hints for your partnership

These are some tips and hints for a quality partnership in youth exchanges. We have gathered them from young people like you who have already implemented a youth exchange project!^{*21}

*21

Whassup with you (th exchanges)? [interactive]. Braga, 2013. Online: <https://goo.gl/DE0FIA>

*20

International Youth Exchange Guide [interactive]. Online: <http://goo.gl/fSJe91>

- Work in a participative democratic way with the people in the same group, but also with other partners
- Have clear roles defined at preparation, during and after the project, with a person in charge of each step
- Work in parallel and use many channels of communication, clarify the rules of communication and always set deadlines that must be respected by everybody
- The young people involved should not be thrown into an active process but brought onboard step by step, increasing their participation in organising the youth exchange
- Involve stakeholders, people and institutions who can benefit from the project. This gives your partnership strength and boosts your partners' confidence
- Take care of financial aspects, e.g. budgeting, together or at least make sure everyone stays well and equally informed
- Organisations, young people and stakeholders can have a successful partnership only if they are passionate in what they do and are willing to contribute at every step if need be
- Increase the feeling of ownership in your project by including participants that are not directly engaged in the activities, e.g. the whole group of parents, local authorities, or even organise a "get to know each other" dinner with everybody involved
- Responsibilities should be equally divided within the partnership in all three phases of the project: planning, duration and follow-up. Although this is easy to do when the exchange takes place, oftentimes a single organisation ends up being involved in the preparation and follow-up events. The host of the exchange should talk about this with partner organisations as early as possible
- Be clear and talk to partners about everything: aims, objectives and, most importantly, the realities in each country that can influence the way you cooperate (practicalities, working language, application process, etc.)
- An APV is always recommended. A high-quality APV is one where all partners share responsibilities, young people are involved and take decisions, and the APV's results are respected by everybody

Overall, try to make sure that the partnership is:

EQUAL

partners are willing to share responsibilities and care about the success of the project

FAIR

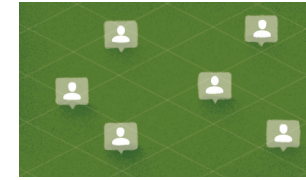
partners are involved in decision-making, they are open and transparent about their activities, successes and failures, and they take care of their responsibilities

HIGH-QUALITY

you all agree on certain aims and objectives, ways you will achieve them and all partners put in a maximum effort to ensure quality

If you do not feel that your project will do well in all three areas, talk to your partners about the processes and aspects you are not satisfied with. You may even seek some external help with solving issues - contact your National Agency's project coordinator, a counsellor or a youth worker for some advice.

AFTER YOU BUILD THE PARTNERSHIP, PUT SOME EFFORT TO MAINTAIN IT



Organise online meetings to share updates



Have an online space for informal communication, e.g. a Facebook group for sharing pictures of group activities



If misunderstandings or conflicts arise, make sure all partners talk about them and look for a resolution together

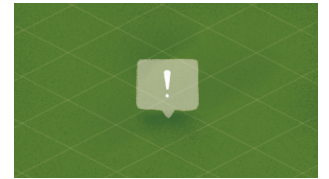
^{*22}
International Youth Exchange Guide [interactive].
Online:
<http://goo.gl/1SJe91>



Make sure group leaders know each other. Let them exchange information on what their involvement with the exchange group has been and talk about how long has each of them been involved in youth work: full time or as a volunteer, the number of years they've spent in the field, etc. It is essential to give each other a brief outline of the type of training you have received as a youth worker. Remember to tell each other about the methods/ techniques you use to work with groups of young people and what you feel works best



Organise informal activities to get to know each other better: exchange letters or photographs, create scrapbooks and newsletters, make a video introducing the whole group, etc. Participants can also be "partnered" ^{*22} and start a "buddy system"



Keep in contact with partners even after the project – you never know when new project ideas may come up

BEFORE STARTING THE APPLICATION FORM

Thousands of ideas and words to describe your project's idea may be swirling in your mind. To get your youth exchange financed you will have to put them all in order and fill out the official application form.

At the beginning you may think, "Why should I describe every step we plan to take?", because to you these steps may be obvious. However, think of the people who will assess your application and take the decision if your project is worth a grant. They too must have a clear idea of how you plan to implement your youth exchange.

Therefore, you should explain it while answering the questions in the application form. They help structure your activities so that they become clearer to you, your partners and stakeholders.

IN THIS CHAPTER, WE WILL GIVE YOU SOME TIPS ABOUT DESCRIBING YOUR IDEAS

General suggestions for applicants



Dedicate and plan-in some time for completing the application. Especially if this is your first time preparing one

Choose the language you will use in the application form in. Preparing it in your own language may seem easier for you at first, but if you want to involve your partners from other countries in the process, English may be a better choice



There are no obvious things or things that the person examining your applications should read between the lines - be clear and get straight to the point, but at the same time expand enough to convey your ideas

While filling in the application form, bear in mind that the people who will be reading it never spoke to you or heard your idea. Make sure that after reading your application they will really understand what your project is about



Be sure to understand every question in the application form. If you don't, seek help from your partners, the National Agency, youth workers, counsellors, etc.

Involve partners in writing the application form - you might each fill in different parts of the form. Online editing tools are very helpful: use Facebook group documents, Google Drive, Dropbox, etc.



See what information you will need in advance, before you set things up with your partners. You will need information about your partners' experience for the application form, their short description, information about their legal representative, ways in which they can ensure project visibility, etc. It is important to gather this information in advance

Make sure you get the partnership mandate form signed in advance, and have your partner send you a scanned copy of it. A Partner Mandate is an official agreement to become a partner in a project. This agreement has to be signed between the coordinating organisation and the partner organisation. Mandates have to be signed with all the partners of your project. They are a mandatory annex to the application form. After receiving online copies, ask partners to send the originals to you by post as soon as possible. In case your project receives a grant, the National Agency may ask you to submit original copies of these agreements



Make sure you know the date and hour of the deadline and have all the necessary annexes ready

Follow the quality award criteria and make sure you describe all of those aspects (see the Programme Guide for more). Your aim is to get the maximum of 100 points for all quality aspects in your project



Think of a motivator for you and your team members - what would encourage you to finish this application on time? Try to have fun while filling it in!

FILLING IN THE APPLICATION FORM

First of all, download the application form your National Agency's website. Now, let's analyse the application form step by step. It consists of the following main sections:

CONTEXT *this section asks for general information about the type of project proposal you want to submit and about the National Agency that will receive, assess and select your proposal*

Make sure you have the application form for the Key Action 1 (Mobility of learners and staff) and the correct round according to the deadline you plan to apply for (1, 2 or 3)

There is a difference between duration of the project and duration of the activity. The duration of the project may be from 3 to 24 months^{*23} - this includes preparation, the youth exchange itself and activities for disseminating project results! The duration of the activities is the length of your youth exchange event (from 5 to 21 days). You will mention the dates for this in the attached programme of the activity

^{*23}
The duration of the project is based on the information in Erasmus+ Programme Guide 2015. Before filling in the application form, please check for updates in the relevant version of Programme Guide.

PARTICIPATING ORGANISATION(S) *this section asks for information about the applicant organisation and partner organisations*

First of all, enter the PIC number of the organisation and some fields will fill in automatically. Wondering what is a PIC number? Before you are able to apply for Erasmus+ funding, you and your partner organisation(s) need to obtain a PIC (Personal Identification Code). See a detailed explanation of how to do this in the Programme Guide. Since you need your PIC (and that of your partner organisation(s)) in order to complete the application e-form, we strongly advise you to begin this process as early as possible

Other fields like Background and Experience, Legal Representative, Contact person will not fill in automatically. This information should be provided by your partners

We recommend making sure that the experience and competences described in the fields matches the general project idea. This way it proves that your partner is suitable for the project. Try to avoid generalised descriptions that do not have anything to do with your project (target group, topic, methods, type of work, etc.)

Galite pridėti tiek informacijos apie partnerius langelių, kiek partnerių dalyvaus jūsų projekte

DESCRIPTION OF THE PROJECT *this section asks for information about all the stages of your project: preparation, implementation of main activities (meaning the Mobility (youth exchange) activities) and follow-up*

Clearly define the aims and objectives of your project, describe who will be the target group, how will you address practical issues, what will participants learn and achieve, how will you recognise what they learned, what will you do during the youth exchange (you will have to attach a detailed programme). Also address the way in which you will communicate with your project partners, the result dissemination and follow-up activities you intend to organise with partners. For help with different phases of your project, please refer to other chapters of this handbook

As you may have noticed, there are many things to discuss and agree on with your partners - make sure everyone gives their input!

It is important to remember that the application form should reflect the needs, expectations and contributions of all the partners involved and not just your organisation, e.g. if the application form asks what visibility activities you intend to organise, mention not only your organisation, but also say what each partner will do and what channels they will use in their countries - they may be very different in each country!

Do not try to make things up just for the project to look "better". You should be truthful about each activity. Remember that if you promise something in the application form, you will have to report on the accomplishment of that activity

NOTE

you will need to attach a detailed programme of the youth exchange, where you will describe methods and create an agenda. You may find a sample programme on your National Agency's website

See the "Activity Implementation" chapter for more information on methods.

BUDGET *In this section you will be asked to give information about the amount of the EU grant you request*

There is not much counting to be done here. There are fixed amounts estimated for each country. You may receive:

a travel grant

for your travel expenses to the APV or youth exchange venue and back. Please refer to the *Formal Project Criteria* section of this handbook to learn how to count travel costs

organisational support

for expenses related to the implementation of youth exchange activities. Please refer to the Programme Guide for funding rules

special needs' support

applicable if you have participants with disabilities. These costs have to be described and justified

exceptional costs

coverage of exceptional costs if you have visa-related issues or there is a need to support participants with fewer opportunities. These costs have to be described and justified to be relevant too

if you have foreseen to organise an APV for your youth exchange project, you will have to add an extra activity in the application form. Each activity will have its own budget and its own number. E.g. the APV will be activity No.1, the youth exchange will be activity No.2 (important to note for the programme schedule file).

CHECKLIST/DATA PROTECTION NOTICE/DECLARATION OF HONOUR

in these sections you, the applicant, are made aware of important conditions concerning the submission of a grant request

Please note that the Declaration of Honour page has to be printed, signed and scanned before you submit the application! Why? Because you will have to add the scanned declaration to the application form before submitting it

ANNEXES *in this section, you need to attach additional mandatory documents*

SUBMISSION *this is where you confirm the information you provided and submit the form online*

For more information on how to fill in this application form, please read the **Technical Guidelines for e-Forms**

For more information on the award criteria that the quality assessment of this application will be based on, please refer to the Programme Guide

Checklist

please check it again and again until you are certain that you did everything to be able to submit the application form

Validate

The "Validate" button helps check if all the mandatory fields and filled in

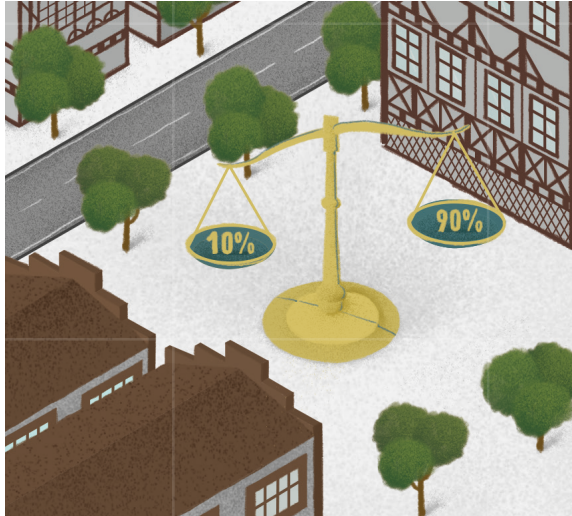
Submit Online

The "Submit Online" button will submit the application form

ACTIVITY IMPLEMENTATION

Balanced Programme

This part may look like it's the easiest. You know what is your project's aim, what results you are expecting at the end of the project and what activities you are going to organise to reach those results. Now, slow down your project planning "car" and pay attention to make sure you don't forget some very important themes in your project. Make a short review of what you agreed upon with your partners.



We instinctively know that should be a balance everywhere. If you eat too much, your stomach will be aching, if you party too long, you will be sleepy in the morning and won't be able to concentrate, ect. The same is true at a youth exchange project. There should be a balance in its programme. Have you thought of it already? No? We will help you do it.

Think about the time you will need for each game, activity or task. Try to look at the table below and fill it in with your percentages.

%	Balance	Balance	%
	Activities of the youth exchange	Methods (name, games, team building, simulations)	
	Structured (programme) time	Leisure time	
	Group work, activities	Individual work, activities	
	Evaluations	Activities, methods	

Getting to know each other	Farewell
Meeting the group's leaders	Meeting the participants
Changes in the programme	Strictly planned programme activities

The truth is that there is no one correct answer as to how the table and its percentages should look like. You are the one who knows your colleagues, partners, activities and the needs that they create. Therefore, only you and your partners can decide how your youth exchange programme should be balanced.

General suggestions on how to balance your project's programme:

- Make sure that the programme reflects different aspects from the table above - include team work and time to act individually, do not just implement methods, but find time to discuss them
- Thematic activities and methods must make up most of the youth exchange's programme. Informal (free time) can be given in the evenings, when participants can spend time together and get to know each other better. We also recommend meeting the local community or visiting a nearby town during an afternoon trip that complements the theme of your project
- Try to transfer more programme implementation responsibilities to the youth exchange participants, allow them to implement youth initiatives. Participants can prepare them before the start of the youth exchange. But bear in mind that participants also want to just be less active sometimes, and learn together with their peers. Look for a balance! Activities that the group leaders organise will help reveal the theme of your youth exchange, create group dynamics and a space for reflection
- Unplanned situations can arise at your exchange – a conflict can occur between participants, they may want to develop additional activities, or say that the implementation of the programme does not meet their expectations. How flexible will you be in case of such a scenario? Will you sacrifice planned activities and make time to resolve the conflict to ensure that the participants' needs are met? Think about this before your exchange begins

BEAR IN MIND THAT PARTICIPANTS ALSO WANT TO JUST BE LESS ACTIVE SOMETIMES, AND LEARN TOGETHER WITH THEIR PEERS. LOOK FOR A BALANCE!

PROJECT PREPARATION

Advance planning visit²⁴

An Advanced Planning Visit (APV) is an opportunity to meet your partners before the youth exchange activities start. The goals of this meeting are to share updates about the situation with youth groups and their expectations, clarify the objectives and the programme of the exchange, visit the venue and discuss practicalities, agree on common rules and divide tasks between partners.²⁵

Remember to keep in contact with your partners, update them with the latest information, have deadlines, be patient and work as a team. This will help you organise not just a great APV, but an amazing youth exchange as well.

Need a checklist for an APV? You will find on “BiTriMulti’s” page – look for it in the international training course for youth exchange organisers.²⁶

²⁴

The things not to forget to bring to or do in APV is listed in annex no. 2.

²⁵

“BiTriMulti” international training courses for youth exchange organisers blog [interactive].
Online:
<http://goo.gl/mMfagd>

²⁶

“BiTriMulti” international training courses for youth exchange organisers blog [interactive].
Online:
<http://goo.gl/mMfagd>

Activity Plan

Imagine that you’ve already submitted your project. What great news! You now have an array of activities that you need to structurize. You can use a few different techniques to help you plan your work, e.g.:

1. Use post-its to write down all tasks you need to complete before the APV, before the youth exchange, and after it. Then put them in a sequence, starting with your project’s beginning, and finishing with its end. This will help you see what activities need to be done soon and which ones can wait.
2. Make a table

Date	Activity/work	Responsibility	Deadline	Comments

3. Draw a tree with fruit. Make notes on different parts of your tree:



- Use **the trunk** to write down tasks you need to complete before the youth exchange
- The crown** is meant for activities that need to be done during the youth exchange
- The fruit** are your follow-up activities

It doesn't matter which technique you choose, you can even create your own. Your most important aim is to find one that will help you develop a clear plan for activities at your youth exchange.

Remember that your partners from sending organisations are responsible for the planning process too.

SENDING ORGANISATION

a partner organisation that sends a group leader with participants to another country to take part in a youth exchange project (and the APV if it's planned)

HOSTING ORGANISATION

an organisation that hosts a youth exchange project, its leaders and participants in its home country

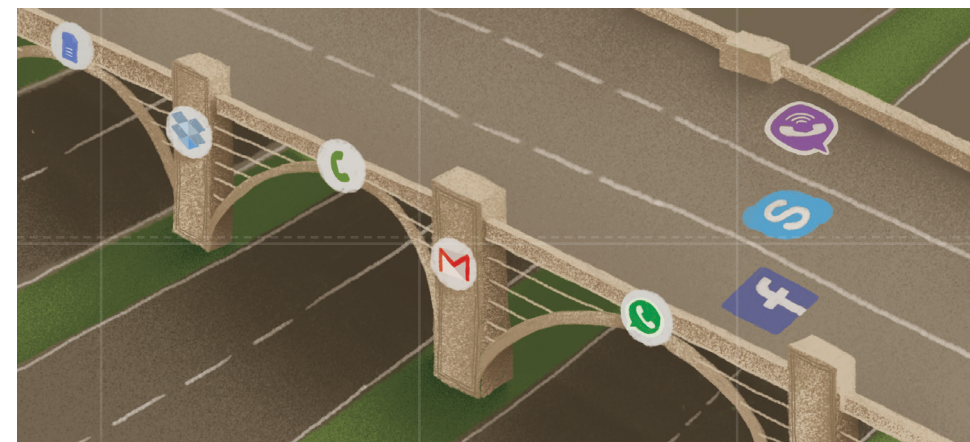
Partners should be equally responsible for activities. The division of these responsibilities should be based on the knowledge and skills each partner has. Remember to involve project partners in all stages of the youth exchange, from the very beginning until the end.

Communication

There are many ways to keep in contact with your project partners. What is the communication channel you find most effective? Is it the best option for your partners as

well? Here are a few ways of staying in touch with your partners:

- Google Docs
- Skype
- Facebook
- Dropbox
- Emails
- Phone calls
- Viber
- Whatsapp
- and other applications that you like



Choose the most efficient one and use it with your project's team!

Funding

Every month you get a certain amount of money: a salary or an allowance. How do you deal with it? You definitely have your own system of counting what you save and what you spend. The same applies to your youth exchange project.

WE RECOMMEND YOU CREATE YOUR OWN ACCOUNTING SYSTEM E.G. A MICROSOFT EXCEL TABLE, WHERE YOU WILL KEEP TRACK OF ALL YOUR PROJECT EXPENSES AND ITS BALANCE. WHEN YOU ADD EXPENSES TO YOUR TABLE, YOU WILL SEE HOW MUCH MONEY YOU HAVE ALREADY SPENT, AND THE AMOUNT YOU STILL HAVE AVAILABLE.

- + Remember that if you want to justify your expenses properly, you need to collect checks and invoices
- + If you're not using checks and invoices, you will need to make bank transfers. However, you will need to collect bank statements to prove these transfers were completed
- + You are going to use someone's car during the exchange? Don't forget to sign a use agreement, fill a travel sheet, and collect invoices with checks
- + Be sure to collect all the tickets, boarding passes, checks, invoices or evidence of bank transfers from your youth exchange participants, otherwise you will not be able to reimburse them
- + The partner organisation that will send participants to your youth exchange will pay for their travel costs. They will still need to collect all documents, but they'll only need to issue one invoice for the hosting organisation, indicating the total expenditure

For more details on your finances, please check with your National Agency and see your project's contract.

When you are planning the budget of your youth exchange, examine the prices of the supplies you'll need. After all, how can you plan a project without knowing how much money will you need?

We recommend checking prices of:

- + accommodation
- + food
- + equipment and tools for activities
- + transport
- + spaces for work
- + participants' travel

*28

It is also a possibility to divide the funding into 3 parts equal to 40%, 40% and 20%. The conditions will be stated in the project's contract with the National Agency.

As the project will be carried out with your partners, it is fair to let them know about the budget, allow them to see the expenses and the balance.

Don't forget that you will not receive 100% of the projected budget for the implementation of your activity. Usually^{*27}, you will first get 65%, and the remaining amount will be transferred to you after submitting the final report and having the Mobility tool+ filled in and check by your National Agency. Think and plan ahead: what expenses can you cover later, when you receive the remaining 35% of project's budget?

Co-funding

You can try to find additional support, or co-funding, for your entire youth exchange project, some of its activities, or separate actions.

A YOUTH EXCHANGE PROJECT CAN BE CO-FUNDED BY:

- + Various local programmes in your home country
- + Local municipalities
- + Your organisation
- + Partners' organisations
- + Local or international private businesses
- + Others donators

Why do you need co-financing for your youth exchange project? By securing additional support for the project, you have more possibilities to achieve a stronger effect with it. E.g.:

- + You can hold more professional workshops with your colleagues.
- + You can travel to more places to examine the theme of your project, do more research and surveys.
- + It can make your project more visible: you can create more posters, leaflets, brochures and disseminate the project's results more widely so that they can be exploited

Use this possibility and find co-financing for your youth exchange project. Don't forget to invite your partners into this process, too!

CONFLICT MANAGEMENT, RISK ASSESSMENT AND IMPORTANT DOCUMENTS

Conflict management

This part is important. Your youth exchange can involve unplanned situations that you can't really prevent, e.g. conflicts. Let us reassure you: you can solve them, but they will be much less destructive if you prepare for them.

Conflicts occur because different people have different needs and desires. Intercultural groups often have varied social and psychological needs as opposed to homogenous groups from your usual environment. "A training offers multiple situations where values may come into opposition, suggesting that a key role of a trainer is to facilitate a safe forum for the potentially valuable exchanges that may result."²⁸

These are the possible conflicts at your youth exchange:

- Participant — Participant
- Group leader — Group leader
- Participant — Group leader
- Participant — Group
- Group leader — Group
- Group — Group



²⁸ BULDIOSKI, Goran, GRIMALDI, Cecilia, MITTER, Sonja, TITLEY, Gavan, WAGNER, Georges. Tool- kit no. 6 "Training Essentials"; Strasbourg: Council of Europe publishing, 2003.

How can you solve conflicts quickly? There are two possibilities: Negotiation and mediation.

MEDIATION

"Mediation involves the use of a third-party to aid agreement and facilitate the process of conflict resolution."¹⁷

NEGOTIATION

"Negotiation, on the other hand, allows all parties to define the situation in which they find themselves, and to build solutions built on an open analysis of the needs involved."¹⁷

¹⁷ Examples of Facebook networks for partnerships: "Youth in Action"; "Salto Youth Recourse Centers"; "Exchanges Network"

You'll find more information on conflict management online at www.book.coe.int (T-kit No. 6 Training Essentials, 2006) and www.jrd.lt.

This basic conflict management knowledge can help you prevent them from happening in your youth exchange project.

Risk assessment

Do you know what a First Aid Kit should contain? Think about that while you are still in the planning phase.

Make a list of what should be in your First Aid Kit. Think about how you will inform your participants about where they can find the First Aid Kit

—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—

Make a list of all possible accidents, mistakes, misunderstandings, etc. that may occur during your project²⁹

Important documents

Do you have your ID or passport with you? When you're about to drive a car, you check if you have your driver's license, insurance and technical passport. The same type of preparation should also take place at a youth exchange. You should have a folder with important documents that contains:

Agreements:

- + With partner organisations
- + With participants (and their parents if participants are under-age)

²⁹ GHERGA, Eugen, PACHESO, Andres Abad, TAMMIL, Lynne. Going international opportunities for all. SALTO-YOUTH Inclusion Resource Centre, 2004

You should agree with partner organisations on the responsibilities of both sides, the costs and reimbursement procedures, rules and consequences, documents and insurance.

Your agreements with participants should cover their responsibilities in the project, reimbursement procedures, rules and consequences, documents they must have, insurance, medicines or special needs.

We recommend that you have written agreements (e.g. an agreement with a participant to take part in the international youth exchange, see the example in Annex 1). You shouldn't leave anything to chance. It is better to foresee different situations and trust organisers, partners and participants to act on their responsibilities in the project.

You will find the agreement between the partners, which refers to the responsibilities and obligations of each party, on the Irish National Agency's website.^{*30}

*30

GHERGA, Eugen, PACHESO, Andres Abad, TAMMI, Lynne. Going international opportunities for all. SALTO-YOUTH Inclusion Resource Centre, 2004

*31

GAILIUS, Žilvinas; MALIN-AUSKAS, Artūras; PETKAUSKAS, Donatas; RAGAUSKAS, Laimonas. Handbook for people Working with Youth Groups. Non-formal Education Practice in Lithuania. Vilnius: Flexiprint, 2013. ISBN 978-9955-9781-1-4

Note

Note: if participants cannot name their emotions precisely, ask them a question: **"Were the emotions more positive, or more negative?"** This question can help find a "hook" for knowing more specific emotions.

You already found out about the experiential learning cycle in a previous chapter. What next, though?

Reflection and (self)evaluation are important parts of the learning process. There will be a lot of moments when you learn something during your youth exchange. How will you help your peers understand that they actually learned something, and show them what is it exactly that they learned?

There is a great explanation of how reflection works in the "Handbook for people working with youth groups"^{*31}

■ We use reflection as a tool, which allows raising awareness. To us reflection is an essential part of experiential learning. Possible stages of conducting a period of reflection:

Galimi refleksijos atlikimo etapai:

Emotional reactions

We invite people to voice reactions, states of mind – how participants (learners) experienced a specific experience. We ask how they feel after everything is over. In this stage it is important to make sure that participants will voice their thoughts, but it is equally important not to allow discussion or arguments. There are no "wrong" responses. Every experienced emotion is real and extremely valuable; it is important to hear them and try to understand

We have noticed that sometimes participants find it hard to name certain emotions. Frequently the question "How did you feel or what emotions did you have?" is answered with "We felt OK, all is fine". There are no OK emotions. All emotions are grouped into two major groups – positive and negative. Perception and naming of their own emotions is not an easy process for the participants, it is a separate competence (emotional intellect) that has to be trained. In this stage it is important to get the participants to describe their emotions as precisely as possible, since they are the best indicators of a specific experience, but you should not "overdo" it, since participants might not yet be ready for this challenge

Debriefing a process

Situation reconstructions – how things went. We usually invite everyone to share their "story". Here it is important to listen and HEAR, without trying to argue or discuss. If you succeed, it often becomes a strong learning/educative moment, because people have heard "other people's truths", and by sharing different perspectives they develop sensitivity and enrich one another. The task of youth

workers is to help people realize which of their and other people's actions evoked these particular emotional reactions. It doesn't matter if they are successes or failures, or "positive" or "negative" experiences

Steps a. and b. can be interchanged depending on the type of activity, intensity of the experience and educative purposes.



Our efforts should be directed so that people can see the consequences of their behaviour and actions (what did I do, how did I and others act that made me react in that way at that time?)

So the question is - when and how will you create a space for participants to reflect?

Note

If you have doubts about how people felt or feel (step 1) – ask! It really helps!

WHEN to reflect?

After a learning activity

You might organise an evaluation round after a learning activity (e.g. a group building exercise, a discussion, some common activity, etc.) or when you feel that it is needed

At the end of the day

You may implement a reflection session at the end of the day in the whole group or in smaller or national groups to gather feedback, emotions, learning outcomes from the group

Mid-term evaluation

Halfway through your project, spend time to talk with participants. Ask if their experiences match their expectations, if you are reaching the foreseen objectives, etc. If you spot issues at this stage, there is still some time to make changes in the programme, if needed

Final evaluation

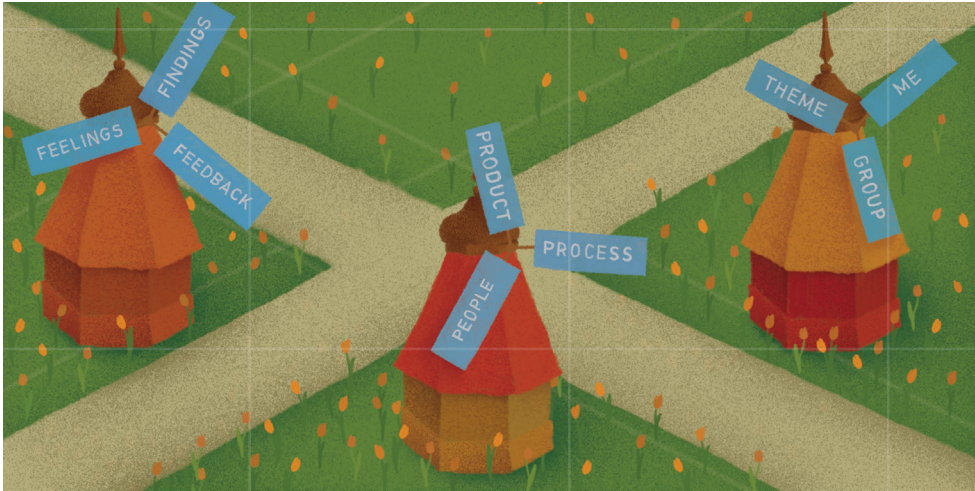
Final evaluation at the end of the youth exchange. After all the activities are implemented as planned, you can evaluate the extent to which the exchange reached its objectives, met the expectations of its participants, helped them name their findings. Use this time to gather feedback for future improvements

After a specific amount of time has passed since the end of your youth exchange

Evaluation after a specific amount of time has passed since the end of your youth exchange. You may ask your partners to organise evaluation meetings in national groups in their own countries, or run an online survey to find out the longer-term impact of your activities. Oftentimes participants only notice the impact when they come back to their realities. Then they notice differences in themselves and their surroundings, and try to apply the skills they gained. The outcomes of this kind of an evaluation may be very useful for your final report

HOW to reflect?

You may want to use several simple structures for your reflection (depending on the focus of the outcomes):



FFF	F eelings	expressing feelings about the experience
	F indings	expressing new findings, inspirations, learning outcomes from the experience
	F eedback	providing feedback on the experience for the organisers or to other participants involved
PPP	P eople	expressing emotions and experiences from persons involved, expressing learning outcomes
	P rocess	exploring the process – what happened, who experienced what, what influenced what
	P roduct	evaluating the result, satisfaction about the result
MGT	M e	a person expresses their feelings, emotions and findings
	G roup	a person reflects about their experience in the group with others, gives feedback to the group
	T opic	a person expresses learning outcomes within a concrete topic, activity, gives feedback on the relevance of the topic or methods that were used to analyse the topic

There are different settings you can use for a reflection activity:

- + individual (person reflects on their own)
- + in pairs or trios
- + in a smaller group (the whole group is divided into smaller groups)
- + in the whole group
- + a mix of the methods listed above
- + in the team of group leaders

There are also plenty of methods that will help you ask the right questions! You will find them in methodological books and databases, e.g.

- + Handbook for people working with youth groups. Non-formal education practice in Lithuania.
<https://neformaliai.files.wordpress.com/2014/11/handbook-for-people-working-with-youth-groups-en-web-version.pdf>
- + The series of T-kits.
<http://pjp-eu.coe.int/en/web/youth-partnership/t-kits>
- + SALTO Toolbox:
<https://www.salto-youth.net/tools/toolbox/>
- + Don't forget to use other resources you know too

RECOGNISING LEARNING AND ACHIEVEMENTS

Helping your peers understand what they have learned is an important step. Making it visible to others (parents, community, future employers, universities and schools) is no less important. You can do it by using an array of tools:

YOUTHPASS

This is a certificate that describes the competences acquired in a project. It is a process of reflecting on your learning and writing it down. The Youthpass certificate will help you analyze and understand what you will really gain from a youth exchange project²³²

- A Youthpass certificate
- A certificate that your organisation issues
- Other ways of recognition

²³²
Brochure of Youthpass
(interactive).
Online:
<https://www.youthpass.eu/en/youthpass/downloads/>

WHAT ARE THE BENEFITS OF YOUTHPASS?

- You will be able to describe what you have done and learned in the project
- You will know more about the ways in which people can learn
- You will know yourself and your competences better
- You will be able to explain and show your competences to others, e.g. at school or university, during a job interview or future projects
- You will be able to use your Youthpass when writing your CV
- You will be able to make more concrete plans and describe what you want to learn and how
- And other advantages that you'll discover while working on your project.

Do you know how to generate and issue a Youthpass during your youth exchange?

Register your organisation (or check if it is already registered!) at www.youthpass.eu. On the website you will be able to register a project with a unique number. All you need to do afterwards is upload information about the project and add data about participants.

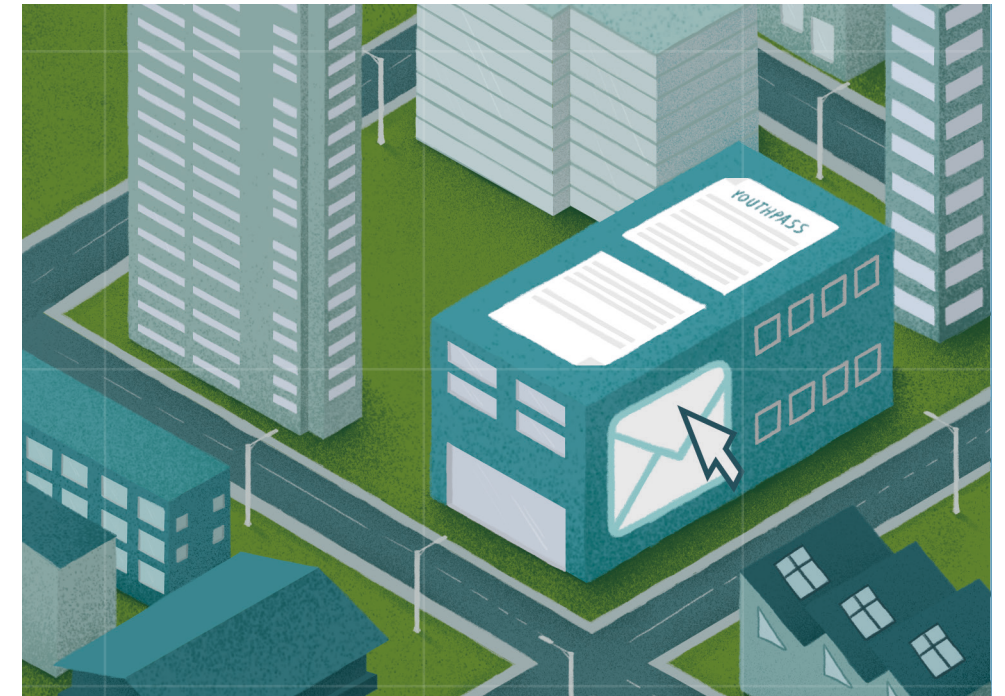
Youthpass has two main parts:

General

In it, a person is provided with general information about the project, partner organisations, aims and results, it also bears the name of the participant. Every participant has a right to receive this part of the Youthpass

Individual

This part of the certificate is written by the participant personally. Filling it in is not mandatory. A person may describe the competences they gained during the project using the framework of 8 key competences. Every participant will get an invitation to edit this part of the certificate by email



You will form the general part of Youthpass online, print it out at the end of the youth exchange, sign it, and give it to each participant. As for the individual part, we recommend you dedicate more time to it after the end of the youth exchange. Once a participant describes their competences, you can generate the certificate online and send it back to the participant online, or print it out and send it by post.

Seek more information at
www.jtba.lt or
www.youthpass.eu.

INTERCULTURAL LEARNING

Intercultural learning – will it appear in your project? Definitely! Intercultural learning can be understood in different ways:

Intercultural learning refers to an individual process of acquiring knowledge, attitudes, or behaviour that is connected with the interaction of different cultures.³³

Very often, however, intercultural learning is seen in a large context to denote a concept of how people with different backgrounds can live together peacefully, and the process that is needed to build such a society.²²

The iceberg model of culture³⁴

Here's a well-known idea – the Iceberg Model of Culture.

Its main focus is on the elements that make up culture, and on the fact, that some of these elements are very visible, whereas others are hard to discover.²²



³³

GILLERT, Arne, HAJI-KELLA, Mohamed, JESUS CASCAO GUEDES, Maria de, RAYKOVA, Alexandra, SCHACHINGER, Claudia, TAYLOR, Mark, T-kit no. 4 "Intercultural Learning", Strasbourg: Council of Europe publishing, 2000.

³⁴

JANS, Marc, BECKER, Kurt de, Youth (-work) and Social Participation, Elements for a Practical Theory, Flemish Youth Council - JePi!

²²

International Youth Exchange Guide [interaktyvus]. Online: <http://goo.gl/f5Je91>

Look at this model. Have you understood that some cultural things can affect the processes in your project? Major differences between you and your colleagues from others countries can even lead to misunderstandings and conflicts e.g. the perception of time. Have you ever wondered why some participants are always late, while some arrive earlier, and some on time? This is rooted deep within every culture.

When you are planning your youth exchange, it is important to think how you will accept other cultures, people, and their behaviour. What actions are you going to take that will allow participants to see not just the visible part of culture (dances, food, music, theatre), but the deeper, "under water" part as well. Ideally, the youth exchange will help them see, understand and accept other cultures' differences while staying unique and satisfied with their own culture.

HAVE YOU ALREADY CONSIDERED THE FACT THAT THE INTERCULTURAL LEARNING PROCESS WILL AFFECT YOUR ENTIRE YOUTH EXCHANGE PROJECT? HAVE YOU GIVEN THIS TOPIC ENOUGH ATTENTION IN YOUR PROJECT AND ITS ACTIVITIES? IF NOT, YOU STILL HAVE TIME TO DO THIS!

PARTICIPANTS vs GROUP LEADERS

There's a specific perception around a hosting organisation – we usually think that it alone is responsible for accommodation, meals, the programme, activities, ect. But it's just not true - other organisations in your project are not guests, they are your PARTNERS! This means that all responsibilities in the project should be, whenever possible, equally divided. All project partners should choose parts of the project or its programme of activities that they know best or want to be responsible for.

Let's see who could be responsible for what:

	Group leaders	Participants
Responsibilities	Evaluations/meetings of national groups	Help filling in the project's application and final report- Mobility tool
	Informing participants about rules	Can participate in the APV
	Presenting the Youthpass	Leading activities, workshops, discussion groups
	Informing participants about necessary documents technical details travel	Filling in the Youthpass
	Attending the APV	Common group evaluations/meetings
	Informing about homework	Boosting project visibility and spreading the project's final results
	Participating and leading the activities in the programme in cooperation with participants	Preparing homework before the youth exchange
		Actively participating in planned activities
		Suggesting changes for the project's programme or activities

These are just a small part of things that group leaders and participants could be responsible for. As you may have noticed, participants have a lot more activities and space for their development and implementation, as well as their own learning process in the youth exchange.

Remember: all project partners, group leaders and participants are responsible for the final result of the project.

VISIBILITY, DISSEMINATION AND EXPLOITATION OF PROJECT RESULTS

Visibility can be described as **DOING MORE with your youth exchange project.**

Your project can help you show:

- what is your organisation doing – put its work in the spotlight!
- the possibilities of Erasmus+ Youth
- the experience, knowledge and skills you gain during the project

*35

GEUDENS, Tony. Making waves. Creating more impact with your youth projects. Inspiration to raise the visibility of your project and improve the dissemination and exploitation of project results. Brussels: SALTO- YOUTH Inclusion Resource Centre, 2010.

* 23

The duration of the project is based on the information in Erasmus+ Programme Guide 2015. **Before filling in the application form, please check for updates in the relevant version of Programme Guide.**

Carrying out a project is an important reason in itself to communicate about your activities, your organisation and the Erasmus+ Youth programme to the general public.

There are two terms you should know: Dissemination and Exploitation of the project's results.

Dissemination = spreading information about the results^{*35}

Naturally, a question arises: why should we disseminate and exploit the project's results?

What if all projects that young people are carry out covered the same topic? They would all reach the same result. The evolution and growth of our skills would be very slow. Your project results are sources of information, practice, and useful knowledge for others. They contain what you have learned, discovered, discussed during your project. They will make youth work and its activities more visible and effective.

"The possible impact a youth project could have can be helpful in convincing your colleagues or board members to give it a try. When you make clear what youth projects can achieve, they might be more inclined to decided in a favour of engaging in an international youth project, or even incorporating it into a structural part of the youth work you do."

To be sure you are using expressions in a right way, we want to clarify some of them:

“Visibility of your project (show it)”

promotion, raising your profile, marketing, image building, media presence, logos and visual identity”^{*23}

E.g. you will print posters that invite the local community to come to the project results’ presentation.

“Dissemination of results (spread them)”

mailing lists, presentation of results, launch of products, distribution”^{*23}

E.g. participants will write an article about the project’s results, which will be printed in local newspapers.

“Exploitation of results (ensuring they are used)”

adapt them to different contexts, share your experiences, train others, improve systems and procedures”^{*23}

E.g. at your youth exchange participants learned how to build an outdoor sauna. After the youth exchange they came back to their local organisations and taught friends and other members of the organisation to build outdoor saunas.

“Multiplying”

feed your results/products into new projects, follow-up activities and into other organisations”^{*23}

E.g. you talked about animal rights and their protection during the youth exchange. You have tried some protection activities and planned some for the future. After the exchange you felt so motivated and powerful in this field that you decided to implement a whole cycle of events about animal rights in different parts of your county.

“Mainstreaming”

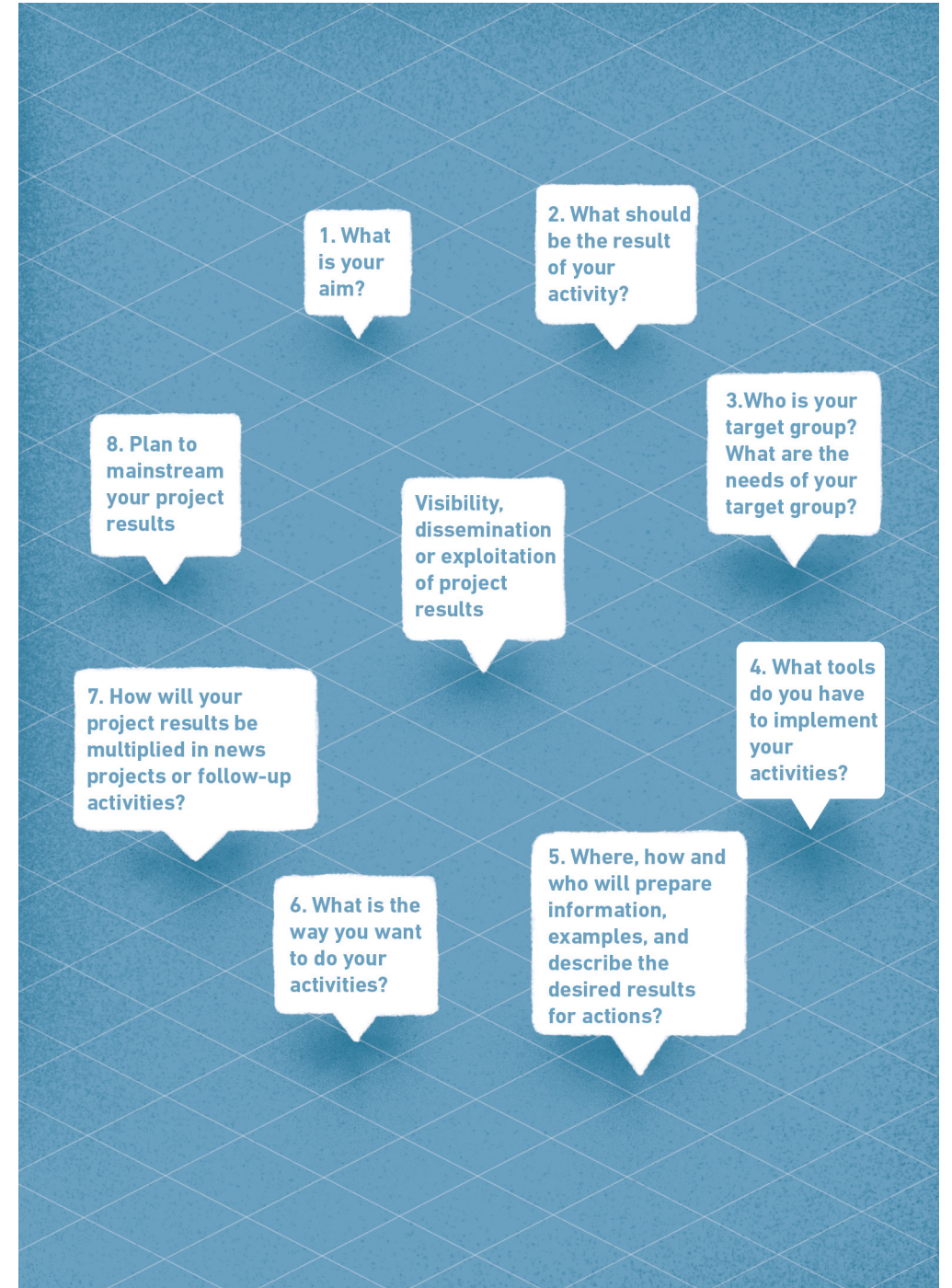
feed your results and experiences into (youth) policy, recommendations, lobbying, change systems”^{*23}

E.g. participants of your youth exchange shared ideas about improving young people’s employability in their respective countries. They have prepared a list of recommendations for local policymakers – they contain suggestions that could help change the system and make finding a job easier and faster for young people. Each partner presented these recommendations to their local policymakers and followed up with a discussion on how to implement these recommendations.

COMPLETE A TASK: WRITE DOWN ANSWERS TO THE FOLLOWING QUESTIONS.

*23

The duration of the project is based on the information in Erasmus+ Programme Guide 2015. Before filling in the application form, please check for updates in the relevant version of Programme Guide.



One more factor needs mentioning: the target group are the people you want to address with your activities that fall under visibility, dissemination and exploitation of the project results.

Knowing your target group is just as important as knowing what your project result will be!

What if you plan great activities for project visibility, the dissemination and exploitation of its results, spend a huge amount of money for this, but nobody comes to your presentation? What should you do to avoid this?

Choose a level and the number of target groups you want to reach and you'll be able to successfully manage the activities you have planned.

„Micro-level impact

focuses on the project itself – the participants of the project, young people in the youth organisations, the local community and partner organisations directly linked to the project”^{*23}

E.g. project results were presented in partners' organisations: members, parents and friends of the youth exchange's participants were invited.

“Meso-level

impact targets the youth sector more widely – as opposed to the individual project: youth workers, multipliers, other organisations active in the youth sector.”^{*23}

E.g. the results of your youth exchange project reached policy makers and they have used them for youth laws.

“Macro-level impact

is about feeding policy developments – at national or European level, or at the level of the European programme, rather than at individual projects.”^{*23}

E.g. a couple of surveys examining project results and the impact of the Erasmus+ Youth programme in different countries were prepared and presented to the European Commission. The Commission will be able to create some additions to the Programme according to the surveys' results.

**CHOOSE A LEVEL AND
THE NUMBER OF TARGET
GROUPS YOU WANT TO
REACH AND YOU'LL BE
ABLE TO SUCCESSFULLY
MANAGE THE ACTIVITIES
YOU HAVE PLANNED**

^{*23}

The duration of the project is based on the information in Erasmus+ Programme Guide 2015. **Before filling in the application form, please check for updates in the relevant version of Programme Guide.**

For more on visibility, dissemination and exploitation of your project's results go to **www.SALTO-YOUTH.net/MakingWaves/**

FOLLOW-UP ACTIVITIES

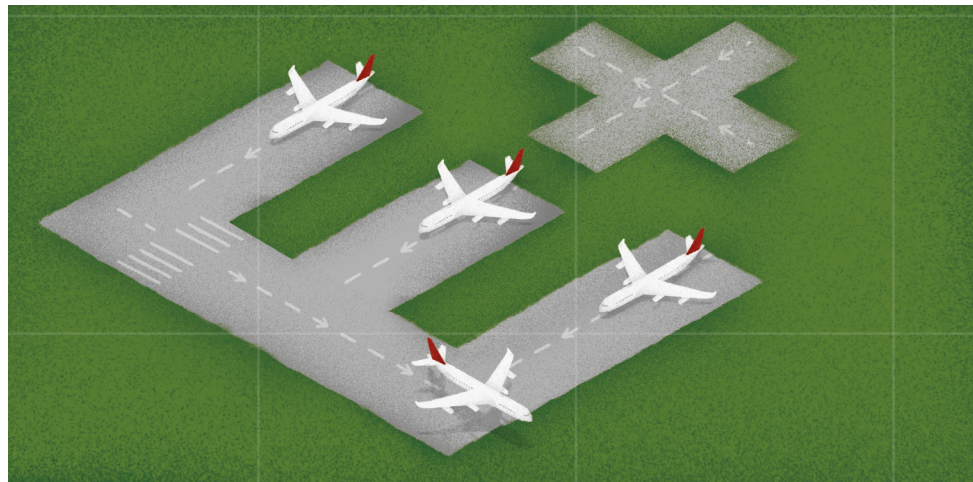
When you are implementing your project

When you are implementing your youth exchange project, think about follow-up activities together with participants. These activities can be local or international. What could you do with your newfound knowledge and skills after the project? How could you put your competence to good use?

You have finished your project

Now you are more confident, you might have improved your foreign language skills, you know how to work and have fun with various people from different countries and cultures, you are motivated and "burning" - willing to continue your international experience. You have great chances to delve deeper into Erasmus+ Youth and its possibilities. Erasmus+ Youth aims to strengthen the quality of youth work and non-formal learning for young people in Europe.

What it offers you are more possibilities and intercultural activities, more knowledge about other countries, language courses, new friends, easier entry into the labour market and a huge amount of opportunities that will help you grow.



Erasmus+ supports opportunities for young people to participate in activities abroad.

Read more about the European Voluntary Service, large scale EVS projects, cooperation for innovation and exchange of good practice, Structured Dialogue and other possibilities available to you - open the Programme Guide: <http://ec.europa.eu/youth/programme/>

You can read more about the **Mobility Tool+** system in the **Mobility Tool+ Guide**.

FINAL REPORT

After your project is finished, you have to submit its final activity report within 2 months. You can upload it into a special system: the online Mobility Tool+. You can connect to the system using the same logon information that you use for the URF system.

When you carry out a project, your National Agency will send you an invitation to use the system. You will use the system to provide information about the project, each of the participants, travel grants and budget. Also, you will need to attach a scanned list of participants. When this initial information is filled in, you will be able to reach the final report submission form.

After summarising the outcomes you have reached through your project's activities, you will have to describe the exact activities you implemented during the youth exchange, visibility and dissemination actions, and describe the learning outcomes of the project's participants.

Dissemination platform

You should know that the European Commission created **a platform that provides a comprehensive review of projects funded by the Erasmus+ programme and highlights best practices**. This platform will also provide access to products (or results of intellectual products) prepared at the implemented projects.

The platform is supposed to function as a:

- + Project database that provides project summaries, links, etc.
- + Project result database. Anyone interested can find the main results of a project
- + Platform for sharing good practice of projects funded by Erasmus+
- + Space to present projects on national and European level

The information about your project that will be visible in the Dissemination platform is the project number, its title and summary, and partner countries.

PLEASE NOTE THAT THE PROJECT SUMMARY IS PARTICULARLY IMPORTANT, BECAUSE IT CONTAINS A DESCRIPTION THAT IS VISIBLE TO THE PUBLIC. THEREFORE, IT SHOULD BE PREPARED IN A SIMPLE AND CLEAR STYLE TO BE EASILY UNDERSTANDABLE TO PEOPLE WHO ARE NOT FAMILIAR WITH YOUR PROJECT'S ACTIVITIES.

The project summary must contain the following information:

- + project background (basic facts)
- + objectives of the project
- + the number of participants and their profile
- + activity description
- + project methodology
- + short description of expected results and impact
- + the potential long-term impact

If the project summary is not clear enough, you will need to update some of the information.

Visit the Lithuanian website of the Erasmus+ programme www.erasmus-plus.lt. It – look at the video information and learn how to add the project's results to its description, how to add your organisation's logo or present this information to the National Agency's coordinator for review. The second video on the website will show you how to adjust the information about the project if its description is rejected.

You'll find more information about the Erasmus+ dissemination platform on <http://ec.europa.eu/programmes/erasmus-plus/projects/>

APV – Advanced Planning Visit.

Co-financing – additional financial support for the project activities or its visibility, acquired from sources other than the Erasmus+ Youth programme.

Dissemination of project results – spreading information about the results.

Exploitation of project results – making sure the outcomes and products of the project are put to effective use.

Follow-up – activities organised after the project, but created or initiated during the project.

Group leader – an adult person who leads, informs about tasks, takes care of the national group in a youth exchange project.

Hosting Organisation – an organisation that hosts a youth exchange project, its leaders and participants in the country where this organisation is based.

Partner Mandate Form – an official agreement to become a partner in the project. This agreement has to be signed between the coordinating organisation and the partner organisation. Mandates have to be signed with all the partners of your project. It is a mandatory annex to the application form.

Partner organisation – an organisation you partner with in your youth exchange project and assign responsibilities within the project.

Sending Organisation – a partner organisation that sends a group leader with participants to another country to take part in a youth exchange project, and an APV if it's planned.

Target group – a group of people who your project's activity is intended to reach.

Visibility – promotion, marketing, image building, media presence, logos and visual identity.

Youth exchange – a meeting of young people (aged 13–30) from two or more different countries to implement common activities on a common topic. Activities are based on non-formal learning methods and encourage intercultural learning.

CONTRACT OF PARTICIPATION IN AN INTERNATIONAL EVENT No. - ____

NGO "ORGANISATION", represented by its director Name Surname, and, birth date, number of ID, residing in (hereinafter – the Participant), have concluded the following Contract (hereinafter - the Contract):

I. NGO "Organisation" accepts the Participant to the following International Event:

Name of the Event: Youth exchange "Youth".

Time of the Event: 2-8 of March, 2015.

Place of the Event: Vilnius, Lithuania (hereinafter – the Event)

and commits to cover the following expenses:

- ✦ Travel expenses (100%)
- ✦ Expenses of activities, food and living costs

II. The Participant commits:

1. To participate in the Event during the aforementioned time, and to not simultaneously participate in other activities which are not part of the Event;
2. To deliver the initial financial documents (tickets, insurance policies, invoices, etc.) within 7 days after the end of the Event;
3. To adapt all the information which the Participant gets during the Event in the Participant's organisation's/institution's activities and reveal it to other organisations/institutions.

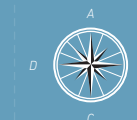
III. NGO "Organisation" does not take responsibility for the Participant's injuries, lost property, misconducts or instances of breaking laws of the Republic of Lithuania.

IV. This Contract shall be governed by the laws of the Republic of Lithuania. All disputes shall be settled in the manner prescribed by legal acts of the Republic of Lithuania.

V. This Contract is made in two equally binding counterparts, in English.

Signatures of the parties:

On behalf of NGO "Organisation"	The Participant (name, surname)
Name Surname	Parents of the Participant (name, surname)
Date, place	Date, place



Planning APV

- ✦ Choose one working language
- ✦ Communicate by mail, fax etc (check best method)
- ✦ Formulate and circulate a provisional agenda for the APV
- ✦ Check visa requirements
- ✦ Ensure the APV participants will be the leaders who will accompany the group on the project

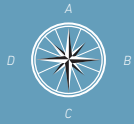
During the APV

Start of the meeting

- ✦ Expectations of the project and each other
- ✦ Formal procedure–take it seriously
- ✦ Make decision how you should make decisions
- ✦ Agree who will take minutes
- ✦ Concise record of meeting and agreements reached, with deadlines sent to each participant after the meeting
- ✦ Set the agenda for the meeting

Issues to discuss

- ✦ Rules for youth workers (before the exchange they should prepare material) Legal aspects, what age can you-----?
- ✦ Health and safety issues alcohol, drugs, sex, , gender issues, cultural considerations, off-site rules and regulations; safety issues in the programme; how to tackle problems; check insurance; contract agreed by young people. Ensure you all agree!
- ✦ How to handle conflict within the group
- ✦ Access to information – checking the level of information. Plan how to make it transparent.
- ✦ Expectations, both personal expectations of the leaders but also organizations own and partners' expectations
- ✦ Aims and objectives
- ✦ Target Group, participant, sex, background, age, disadvantage, age balance
- ✦ Planning time scale
- ✦ Action Plan with deadlines



✦ Evaluation and report

What shall we evaluate? For who? How shall we do it? What do we need to do it? Who is responsible? Together with whom? When should it be ready?

✦ Personalities amongst the leaders, roles

✦ Participation and preparation of participants

✦ Responsibilities, delegate the work, who does what (use the SWOT analysis?)

✦ Open discussion about the cultural habits of the visiting country

✦ Security

✦ Legal requirements

✦ Programme, schedule details

✦ Working methods

✦ Translations – do you need them?

✦ Spare time activities

✦ Group leader; choose contact person (available) from each organization

✦ Prepare a financial agreement all partners have to sign

✦ Formal contract

✦ Financial: Reimbursement Documentation

Practical things to discuss

✦ To get all information about hospitality arrangements, local medical facilities

✦ Accommodation

✦ Special Needs

✦ Food

✦ Money

✦ Travelling arrangement to the country

✦ Transport in the country

✦ Resources

✦ Surroundings and possibilities for excursions

✦ Technical utilities

✦ Information on country

✦ Standard of living

✦ Is everything organized (good!)

✦ Meetings and deadlines and responsibility

✦ E-mail / fax / telephone facilities for during the project

✦ After

✦ Fulfill all agreements reached

✦ Some advice on your way

✦ Keep in contact; send regular reports

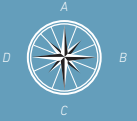
✦ Keep to deadlines

✦ Respect the ability of the organization

✦ Ask for help if required!

✦ Be Tolerant

Work together – feel and own the project



REFERENCES

✦ “BiTriMulti” international training courses for youth exchange organisers blog [interactive].
Online: <http://goo.gl/mMlfgd>

✦ Brochure of Youthpass [interactive].
Online: <https://www.youthpass.eu/en/youthpass/downloads/>

✦ BULDIOSKI, Goran, GRIMALDI, Cecilia, MITTER, Sonja, TITLEY, Gavan, WAGNER, Georges. T-kit no. 6 “Traning Essentials”. Strasbourg: Council of Europe publishing, 2003

✦ Erasmus+ Programme Guide 2015 [interactive].
Online: <http://erasmus-plus.lt/uploads/files/erasmus-plus-programme-guideen.pdf>

✦ Example of preliminary agreement with partners [interactive]. Irish National Agency Leargas.
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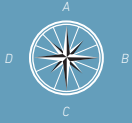
✦ Examples of Facebook networks for partnerships: “Youth in Action”; “Salto Youth Recourse Centers”; “Exchanges Network”

✦ GAILIUS, Žilvinas; MALINAUSKAS, Artūras; PETKAUSKAS, Donatas; RAGAUSKAS, Laimonas. Handbook for people Working with Youth Groups. Non-formal Education Practice in Lithuania. Vilnius: Flexiprint, 2013. ISBN 978-9955-9781-1-4

✦ GEUDENS, Tony. Making waves. Creating more impact with your youth projects. Inspiration to raise the visibility of your project and improve the dissemination and exploitation of project results. Brussels: SALTO-YOUTH Inclusion Resource Centre, 2010

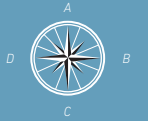
✦ GHERGA, Eugen, PACHESO, Andres Abad, TAMMI, Lynne. Going international opportunities for all. SALTO-YOUTH Inclusion Resource Centre, 2004.

✦ GILLERT, Arne, HAJI-KELLA, Mohamed, JESUS CASCÃO GUEDES, Maria de, RAYKOVA, Alexandra, SCHACHINGER, Claudia, TAYLOR, Mark. T-kit no. 4 “Intercultural Learning”. Strasbourg: Council of Europe publishing, 2000



- How to Make a Partnership [interactive]. SALTO Euro-Med Training Box.
Online: <https://goo.gl/ybLGIU>
- International Youth Exchange Guide [interactive].
Online: <http://goo.gl/fSJJe91>
- JANS, Marc, BECKER, Kurt de. Youth (-work) and Social Participation. Elements for a Practical Theory. Flemish Youth Council - JeP!
- SALTO RESOURCE CENTRES [interactive].
Online: <http://www.salto-youth.net>
- The Partner Finding Tool [interactive].
Online: <https://www.salto-youth.net/tools/otlas-partner-finding/>
- The WAGGGS Triennial Theme. Creating Peace Worldwide. Module 9 „Partnership“
- Training course on project management – capacity building on the European level. SALTO-YOUTH.
- Whassup with you (th exchanges)? [interactive]. Braga, 2013.
Online: <https://goo.gl/DEOFIA>
- What is a Youth Exchange? [interactive]. SALTO-YOUTH Resource Centre, 2011.
Online: <https://goo.gl/VAHTCA>

USEFUL LINKS



- “BiTriMulti” Training Course:
<http://www.bitrimulti.net>
- Council of Europe Online Bookshop:
<http://www.book.coe.int>
- Erasmus+ Programme Guide:
http://ec.europa.eu/programmes/erasmus-plus/discover/guide/index_en.htm
- Erasmus+ website:
http://ec.europa.eu/programmes/erasmus-plus/index_en.htm
- European Youth Portal EVS database:
http://europa.eu/youth/evs_database
- Find your European Voluntary Service project:
<http://findevs.com>
- Irish National Agency of Erasmus+ “Leargas”:
<http://www.leargas.ie/resources/>
- Partner Finding Tool “Otlas”:
<http://www.salto-youth.net/tools/otlas-partner-finding/>
- SALTO Toolbox:
<http://www.salto-youth.net/tools/toolbox/>
- Youthpass website:
<http://www.youthpass.eu>