



Exploring Erasmus+: Youth in Action

The impact of the programme on youth workers' competences

**Research project on competence development and
capacity building in ERASMUS+: Youth in Action**

**Transnational analysis of module (A):
Self-perceived competence development of
project participants (youth workers/youth leaders)**

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Vienna, 2017

Erasmus+: Youth in Action is part of the *Erasmus+ Programme* of the European Union in support of European youth projects. The research project on *Competence Development and Capacity Building in Erasmus+: Youth in Action (RAY-CAP)* is conducted in the framework of *Research-based Analysis of Erasmus+: Youth in Action (RAY)* by currently 16 partners* of the RAY Network, which includes the National Agencies of *Erasmus+: Youth in Action* and their research partners.

This study contains the transnational analysis of the results from interviews conducted in 12** of the 16 RAY-CAP partner countries between November 2015 and January 2017 with participants of *Erasmus+: Youth in Action* projects aimed at competence development and capacity building.

The study was designed and implemented by the *Institute of Educational Science* at the *University of Innsbruck* and the *Generation and Educational Science Institute* in Austria in cooperation with the RAY-CAP partners. It was funded within the *Transnational Cooperation Activities (TCA)* of *Erasmus+: Youth in Action*.

National research reports can be requested from the respective National Agencies and their research partners (see <http://www.researchyouth.eu/network>). Further RAY publications can be retrieved from <http://www.researchyouth.eu/research-results-publications>.

* Austria, Belgium (Flemish-speaking community), the Czech Republic, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Lithuania, Poland, Romania, Slovenia and Turkey.

** Austria, the Czech Republic, Estonia, Finland, France, Germany, Hungary, Italy, Latvia, Poland, Romania and Turkey.



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Abbreviations and definitions

Abbreviations

EU	European Union
E+	European Union Programme Erasmus+ (2014-2020)
E+/YiA	Erasmus+: Youth in Action (2014-2020)
FE	Formal education
FL	Formal learning
NA	National Agency
NFL	Non-formal learning
NFE	Non-formal education
ICL	Intercultural learning
PP	Project participants: Youth workers, youth leaders, teachers or other actors who attended projects/training/activity within E+/YiA for/with youth workers/leaders, at least in an education/socio-pedagogic function, but frequently also with an organisational function.
RAY	Research-based Analysis of Erasmus+: Youth in Action. The RAY Network consists of the Youth in Action National Agencies and their research partners involved in the RAY project.
RAY-CAP	Research project on competence development and capacity building in ERASMUS+: Youth in Action consists of 16 Youth in Action National Agencies and their research partners
YiA	European Union Programme 'Youth in Action' (2007-2013)
YPFO	Young people with fewer opportunities
YPSN	Young people with special needs

Type of activity (also 'activity type')

YWM	Mobility of youth workers (Key Action 1)
TCA	Transnational Cooperation Activities

Definitions

Activity start/end	the dates when, within a funded project, the core activity starts/ends, for example a youth worker mobility (when youth workers from different countries meet in one country), a seminar, a training course, etc.
Project start/end:	the dates when a funded project starts/ends; the duration of a project is normally much longer than that of the core activity (see activity start/end) – the project also includes the preparation of and the follow-up to the core activity.
Residence/home country	Country of residence at the beginning of the project (the country of the partner organisation who the participant was part of)
Hosting country	Country in which one or more core activities within a project – in particular meetings of young people or of youth workers/leaders (in most cases from different countries of origin) – took place
Sending	This refers to interviewees who came from a 'sending' partner, i.e., they went to another country for their project
Hosting	This refers to interviewees who came from a 'hosting' partner, i.e., they were involved in a project taking place in their residence country

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1 Summary, conclusions & recommendations

MUCH TO BE PROUD OF | SOME IDEAS TO RECONSIDER

1.1 Introduction

This study was implemented as part of the research project on competence development and capacity building in Erasmus+: Youth in Action (RAY-CAP research project) and in the framework of the project 'Research-based Analysis and Monitoring of Erasmus+: Youth in Action' (RAY) by the Institute of Educational Science at the University of Innsbruck and the Generation and Educational Science Institute in Austria in cooperation with the RAY-CAP partners¹ and in particular the members of the RAY-CAP working group².

This study is focused on the first module of the research project, module (A) on competence development, and aims to explore processes, effects and impact of training activities for youth workers and youth leaders in Erasmus+: Youth in Action (E+/YiA). In particular, the study explores how these activities contribute to the competence development of youth workers, how they contribute to youth work practice, and how they affect the organisations involved in E+/YiA. The objective is to gain a better understanding of the systemic impact of training activities within E+/YiA. Furthermore, it is an aim of the study to contribute to the quality development and strategic planning of Transnational Cooperation Activities (TCA) within E+/YiA.

For the study, project participants, who attended a YWM-activity or a TCA-activity within E+/YiA between November 2015 and January 2017, were interviewed by national researchers. Two interviews were conducted with each interviewee: one before the activity (interview (1)) and the second one two months after the activity (interview (2)), in order to analyse expectations and motivations before as well as initial effects and processes of changes after the activity.

In the next RAY-CAP module (B), these initial effects and changes transferred into practice will be revisited and further analysed through a third round of interviews (3), twelve months after the activity. Consequently, the nature of this report is that of an *interim transnational analysis*, which will be complemented by the findings of module (B).

Moreover, module (C) of RAY-CAP will explore systemic effects on organisations in terms of capacity building. Through module (C), the results of modules (A) and (B) will be further analysed and contextualised by conducting interviews with beneficiaries (such as managers, directors, project leaders) of youth organisations, training providers and national agencies, who are involved in E+/YiA.

This interim transnational analysis of module (A) on competence development covers **235 semi-structured interviews** with participants of Erasmus+: Youth in Action activities aimed at competence development and capacity building.

¹ Austria, Belgium (Flemish-speaking community), the Czech Republic, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Lithuania, Poland, Romania, Slovenia and Turkey (see <http://www.researchyouth.eu>; appendices)

² The working group consists of members from research partners from Austria, the Czech Republic, Estonia, France, Germany and Turkey and partners from National Agencies from Austria, Estonia, France and Slovenia.

In the following sections of this first chapter, summaries and conclusions of the main findings are illustrated visually to provide a succinct overview of the most important results of interviews (1) & (2). Further details of the presented results are discussed and analysed in Chapter 3.

As the summary on the following pages as well as the detailed findings in Chapter 3 demonstrate, competence development and capacity building activities in Erasmus+: Youth in Action produce many positive outcomes and there is MUCH TO BE PROUD OF.

From our research, first recommendations for considerations have emerged to further improve competence development and capacity building activities, including some IDEAS TO RECONSIDER. With respect to these first recommendations, the authors look as much forward to feedback and discussion as the 15+ researchers and project partners involved in RAY-CAP, without whom this report would not exist.

1.2 Involvement in the youth field and initial changes/ effects

ORGANISATIONAL STATUS

Involvement into the youth field

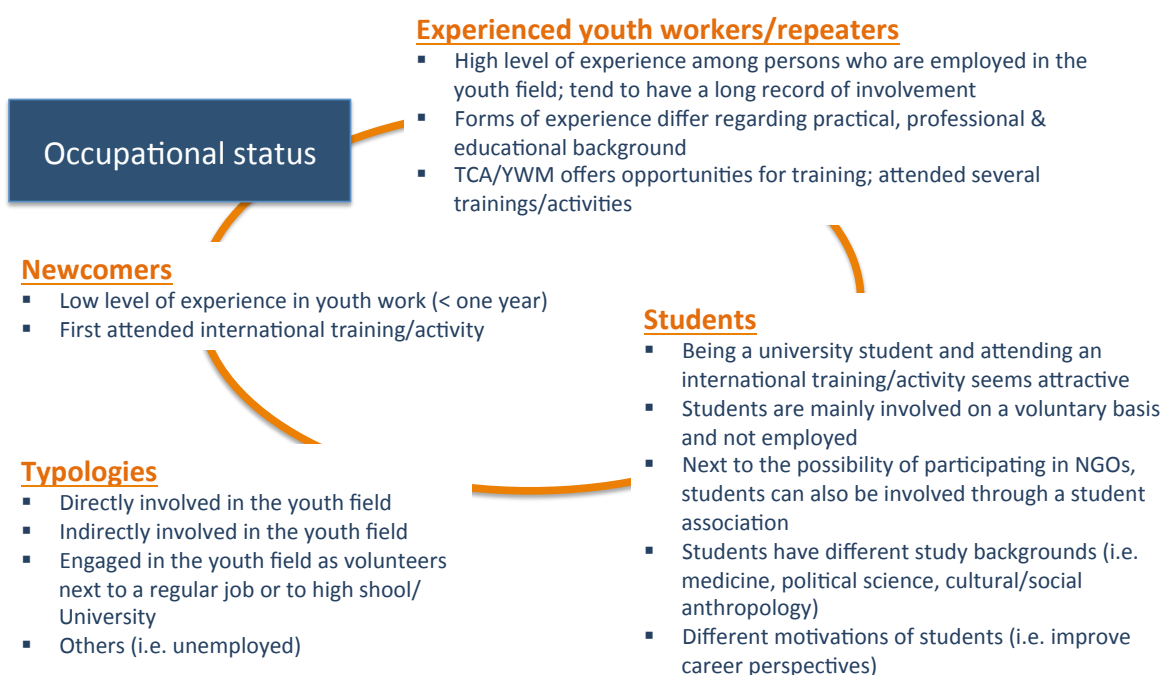
Interviewees' profiles



OCCUPATIONAL STATUS

Involvement into the youth field

Interviewees' profiles



Recommendations | ideas to reconsider

Partly revisited and further analysed in module (B) transfer into practice



Organisational status

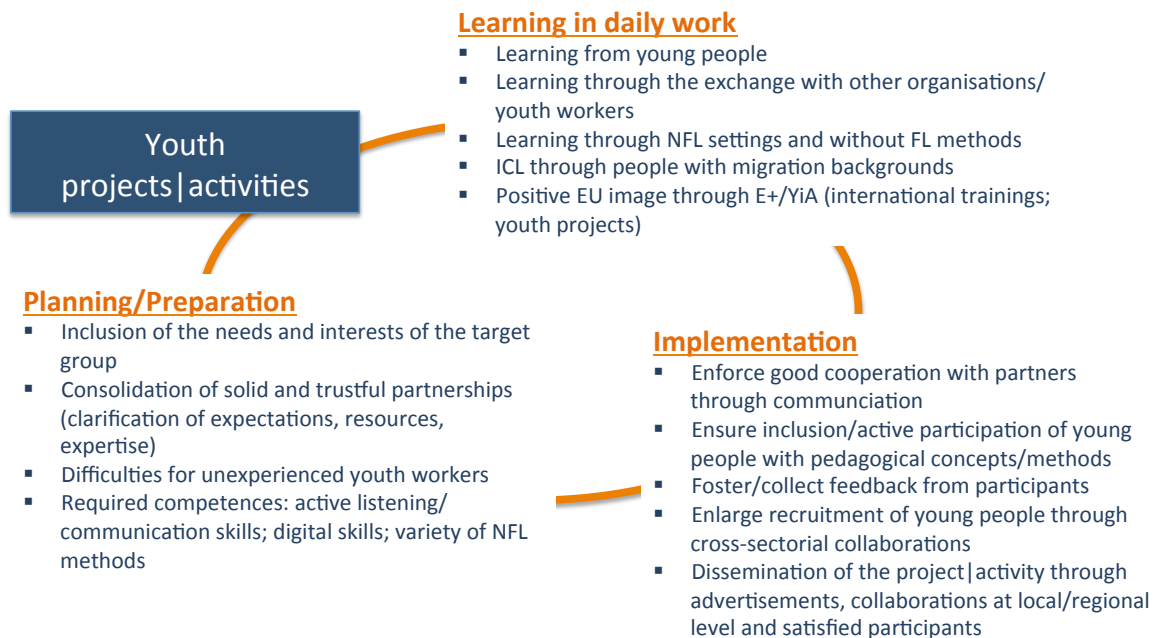
Access of participation

- Widen the participation possibilities to make trainings accessible for people without organisational backgrounds

1.3 Approach of (international) youth work and first changes/effects

YOUTH PROJECTS | ACTIVITIES

Approach of (international) youth work



Recommendations | ideas to reconsider

Partly revisited and further analysed in module (B) transfer into practice



Approach of (international) youth work

Youth projects | activities

- Provide special support for unexperienced youth workers during the planning process
- Encourage the active inclusion of young people in the planning and implementation process (not only after the grant approval)
- Foster professionalism in terms of golden standards in project/activity implementation and risk management
- Provide follow-up activities

1.4 Expectations and motivation to attend the training/activity

INDIVIDUALS

Expectations

including motivation

Personal expectations

Personal development

- Gain inspiration and motivation for the own work
- Exchange experiences and emotions with peers
- Gain self-confidence in the quality of own work
- Dealing with emotions and communication

Decision processes/motivation

- Initiatives of attending a training/activity come almost from individuals, independently with/without organisational background
- Vague expectations for the attended training/activity in order to be positively surprised from the training/activity outcomes and avoid disappointments
- Topic-related decisions to strengthen expert knowledge; start international youth projects; improve NFL approach and training/activity practice

New experiences/learning opportunities

- Interests in intercultural learning; learning in a different country and learning from others' experience
- Broadening personal horizons; learning to think differently
- Exchange good and bad practices
- Meet people with similar values ('sense of community')
- Build networks and partnerships

Professional development

- Acquire knowledge for international youth projects (application; implementation) and youth work
- Obtain information for the E+/YiA programme
- Acquire specialised knowledge in terms of social inclusion of YPFO/YPSN, efficient communication, enhance the quality in youth work
- Increase language skills
- Gain digital competence
- Increase career perspectives



ORGANISATIONS

Expectations

Partly revisited and further analysed in module (C) systemic effects, focused on capacity building

Organisational expectations

Decision processes

- Organisations are not always involved (no interest; trust the staff for finding the best decision; without organisational background)
- Topic related (inline with interests and abilities of participants)
- Get inspiration by peers/other European countries/organisations
- Learn new techniques, effective methods, tools for communication and for activating young people
- Raise professional competences

Expansion of know-how

- Information about the E+/YiA programme
- Applications for international youth projects
- Implementation of international youth projects
- New international practical knowledge (best practice)
- Dissemination activities according to existing structures (i.e. workshops; meetings)

Support

- Wide range for participants from financial support, over preparation support, to mental support

Needs analysis

- Almost coherent with personal expectations
- Rarely systematically organised or implemented
- Tools and methods for carrying out trainings



Recommendations | ideas to reconsider

Partly revisited and further analysed in module (C) systemic effects, focused on capacity building



Expectations

Support potential participants & organisations

- Provide simple needs analysis to clarify expectations (i.e. guidelines)
- Provide training descriptions in time, including precise requirement
- Provide application forms that enable recruiting processes/matching of peers

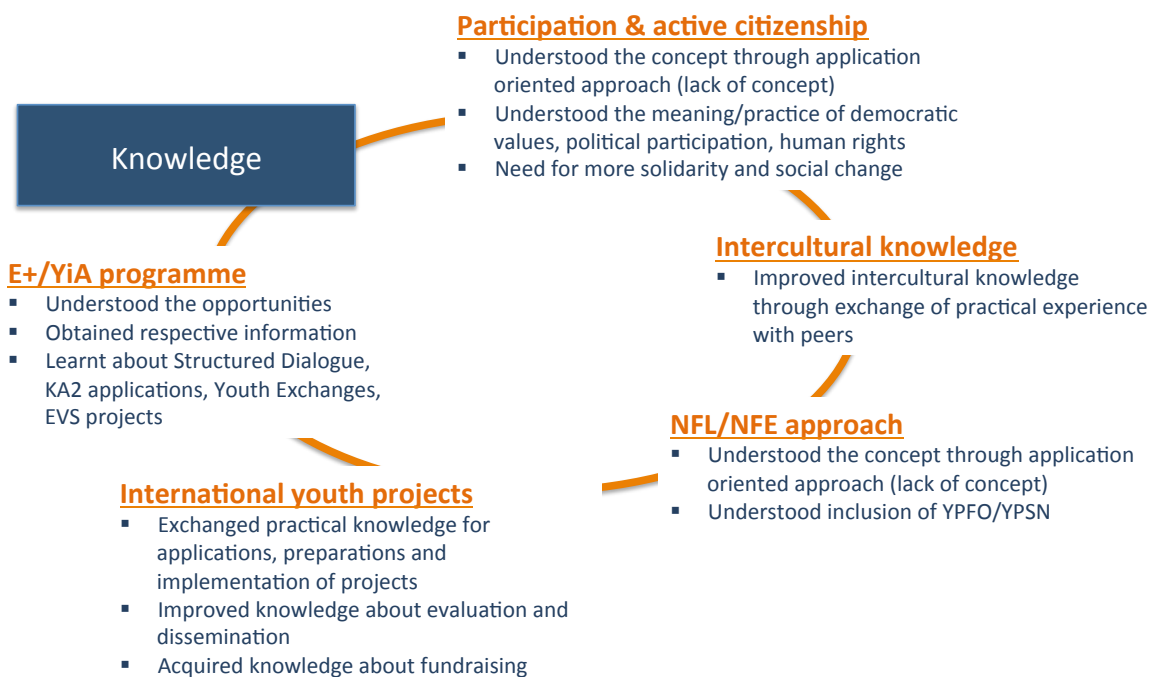
Inclusion of participants in preparation

- Provide possibilities to get in contact with peers and trainers in advance
- Clarify questions and expectations in advance
- Provide opportunities for improving English skills (i.e. vocabulary for youth work)
- Provide background material for preparation

1.5 (International) youth work competences and development/changes

KNOWLEDGE

Acquired competences



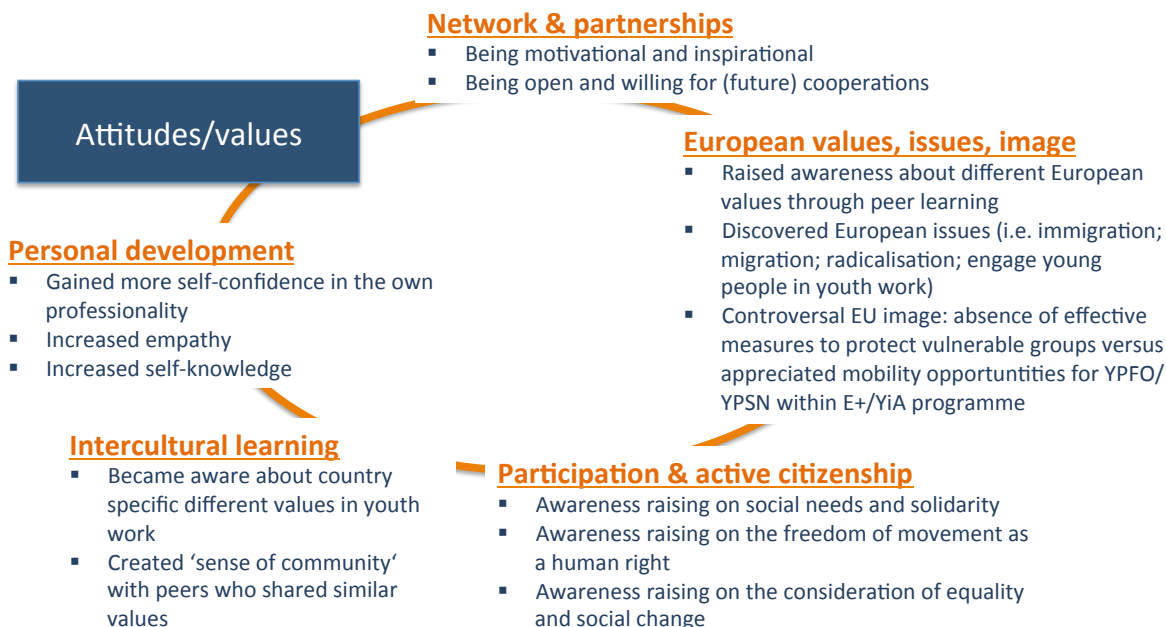
SKILLS

Acquired competences



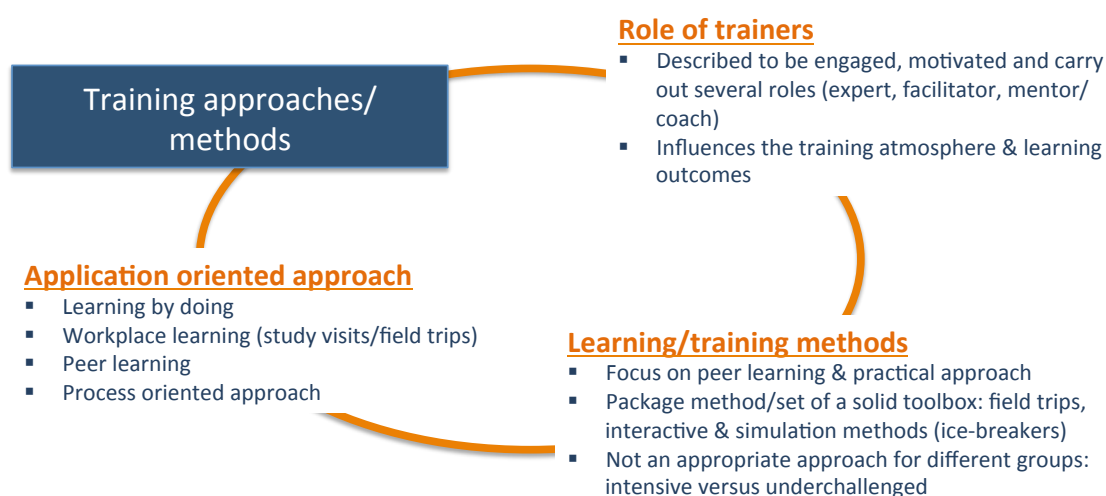
ATTITUDES & VALUES

Acquired competences



APPLIED TRAINING APPROACHES & METHODS

Applied training approaches & methods



Recommendations | ideas to reconsider

Partly revisited and further analysed in module (C) systemic effects, focused on capacity building

Competence development & training approaches/methods

Consider new topics for (international) youth work

- Provide learning opportunities in terms of digitalisation
- Provide flexible learning/training settings to identify, discuss and solve new challenges in daily business
- Strengthen political knowledge, engagements and awareness among participants

Provide approved concepts of (international) youth work

- Integrate concepts for NFL & NFE approach, ICL, participation/active citizenship & international youth work
- Include competence models for working internationally in the youth field
- Consider concepts of ethics & integrity
- Consider concepts & European frameworks in the context of democracy, human rights, solidarity

Ensure a balanced combination of theory/concepts & practice/methods

- Strengthen quality in sources of input & variations of methods
- Provide an appropriate (learner-centred/target-oriented) combination of programme & informal settings
- Strengthen competence of trainers to address innovative approaches (digitalisation, philosophy, ethics, integrity)

1.6 Transfer of learning/training outcomes: first effects on practice

INDIVIDUAL LEVEL

Transfer into practice

Revisited and further analysed in module (B) transfer into practice (interviews (3): twelve months after the activity)



ORGANISATIONAL LEVEL

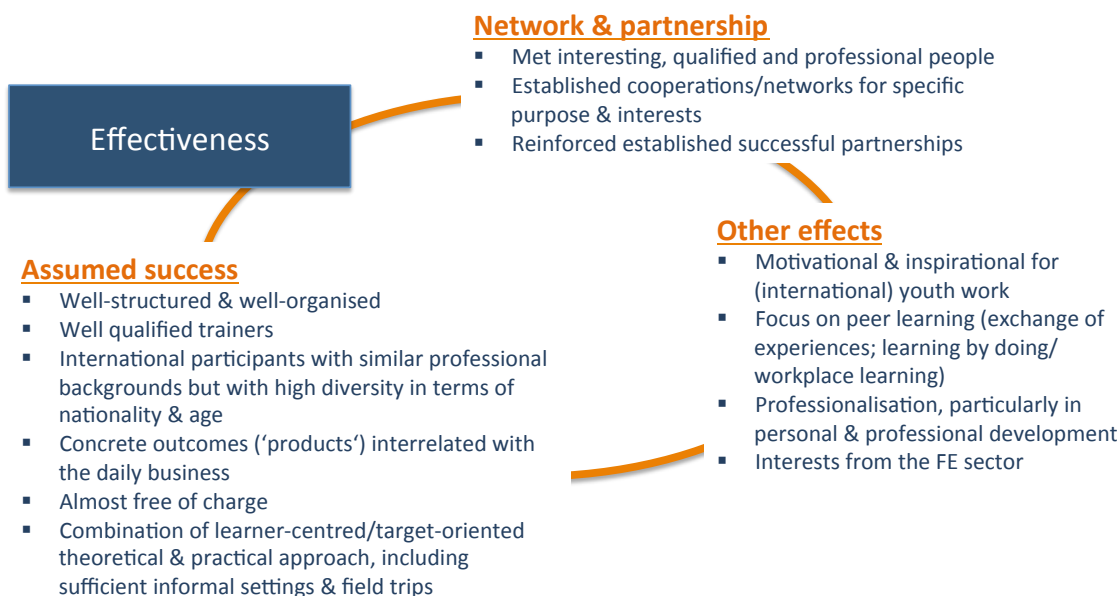
Transfer into practice

Revisited and further analysed in module (C) systemic effects, focused on capacity building



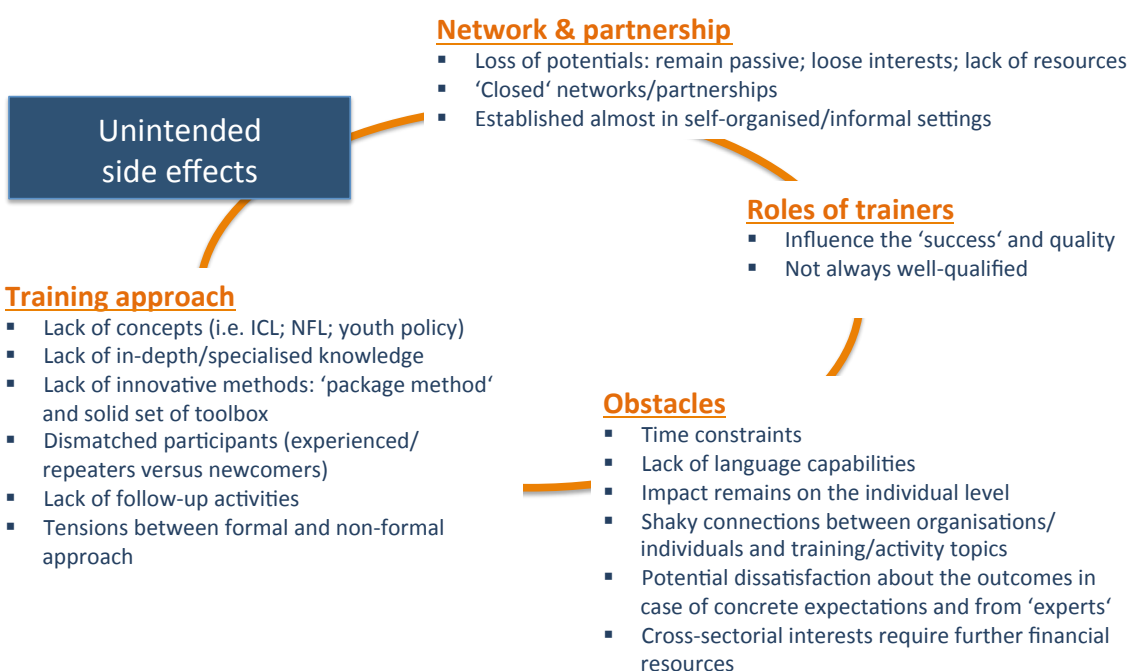
EFFECTIVENESS OF THE TRAINING/ACTIVITY

Training/support activities



UNINTENDED SIDE EFFECTS

Training/support activities



Recommendations | ideas to reconsider

Partly revisited and further analysed in module (C) systemic effects, focused on capacity building



Training/support activities

Impact on the individual level

- Impact may remain predominantly at individual level: dissemination activities focused on colleagues and supervisors; in some cases implementation of workshops and training or rarely cooperations with other organisations or politicians
- Provide appropriate resources for dissemination by the organisation
- Provide applicable and relevant learning outcomes for daily work (obstacles: lack of new knowledge; professional priorities; organisational background; political changes)
- Support individuals without an organisational background to share their learning outcomes with an interesting youth work community

Impact on the organisational level

- Provide concrete and relevant learning outcomes ('products') to change daily business and to promote the transfer into the organisational practice
- Support organisations and networks to develop strategic approaches to personal and professional development and to international youth work
- Support organisations to disseminate the outcomes to their environment/community at local and regional level

Strengthen the quality of the training/activity

- Ensure high quality in the implementation of the training/activity (inputs, activities, experts) in relation to the working field
- Consider appropriate matching of participants (similar professional backgrounds, nationalities, age)
- Consider new and innovative methods and formats for trainings/activities (incubators for developing new methods; call for new methods)
- Design in-depth and specialised trainings/activities for experts
- Revisit training of trainers; improve competences of trainers

Ensure sustainability

- Provide follow-up activities for deepening learning outcomes and peer learning
- Provide follow-up activities for reinforcing networks and partnerships

1.7 Future perspectives and outlook

YOUTH WORK AMBITIONS & PERSPECTIVES

Future perspectives & outlook



Recommendations | ideas to reconsider

Partly revisited and further analysed in module (B) transfer into practice



Future perspectives & outlook

Youth work ambitions & perspectives

- Provide national training settings similar to the international trainings for reflection, exchange and networking
- Provide trainings/activities for youth workers with a higher age to get in contact with life realities for younger youth workers

2 The context, design and approach of RAY-CAP

How do training and support activities within E+/YiA (in particular in KA1 and KA2) contribute to competence development and professionalism of youth workers and youth leaders?

What is the European dimension in regard to the impact of training/support activities? How are learning outcomes transferred into practice? How do training and support activities within E+/YiA contribute to the development of organisations involved in E+/YiA, also in combination with other E+/YiA activities these organisations are involved in? How could the findings contribute to quality development of training/support strategies and youth work/training/support practice in the context of E+/YiA, including the work of National Agencies in this respect, in particular through dissemination and exploitation? How could the findings contribute to youth policy development?

These and other questions are addressed and studied through the research project on competence development and capacity building in Erasmus+: Youth in Action (RAY-CAP research project). The RAY-CAP research project is part of the Research-based Analysis of Youth in Action (RAY).

2.1 The RAY-CAP project partners & RAY Network

At present, 16 partners of the RAY Network with their research partners are involved in the RAY-CAP research project and come from Austria, Belgium (Flemish-speaking community), the Czech Republic, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Lithuania, Poland, Romania, Slovenia and Turkey (see appendices).

A working group developing and monitoring this research project is composed of representatives of the RAY Network partners in Austria, Czech Republic, Estonia, Germany, France, Slovenia and Turkey. Thus, the members are involved in the development of research instruments, analysis guidelines, templates and contribute to the quality of the transnational analysis as well as the ongoing progress of the research project.

Furthermore, researchers' meetings have been established to ensure quality assurance in the research projects. Thus, all RAY-CAP research partners were invited to contribute the development of respective research instruments and concepts together with the transnational research team as well as support the ongoing research process with their expertise.

The RAY Network was founded on the initiative of the Austrian National Agency of the YiA Programme in order to develop joint transnational research activities related to the EU-Programme Youth in Action (2007 to 2013) in line with the aims and objectives outlined above. A first network meeting took place in Austria in 2008. Since then, the RAY Network has expanded continuously and currently involves the National Agencies and their research partners in 31 countries (as of July 2017): Austria, Belgium, Bulgaria, the Czech Republic, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, the Slovak Republic, Slovenia, Spain, Sweden, Turkey, the United Kingdom. The RAY Network is open for additional partners.

2.2 Research approach and activities

This research project is conducted in the framework of 'Research-based Analysis of Erasmus+: Youth in Action' (RAY). It is focussed on processes, outcomes and impact of training activities for youth workers and youth leaders in Erasmus+: Youth in Action (E+/YiA). In particular, the study aims to explore how these activities contribute to the competence development of youth workers, how they contribute to youth work practice, and how they affect the organisations involved in E+/YiA. This should lead to a better understanding of the systemic impact of training activities within E+/YiA. Furthermore, the study should also contribute to the quality development and strategic planning of Transnational Cooperation Activities (TCA) within E+/YiA.

Briefly, there are three research modules:

- a module on the competence development of participants in training/support activities within E+/YiA;
- a module on the transfer into practice of what has been learned in training/support activities (use of competences developed);
- a module on the systemic effects (including long-term effects) of training/support activities, in particular on the organisations involved (youth organisations, training providers, National Agencies).

The study involves projects for the first round starting between 1 November 2015 and 30 April 2016; for the second round 1 May 2016 and 30 November 2016 and funded through the National Agencies of E+/YiA in Austria, Belgium (Flemish-speaking community), the Czech Republic, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Lithuania, Poland, Romania, Slovenia and Turkey.

2.2.1 Aims and objectives

The aim of the RAY-CAP project is to explore evidence for the benefits of international cooperation in the youth field in E+/YiA, especially with respect to its contribution to quality development of youth work training and the work of youth workers, organisations in the youth field and National Agencies of E+/YiA. This evidence should contribute to the visibility and recognition of international cooperation in the youth field.

In particular, the aim of this study of module (A) competence development is to contribute to quality assurance and quality development in the implementation of E+/YiA, to evidence-based and research-informed youth policy development and to a better understanding of competence development in the youth field through attending trainings/activities (YWM and TCA) within E+/YiA.

The objectives of this RAY-CAP project are to explore

- competence development of youth workers and youth leaders through their participation in training and support activities in the youth field, in particular in the framework of E+/YiA (including TCA);
- how learning outcomes from such activities are transferred into practice;
- long-term systemic effects of training and support activities on the organisations involved in E+/YiA.

The exploration of competence development referred to

- key competences according to the European reference framework for key competences for lifelong learning (see European Parliament and Council, 2006); in this respect, this study should build on the RAY studies between 2009 and 2014;³
- youth work competences, in particular related to international youth work and youth work with a European dimension, but also to youth work in general; in this respect the study should take into account existing literature and frameworks for (international) youth work such as the European Training Strategy (see Bergstein, García López, & Teichmann, 2014), the portfolio on youth work of the Council of Europe (Council of Europe, 2007) and related studies (see European Commission, 2014; Pantea, 2012).

The study could also be used to explore potential synergies between training/support activities in different sectors of Programme, with a view to a potential added value of cross-sectorial training activities, in the framework of strategic partnerships within E+ programme.

2.2.2 Research questions

a) General research questions:

- How do training and support activities within E+/YiA (in particular in KA1 and KA2) contribute to competence development and professionalism of youth workers and youth leaders?
- What is the European dimension in regard to the impact of training/support activities?
- How are learning outcomes transferred into practice?
- How do training and support activities within E+/YiA contribute to the development of organisations involved in E+/YiA, also in combination with other E+/YiA activities these organisations are involved in?
- How could the findings contribute to quality development of training/support strategies and youth work/training/support practice in the context of E+/YiA, including the work of National Agencies in this respect, in particular through dissemination and exploitation?
- How could the findings contribute to youth policy development?

b) Specific research questions:

- Which key competences and (international) youth work competences are developed through training/support activities within E+/YiA? To which extent are they developed?
- How does the development of key competences and (international) youth work competences focussed on quality standards and professionalism take place in training/support activities within E+/YiA?
- Which training approaches, methodologies and other factors are successful in developing these competences? What stimulates the development of these competences?
- What are the differences of training processes and outcomes depending on different types of training providers, training formats and types of training and support activities?
- How does participation in E+/YiA contribute to inclusion of young people with fewer opportunities?
- What triggers the participation of youth workers and youth leaders in training and support activities?

³ See <http://www.researchyouth.net/2013/publications/>

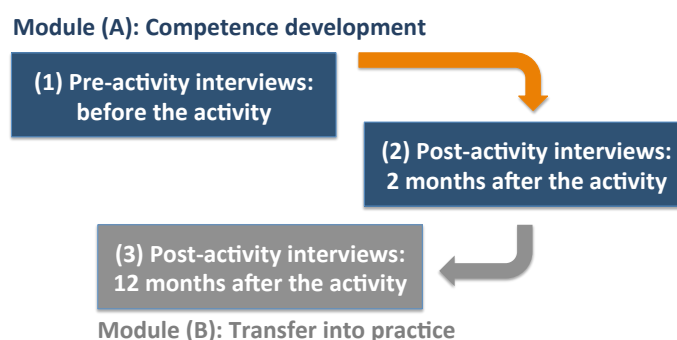
2.2.3 Research design

In order to explore the research questions above, the research design is based on multilingual semi-structured interviews with project participants of trainings/support activities of KA1-YWM and KA2-TCA within E+/YiA in two modules ((A) and (B)). Module (C) refers to beneficiaries (such as managers, directors, project leaders) of youth organisations, training providers and National Agencies and operators of organisations involved in E+/YiA.

The interview design consists of

- face-to-face interviews with participants of training activities for youth workers and youth leaders within E+/YiA; interviews are planned to be conducted before the beginning of, two months after and 12 months after the training activity (see figure 1: overview of the approach of module (A): competence development);
- face-to-face interviews with directors/persons responsible for international activities in youth organisations, youth centres and other organisations involved in training activities as well as other types of projects funded within E+/YiA projects.

Figure 1: Overview of the approach of module (A): Competence development



a) Module (A) on competence development

A specification (framework) of ‘youth work competences’ (including for international youth work) was developed based on a literature review, including existing competence models for youth work as well as on a survey (standardised interviews) with beneficiaries who are responsible for implementing TCA in E+/YiA.

Furthermore, national pre-studies were carried out, exploring basic dimensions of the development of youth work competences and their use in practice by interviewing participants involved in training and networking activities within YiA (2007-2013). This pre-study was aimed at contributing to the development of research instruments of the main study.

The research design of the main study is based on a self-assessment of competence development by participants in training/support activities through interviews before and after the training/support activity. The sample of participants includes participants with different levels of experience with training/support activities (‘newcomers’ as well as ‘repeaters’).

Additionally, the questionnaires for participants within the RAY research project on monitoring E+/YiA (‘Standard Surveys’) will include a special section for participants in training/support activities (Youth Worker Mobility and Transnational Cooperation Activities) in view of their

development of (international) youth work competences. The outcomes of these surveys will be taken into consideration in the final version of the transnational analysis study (module (B)).

b) Module (B) on the transfer of competence development into practice

The research design includes interviews with participants in training/support activities around 12 months after the activity (same sample as for the module (A) on competence development). If applicable, these interviews should also refer to effects on the organisations of the interviewed participants module (C). In this respect, the sample of participants should reflect a broad scope of organisations, including from organisations with no prior involvement in YiA or E+/YiA.

c) Module (C) on systemic effects (capacity building in organisations)

This module would explore (long-term) systemic effects of training/support activities (including TCA) as well as of the overall involvement in E+/YiA on the organisations involved.⁴

The research design of the main study would include interviews (semi-structured) with staff members of organisations involved in training/support activities and in other activities funded through E+/YiA.⁵ Staff members interviewed would be directors of organisations and staff members working on E+/YiA activities (with a focus on organisations involved in the modules on competence development and on the transfer into practice through youth workers and youth leaders interviewed for this study).

Optionally, the research design could include case studies of selected training/support activities as well as of organisations with a multiple involvement in E+/YiA.

A main indicator for organisational development would be the quality of (international) youth work, indicated by non-formal learning, intercultural learning, inclusion of young people with fewer opportunities and participation of young people in the activities of the organisations. Further indicators could be the “multiplication” of experiences gained in training/support activities, the sustainability of effects resulting from the involvement in training/support activities etc.

⁴ In general, organisations involved in training/support activities are likely to be also involved in other activity types of E+/YiA.

⁵ To be clarified if the sample should also include organisations which were involved less frequently and/or for a shorter period.

3 Main Findings of the interim transnational interview analysis module (A)

3.1 Involvement in the youth field

The chapter 3.1 is focused on the involvement of the interview sample in the youth field and provides an overview about the interviewees' profiles.

The following chapter predominantly includes main findings on the professional position and organisational background of interviewed participants of the trainings/activities as well as their involvement in (European/international) youth work. Furthermore, their employment and occupational status as well as educational background are part of this chapter. In addition to that, appropriate typologies for the organisational backgrounds of the interview sample have been defined.

3.1.1 Organisational context

Participants of the trainings differ depending on their organisational background. Two types of persons can be distinguished with regard to their participation:

On one side, those who are active members of a youth organisation and on the other side, those who joined an organisation in order to participate in the TCA/KA1 (small amount). The latter were e.g. teachers, students, unemployed persons. This might partially be explained through a lack of possibilities for individuals to participate in such international trainings/activities, as well as no possibilities existing for people coming from the formal education sector. The trainings are seen as a possibility to strengthen personal/professional skills and increasing the chances of finding a job.

With regard to the organisational background of the participants, three organisational differences can be made:

- 1) Organisations in the third sector
- 2) Organisations in the public sector
- 3) Civil society – Individuals

(1) Organisations in the third sector

The third sector is understood following the “European“ definition by Evers and Laville (2004:13): “Emphasis on an analytical approach developing association typologies and changes as well as the development of the economic dimension of all “not-for-profit“ social economy organizations. Criterion of limits of private acquisition of profits: inclusion of cooperatives and mutual aid societies.“

According to this definition, in the current interview sample, the following organisations of the third sector can be indicated:

- Associations
- Foundations
- Cooperatives
- Mutual benefit organisations

(2) The public sector and its organisations/institutions

(Municipal level; Provincial level; Federal level)

For the interview sample, the following organisations/institutions located in the youth field or outside of the public sector can be identified and clustered:

In the youth field

- Provincial Ministries
 - Provincial Directorate of Family and Social Policy
 - Provincial Directorate of Ministry of Education
 - Provincial Directorate of Youth, Sport and Social Inclusion
- Municipal Government, Youth Section
- Youth (work) centres
- Youth representative bodies
- Family day care centres
- Youth services
- Advisory centre
- Youth forum (federation of youth organisations)
- Municipal culture house
- Body close to Federal Ministry of Education

Other

- Schools (High School)
- Education Centre and Evening Art School
- University
- Psychology and Development Centre
- Prison
- Chamber of labour
- Company
- National institute for Culture

(3) Individuals

This category includes persons who joined an organisation in order to join a project or participated in the project without (relevant) organisational background.

- Person is a Master's student without an organisational background
- Person is dance instructor (works for a dance company) without an organisational background
- Person does not work for his/her organisation and is a full-time teacher
- Person was sent by an organisation but is not part of it

3.1.1.1 | Organisational status

“My job title is youth leader, but in reality, I am doing exactly the same as do the youth workers [sic]. Only the title is ... yes, the title is different. I deal with youth, consult them, carry out events, organize them and so on. This is the role I have here [in this organization]” (EE_Ams_TCA3ee)

a) European/international youth work

European/international youth work seems to provide benefits for several groups and interests. In the interviews, it is pointed out that through international youth work, knowledge can be exchanged with other partners from Europe and is considered to be useful for strengthening skills. E+/YiA programme is assumed to provide possibilities to get involved with European/international youth work. Thus, participation in TCA/KA1 motivated participants and their organisations to start planning/ intending to plan international youth projects on their own. In particular, students tend to get involved in half-year/one-year projects within Europe. Some

interviewed participants reconsidered/restructured the priorities for future projects (see chapter (international) youth work competences; effectiveness of the training/activity).

Nevertheless, it is stated in the interviews that organisations need personal and financial resources to engage in EU programmes because implementing international youth projects is more difficult than implementing local projects.

b) Youth work

The field of youth work is characterised by passionate and motivated people, who like to help others as well as get along well with youth and want to improve things for them.

"I am a dance instructor but actually I am engaged in physical and mental development of youth with the aim to help them to find their way in life (...) their opportunities (...). We try to expand their thinking (...) the big picture (...) so that they could break out of the box"
(EE_Bfs_TCA5ee)

Some interviewees report that they take satisfaction from seeing positive results and they consider it to be important to give young people free space to develop. Inclusion seems an important aspect in youth work.

They consider a high need for youth work and receive positive feedback from children/young persons and were asked to offer more projects.

"To do something together with them [the youth]. It is not only about the events (...) for example, taking care of the house, taking care of the surroundings (...). Christ, we actually do here a damn lot (...) like, teaching them too (...)" (EE_Ams_TCA3ee).

There seems to be a cooperation between the non-formal and formal education sector. Projects are implemented by youth organisations in cooperation with teachers and students at school/university students at university. At the same time (university) students and as well teachers become initiators of youth projects.

Another remarkable aspect concerns popular working fields in this sample. Thus, interviewees are involved in the field of sports, music, migration/refugees, disadvantaged children for e.g. roma youth or art related topics.

Furthermore, youth work is considered as a political tool and as a means to bridge institutional shortcomings in the youth field. Youth leaders are getting involved in a variety of tasks as well as youth workers. Youth work touches very different areas of young people's lives, from activities in their leisure time to participation in family decisions to any kind of questions that concern young people.

Experience is a big factor when it comes to youth work. For some youth workers, their own experience and background have an impact on their work/approach with young people.

At the same time, it affects also the understanding of youth work and youth policies. For participants, especially those with little experience in youth work, the differences between youth work and youth policies do not seem clear.

Youth work provides not only opportunities for workers or leaders but also for young people to act politically, for example, in the form of youth councils or youth units. Nevertheless, it should be mentioned that it was also critically mentioned that the right target group of young people is not always attracted by youth activities. The E+/YiA programme should address disadvantaged young people but more and more participants are coming from the middle class.

Another interesting aspect of youth work are student associations. The students associations, which consist of groups of students, organise youth projects on a regular basis. The members enjoy great independence in preparing and organising events and everybody who is motivated is welcome to join. However, there is a big fluctuation of members participating in the association, so sharing of experience and the know-how is a crucial part of the organisational culture. This also includes passing on leadership and organisational skills to the members. Therefore, the fluctuation does not impact the working outcome of the association. The local trainings are seen as assisting the implementation of the bigger projects on an international level.

3.1.1.2 | Occupational status

In the current interview sample, there are persons who are directly involved in the youth field and are either employed (full-time; part-time) or working as freelancers for a youth organisation. Furthermore, there are persons working 'indirectly' for a youth organisation and are either employed (full-time; part-time) or as freelancers in a youth organisation. They are responsible for the administrative/organisational work in the youth organisation.

Another group of persons is engaged in the youth field as volunteers next to a regular job (e.g. teachers; managing director of company in educational field; etc.) or next to high school/university. The last group of persons are defined with 'others', who are unemployed for example.

With respect to the occupational status, it seems remarkable that combinations of multifunctional roles became obvious. Thus, several interviewees mention that they are employed outside the youth field but are volunteers inside the youth field, or are employed inside the youth field and are a volunteer in another organisation (see chapter methodology).

a) Students

There are visibly different motivations for the involvement of students in the youth field. Most of the students are highly motivated and passionate about working in the youth work/the topic area. Students are mainly involved on a voluntary basis and are not employed. Some of them use "youth work/voluntary work" for personal reasons, for example, to get a scholarship, or to be able to participate in YiA, or for professional development in order to have better chances of finding a job.

Next to the possibility of participating in NGOs etc., students can also be involved through a student association. Most of the students involved work on a voluntary basis and are unsure if they are going to stay in the youth sector.

TCA/YWM seems attractive for university students to improve their career perspectives or professional development, such as their English language skills. Remarkably, the study backgrounds indicate a high diversity and range from medicine to political science to cultural/social anthropology.

b) Experienced youth workers

Experienced youth workers in the interview sample show a high level of experience in the youth field and are often employed. There is a tendency that they have a 'long(er)' record of involvement in the youth field.

Notably, the forms of experience may differ among this group. Some of the interviewees address experience in the youth field due to long-term commitment to the practical work. For others, the experience refers to their professional background (not only in youth work but also in other fields) or due to their educational background in international training/activities ('repeaters').

Experience in youth work is potentially based on self-made or practical experience of the workers in the past.

TCA/YWM is often understood to offer opportunities for training.

c) Newcomers

In comparison to the experienced youth worker, there are some persons who can be characterised by low levels of experience in the youth field (< 1 year) and/or attended an international training/activity for the first time.

TCA/YWM is often understood to open career perspectives or to improve personal or professional development.

3.1.2 Conclusion

The conclusions contain the main findings on the professional position and organisational background of interviewed participants of the trainings/activities as well as their involvement in (European/international) youth work, and their employment and occupational status.

First of all, youth work is characterised by passionate and motivated people. Interestingly, the boundaries between formal and non-formal education sector are flexible. There seems to be cooperation between youth organisations and teachers/students or university students.

Youth work is often political and fulfils tasks that should be provided by a state's authorities. Furthermore, the choice of the topics seems to have a political connotation, especially those dealing with migration/refugees or disadvantaged children (e.g. roma youth). That might be because youth workers adapt the topics to the given circumstances (e.g. refugee movement in 2015).

Youth work gives youth workers, but equally young people, the chance to act politically. They get the opportunity to express and organise themselves in youth councils or youth units.

At the same time, it was mentioned that more young people from the middle class join youth projects, which is often not the intention of youth work project organisers.

Student associations are involved in youth work as well, but are characterised by a high degree of flexibility and fluctuation of their members. Therefore, their work can be best described as a grassroots approach in which all members are involved in leadership and organising projects.

European/international youth work is seen as a good thing to strengthen personal/professional skills, but the lack of personal and financial resources discourages some interviewees to engage in EU programmes. The implementation of international youth seems more demanding than the implementation of local projects.

The main findings on the professional position and organisational background of interviewed participants can be summarised as follows. Two broad groups of participants can be distinguished: (1) Participants who are active members of a youth organisation and (2) those who joined an organisation in order to participate in the TCA/KA1 (small amount). The latter were e.g. teachers,

students, unemployed persons. A reason might be that individuals have no possibilities to participate in such international trainings/activities. The same applies for people working in the formal education. The trainings are seen as beneficial to strengthen personal/professional skills and to improve the likelihood to find a job afterwards. Furthermore, participants are part of different kind of organisations: (1) organisations in the third sector, (2) public sector and its organisations/institutions as well as (3) individuals. Participants from the first two groups represent the majority.

Concerning the occupational status, it seems interesting that combinations of different occupational roles were visible. Thus, several interviewees mention that they are employed outside the youth field but are volunteers inside the youth field, or are employed inside the youth field and are a volunteer in another organisation (see chapter methodology).

Among participants the degree of experience in youth work and their involvement seem to differ as well. The group of experienced youth workers seems to have different perceptions of how experience can be acquired or understood. For some interviewees, experience is acquired through long-term commitment to the practical work in the youth field. For others, the experience refers to their professional background (not only in youth work but also in other fields) or to their educational background in international training/activity ('repeaters').

Experience in youth work is potentially based on self-made or practical experience of the workers in the past. For experienced workers, TCA/YWM is often understood to offer opportunities for further training and possibility for exchange with other youth workers.

In comparison to the experienced youth worker, there are some persons who do not have much experience in the youth field (< 1 year) and/or attended an international training/activity for the first time. They can be classified as newcomers. TCA/YWM is often understood to open career perspectives or to improve personal or professional development.

University students who participated in the TCA/YWM form a special case. Some students hope to increase their chances for a better job through this or to improve their professional skills such as their English language skills. The students joining the trainings show a wide range of different study backgrounds. At the same time, it does not exclude a genuine interest in youth work. For some it might even be the starting point for engaging in youth work.

3.2 Approach of (international) youth work and initial changes/effects

The chapter 3.2 refers to the self-perceived approach of (international) youth work. Interviewed participants were asked about their approach to (international) youth work before the activity and around two months after the activity. For the transnational analysis of this section, only interview statements were used of the second round of interviews, when no changes/short-term effects could be indicated. Training/activity effects were analysed in other sections (see chapter transfer of learning/training outcomes into practice).

The main interest for this chapter was to receive statements and assumptions about the daily work of youth workers/youth leaders, namely: what kind of strategies or standards are carried out in terms of project/activity preparation or implementation, or what kind of competences are perceived to be most important in (international) youth work. The focus is based on the practice in (international) youth work.

According to the structured protocol⁶, categories are taken into account in this chapter about the gold standards for planning/preparing as well as implementing youth projects/activities; the preparation of a youth project and choice/development of activities with/for young people; appropriate training approaches/methods and learning settings in practice and European values, European issues and image of the European Union.

3.2.1 Youth projects/activities

“I think that maybe (most important thing in youth work) is to come to their level. In other words, to attempt to forget all the borders and to understand what the young persons is going through at the very moment. Why ... why ... she/he has gone ... or why she/he has done the choices [sic] that are done or why the things have happened what have happened The skills to listen and comprehend are really important part [in youth work]”
“Actually, when we talk about the people who work with youth ... then it is extremely important that they believe in the youth” (EE_Cfs_TCA4ee)

“Even though I said this before, but attitude is very important. You have to treat young people as partners and you have to pay attention to the whole picture. When I work with a teenager, I try not to concentrate on their weaknesses ... We are not friends, it is a different relationship, but we are partners...and every day is a new day of our collaboration, and I have to be flexible, if one way didn't work out, I have to find another... And maybe this is something I've got from this training, where we had three minutes to act in a situation and that's all.”
(Hfs_TCA8bu2)

“I'm more of a pessimist than my colleagues about the involvement of young people, because, as I see, if we can't attract a certain circle, or someone doesn't give a positive opinion, and really sacrifices their spare time to come regularly, it's very difficult to motivate and involve youngsters.”
(Ifs_TCA5bu1)

Youth work is characterised by the skills and ability to listen and relate to young people and the ability to be empathetic and the commitment to their job. Another important factor of youth work is to be open-minded and flexible to the needs of young people and new challenges that might

⁶ See Appendix A for an overview of the structured protocol

occur. They need to love what they do. This shows as well when a participant points out that the salary does not count so much:

“Out of the sense-of-mission (...) that is why I am here. The director asked me if the salary is not too little and I told that [sic] how come it is little, that I don’t care about the salary that much. Yes, this is not the most important thing. When other people work for salary, then I (...) I definitely does not do it [sic]”
(EE_Ams_TCA3ee).

Youth work is also understood to permit young people to go through a learning process, to reflect and discover new talents and promote new knowledge at home.

a) Planning of (international) youth projects

It is important to state that not all interviewees were able to provide information on how to prepare a project because of their lack of involvement and/or experience in organising projects. Difficult project planning due to inexperience of the youth worker and special project setting (e.g. prison) underlines the importance of listening to and talking with young people. Some interviewees point out that the projects need to be of use for participants and it is crucial to empower young people, to create a learning environment to make friendship and to learn from each other, as well as to think beyond boundaries. This involves pedagogical work.

Most projects in the youth field are organised based on a needs analysis because the focus is on the target group of the project. Therefore, most youth workers want to make sure that the projects are either based on the needs or even planned in cooperation with them. Only a few think that they know best based on their experience of how to organise a suitable project.

Regarding gold standards for planning projects, the same applies to planning projects in general: not all interviewed participants could give a clear response to this, either through a lack of experience or because they are not involved in the planning. Another reason is that there simply is no such a thing as gold standard for the planning of projects. The provided E+/YiA guidelines are perceived as complex.

Overall, planning is in most cases in line with the values of the organisation like justice, equal rights or efficiently identifying the target group needs’ and interests considering the sustainability of the project (i.e. dissemination), which is stated as essential planning aspects. Furthermore, it is stressed that ensuring gender equality and paying attention to the age category are key.

With respect to precise planning of projects, the importance not to exclude potential participants and their parents is stressed (for example, summer camps for Roma girls and boys).

Generally speaking, there is a strong focus on **young people and their needs** and interests should be considered. A variety of different methods are considered in order to get the attention of the young people. This is in line with the view of a participant who sees standardised approaches as problematic and points out that young people need to identify themselves with the project. Someone else mentioned that it is hard to find the right way to motivate young people, especially for long-term commitment. An experienced participant states that there seem to be many wrong approaches in the youth field due to a lack of understanding of what is possible today and how young people grow up. One interviewee perceives bureaucratic structures as counter-productive. Instead, young people should be offered information and support. This approach should be guided by empowerment, by understanding young people but as well by respecting their choices.

b) Implementation of (international) youth projects/activities

Youth workers often do not distinguish much between youth work and international youth work, but the following two aspects could be seen as extra factors for European/International projects. This is the selection of partners and the financial aspect linked to organising projects.

Cooperation with partner organisations may play a vital role for the implementation of successful projects. In addition, cooperation with local authorities is possible and refers to a kind of exchange of knowledge in most cases.

Further it is recommended to first find suitable and trustworthy cooperation partners and second to find appropriate funding opportunities. A solid partnership is assumed to be most important factor but is not always easy. Supportive factors are stated for setting realistic goals and aims for the partners, discussing and mapping expectations as well as sorting out financial issues with partners before implementing projects. In addition, all partners should be interested and contribute to the project. Cooperation through communication channels like social media seems common.

Different forms of **collaboration** are mentioned in the interviews to make sure a project is successful. With respect to this, collaboration between the non-formal and formal education sector to recruit interested participants or the collaboration between politics and non-formal education sector are reported.

Furthermore, interviewees also mention established collaboration for implementing projects from previous partnerships. Finally, networking is assumed to be necessary to implement international projects successfully.

The procedures for the organisation of projects on a local and international level are described as very similar with the exception of finances. For the implementation of European/international youth projects the organisations are much more dependent on external financial resources.

Continuity and sustainability of results is especially important in European youth projects through feedback from project participants. Joining international projects is easier because everything is already organised by the coordinator and youth workers carry out the tasks according to their role in this process.

In general, **communication** is considered a valuable tool for the implementation of projects. There are several stages of communication. Communication procedures before the activity, during the activity as well as communication after the activity. The communication beforehand is characterised by promoting the project and trying to communicate the planned project to get future interested participants.

Finally, there may be a need for advertising the project in newspapers, on websites and on social media networks as part of the implementation to get more projects in the future. One participant assumes DEOR as a questionable approach, because if the project is useful for the young people then this message will spread and circulate quickly and without extraordinary dissemination activities. In contrast to DEOR, follow-up activities after the project are stressed to be important.

It is important to mention that digital youth work is perceived as the future. Digital effects, which could be indicated in the interviews, concern Facebook as a communication platform, information on websites or platforms and the use of apps as very useful. Some of the interviewees want to go completely digital and increase the possibility to plan more in the future.

Another effect refers to the inclusion of youth leaders/workers as web designer, expecting to reach young people more easily. Staying close to the target group and using online tools to attract young people is considered to be fundamental in the current stage of youth work. Thus, introducing

modern technologies are expressed as one main goal in order to reach young people because internet and social media play an important role for them.

c) Inclusion and participating of young people

When it comes to inclusion and the participation of young people, there are different approaches to assure a good outcome of youth activities.

It can be seen an empowering and inclusive approach in which young people are involved in the planning process from the beginning on and are encouraged to take responsibility. That means not only being involved in the planning process for projects but also taking over tasks during the implementation of projects. At the same time, the use of Facebook is pointed out as an exchange platform for the participants and for the exchange between the youth workers and participants concerning organisational things. Others state that fun is important and that learning should be organised in a way that is not obvious for the participants, such as involving young people in the process of application writing and giving them project leader positions to keep them active. At the same time, it might be helpful for the youth worker to anticipate possible scenarios that might occur during the project. Listening to the wishes of young people and taking them seriously are equally important. This is in line with the views of a youth worker who stated that the latter demands patience but as well acceptance of different views. This in turn means keeping the diverse backgrounds of young people in mind and including them in the projects. To reach as many different young people as possible, some go to schools, different events etc. Nevertheless, another youth worker stated that not only young people with disadvantaged backgrounds participate but those coming from the middle class. The interviewed persons enjoy working with young people the whole way through but it needs to be in line with budget and time as well. The general approach is to treat them as partners, build trust and promote initiative from young people. Creating a good group atmosphere seems important as well as evaluation and feedback to find out if the activity was helpful for the young people or not. Some interviewees are not familiar with non-formal learning principles and prefer to follow a formal scheme of mentor and student.

Furthermore, there is an approach where the youth worker focuses less on including young people in the planning process but rather stands above them and controls the scenario in which he/she can on one hand build a good relationship but still influence them. Others do have a prepared structure but are flexible enough to adapt it to the given situation.

Further interviewees criticised that participants are sometimes selected/recruited after grant approval. Because of this, a lack of involvement of the target group becomes apparent during the preparation phase of youth projects. While the interviewee is in favour of a participative educational approach from the first planning, they cannot bear the entrepreneurial risk to do any preparation without having the grant approval.

3.2.2 Knowledge acquisition through/in practice

“Going back is a much longer process, because even now I have flashbacks from the trainings, one or two good ideas, discussions pop up. If I need something concrete, I just take out the contact list of the participants, and I send an email to ask how it works in their organisation. So, it is possible and even beneficial to keep alive the connections. I like this way of operation and I would like to build this practice into our NGO as well”
(Ifs_TCA5bu1)

Knowledge acquisition in daily work through practical settings has been surveyed in the interviews. According to this, it is reported that learning from the young people happened, for example, in the field of internet and modern technology.

Another learning approach may exist through the exchange with other organisations/youth workers on a local as well as a European level. This is seen as a peer learning activity. Others consider self-learning as a key factor of youth projects. Non-formal methods like role plays on history enable participants to gain knowledge and facts by doing something. At the same time, the participants state that social skills can be learned through working in a team and communication in foreign languages. The crucial factor is to enable learning on all levels without using formal principles. For some interviewees content is more important than methods.

Some organisations are mainly involved on the European level and have a strong focus on intercultural competences. Learning with a focus on intercultural competences is also possible through the sharing of experiences of staff members with migration background or through volunteers from other countries. Furthermore, learning can be achieved through education and experience. However, according to an interviewee, this is not always enough; sometimes she feels like she lacks grassroots level and vice versa, there are people who are involved in creating youth policies but lack the direct contact with youth work. Somebody else sees group dynamics, especially with diverse people, as an important factor.

Gaining knowledge through going into an unfamiliar environment implies even the ‘risks’ that this environment cannot be totally predicted. She does not prepare much for the training, but she believes that it is more important how to use the information, experience, and the network after the training.

3.2.3 Changes of attitudes through/in practice

Original view of values linked with E: “Interculturality, diversity, involvement, solidarity...and education because most of the time it's related to education” (FR_BfsTCAfr).

Within this section the interesting point was to analyse self-perceived changes of attitudes through the daily youth work. As a result, following conclusions can be drawn based on the interview statements.

NGOs in the youth sector are taking over responsibilities and tasks that should be provided by the government/state. Much of this work is organised through the help of volunteers. But there are limits to the extent volunteers can be asked to be available/participate.

Furthermore, there is a positive change concerning the image of the EU. Among interviewees there seem to be a link between positive image of the EU and training participation or possibility to engage or implement an international/European project.

There are several reasons mentioned why the image changed. First, the EU's resource allocation for projects or the financial support for EU member countries are appreciated. Second, the European youth work helps to get a better understanding of youth work in other regions/countries.

With regard to political topics, some of the interviewees question the effectiveness when it comes to the EU and dealing with refugees. Furthermore, an interviewee underlines that the political discourse around Islam changed after terrorist attacks and put religion more in the focus. Discrimination against minorities and particularity Muslims became a topic across European countries. According to the interviewed participant, values should be freed from religious aspects or European territory and be more general (see chapter 3.4 (international) youth work competences and development/changes).

The training itself might have a positive impact on initiating new projects on a local level and sharing gained experiences with other organisations. And in a next step to inspire other youth workers to do the same. Some were already positive about the EU and considered its social work practice in line with EU standards but realised how many possibilities exist and would like their institution/ministry to implement similar ones from international to local projects (top-down).

3.2.4 Youth work competences

“People who work with youth need to be happy and satisfied with their own life in the first place. They need to be such sparkle-eyed persons (...). You cannot hate your job. You need to love your work; you need to have high motivation. You need to have a clear world-view. Before you can help someone” (EE_Cfs_TC44ee).

Competences are seen as important and the emphasis is on the following illustrated competences, as perceived and mentioned in the interviews before the activity. The division of the interview statements into political, intercultural and professional/quality dimension refers to the RAY-CAP conceptual framework for youth work within E+/YiA (see respective chapter in the appendices).

In addition to that, developed competences (knowledge, skills and attitudes) acquired through the attended training/activity are discussed and presented in chapter 3.4.. At the same time, there are participants who wish to strengthen their personal and professional skills (see chapter future perspectives and outlook).

a) Political dimension

(international) Youth work competences (1)



Political dimension

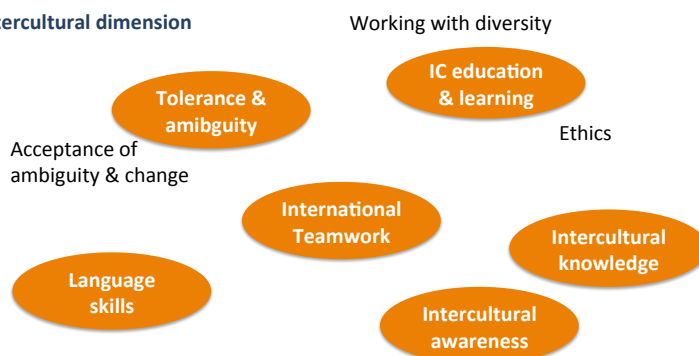


b) Intercultural dimension

(international) Youth work competences (2)



Intercultural dimension

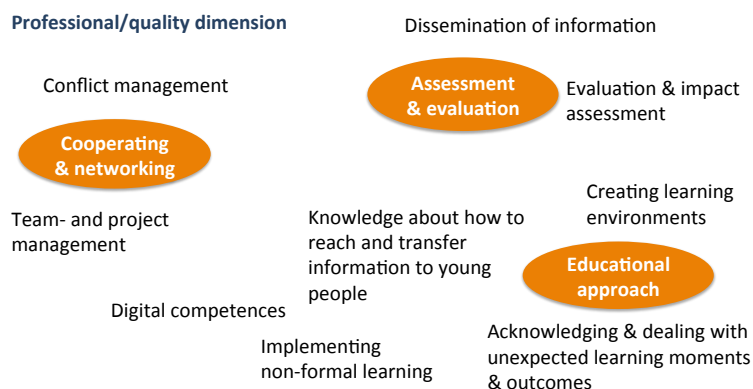


c) Professional/quality dimension

(international) Youth work competences (3)



Professional/quality dimension



3.2.5 Conclusions

The intention of this chapter is to better understand the daily work of youth workers/youth leaders. Especially the strategies or standards that are carried out in terms of project/activity preparation or implementation or the competences that are perceived to be most important in (international) youth work. The focus is based on the practice in (international) youth work.

Youth projects/activities are characterized by a high level of commitment of the youth workers towards the young people and the work in the youth field in general. It is often anticipated to include the young people in the planning and implementation process of projects and activities. The goal is to give young people tools which they can use in the future as well. It is important to note that generally speaking the interviewees did not distinguish much between local and international projects. However, two aspects seem more important in the organisation and implementation of international projects: Cooperation with partners and the financial aspect.

3.2.5.1 | Planning of (international) youth projects

Including the needs and interests of young people in the planning process of projects seems to be an important factor for many youth workers. This makes it easier to reach the young people and get the envisaged outcomes. Therefore, a needs analysis is conducted beforehand or future participants are included in the planning process of a project. Moreover, parents should sometimes be included. At the same time, some project ideas are harder to plan due to special project settings (e.g. prison) or a lack of experience of the youth worker.

Three different approaches can be observed when it comes to inclusion and participation of young people. (1) An empowering and inclusive approach (2) dominant role of the youth worker and/or prepared structure (3) no possibility of including young people in the planning process because participants are recruited once the grant is approved

Furthermore, not all participants can provide information about planning, either because they have too little experience or are not involved in it. This applies for information about possible gold standards as well. It could be that planning projects is limited to a core group in the respective organisations but as well because youth workers do not use a gold standard in order to stay flexible and adaptable to new situations and the young people. At the same time, the provided E+/YiA guidelines are perceived as complex

3.2.5.2 | Implementation of (international) youth projects/activities

For the successful implementation of projects, solid cooperation among different partners as well as regular communication and exchange of information are important aspects. Different forms of cooperation are mentioned in the interviews to make sure a project is successful. Next to the cooperation between organisations in the non-formal sector, the following cooperation forms can be observed as well. Cooperation between the formal/non-formal education sector to recruit participants and cooperation between politics and non-formal education sector.

The way and the timeframe of communication between project partners has an impact on the current but also on possible future projects. It seems there are several stages of communication: before the activity, during the activity as well as communication after the activity. The latter is often also starting point for future projects. It helps to evaluate the former project and to draw lessons for future cooperation.

As mentioned above the organisation and implementation of local and European projects seem very similar but more finances and a stable and trustworthy cooperation is essential. Often,

participants described joining then preparing international projects as easier due to the extra effort that needs to be put in the international projects.

3.2.5.3 | Knowledge acquisition through/in practice

Knowledge acquisition seem to have several facets. It can be achieved through direct interaction between the youth worker and young people. Young people often benefit from the experience and the non-formal methods used in the project. At the same time, young people learn through the interaction in the group or the use of foreign languages. Youth workers on the other side learn from the young people for e.g. in the field of modern technology.

Furthermore, the exchange of youth workers coming from different organisation on a local but as well European level enable them to learn from each other and to make use of it in future projects. At the same time, youth workers can use this to strengthen/develop intercultural competences.

Moreover, the trainings are seen as beneficial, not only because of the content but because of the experience and exchange possibilities with other youth workers. For many participants, maintaining the contact to those youth workers enables further learning.

3.2.5.4 | Changes of attitudes through/ in practice

Due to many external political and societal changes, NGOs often find themselves taking over responsibilities that should be provided by the respective government. Due to a lack of financial and personal resources, many tasks are fulfilled by volunteers. But those capacities are limited, therefore there would be a need for more financial support from the respective governments as well as more EU involvement in order to support NGOs in fulfilling those tasks.

In general, the image of the EU turns out to be positive. First, participants see the financial help from the EU as beneficial. Second, the youth workers get the possibility to exchange and network with youth workers from other countries on a European level. That also has positive effects on initiating new projects on a local as well European level.

3.2.5.5 | Youth work competences

Competences are seen as important. The outcomes of this analysis can be divided into political, intercultural and professional/quality dimension which refer to the RAY-CAP conceptual framework for youth work within E+/YiA (see respective illustration above as well as the respective chapter in the appendices).

3.3 Expectations/motivation to attend the training/activity

The chapter 3.3 is focused on expectations and motivation to attend the international training/activity. It refers to either personal expectations or organisational expectations. According to the planned module (C) systemic effects on capacity building in organisations involved in E+/YiA programme, personal expectations are described more precisely, while organisational expectations provide a first overview and will be revisited and further analysed in module (C).

The following chapter predominantly includes interview statements before the activity (interview (1)) connected with revisited statements two months after the activity (interview (2)), which are indicated in the text with ‘revisited’ to underline specific changes per case/interviewee. Referring to the structured protocol⁷, categories are taken into account about reasons for participation (including motivation); needs’ analysis as well as personal and organisational expectations.

More specifically, this chapter discusses reasons and motivation for participation (selection processes of the attended training/activity) and expectations about intended outcomes of the training/activity. With respect to personal expectations, analysed themes refer to expected (practical) knowledge acquisition, build networks and partnerships, exchange of experiences and learning opportunities as well as personal and professional development, which are further described and interpreted in the respective subchapters.

As perviously mentioned, organisational expectations are analysed in a broader sense and encompass needs’ analysis, knowledge transfer, support of the organisation to participants and networks and partnerships. It should be considered that a few interviewees do not have an organisational background. These interviewees could not be included in the transnational analysis of this chapter.

Drawing conclusions based on the analysed and discussed results close this chapter.

3.3.1 Personal expectations

“Also, because I’ve already participated in projects like this one, I know that these are always very good programmes, it is a good opportunity to meet other young people (...)” (Jms_TCA6bu1).

“First, because of its topic, that is youth exchange. Second, I always search for opportunities like this to travel abroad, I have found it a good way of learning: for a very low cost you can go to an international environment, you can share your experiences, you can learn many new tiny things during this one week. And it is easy to build good relationships, to find some partners and, last but not least, the venue is always nice” (Ifs_TCA5bu1).

Generally speaking, interrelations between personal and organisational expectations can be stated but personal ambitions are often the starting point, especially in terms of receiving respective mailings or sharing experiences with colleagues/friends, who attended similar trainings before.

On a meta level, the priority of expectations implies personal and professional expectations in terms of competence development.

Personal development refers, for example, to gain inspiration and motivation for their own work in daily business, exchange of emotions and experiences among peers or self-confidence in the

⁷ See Appendix A for an overview of the structured protocol

own quality of work. In some cases, the training is assessed positively because of personal development (see chapter personal development).

On the other hand, professional development is another core expectation in terms of knowledge acquisition of (international) project management/applications. Moreover, the interviewees perceive the implementation and receiving information of E+-programme as beneficial to their professional development. Finally, the improved communication/language as well as pedagogical skills or acquired intercultural knowledge are mentioned several times in the interviews with respect to professional expectations towards the attended training/activity (see chapter professional development).

Some of the interviewees sent their applications for participation in the training/activity without specific preliminary considerations because they were confronted with a lack of time for reflections. They report that their curiosity about international learning settings encouraged them to send the applications. Others carried out analytical processes to find an appropriate training/activity by matching the topic with the own working task.

For other interviewees, it is not easy to reconstruct anymore the reasons for this training/activity, or if some needs' analysis was made. Similarly, some interview responses about interests/motivation of their organisations for attending the training/support activity show vague or untransparent expectations. There may several reasons for this assumed unprecise organisational expectations, such as a lack of communication or shaky connections between staff members and their leaderships (see chapter transfer of learning/training outcomes into practice/short-term effects on practice).

In addition, in other interviews, unclear or no personal expectations become obvious for two reasons. On the one hand, newcomers (attend the training the first time), may formulate expectations more on a general basis (i.e. establish contacts, exchange experiences) but next time more concrete/in-depth expectations are intended because the international training approach/setting would be more familiar.

On the other hand, vague expectations may be used for a special purpose: the chance can be raised of being positively surprised about the learning outcomes and experiences (i.e. does not want to go in with too many expectations, feels that way they will get more out of it.), or of avoiding any disappointments in terms of self-protection. Many interviewees report that the outcomes or experiences are far beyond their expectations and were fully met, more often related to the well-structured programme/activity or the selection of participants. This attitude may be in some cases a kind of personal strategy to avoid disappointments about not delivered expectations and/or being more enthusiastic and motivated after the training/activity because of the results, which are higher than expected.

On the reverse side, it seems that precise expectations imply risks for disappointments. Interviewees with concrete expectations (i.e. reasons for excluded people with disabilities in organisations or why the percentage of women within the group of refugees is lower) are not always satisfied after the training/activity because their expectations were not fulfilled.

Finally, the fact that the participation is free of charge, has a positive impact on the motivation for attending the training/activity. It increases the access possibilities to the training/activity and creates high appreciations about this opportunity among several interviewees.

3.3.1.1 | Topic and approach related reasons/motivation

Most of the time the trainings/activities are selected regarding the presented topics, although not all interviewees mention explicit reasons for their decision, only that the topic was crucial for their decisions to attend the training/activity.

If there are further explanations provided, the reasons imply, on the one hand, a perfect matching of professional and/or personal interests or realities. On the other hand, an ideal accomplishment of formal education is indicated. Addressed topics encompass, for example:

- mediation in intercultural environment;
- migration and inclusion, changes and challenges;
- youth work in rural areas/countryside connected with interests in learning from other experienced participants, who working already in this field and to start E+ projects (EVS) in the local community;
- knowledge acquisition and exchange experiences about peace building in different nations
- personal and professional interests on theatre and drama (excellent method to work with young people);
- youth participation but also *"(...) to provide a broader view on things in my field"* (Jfs_TCA9ee1) on general youth work and youth policy topics;
- European experiences and good practices of working with young people and children in closed institutions;
- international youth work: how to use European projects to take socially disadvantaged youth abroad;
- knowledge acquisition of E+ programme and initial experience in international trainings and projects;
- the venue (intercultural interests);
- gain professionalisation in youth work (nothing learned during her studies).

Notably, the decision for attending the training/activity is rarely related to the organisation and/or organisation's work, but in doing so the effects are remarkable. For example, one interviewee mentions interesting career perspectives after returning, such as being the representative for the international umbrella organisation and not just being involved in the national division anymore. Another interviewee explains that an existing cooperation between sending and hosting organisations of the activity could be consolidated (see chapter organisational expectation).

Another reason for attending the training/activity refers to the intention to implement a similar seminar on this topic. Thus, the expectations concern gaining concrete training techniques and tricks, expanding the network, as well as practicing foreign languages (English, German, Russian). A similar statement is raised in terms of the decision to develop a training about immigration /integration/ inclusion issues: The personal interests and core ideas came from a previous youth exchange.

Another motivation is based on the intention to become an expert in the respective topic. Thus, the lecturers and respective topic (i.e. course for skilled E+leaders) may play a crucial role in the selection of the training/activity.

The interview statements of experienced participants were analysed with special interest (experts in this respective training/activity topic). Overall, the topic of the training/activity seems relevant for attending the training although interviewees are 'experts' in this field based on their specialisation in daily business, studies and/or personal interests, for example:

- concept of NFL and corresponding methods

- focus on art in the training
- music therapy (interest, work, study fields)

The motivation may belong more to strengthen their expert knowledge as well as share experience with other professionals in an international context and implement further international youth projects.

Positively, these experts report more often that they were satisfied with the training/activity, predominantly enriched by views from participants from other countries and not always in terms of knowledge acquisition. In addition, some interviewees feel under-challenged based on 'slow-motion' training approach (too much free time – too many breaks; wasted time by doing nothing) and no sufficient consideration of individual learning expectations or information. Nevertheless, almost all interviewees sum up the training/activity positively at the end because of their established contacts (met interesting people) (see chapter advanced vocational training; build network and partnership).

A special emphasis is drawn on the approach of non-formal education/learning in the transnational analysis of the interviews. According to the motivation for attending the training/activity, the interview statements are focused on the relationship between the non-formal and formal approach in education and business. In the case that this approach is estimated to be relevant for the organisation, further motivation to transfer and apply the outcomes to his organisation/country is expressed by the interviewees.

Furthermore, the impact of non-formal education methods is pointed out of interests/motivation on socially excluded young people at school or active participation of young people in the society and/or in activities.

Another perspective addresses the training/activity practice itself, including expectations regarding a clear and structured training approach and an effective usage of time, creating a context for the exchange of best practices, and reflecting on the quality of training practices.

It can be positively reported from one interviewee that different levels of knowledge among participants in terms of youth work are appreciated (not all participants were youth workers), although some of the participants had a low level of knowledge in both the youth field and in European project implementation. Moreover, it was valued when the learning process is not organised at the highest level (see chapter applied training approaches and methods; effectiveness of the training/activity).

3.3.1.2 | Exchange (international) experiences and learning opportunities

“I’m curious of the other participants’ experiences, in what should be paid attention to after a youth exchange, how it should be concluded. I often see that when we finish an event, the project stops. No more talking about it, there is no marketing, no publicity, and no promotion. Dissemination is missing. So I would like to see how this can be done differently. Because if you put it on the website, on your profile, I’m not sure that everybody can see it, maybe just friends. ... So I hope that there will be many sharing of practices” (Ifs_TCA5hu1).

a) Interests in intercultural learning

Besides the topic issue, it seems a special motivator and advantage for almost all interviewees that trainings/activities provide opportunities to share experiences with international professionals and young people from other countries, corresponding with intercultural interests and curiosity (i.e. drumming therapy connected with getting in contact with young people from other countries; active participation of young people in combination of curiosity to hear new points of views and learn from others).

“This is a seminar that is on the active participation of young people. This is a topic we hear a lot about, and it’s a subject I’m really sceptical and critical. So, I’m curious as to what will happen, what is going to say, as the perception of others, because there are other countries, including Armenia stuff, so I’m curious to see also what it means for them active participation of young people, what it means to them in their country, and that’s it. It also has projects around the active participation of young people, and now, suddenly, I am hyper curious to see what will unfold there on this subject then.” (Afs_KA1fr1)

Experience in a different cultural setting as well as new perspectives of different cultures and challenges may influence intercultural learning in a positive and ‘automatic’ way (see chapter competence development).

Raising awareness on cultural issues/different approaches in different countries, through field trips for example, (“we had a chance to experience Turkey outdoors as well” (Bfs_KA1cz2)) or reflection processes by exchange practices. Thus, a few interviewees do not articulate concrete expectations, but are satisfied with the training especially with the exchange of information between participants (intercultural exchange) and learning from others’ experiences.

The important aspects are “learning in a different country” (Bfs_KA1cz2), “learning how to think differently” (Bfs_KA1cz2), and of course language skills. Basically, a high motivation in learning and improving English language skills are reported for better dissemination of the activities’ outcomes. Nice venue/training settings with interesting participants (i.e. entrepreneurs) and field trips to organisations created motivation in trying to be an entrepreneur oneself. Some participants may act as role models/testimonials for peers.

As a result, effects of intercultural learning/interests are also based on the diversity of the group of cultural/international background and age (matching of peers). It is important to meet with diversity (i.e. religion, militant, feminism) because strong ideas and differences are more relevant together with expressing people’s needs and solutions (i.e. conflict management and dealing with diversity). Revisited: The high degree of the diversity of the group is highlighted after the training/activity.

It should be taken into account that a high diversity of the group may cause restrictive, passive participation, and to know participants very well beforehand is appreciated. Thus, it is reported that respective time for being involved in the training is necessary, and that learning opportunities require security/trust for (personal) learning (see chapter effectiveness of the training/activity).

Further expectations of sharing experiences refer to collecting good practices and practical knowledge through learning from other international participants (peer learning) and European countries/organisations in terms of intercultural learning.

Intended effects refer to increasing the cultural dialogue and knowing European culture better; learning how non-formal education activities are implemented in other countries, identifying the differences in implementation, and using them in the residence country.

Furthermore, there is a wish to support the youth parliament in the home town, and therefore wanting to see/hear good examples for implementation/running this entity from abroad.

“...I would like to see new approaches [NFL], to learn from others’ experiences (which could be very different from those of mine), to be inspired by others’ stories. Also, I would like to see a happy, flexible way of thinking...I guess, these training are like that...because I have already experienced this ambience, and it has made me more open. Also, I would like to share, to give something to others professionally or personally” (Hfs_TCA8bu1).

Apart from an international/intercultural discourse, repeaters of international trainings/activities indicate that previous training outcomes/experiences influenced personal development regarding self-awareness, and that they are now more open through comparison/exchange with others. Furthermore, it is reported that participation always has positive effects on the motivation for the own work (more energy and inspiration) and on developed social skills.

Although experienced in participation in international trainings, it is often perceived by the interviewees that they made new friends/contacts, very nice/new experiences and understand the venue countries’ culture/people better.

It seems that previous attendance in an international training/activity (i.e. long-term EVS program) motivates participation in further international events.

b) New experiences/learn something new

Another key aspect in terms of expectations refers to the word new in combination of content-related relevance for the own daily business and work life or for personal development: new inspiration, new experiences, new contacts, new knowledge, new skills, new ways to settle different matters, new partners or new ways of implementing different topics.

According to this, content-related issues for daily work encompass communication procedures, European handicraft, evaluation of projects and relevant issues of project applications, knowledge about international youth work, international experience, sharing experience, learning more about youth exchange and dissemination, contacts for future cooperation and networks, NEET-youth, reasons for the exclusion of (young people) with disabilities in organisations and/or personal development regarding group dynamic, intensive feelings, and human experiences (see also chapter knowledge acquisition).

In the case that these expectations are delivered, the training outcomes are assessed very positively, with responses like the project gives another opportunity to evolve or coming back with good emotions, good ideas and new knowledge (see chapter transfer of learning/training outcomes into practice/short term effects on practice). To sum up: *“It contributed to me more than I expected, it caused changes in my life” (Ifs_YWM3tr2).*

c) Experience-based learning/learning from other experiences

“First the sharing, sharing experiences with others and getting to know about others’ experiences is enormously valuable.... Because you can learn about the theories as much as you want or whatever, but the truth is that, if you have gone through it practically then ... sharing it with others. I like then other people also gain something from the event” (Bfs_TCA5ee1)

Learning from others' experiences to increase professional development is often addressed to be one of the motivations for attending the training. Learning from others' experience happened for example through other participants' working attitude during teamwork. It is noteworthy that such positive impact of experience-based learning on professional development is also reported by one highly experienced participant in youth work/project management.⁸

Experience-based learning occurs in intercultural learning settings through meeting interesting/international people. It is most frequently reported that the diversity of backgrounds of participants is inspiring and new perspectives could be discovered, although not all participants could be active from the very first start of the training/activity (but after warming-up processes) (see previous chapter). However, the diversity of group (participants) is perceived to be an advantage and encouraged experience-based learning.

Furthermore, the exchange of (national) good/bad practices in an international learning environment motivated to learn more about youth work from other countries based on experiences, and made people figure out challenges and new ways of working to specific subjects, and to overcome national identities by focussing on the discourse of human beings. There is a curiosity expressed to exchange project experiences with other operators.

This kind of experience-based learning enables the acquisition of practical knowledge, which is highly valued and expressed more often in the interviews. In the case that this part is not sufficiently included in the training/activity, there is a need articulated to share more experience-based practice (see chapter knowledge acquisition). In the revisited interviews, sometimes it is explained that nothing new could be acquired through the participation, apart from sharing experiences with others.

Especially for newcomers, experience with people is mentioned to be the best aspect of the training, and it is very impressive and motivating, and gives a feeling to work in the right field.

d) 'Sense of community': To meet people with similar values

According to the interviews, a kind of trust and security between the participants is remarkable to share/gain in-depth know-how and share different approaches and point of views, learn from others' experiences or admit to having little knowledge about some specific topics although being an expert in the youth field.

It can be observed that the 'real interests' are to share practices and personal analysis, and to think about present challenges in youth (i.e. to find answers about radicalization). There might be some general expectation to exchange experiences and practices with people with similar interests and values, to meet colleagues from the same working field (i.e. disability and social inclusion) across Europe, creating a sense of community.

This sense of community may encourage exchanging practices regarding difficulties, tools, methods, reflection about one's own youth work, as well as giving inspiration and motivation through meeting other people from the same working field.

For some interviewees, this sense of community applies also outside the training, and is expressed by exchanging information with colleagues after the training.

⁸ Something to reconsider: Learning from others seems one dimensional: I learn from someone else's experience; what about sharing own experiences with others? To share own experiences with others is seldomly expressed explicitly, while the wording SHARE implies a reciprocal learning processes.

e) Specific content-related expectations

The challenge seems to address specific content-related expectations accordingly in the training/activity, especially when the discussions were not of personal interest.

In comparison to when content-related expectations are included within the training/activity (i.e. emphasis on using social media and new technologies in youth work to reach young people), high satisfaction could be obtained by the participants.

Further reported content-related expectations, which seem relevant to be addressed within the training/activity:

- to learn as much as possible from the best practices examples of the participants, in order to influence national policies for the recognition and transfer of learning outcomes achieved in non-formal and informal contexts;
- to acquire specialised knowledge (i.e. about working with young people/children in closed institutions; social inclusion) through exchange of good practices/European practices;
- to learn methodologies and to exchange information with other practitioners working in the field of social inclusion and the different skills;
- to gain a European mobility experience and be informed about European unemployment; to discuss employment realities; to speak English and learn from others and with others;
- to learn as much as possible about efficient communication from the experience of the other participants (revisited: expectations were met through the exchange of best practices with other professionals in the field of communications and through networking);
- to improve know-how in working with youth, to get new ideas of enhancing the quality of working with youth through reflection about one's own youth work quality and receive valuable stimuli for self-discovery and future vocational paths, and finally to receive inspiration and motivation to go on;
- to learn everything useful or necessary to do international youth work (revisited: expectations were fulfilled and interviewee is satisfied but must leave the organisation -> know-how gets lost);
- to inspire colleagues with expertise in simulation games by showing achievements, and receiving inspiration from others to develop some new simulation games during the training -> peer learning with expectations to develop something new = product (i.e. simulation games during the training)

3.3.1.3 | Knowledge acquisition

a) Practical knowledge

Some focus of the articulated expectations concerns practical learning *“we are not in training to study a book” (Dmb_TCAfr1)*.

The acquisition of practical knowledge through exchange experiences between peers or/and other countries are highly valued and expressed more often in the interviews, indicating that this expectation may be one of the most important ones.

Thus, the training/activity are expected to be an opportunity for discussions between experts and European youth workers, to get practical new know-how and tip how knowledge can be improved. Furthermore, it seems important to meet new trainers and to have space and time to acquire new perspectives and to think about the own practice.

Overall, the expectation is to obtain new knowledge about the topic, and to stay informed/updated about developments in the youth field and raise professionalism.

Practical knowledge is addressed in the context of knowledge about the E+/YiA-programme or know-how about European youth projects, including social inclusion from YPFO/YPSN and finding European partners. The exchange of European/international youth projects proposals (practical knowledge in project writing; learning the details that make a youth project application fundable) or the implementation of KA3 (structured dialogue) and methodologies to explore the theme of project evaluation and establish a network (good/bad practice) seems to play a crucial role in this regard. Further, relevant practical issues refer to NEET for youth and additional knowledge about different target groups in youth work and know-how for political and social projects/campaigns as well as for social entrepreneurship. Finally, knowledge about techniques/tools/methods to mobilise potentials of participants has been addressed.

In addition, practical know-how is expected with respect to an application-oriented approach in terms of implementing E+programmes like running an international training/seminar (i.e. for volunteers), including methods from non-formal learning, and dealing with diversity, interculturality and logistics aspect, or organising a youth exchange after coming back from the attended training/activity. Revisited: interviewees perceive that the learning outcomes were more than expected because the programme was well-structured (i.e. gave a nice overview of mobility projects) and they went through a youth exchange by using many frontal methods, gave a lot of information, explanations and paid attention to assessment and evaluation.

"I attended this course as a novice to youth projects, especially since the NGO I activate in [sic] is a new one, activating locally since November 2015, and I can say that I understand very much now how they operate and what better fits the target group and the members of the SNS organization I belong to. I have learned much from the experience of the trainers and the other participants in the course, and have established relationships with potential partners in order to achieve such youth exchange projects (for starters)" (Dfs_TCA1ro2).

Finally, it can be summed up that the majority of interviewees express their preferences for a practical approach over a theoretical approach in the training/activity. In comparison, critical statements address that a training that was more 'school' like would be appreciated because the current training approach encompass a lot of information on practicalities. As a result, discrepancies and/or tensions between theoretical and practical approach can be observed (see chapter applied training approaches and methods).

b) Conceptual knowledge

Expressed expectations in the context of learning could be allocated to different concepts, which are common within the youth field. In the following, the articulated expected learning topics of the interviews are clustered and further explained (if applicable):

Non-formal approach

- to learn about the concept of non-formal and global training methods (revisited: The training offered much more than the interviewee had expected);
- to learn new participative, active learning methods in a non-formal context;
- to learn new methodologies how to raise peacefulness among young people;

Project development and implementation

- to obtain/update knowledge about E+programme/offers and international youth work (see further explanation below), also when guidelines received, before but peer advice are estimated to be helpful in this respect.
- to gain new knowledge about project management; to learn how to develop and implement projects;
- to learn methodologies (i.e. evaluate projects) and realise exchanges on projects (i.e. create a network);
- to gain know-how about conflict resolution to coach volunteers (concrete tools and methods are missing in volunteers' organisations);
- to learn organisational and innovative thematic content models (revisited: Expectations are satisfied because good practice (satisfied models) from innovative topics was learned through exchange experience);

Inclusion and active participation/citizenship

- to acquire theoretical and methodological tools in the context of European citizenship (see further explanation below);
- to understand the issues of people with hearing deficiencies and how they can be helped;
- to learn more about people from disadvantaged/special needs groups, and about how they can be aided; how to work with people being disproportionately under-represented;
- to propose alternative activities to young prisoners;
- to continue to enrich work with tools and reflexions about intercultural public or with less opportunities (social, economic difficulties);
- to explore the theme of gender in a European context as well as gender violence and violence against disabled people;
- to improve knowledge about drama methods and techniques (independently, if previous knowledge is available or not).

One expectation dominates the mentioned issues in terms of frequency: To obtain knowledge about E+programme/offers and international youth work. Revisited: A lot of new knowledge about E+programme/offers and international youth work is acquired and this outcome is perceived as a result of the general training approach and the participants of the training/activity.

"I managed to develop my management and communication knowledge, I think I am more concise in activities I carry out and I succeed to transfer better the information, also during the training course I noticed my level of adaptability in working with new people whose background is quite different from mine" (Ljh_YWM1ro2).

The training/activity is also perceived to be an opportunity to acquire theoretical and methodological tools in the context of European citizenship and understand the rights and duties of European citizens. Revisited: Unfortunately, this expectation is not delivered because more in-depth knowledge was missing (i.e. to receive details on the main EU institutions (Parliament, Commission and European Council) and understand the working of the European institutions)

c) Digital knowledge

Digital issues are treated more or less with little attention either in the interview statements or in the training/activity. When digital themes are addressed in the interviews, then the expectations refer to social media, simulation games (on Facebook), apps and the potential of digital methods to reach young people: To understand the digital logic better and its role in the life of young people.

It seems there are requirements for the integration of digital issues in the training/activity and in the youth work practice as well as for the development of digital knowledge and skills in using digitalisation among youth workers. According to some interview statements,

- there is a growing need to involve more and more social media in youth work. Young people spend most of their free time with their telephones and computers and very often to get through, youth workers need to operate in the same space – on the internet.
- it is a bit hard to connect to young people, at least for one interviewee, the methods and approaches that she used 15 years ago do not work so well anymore. The interviewee was very curious if the gamification is “the” new approach in the youth field as the “traditional” youth work (approaches, methods) doesn’t work well with some target groups.

“It has become very evident to me, that in addition to “the traditional methods” it is really important to open up. So, it is really true that some young people can be reached only by internet, only, ... we cannot ignore this fact, we should evolve, develop new competences, I should be much more open to this new world.”
(Efs_TCA3bu2)

Professional development in digitalisation in (international) youth work can be assumed as one of the issues that should be reconsidered.

3.3.1.4 | Building networks & partnerships

“I went there to get some new information and to get acquaintanceships from all over the Europe“
(Bfs_TCA5ee2).

Training/activity provides opportunities for networking and to establish international partnerships for implementing European youth projects or to meet future partners for sending organisations and to clarify project partners' competences in advance (i.e. before sending young people to them). Establishing contacts also makes way for further cooperation opportunity and develop solid relationship (revisited: the goal did not succeed in producing some projects with local partners; in two days, it was difficult to push the group to do more).

There are also interests assumed in building special networks, for example, with volunteers (interested in recruiting and keeping touch) or being more successful in community building.

Many expectations are mentioned in this matter, aiming to create an (inter-)national network/relationship to find partners for interesting cooperation and to support exchange initiatives (revisited: satisfied with the training) as well as implementing international youth work. Finally, professional networks and partnerships are intended to be built to develop affinities and confidence work relation, mostly for oneself. In some cases, the intention is reported pushing forward the international exchange/project within the organisation and promote the organisation/country within the training/activity and present according international experience (see chapter organisational expectation).

According to establish networks, special emphasis was given to meet other people who are involved in similar working fields and are easily approachable and sociable, and have the same values, in order to receive moral and emotional support.

By leaving the familiar working environment and meet other people, you get out of the own comfort zone. This experience may create/foster a sense of community among the participants but requires sufficient personal contact to know each other well (i.e. through Facebook group) (revisited: is not always the case in the training/activity).

“It was nice to see that people all over the world try to do similar things like you” (Afs_TCA1cz2).

“It is always good, if you have contact with the same area people, whom you can ask for advice or just share experience. Or just ask how he/she is doing” (Dfs_TCA6ee1)

A closer inspection about existing networks and partnerships makes transparent, as reported in the interviews, that previous positive cooperation encourages participation in the next project again as project partner. Thus, the expectation is expressed to re-establish previous networks.

Further cooperation in the field of European youth work is requested to be a counterpart regarding the current political situation in Europe. Thus, it is pointed out in some interviews that potential partners without previous international project experiences are sought for future cooperation (i.e. EVS).

Notably, expectations to meet potential partners with specific focus (i.e. partners from Scandinavian countries) did not happen automatically (i.e. scope of activities from participants differed too much) (see chapter effectiveness of the training/activity).

3.3.1.5 | Personal and professional development

a) Personal development

Expected personal development seems very important for the interviewed participants, sometimes implying a long desire to participate. Professionalism of the Salto activities, recommended from colleagues for example, causes a high level of motivation for participation. Most of the time, an explicit search is carried out to find appropriate training/activities that could contribute to personal needs and capacity.

Furthermore, experts would like to strengthen/deepen their competence area of personal development: to get even more motivation and excitement, as well as confidence in the own working field.

Personal development is addressed in several areas, mainly in dealing with emotions (other/own) and communication processes (to know the best standards in communication to speak in public; language skills) and (self-)confidence for being a youth worker and new perspectives or broaden the own horizons.

Communication skills revisited: The expectations are met with the activity (i.e. learnt techniques of communication), causing positive impressions. Sometimes the activity was chosen directly according to the theme ‘communication’.

Being a volunteer in a European/international learning situation is appreciated and provides learning opportunities for personal competence development.

c) Professional development

Expectations of professional development, such as increasing professional competences, working on the own professional growth or increasing professionalism, are stated in the interviews many times. Simultaneously it is considered that the outcomes will be a benefit in this matter.

In some cases, the personal and organisational expectations are pointed out to be coherent, mentioned for example in the context of mentoring and community building. Quality in youth

work of the national organisation is appreciated and interest in increasing the quality of training practices in youth work also is pointed out.

Professional development predominantly relates to improve capabilities for implementing international youth work (projects) or international exchanges such as:

- organisation, management and pedagogical skills (not framed as organisational expectations);
- (English) language skills or communication skills (i.e. dissemination of the activities' outcomes; non-violent communication; presentation skills);
- update knowledge about E+-programme and involved networks and entities;
- skills and knowledge about youth participation/engagement through exchange experiences or to learn something new (i.e. help clients more effectively; interactive methods; inclusion of youth in the projects in terms of potential lecturers or youth workers) and professional development in digitalisation (from a few interviewees fostered);
- mentoring skills for young people with fewer opportunities or for incoming volunteers such as conflict management or dealing with challenges (i.e. linguistic barriers, discrepancy of expectations, volunteer's homesickness);
- meet European partners; networking;
- be informed about the demands of the labour market.

Revisited: Developing professional skills and knowledge about youth participation did not happen because some relevant topics were dropped or changed during the training, and other topics were expected. In other cases, expected development of youth work skills could be delivered.

More specifically, some expectations refer to KA2 project applications (strategic partnerships) like learning about best practice examples, to know NA priorities and receive feedback on existing application and suggestions for improvements. Revisited: Partly fulfilled because of good personal relations with some participants who gave useful information.

Furthermore, professional development in terms of knowledge and skills refers to international project applications (youth exchange) and project implementation as well as to round up the ideas about the project and to meet expertise for the project (very important for newcomers, who have no experience in international youth work until now). Revisited: Fulfilled concerning professional development but not in terms of personal development.

Occasion-related/event-driven situations may also have an impact on the motivation of attending an international training/activity in terms of international professional development, such as to be in charge of activities, implement an international summer camp, to create an international opportunity for young people (youth exchange; professional exchange of prison staff members) or submit a strategic partnership project. In addition to the reasons for participation one interviewee is expecting very high professional performance in the running of the coming training. Revisited: These expectations are fulfilled, for example, when participants got what they wanted.

Another interviewee reports that a very detailed knowledge was acquired of how to apply, to prepare and implement a youth exchange. This interviewee also found a partner, they have already started to work together. If this cooperation is successful, it will be the proof for them.

Another relevant aspect regarding professional development is to increase the own career perspectives or job opportunities through participation in the training/activity. These career expectations refer to an improved level of knowledge about project applications or to increase the

chances of employment after graduation; to displace a lack of knowledge and skills of the ongoing formal education to work later as a professional in the international youth work⁹; to start with international youth work or implement/run a similar training/activity; to activate personal engagement at social and political level or to get inspired from the youth work approach.

One interviewee, for example, who is currently not active in youth work, expects to gain expertise in youth work, security in the topic and activities and finally support from trainers, indicating interests in being involved in the youth work later on.

"(...) As I don't have a youth worker background, I had no idea actually what the youth work is and in that trainings I acquired skill how to carry out at least practical games – a thing that I previously read from books and only tried to implement. But there, these activities are carried out permanently. These methods are used. So this assured that I AM a youth worker and I am doing well as a youth worker" (Efs_TCA1ee1).

The training/activity is perceived to be an opportunity to compensate existing deficits in relation to required competences for the youth work (i.e. coping with different/unexpected situations appearing in daily work) or to provide new possibilities for self-development. As a result, high professional performance is expected for intended future professions after the training/activity.

Further expectations in professional development concern non-formal approaches and methods: to learn methods from non-formal education or to gain ideas and skills in order to combine non-formal and formal education more systematically. These expectations also relate to learning how the recognition of learning outcomes achieved in a non-formal or an informal context can be done. More specifically, drama is perceived to be an excellent non-formal education method and needs to be strengthened.

3.3.1.6 | Differentiated analysis

a) Between newcomers and experienced youth workers/repeaters of the training/activity (see chapter summary, conclusions and recommendations)

Newcomers

- 'Everything is interesting' (personal development; professional/career perspectives)
- Revisited: Benefit a lot from peer learning (from experienced youth workers)

Experienced youth workers/repeaters of the training/activity

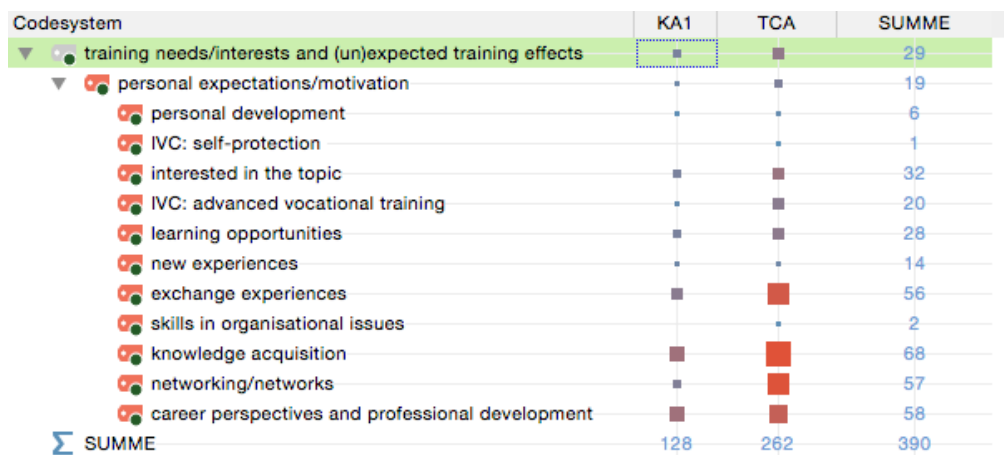
- Concrete/precise expectations: gain in-depth knowledge; establish networks/partnerships; implement international projects; previous positive experiences.
- Critical statements regarding implemented training approach
- Revisited: Gain motivation/inspiration for their youth work and self-confidence (personal development)

⁹ This statement belongs to a so-called repeater, who has already attended international trainings several times. The up-coming training is the 6th or 7th.

b) Between KA1_YWM and KA2_TCA

No obvious content-related differences between interviewees of TCA/YWM. Only networking/networks and knowledge acquisition were predominantly addressed from interviewees of KA2_TCA than from interviewees of KA1_YWM (see figure 2).

Figure 2: Personal expectations/motivation



percentage: KA1_YWM (128)= 32.8%; KA2_TCA (262)=67.2%

3.3.2 Organisational expectations¹⁰

"Our organisation aims to support young peoples' development in whatever way ... I am also young myself, so [taking part in that training] for broadening my worldview, this training is one possibility. /.../ ... OK, I am the one who really participates and I kind of gain the most ... I get the new experience from it, but others gain too ... could I bring something along from there In general, in our organisation participation in trainings is by all means good" (Bfs_TCA5ee1).

"And then to have the support, according to the nature of the project, have institutional support, a minimum. I think it is important to have ... whether it be local institutions, municipalities or ... here, put them in the loop projects." (Dmh_TCAfr1).

General speaking, expectations from organisations, perceived/reported by the interviewees, are not always addressed because some interviewees are not aware of them or do not know them. In addition, some organisations did not define expectations because the idea for attending the training belongs to the interviewee (individual decision) and the organisation was informed afterwards; there was not enough time to discuss them before the training or they had previous positive experiences with international trainings/activities (that is sufficient). One interviewee confirms the absence of any expectations of the organisation and invited the National Agencies to inform the organisations of the importance of the feedback presented by the operators.

¹⁰ It should be noted that the following findings in terms of the organisational expectations should be treated with caution because these aspects will be revisited and surveyed more precisely/in-depth in module (C): focused on capacity building.

It is noteworthy that organisational expectations rarely become evident for participants who are volunteers in the organisation. Further explanations are not available and could be surveyed within module (C) on systemic effects.

However, a lack of organisational expectations does not automatically refer to a missing transfer of learning outcomes into practice, which depends on the participants' engagement and organisations' interests and provided opportunities as well as openness in the learning outcomes. One interviewee explains, for example, that a plan will be drafted within the organisation to follow the way the competences achieved during this course can be integrated in order to increase the quality of the communication process with the young participants in the activities, and especially for EVS. Another interviewee reports that the learning experiences are intended to be transferred into the organisation.

In other cases, expectations of organisations are articulated on a low basis for example, by writing a report on the degree of satisfaction of the training experience. It is noteworthy that this expectation is focused on the degree of satisfaction but not on the learning outcomes! Another organisational expectation refers to fulfilling the obligatory number of learning courses per year (i.e. according to Czech law).

In the case that the expectations are defined, then the expectations between individuals and organisations are almost coherent (i.e. professional development), and are connected with the usefulness in work (working tasks) or with organisation's activities. This refers to:

- topic-related decisions (i.e. in line with interests and abilities of the interviewee);
- getting inspiration by other youth workers;
- learning new techniques and effective methods and tools of communication and for activating young people;
- raising professional competences (i.e. for mentoring incoming volunteers in a professional way);
- acquiring new (practical) knowledge (i.e. project strategies; solving problems)/all sort of knowledge to stimulate changes;
- obtaining issues in the context of digitalisation;
- receiving knowledge about Youthpass;
- diversifying the range of international projects in youth work and submitting new projects (youth exchange; EVS);
- contact-making, networking, strengthening existing partnership and establishing networks for future cooperation.

Revisited: expectations are met, moreover, the interviewees manage to do some promising networking.

For coherent expectations, it could be assumed that in some interviews personal expectations become to a certain extent expectations of the organisation, especially when there is a strong identification with the organisation.

3.3.2.1 | Support of the organisation

As already mentioned, initiative to attend the training/activity is rather individual than organisational but in most cases active support is provided by the organisation.

The extend of organisational support for the participation of the interviewees is reported differently, implying a various field of support. Thus, in some cases all the practical arrangements for the participation were made by the organisation (administrative staff). In other cases, interviewees were supported in writing the applications by the organisation or receive support from colleagues who attended the training before (contacts, information and personal impressions). Also, extra appointments are already arranged to ask for some kind of report upon arrival and after coming back from this training/activity, a questionnaire type of document will be filled in.

Another support refers to charging the time for participation like working hours or providing further financial support. More specifically, the organisation supports participation (paid the participation fee) and enables individuals to go there in the form of a business trip (as part of his/her job tasks and time), but does not cover any costs related to the trip (including daily allowances). It is worth mentioning that some interviewees did not ask for further compensation from the organisation (daily allowance/travel expenditures), although it would have been possible. This may be an attitude among some participants, that the organisation did a lot to foster their participation (i.e. changed the work schedule for the interviewee to participate in the training; paid the participation fee; charge it like a business trip) and that is sufficient.

In the interviews, almost every organisation supports the decision of attending this training/activity or encourage the participation (did not create any obstacles). As a result, positive attitudes of responsible persons within organisations can be summed up for attending international trainings/activities. Only in one interview is it stated that the manager does not care but appreciates her initiative.

3.3.2.2 | Needs analysis

According to some interview statements, intransparency can be stated, if a needs analysis was carried out by the organisation. Interviewees report that they do not know if a needs analysis was conducted or what kind of process was done by the organisation to select this respective training/activity. It seems there is a lack of knowledge about needs.

There was no real needs analysis before the project but the training outcomes contribute rather to the interviewee's own personal and professional development rather than to the development of the represented institution.

Referring to the interview statements, a needs analysis was seldom carried out in a systematic/analytical way at the organisational level. Most of the time, it is reported that the initiative to go to the training/activity is taken by individuals and with organisational support, but without a previous selection or needs analysis. The organisation trusts the interviewee's own analysis and evaluation about the training's usefulness for the work. It is the employee who knows most what he or she needs in terms of training, to keep up the good work. Thus, the needs are mostly set by the employees themselves and supported by the leaders. As a result, it can happen that nothing was clarified at an organisational level or no particular planning was prepared before the activity.

Moreover, a needs analysis requires funds and resources which are not provided/evident in each organisation of the interviewed participants. In the case that needs analysis were carried out, the processes are described as:

- an analysis of the needs concerning the knowledge and skills are carried out in organisations of working groups and respective training plans have been set for involved people.

- an annual evaluation meeting, and annual planning of activities of the association are organised, and before the activity the director of association meets the participants.
- needs analysis are carried out within the executive board to discuss the aim and timing of the activity and its interrelation with the organisational aims as well as what happened after coming back.
- the organisation will implement a strategy for the selection of projects/international initiatives connected with the strategy for the selection of training courses.

Explicit organisational needs are expressed in the interviews for youth work and youth projects. A target-oriented approach is expected in the training/activity, concerning the needs of participants. Moreover, demographic changes are raised in one interview, realised through an exchange of experiences in EVS projects: the new generation becomes relevant to continue youth work:

“Our main goals still remain – sustainable development, consumer awareness – but, as time goes by, we become older, and we have realised that sustainability means we need a new generation to go on. And, it seems, EVS is a good way to attract young people” (Afs_TCA1bu1).

3.3.2.3 | Organisational structures/sizes/experiences

Some organisations can be characterised by a small size (see chapter involvement into the youth field), only one or two staff member(s) are employed, who decide/discuss everything. The need for such a training/activity becomes obvious. Revisited: The training/activity is assessed critically, indicating a lack of useful material to work (i.e. Guidelines; best practices); wrong selection of participants and learning concepts regarding the needs of adults at a responsible position in an organisation.

The position of interviewees in the hierarchy of organisations could be an obstacle for attending the training (i.e. state officer is confronted with a lack of time) or to deliver organisations' expectations. It can be assumed that this challenge is a structural problem, depending on an organisation's culture. For example, the local organisation hosting the initiative is expecting that an interviewee is coming back from the training with new ideas for the general organisation's work, including ideas and proposals concerning European projects. But the interviewee had no specific mandate to fulfil. In comparison, the role/function of another interviewee (responsible for improving youth work through international projects) includes setting own working goals and choosing the means of accomplishing these goals. At the same time the support from organisation is guaranteed.

Overall, experienced and/or successful organisations/interviewees are attending trainings/activities in topics, where the organisations/interviewees already have expertise (coming from the same field of activity). In comparison to experienced organisations, newly founded organisations may imply greater learning needs across multiple areas, focused on gaining knowledge of European/international youth projects as perceived by one interviewee.

Sometimes the initiatives to attend the training/activity are based on the own decisions (private) because there is no organisational need for further expertise (already well established/staffed members).

There seems to be a lack of organisational expectations to include respective outcomes of the training/activity into strategic processes. Only in a few cases it is expected to get more input for drafting of their new strategy (see also chapter transfer of learning outcomes into practice).

3.3.2.4 | Knowledge transfer

a) Within the organisation/environment

Further expectations can be indicated with concrete outcomes in terms of knowledge transfer, i.e. background info and get an overview about E+programme; clarify questions about implementing international projects/activities; professionalisation with regard to job duties; writing a report and apply practical tools in daily work.

After returning, knowledge transfer into the environment in terms of expanding the company know-how is intended in some organisations (i.e. colleagues; facilitated group) such as preparation/organisation of a training course, to promote Europe and European mobility and acquire appropriate tools/methods to improve this developed training. According to this kind of organised training course, several positive effects are reported, for example they may try hosting EVS in the future.

A closer inspection with respect to the expansion of know-how of the organisation is concerned with a more active role in youth exchanges; learn from others' experiences and about best practices in Europe (how things are done in different European countries); new (international) perspectives;

An organised/coordinated knowledge transfer after returning may provide benefits for everyone within the organisation. It is recommended to use existing dissemination processes like team meetings to share the learning outcomes within the organisation.

No discussion happened about organisational expectation before the activity and therefore it is not clear when and how the learning outcomes could be shared. Usually, participants are frustrated after returning from the training because of the lack of information sharing and recognition about the learning processes. Revisited: Dissatisfaction with the missing opportunities to share/exchange learning outcomes with colleagues. It seems there is a need to share experiences with colleagues/in teams and to have opportunities to make learning outcomes visible.

In the evaluation of partnership and projects possibilities, it could be assumed that there is the challenge to feed their relationship and to keep going the partnership dynamic.

Support local partners in developing non-formal education and E+-projects and to reflect on project creation and methods.

b) Within the training

Some organisations expect that their participants present their organisations and good practice examples.

3.3.2.5 | Differentiated analysis

a) Between KA1_YWM and KA2_TCA

No obvious content-related differences between interviewees of TCA/YWM. Only needs' analysis was more often addressed from interviewees of KA2_TCA than from interviewees of KA1_YWM but without any content-related differences (see figure 3).

Figure 3: Organisational expectations/motivation

Codesystem	KA1	TCA	SUMME
training needs/interests and (un)expected training effects	■	■	29
organisational expectations/motivation	■	■	20
topic related	■	■	5
needs' analysis	■	■	46
knowledge transfer	■	■	35
professional development	■	■	30
networks / partnerships	■	■	29
support/contribution	■	■	29
SUMME	72	151	223

percentage: KA1_YWM (72)=32.3%; KA2_TCA (151)=67.7%

b) With/without an organisational background

A differentiated analysis shows that interviewees with an organisational background report the following: (see chapter summary, conclusions and recommendations)

- Knowledge transfer within the organisation is intended
Revisited: dissemination activities mostly belong to colleagues, the target group, supervisors; seldom implementation of workshops, reports, trainings
- Interested in the topic/relevant for the working field
Revisited: mostly more than expected; relevance is not always the case (discrepancies between topic and implemented training)
- Networks/partnerships for future cooperation
Revisited: mostly more than expected; cooperation is working well in case of project applications/implementation; some 'passive/lost potentials'

Interviewees without an organisational background

- Purely personal goals and motivation in attending the training/activity
- Revisited: dissemination activities are often limited, but implicating personal benefits.
- While one interviewee is no longer working in the organisation before the activity, he is connected because of his acquired knowledge about E+projects and his role to be an advisor through attending the activity -> increased his power within the hierarchy of the organisation.

3.3.3 Conclusions

3.3.3.1 | Personal expectations

It is worth mentioning that most of the interviewees have not articulated concrete expectations in the interviews before the activity, which may in some cases be caused by self-protection strategies to avoid disappointments from the learning outcomes. The more frequently articulated expectations refer to exchange experiences/good practices, acquire practical knowledge and build networks and partnerships. In the analysed revisited expectations, it is often reported that the outcomes of the training/activity were much higher than expected, causing high motivation and inspiration for continuing their daily work (mostly in the youth field) and enthusiastic feelings among many interviewees.

In most interview cases, it was the own initiative to attend the training/activity because of first receiving the mail or invitation for the training/activity. Additionally, some interviewees receive recommendations from colleagues, who already attended an international training/activity. Due to the fact that these colleagues are perceived to be more professionalised than others (who did not attend such training/activity), this may have a positive impact on the motivation of some interviewees to participate in a similar training setting and to improve the own professionalism.

Another reason for participation refers to the topic-related decisions with respect to personal interests, working areas, expertise or/and organisational tasks. Participants expect to gain practical information, application-oriented outcomes and concrete examples of best practice, tools and methods. The main focus concerns professional development but also personal development, which is not always addressed explicitly but is implied in the interview statements such as opening one's mind, exchanging experiences or collecting point of views.

Professional development in international youth work is another key issue within the expressed expectations, encompassing acquired knowledge and skills in digitalisation, language and presentation skills, practical knowledge for project applications and implementation or youth participation, and inclusion of YPFO/YPSN. With respect to the revisited professional development, the development of professional skills and knowledge about youth participation could not be fulfilled, although it was expected based on the training/activity topic, because interesting topics were unexpectedly dropped or changed during the training/activity.

Expected acquisition of know-how encompass new methods/tools and reflection regarding concrete themes/topics related to daily work and own work. Apart from that it is expected to be able to improve career perspectives and the quality in youth work as well as to gain new perspectives.

Personal development is addressed with respect to dealing with emotions, communication processes and (self-)confidence. As a result, it can be concluded that personal development can never be too much, and in some cases expectations in the context of personal development, could not always be met.

Exchange of experiences and learning opportunities are raised in the interviews more frequently in terms of personal expectations. In particular, the expected diversity of participants in an international training/activity seems highly attractive for the interviewed participants and meet the interests for intercultural learning/exchange. Moreover, reported diversity belongs to international backgrounds and age of participants but not the working field or thematic priorities (i.e. working with youth; being a youth worker). With respect to this, it is expected to provide professional similarities among the peers to ensure exchange of experiences and outcomes, which is relevant for the own daily business.

Referring to the expected/preferred learning approach, discrepancies between theoretical and practical approaches become evident in the statements of some interviewees. The majority prefers practical learning but others emphasise that they also expect knowledge acquisition in terms of information and inputs. This kind of tension seems to be challenging in delivering both approaches, recommending a combination of theoretical and practical pedagogical concepts.

Generally speaking, more learning opportunities, especially with peers, are appreciated and expected for the training/activity, but simultaneously it is added that for peer learning and in terms of group dynamics, it is necessary to know them well beforehand in order to create respective learning circumstances (i.e. openness, trust).

Expectations regarding networking and partnership indicate some purpose-related differences: some interviewees express their interests for building professional networks for the organisation and others for private networks (just for oneself).

According to the revision of these expected networks, it can be summarised that concrete interests in further cooperation for youth projects/activities exist and potential partnerships could be mostly built. For several interviewees, it was a highlight of the training/activity to meet many interesting people with different international backgrounds. Finally, it is stated that professional people and a well-organised activity have an impact on the success of the training/activity.

3.3.3.2 | Organisational expectations

Notably, the expectations between organisations and individuals are predominantly coherent. If the attended training is related to project outcomes, organisational expectations are clear/precise. One essential aspect for delivering training needs refers to providing useful material to work, and to match participants and learning concepts with regard to the participants' function/role.

As previously mentioned, the initiative for attending the training/activity was often taken by individuals but implicating in most cases a kind of organisational support. This support ranges from appreciating, motivating or helping participants to arranging or deciding everything, and to treating the participation like a business trip (provide time and/or financial resources).

Furthermore, it is reported that no organisation caused problems or was against the participation in the training/activity. Only a few main obstacles could be indicated: the position of the interviewees in organisations or the size of organisations, which may have an impact on the available resources for participation and influence the access to the training. Also, the transfer of the learning outcomes seems to be problematic due to a lack of time, and structural resources after returnin from the training/activity.

Another key result indicates a lack of systematic implemented needs' analyses, which are not state-of-the-art based on missing resources or systematic approach within the organisation. However, mainly positive results are expected for the organisations by the interviewees, regarding the own developed professionalism as well as the intention to share information after the attending training/activity with colleagues.

Generally speaking, it can be assumed that concrete (learning) outcomes increase the satisfaction of the attended trainings as well as agreements for knowledge transfer after coming back (planned/discussed before the meeting).

3.4 (International) youth work competences and development/changes

The chapter 3.4 is based on self-perceived (international) competence development/changes of interviewed participants within the E+/YiA programme (TCA; YWM), representing the main chapter of module (A).

The following section predominantly refers to acquired knowledge, skills and attitudes/values (including learning strategies) during the training/activity across all cases in the interviews (2) (surveyed two months after the activity). The subchapters concern gained knowledge about the E+/YiA programme and project application/implementation as well as youth work. Acquired skills are discussed regarding communication/language, digitalisation or non-formal education. Changes of attitudes/values are described in terms of awareness raising of interculturality, youth work, inclusion of young people/YPFO/YPSN as well as European values, issues and image.

Additionally, specific topics are separately analysed referring to knowledge, skills and attitudes/values like participation and active citizenship, intercultural learning/education and identities/discourse or personal development, which were addressed most frequently in the interviews.

The last section of this chapter includes conclusions based on the analysed and discussed results.

According to the structured protocol¹¹, categories are taken into account in this chapter about acquired/applied learning/training strategies in the training/activity; acquired knowledge, skills and attitudes/values; development of strengths/overcoming weaknesses and opportunities for networking/future cooperation and advocating.

3.4.1 Acquired competences (knowledge, skills & attitudes/values)

“I’ve always appreciated the idea of bringing young people to an international environment, this is what I like to do the most. Let’s get to know other cultures, other opinions (...). And my English became much better (...)” (Cmh_YWMbu1)

“Listen, I liked the team building activities. (...). I know me [sic] that allowed me to develop my skills in everything, in teamwork, in communication“ (Bfs_TCAfr2).

“Having updated information, experience working in a multicultural and multilingual group, examples of best practice, working methods and techniques, database resources, I believe that I improved my strengths / weaknesses” (Dfs_TCA1ro2).

3.4.1.1 | Knowledge acquisition

“Knowledge about Europe already, because we had a lot of workshops on this, and key skills. Yes, many things about Europe, the problems related to Europe, differences in perceptions made from one person to another.

¹¹ See Appendix A for an overview of the structured protocol

*(...) The interculturalism also finally how people perceive the culture of the other, how to combat stereotypes, prejudices" (Bfs_TCAfr2).
"I think the method of distributing information through constant interaction with participants was beneficial and helped participants to be more secure and more efficient in practice. Practical cases helped us to assimilate much faster theoretical information provided by trainers. I want to approach this method of constant interaction, both during the presentation of the theoretical part and practical part of the course" (Ljh_YWM1ro2).*

According to the analysis of the interviews, tensions between formal (i.e. theoretical input) and non-formal approaches (i.e. exchange of experiences) among some participants can be assumed.

Nevertheless, most of interviewees assess the combination of theory and practice to be highly positive. It is reported, for example, that through this combined approach, the knowledge of dog therapy or existing knowledge in the field of arts (theatre of the oppressed) as well as the capacity and knowledge of the organisation could be increased.

Furthermore, input from an external researcher was appreciated to gain theoretical knowledge connected with professional realities such as giving some clear arguments against connection between radicalisation and religion and explained the process of radicalisation, why and how and some profile of whom is most at risk. It can be assumed that a need for more theory and European practical knowledge about radicalisation are appreciated and would increase confidence.

Acquired knowledge as perceived by the interviewees:

- knowledge of presentation and dissemination
- knowledge about E+ programme and opportunities (exchange; mobility; EVS; job shadowing; KA2; Youthpass)
- knowledge about project applications, fundraising website and different country legislations
- knowledge about history of volunteering (highly appreciated)
- knowledge on immigration and training games; but youth work was not focused on; radicalisation
- knowledge about organising events/trainings
- knowledge about entrepreneurship (i.e. avoid beginners' mistakes in starting an own business)
- knowledge about disadvantaged children and young people and inclusion

a) Knowledge about the E+/YiA programme

Acquired knowledge about opportunities in the E+/YiA programme encompasses options within its framework and formal requirements as well as institutions that can offer consultations. Moreover, new approaches (i.e. LLL), project applications and grant opportunities within the E+/YiA programme (E+-projects) could be adopted, implying practical knowledge and techniques, and sometimes also conceptual knowledge (i.e. gender approach).

On closer inspection, project applications and processes of the Structured Dialogue in different countries were learnt. For international youth exchange, for example, a simulation for implementation was initiated, implicating a lot of information on the practicalities of organising a youth exchange as well as a dramatic exercise, where they had to organise a youth exchange. In other settings, trainers used many frontal methods, gave a lot information, provided explanations and paid attention to assessment and evaluation. Finally, it is reported from some interviewees that they are ready now to teach/apply the successful application and implementation of the YE programme.

In comparison to that, the gained knowledge on KA2 application differs between participants after the training/activity, ranging from ‘feels now capable to write successful applications’ (at the end of the training a draft for the first project was available) to ‘limited new knowledge about KA2 related to administration’.

With respect to Youthpass it is reported from some interviewees that they examined this instrument carefully and learned that it is a process of self-evaluation and process-evaluation.

However, it is possible that after attending an international training, a national training in terms of further education is required. One interviewee addresses that all the information regarding exchanges was brand new to her. That’s why she also needs an additional national training to make sure that she actually understood everything.

Finally, it seems important for some interviewed participants to see how partners deal with the know-how they gained; what PR happened in different countries, what “follow-up” SD activities happened, and to see the continuity from the preparation, through the activity phase and eventually to the utilization of the new know-how.

b) Knowledge and skills about project application, preparation and implementation

Issues of project management in terms of applications/preparation and implementation of projects/activities in E+/YiA programme were focused on in different trainings/activities. Many interviewees perceive that they acquire respective knowledge and skills and some of them could return to their organisations with concrete outcomes, such as a draft version of a project application to submit.

Knowledge and skills encompass for example

- project life cycle (application, preparation, implementation)
- crisis management and improvisation/dealing with ambiguity
- needs analysis
- evaluation
- presentation of results

However, some critical statements address that more experience-based sharing of practices were expected rather than particular technical guidelines for writing projects. With respect to this, a practical approach seems recommended, including feedback from peers and learning from others’ mistakes, like practical guidelines of applying a project, teaching how to consider deadlines when planning your project, how to phrase the goals of your projects and the needs what you are trying to fulfil.

More specifically, interviewees explore that some of them got affirmation of their project management skills (positive feedback as a project-coordinator) and got tips for successful application/administration or improved organisation and management of training projects through workplace learning (acted as coordinator of the training). In such learning settings, the training/activity was perceived as a very positive experience overall.

Furthermore, information on potential projects would be appreciated, not just in youth exchanges and about benchmarks and access to/share respective information.

Before the training/activity some of the interviewees had the image that writing the applications is very difficult. At the training, they were told it was easy and now they are less afraid of the application process.

In some cases, they experienced how to write a project through stages such as identification of the problem, developing solutions, identifying activities and involving young people, creating the programme and working in groups.

Another interview statement refers to using strategic planning for projects before, but resource displacement strategy was learned, since the project is more detailed and well-planned.

Discussed/integrated topics for project applications (as mentioned in the interviews):

- funding of the project
- feedback and evaluation of a work plan
- inclusion of disadvantaged groups and young people already in the planning stage of the project
- inclusion of European values
- evaluation processes in European countries
- needs analysis (how important is a need analysis with all stakeholders including the young people when planning a project)

It is considered that it is a pity that project applications tend to have as short a project life-span as possible because of budgetary reasons. It makes much more sense to have a proper preparation, implementation, and assessment/evaluation/conclusion, as recommended in one interview statement.

Some interviewees report that the presentation of a concept for project implementation was missing during the training/activity.

It is perceived that the quality of implementing (learning) activities could be improved after attending this training/activity, for example by learning realistic and flexible planning of training activities.

Overall, a high motivation can be estimated from some participants from the training/activity to start coordinating, for example, a youth exchange project and use all the knowledge and acquired experience in practice (to write and implement a project).

As a result of taking part in the mobility, some of the interviewees express that the main stages and their importance in project implementation is better understood and, as a result of the experiments, different types of problems are covered that can be encountered during project implementation. Not having experience in the international project/ activity organisation, the interviewee learned how to plan any involvement in organisational projects. He understood the importance of the preparation period of an activity/ project. Others indicate that they did not learn much about the implementation phase.

It is noteworthy that knowledge about entrepreneurship/organisational issues were defined for expectations (see chapter personal expectations) but seem to play a marginal role within the learning outcomes based on the raised issues in the interview statements.

Acquired entrepreneurship knowledge encompasses, for example, getting impressed and inspired by some role models of participants who already are social entrepreneurs. As a result, the area of

entrepreneurship is perceived as an attractive one with creativity and independence. In addition to that confidence is gained about the own possible role in the field of social entrepreneurship.

Another aspect refers to the understanding of the work of NGOs and the financial mechanisms behind them with some attractive alternatives for improving the infrastructure. This knowledge could be acquired through a field trip to a well-equipped Youth centre, which makes cash as an enterprise by renting the room for weddings.

With respect to organisational communication, a few changes are indicated by some interviewees because of the understanding that available resources at the moment limit the possibilities for activities. Thus, an increased level of realities becomes evident among some participants.

Finally, some critics mention that a deeper/sufficient understanding for organisational frameworks could not be gained through the attended training/activity, although this was expected. Furthermore, the own organisation is addressed critically regarding its attitude towards volunteers, who are not treated kindly and carefully, implicating the need for more democratic values.

c) Knowledge about youth work

In different interviews, it is expressed that a lot about youth work and NGOs outside of the EU was learned. There was some surprise that in many countries there are no special academic study programmes to train youth workers. Thus, some interviewees were very happy to listen to theoretical approaches and to learn about different academic programs for youth work training. The acquired knowledge about participation theories and study programs or about youth work in rural areas abroad are assessed to be useful.

The gained knowledge on the history of volunteering is also reported to be very interesting, and something completely new.

Also, the acquisition of knowledge about social work in the youth field is mentioned appreciably. These issues encompass psychological support; social inclusion models for disadvantaged groups; services provided for young people and women or the support of the European Commission of young people in closed institutions.

3.4.1.2 | Skills development

"The theme that I brought up was about how to engage youth in a way that is attractive to them. We talk about that when you approach youth then have to make the information interesting to them and Powerpoint and slides are not interesting anymore. So you have to reach them in some other ways" (Bfs_TCA5ee2).

a) Language and communication skills / Presentation and dissemination skills

According to the analysed interviews, a main emphasis was given to issues of language and communication issues, including presentation and dissemination skills.

Language skills in international training/activity settings can be assumed as another key issue for participants, particularly in terms of obstacles and access to the training/activity.

Many interviewees mention that English is/was difficult (i.e. to express oneself in English) and considered it to be an obstacle for attending the training/activity but they did manage it and helped

each other when any language barriers occurred (problems in understanding). It was expressed, for example, that trainer support was nice. A supportive atmosphere was created by the team-building games, participants could ask questions at any time, and a lot of visual support was used in order to improve understanding. Due to this, it was much easier in this respect than it was expected.

“I had difficulties but in this sense it [the activity] contributed a lot. My incompetence did not affect my learning; I only had difficulties in expression myself. I made use of technological programmes to understand the discussions. I did not have a big problem at the end” (Ems_TCA5tr2).

Another contributing factor in terms of overcoming language barriers seems to be that everyone was accepting the fact that not everyone's language skills managed to cover professional vocabulary. There were quite a few people who were confronted with a lack of skills in their second language. They were still able to communicate by explaining themselves in more words than one, and by sharing the feelings of English to be the second language.

Before the training/activity, the self-perceived language barrier may be increasing when the majority of participants attend the training/activity in their mother tongue.

It is important to note that sometimes, the English language skills are estimated at a lower level than experienced in practice during the international training/activity. It is explored, for example, that it was relevant to overcome the personal comfort zone of communication. After that, new experiences could be made, such as overcoming the personal defined trait to communicate with strangers. Nevertheless, some interviewees claim that referring to their limited linguistic abilities, the problems in understanding content of the training/activity cause restrictive learning outcomes.

Acquired language skills predominantly refers to improved/developed English communication competences. Other languages than English are rarely addressed, such as German and Russian.

The learning outcomes seem remarkably high after the training because of using the language almost daily, indicating benefits in language development: to give a presentation in English is imaginable, because of feeling confident in doing so and being able to react to the questions and debate appropriately; to communicate with other/strange people; speak more fluently; accumulate more (specific youth related) English vocabulary; to feel more confident and comfortable to speak in English in a professional environment; to work in a multinational team. Language can develop better when you are in action, when you live through it.

“I did not think of English, but in English” (Bfs_KA1cz2).

As already mentioned, there was a high level of support from peers and trainers to help others in case of language obstacles, especially in terms of expert/specific vocabulary. As a result, the language skills of these language contributors to ensure mutual understanding could also be increased in simultaneous translation, for example.

Finally, there are some intentions to pursue the English language further, mostly through informal learning (English subtitles, English movies, etc.).

Undergone training inspired the interviewee to look for new courses to improve her working skills with young people.

Communication is an essential aspect in daily and professional life and thus there are some expectations to increase the professionalism in work with young people. New techniques of communicating efficiently were learned in a short time period: Expressing yourself in a short time

period. An interviewee perceives that she developed her communication and self-expression skills further. In addition to that, a need to express oneself in a much simpler and clearer way to avoid misunderstandings and conflict is self-perceived by another interviewee.

Some communication concepts were addressed in different trainings/activities, indicating impressive learning outcomes for some interviewed participants. On closer inspection, the concept of "communicating meaningfully" has changed the perspective of one interviewee on this, and she seeks to integrate what she has learned into the work of the organisation. The knowledge accumulated by the interviewee concerned self-knowledge and meaningful communication (village method), which offered the participants the context to experiment with ways of communication and connexion not centred on verbal communication.

Another interviewee chose non-violent communication to overcome some difficulties in the communication processes. She felt that now she is better able to communicate and to understand where conflict could arise. She feels more confident to act, to discuss, to communicate, and to face conflict at the beginning.

The general atmosphere of the training/activity fosters tolerant and constructive ways of discussion, which contribute to emphasising the importance of active listening in community building. An interviewee points out that the most important lesson is actively listening to others, also to negotiate when you have a disagreement. *"Because when we know each other well, we are used to arguing, but people we don't know so much ... So, that requires listening to the other. (...)" (EfbTCAfr2).*

A big step forward in progress is also perceived in terms of acquired presentation skills, including graphic facilitation and methods for presenting the organisation, public speaking and speaking in the second language.

Developing knowledge and organisational communication skills to support processes of visibility, dissemination and exploitation of results in Erasmus+ projects and framing them in the context of the communication strategy of the organisation.

Some skills are developed to collect, choose, interpret and use information according to the context of the activity as well as changes of attitude when making presentations are happened:

"For example, I was keeping my distance in front of the group, I wasn't smiling. I talked about it with the trainer, and I learned smiling better; or for example I learned the importance of tone of voice at the beginning of presentation." (Ams_TCA1tr2).

Workplace learning was also fostered by taking the chance to take over different presentations/performing tasks. More specifically, by taking over presentations on behalf of the team, facilitating one session or leading a workshop improved either presentation skills or English language skills. The acquired learning outcomes are intended to be implemented in the organisation/used in the future in daily business.

"Yes. It allowed me to strengthen my leadership a little too, of having to speak before a group, speak in public, and in English! That's what we really asked to do during our seminars and during our training with young people. So that's not bad because it allowed me also ... Well, I have more confidence in me, [sic] I can more easily speak English in public, to present something to people" (Bfs_TCAfr2).

The motivation behind taking over performing/presentation tasks is often to raise professional development for working in international settings, which requires English language skills and presentations skills. It is pointed out in several interviews that respective international skills are sometimes missing among staff members in organisations, being interested in implementing international youth work. This could be a career perspective for participants who attended an international training/activity and improved respective skills for international work.

b) Digital skills

"Young people put too much trust in the internet. They don't have the habit to check the information in several sources" (cfh_YWMpl2).

Generally speaking, digital skills may be underrepresented in the interview statements as well as digital issues/topics seem to be marginalised in the provided training/activity. It is reported, for example, that the know-how on virtual mobility was shared, or a closed Facebook community was created to share useful materials. Additionally, new tools, such as apps, games on Facebook or open source technology, are discovered and learned about. It was perceived a great time to discover other participants with their realities in youth work.

"The Facebook-based simulation game that we developed during the training opened my eyes and made me realise that the internet can also be a tool used in youth work" (imb_KA1pl2).

In other cases, ICT is used to accumulate knowledge and develop skills regarding methods and content in the training programs or is focused on presentation of projects through interactive and web-based options.

However, an raising of awareness about the potential of ICT (i.e. new Internet programmes about communication; creating and administrating web pages) in youth work becomes obvious, which was not expected, and the use of internet is intended more often in daily business (became more open towards ICT). According to this trend, one interviewee thought before the project that the Internet was a threat to youth work and that youth workers compete with the Internet for young people's attention. However, the development of a Facebook-based simulation game made him change his mind. He now claims to use the Internet and social media more in his youth work.

Different is the situation in terms of digital games. For example, the training/activity encourages investigating deeper into the role of online games in the youth field, to be more open towards these new games and trends. The trainers used very creative methods, also demonstrated the use of games. However, the online games (their use for special purposes) demand deeper technological knowledge and ICT competencies – so even though these tools seem important, it will not be easy to use them in daily work, while the role of the online games in the life of the European young people seems highly important, which was surprising.

A lot of potential is also perceived in terms of intercultural education. Despite many threats that the Internet brings, it can also serve as a great tool to reach young people virtually and *"have a chance to get to know the representatives of almost any nationality, get to know their countries without leaving their room"*

(cfh_YWMpl2). Nevertheless, it is assumed that personal contact with international people is more emotionally effective for networks/friendships, cooperations or partnerships than learning about them on Internet.

However, in some interview statements more knowledge, confidence and experience on digitalisation are requested to be required. For example, in the following areas:

- digital competences;
- better use of social media and digital apps for daily things in own personal life, e.g. Internet banking, buying bus tickets, etc.;
- the need for digital youth work, including country-specific differences (some are top; others have accumulated needs) and considerations for face-to-face interactions.

c) Non-formal learning / non-formal education

Non-formal education/learning tends to be a main focus within international trainings/activities, which have different effects on the interviewed participants. In some cases, interrelations between personal learning preferences and a non-formal learning approach could be indicated. As a result, a strong motivation to learn more about non-formal education becomes obvious, especially in an intercultural context. But also in cases, when the non-formal approach is not indicated to be very close to personal preferences, the experienced success of simulation method encourages to use it for the own activities. The application of active learning methods based on the non-formal approach is intended in daily business by several interviewees.

In the training/activity it is also learnt that youth work should be based on non-traditional, creative methods, rather than academic. Thus, to use a creative side and methods for learning, individual and team work as well as how to work with young people becomes a crucial point. Furthermore, new methods are learnt from non-formal education, for implementing international training and about Europe, including more awareness of non-formal education concepts and methods.

Some of these acquired methods (not only at theoretical but also at interactive level) refer to ice-breaker games: to work with young people (i.e. labyrinth theatre method and storytelling method were mentioned as most interesting) as well as children with Trisomy 21 and for those with autism (i.e. drumming therapy).

In addition, a few interviewees discover the importance of evaluation – *“without evaluation you should not call it an educational activity”* (Kfs_TCA9de2) and issues about self-management and the consideration of participants’ needs (i.e. how to share some coordinator, trainer and facilitator responsibilities with the group to share relevant responsibility of training and to assure learning process for everyone). There is a desire to create an optimal learning environment and to increase the quality of learning activities. Revisited: One interviewee pointed out that everything she had learnt during the course referred to creating new learning and work efficient environments.

Moreover, inspired techniques are presented for the inclusion of non-formal methods into formal education in order to create a proper learning environments for young people. Some of the interviewees already applied such methods in activities, like ice-breaking, team building, or the walk of power, which was used for education on the awareness and reducing of discrimination.

"It gave me a lot of inspiration, when you do the same job with the students but instead of controlling you try to shepherd / accompany them, like: go on, try this too, or search for this also...As I see, here the role of the teacher, or the youth worker is really different than usually, you just have to be there, in the background"" (Gfs_KA2hu2)."

The non-formal approach is seen as an alternative to traditional pedagogy and as a result of the training. One interviewee has now a completely different meaning and high appreciation of its benefits (changed opinion that only in school you learn something). Now she is convinced that one has to use both areas in order to provide of the highest possible learning experience. She has understood that non-formal education can have a much larger impact than the formal one practised in schools.

But not for all interviewed participants said that the applied non-formal approach was positively experienced. Some of them reported that the training was one example of how a NFE situation should not be organised. One interviewee thinks to have learnt how she could do such a training better by paying more attention to participants' needs, and by choosing supporting learning tools relevant for adults. This includes systematical reflection and assessment whether the course is still in line with participants needs and possibilities.

d) Active participation and empowerment of young people

A very important achieved learning outcome concerns the importance of the Erasmus+ projects in the field of youth for the inclusion of young people in society. As a result, effective ways of working with YPFO/YPSN and the inclusion in E+ projects are acquired. Also, the importance and necessity of activities for YPFO/YPSN and provided joint work among young disabled and non-disabled peers become apparent, increasing the capacity to meet the needs of disadvantaged young people, to identify and better understand their training and socialising needs and the need of belonging to a group. Developed skills related to empowerment can be assumed as critical thinking in social and political systems, and organisational strategies for youth involvement.

Principles of non-formal learning should be included when designing an activity for young people, concerning 'learner-centred approach', 'transparency', 'democratic values', 'participation' and 'social transformation'. Peer education and the participatory model are assumed to be another innovative methodology to develop and implement projects/activities for young people and adults. Different approaches are required to be taken into account like acceptance of the key concepts. This includes values and consolidated practice of non-formal learning, the way of constructing group relationships (peer education), role playing and technological tools, and curiosity about learners' needs.

More often it is stressed in the interviews that engaging, activating and motivating young people are estimated to be one of the challenging points. New techniques and games are learnt in getting young people's attention and the importance of traditional culture and its relation to handcraft is stressed. Furthermore, simple techniques are learnt to unlock young people's creativity and potential for creating active participation among young people. Revisited: One interviewee saw that it is not easy to activate young people, but she tries harder and harder to come up with ideas that could attract young people.

'Knowing yourself' is also estimated to be a potential method for empowerment, for example for EVS volunteers, by leaving them some space and giving them some tools. This is leaving the initiative to young people for their own learning.

In addition, further acquired methods refer to creating group cohesion, stimulating motivation, and the involvement of youth from the NGO in the design of project activities (application of the dramatic exercise is attended to understand how a young person might feel). Labyrinth theatre method and storytelling method and also group dynamic methods were mentioned as most interesting ones.

"I feel that I became more conscious for using an energiser game when I see that the students are tired, and I have to act more spontaneously, and the creativity is there – but when you try to force being creative and spontaneous it just can't happen... I realized it is much simpler as I imagined. I really liked it" (Gfs_KA2hu2).

Overall, the more active and engaging the method, the higher the interest of young people. Thus, preferences for interactive learning settings, participatory methods to be applied in activities with youth (combating conflicts, raising self-assessment), and skills related to adult education as well as practical activities apart from playing games have been addressed. In some cases, an increased interest in facilitating and training groups in the future emerged.

Moreover, in one interview it is pointed out to think about how to share some coordinator, trainer and facilitator responsibilities with the group and relevant responsibilities of the training/activity to assure learning processes for everyone.

3.4.1.3 | Changes of attitudes/values

"Value of International Youth Work, was a segment of the activity program, which reinforced my idea of the importance and necessity of working with socially, culturally and economically disadvantaged young people, and gave me an extra motivation to try to give our youth a real chance for active participation in the community " (Dfs_TCA1ro2).

"During almost every activity we were divided into mixed groups to learn from each other and to learn the realities of each country and it changed my image of the European Union, which I now look upon with more interest" (Gfh_YWM1ro2).

"I met people who the Erasmus+ programme has changed their life and I think that impressed me the most" (Dfs_TCA1ro2).

Changes of attitudes are predominantly expressed through awareness raising on different issues and discourses, as presented in the following chapter.

Nevertheless, aspects of no changes of attitudes are also raised in the interviews regarding different topics and at a general level, indicating the importance to revisit these statements within the third round of interviews 12 months after the activity. At this stage, some assumptions can be drawn for finding explanations for this phenomenon, including respective interview statements.

One assumption refers to the fact that changes in attitudes take time and require reflection processes because of the usually unconsciousness effects. Due to this, changes are hard to point out right after the training/activity, as assumed in one interview. This indicates a difference to, for example, acquisition of knowledge or skills. The learning outcomes/changes are normally more and immediately visible and that's why interviewees address these outcomes more often in the interviews.

Another assumption concerns the training focus: in case attitudes and changes are focused on in the training/activity, they are discussed and worked with definitely. As a result, respective outcomes may be more present and conscious to the (interviewed) participants. In such a learning

environment, as reported in one interview, many attitudes were revised, regarding European identities in particular, by learning about the quite different attitudes of other participants.

The last assumption for rare changes in terms of attitudes refers to participation in different similar activities/training in the past. However, in many interviews changes of attitudes have been addressed, more often with impressive statements, such as the gained knowledge was not that important compared to the attitude.

In some interviews the acknowledgement was addressed that different youth workers from different countries have somewhat different values. Values may differ among European youth workers, while youth work is assumed to have similar issues in all countries by one interviewee. Nevertheless, other interviewees realise different definitions of 'youth' or youth work across countries (see chapter intercultural learning/education and identities/discourse).

The attitude and the general approach towards youth work are more elaborated in the sense of more awareness of the societal context for any kind of youth work (perceived through a simulation game, which provoked a lot of emotional reaction). Another example of the interviews indicates awareness raising, in the sense that youth workers give more importance to solidarity than economy, becoming evident also in the community spirit. This was perceived to be a right metaphor for the European/global system, which ignores the power of young people and youth work (obtained through a simulation game with different disabilities or advantages to earn money).

The interviewee changed the perception of the young people she works for and with. She now better sees their potential and even appreciates them more. She did not realise they are very active until she saw young people in other rural areas in the hosting country.

Another interviewee appreciated the trainers' attitudes: being motivated and able to motivate the participation. Due to an input on participation during the training, she is now aware of the importance of participation as an overall aim of youth work in general and will try to plan and to run her activities with young people with a more participative approach. The interviewee now feels aware of the required competences and challenges for youth work as a result of the self-evaluation, which has been the major approach in the training – *"value your experience"* (Dfs_TCA4de2).

Further examples for change of attitudes refer to:

- inter-culturality and sustainable development (achieved through the presentations of social entrepreneurship mini-projects presentations and the open way of interaction between the participants);
- looking at issues from another perspective (obtained through a simulation game, where she experienced different roles in a fund-raising activity);
- communication between the NGOs, companies, and the community (more positive now);
- recognition of the importance of collecting and using information;
- exchange of experiences of participants outside of Europe ('cross-cultural realisation');
- awareness raising and more commitment to provide (international) activities with disadvantaged/disabled young people, and efficient services to kids in prison (the project developed his attitudes through communication with participants);
- learning living together with migrants (the theme of the project and a local reality at the place of residence); and that the ways of living together in harmony should be found and should be transferred to the local community (realised throughout the discussions on project preparation);

a) European values (see chapter intercultural learning/education and identities/discourses)

European values seem to be difficult to understand and talk about in particular interviews. This can be seen with respect to the current status of European values: different understandings and definitions occur, indicating a lack of concept for European values. Nevertheless, equality seems to be a value shared by all, there is the feeling that a common set of European values is missing. It may be that more common goals exist, rather than shared values. Thus, it seems that a concept of European values is required, which should be distributed and known among (international) youth workers.

More specifically, European values came up mainly in discussions (in a more global context also from perspective of non-Europeans) or in the form of goals (i.e. intention to become more international), raised predominantly by trainers at the beginning of the activity/training to compare situations and discuss differences between countries and across/beyond Europe (but not really dealt with). 'Europe' is perceived as something very central but also constricting.

As a result, European values themselves were not new, but the way they are perceived by others was completely new to some interviewees (i.e. someone discovered own European values). European values may be reflected in a more chaotic way, but one that was solidly grounded in the real lives of the participants. This did not change the particular understandings of European values, but the participants learnt (to accept) that there are different perspectives.

Nevertheless, the interviewees address European values with diverse issues and discourses, becoming aware of the importance to be committed to European values, and to mobilise people to be more active in this regard. With respect to these different definitions and perceptions, some examples are summarised from the interview statements in the following:

- Europe is civilised, people are hard-working and they are respectful of people;
- equal, careful treatment in the training/activity, independent from the country of origin or any language accent;
- democracy (perception that EU countries could establish a good system of democracy);
- peace (believed to be also ensured in Turkey);
- human rights;
- active citizenship (exchange and discussion raise country-specific differences, depending on political influence);
- freedom (but freedom and democracy are not automatically connected with Europe).

For others, European values remained the same, especially when different trainings/activities have been already attended within the E+ programme (i.e. student mobility).

b) The image of the European Union

Positive interview statements regarding the image of the European Union deal with the support of international opportunities to meet people from different countries in the field of youth work or within the EU framework and policies (i.e. social policies). A few interviewees raise their appreciation of the E+/YiA programme (i.e. EVS) and its opportunities for young people. In particular, EVS is expressed as being highly valuable for young people, especially from less privileged backgrounds, to get a chance to go abroad. Huge respect for such a system is expressed. As a result, serious changes of minds about the EU (not against it anymore) or reinforced positive EU image become apparent.

“I was thinking of the EU as a capitalist community, that dominates the world with capitalism, as a competitor to the USA. I now see that it is a bit different than that, the EU is trying to achieve something in line with an objective, especially when we look at the money it spends” (Ems_TCA5tr2).

Participation in that activity/training encourages one interviewee to perceive on the one hand the unity of Europe, at the same time leads to appreciation of the local situation and conditions. On the other hand, it is stated that a definition of Europe and about being European is missing.

It is also reported that now the problematic and different point of views about being European could be better understood (gained during debates, exchanges with different arguments about Europeans principles and values). Additionally, some reflections are initiated by one interviewee himself on the concept of equality between EU and non-EU countries, with particular interest in economic redistribution.

Not all interviewees assess the image of the EU positively because they criticise the absence of effective measures for different vulnerable groups, such as efficient protection of women against violence. At the same time observations are raised that more and more people are realising that all these challenges are not of a personal but of a structural nature. Thus, the need for more coordinated and structured European level activities becomes important in order to bring the issues of gender-discrimination and inequality on the political agenda.

Another negative EU image refers to bureaucrats in Brussels, but this image changed as respective members, working for the European Union, attended the training/activity, and let them see a bit their job, daily work, and concerns.

“It was a big surprise for me, that there were people from Brussels and they emphasised the understanding of European values and its application in the communication.” (Ffs_TCA4bu2)

c) Discovery of European issues

Themes covering immigration, migrations and borders as well as radicalisation are perceived to be ‘hot topics’ and produced stigmata throughout Europe and beyond. The actual European situation about migrants/refugees causes a common problem across different youth work realities. In some training/activities’ settings, participants may have space for sharing experiences about political issues, to be educated about citizenship, and how and for what to be militant.

Youth work itself is indicated with different meanings in different countries. Some issues are indicated to be similar across Europe, for example, how to get young people more involved, and how to get politicians more involved with youth issues. Additionally, the political situation may have an influence on international youth work, when specific countries are not visited based on their political convictions.

The opportunities in the countries of the European Union are different. Thus, it was talked about what kind of effects different conditions have for people from different countries working in the youth field as well as for implementing international youth projects/activities. Youth participation was given a lot of weight in discussions, as some of the countries actually do youth work without listening to young people.

European identity and the tools used to reflect on the identity dimension become obvious.

"The first part of the activity was to define our identity and then our European identity with pieces of newspaper, making a billboard. And I think I will use exactly the same thing" (Ems_TCA3it2).

The interviewee, prior to participating in the training course, attributed European identity to citizenship and the use of a number of services to ensure many rights. Confronted with other operators, a much more complex and problematic European identity emerges: that is the simultaneous presence in one geographical space of multiple cultures, religions, traditions, languages, and histories, which from their point of view represent different meanings of the concept of Europe and European identity.

New ideas on Europe are developed and more interests in European topics are pointed out, for example, regarding unemployment and youth because of the experienced realities and debates from others. Furthermore, a clearer impression is perceived in terms of the relevance of non-formal learning for national and European youth work.

Generally speaking, in several cases an expansion of views is reported in terms of European issues and the role of the European Union:

"I thought I had a realistic view, but it was further enriched through the confrontation with quite different views. (...) yes, we are all different, but the European Union is providing a framework for improving our lives" (Gfs_TCA3at2).

In this case, the training was rather improving strengths than compensating weaknesses. Nevertheless, her previous experiences were focused on continental Europe, and were expanded, not least with regard to approaches more commonly applied in the Anglo-Saxon world.

3.4.1.4 | Personal development

"I am more patient, I try to put myself in the place of others as often as I can, and I realized as a result of the project that not everything that seems logical or normal to me is seen the same by someone else" (Gfh_YWM1ro2).

"Now I know some things only look difficult but in reality are not" (Dfh_KA1cz2).

Some general statements for personal development in an international context and outside of a comfort zone are perceived in the interviews through the attended training/activity as follows:

- become a more tolerant, patient, calm and open-minded person;
- the world-view is broadened;
- team work and taking initiative;
- relating to people and building trust ('convincing them'), and figuring out their strengths;
- develop ability to express your own culture;
- gain self-confidence through group work;
- continue to be positive and to take the best of this experience even if the own expectations are not achieved;
- follow group dynamic and objectives;
- be more enthusiastic and motivated in continuing the youth work.

a) Confidence

Interactive methods seem to encourage participants to be active and carry out self-reflections (individual thinking and reflection), effecting some interviewees on their personal development such as gaining more (self-)confidence. This acquired confidence refers to encompasses, for example, becoming more confident in performing in front of European peers and management staff, in using theatre in organisational settings; improved ability to exchange experience; loss of shyness; developed capacity to address an audience and get their attention; and performing music therapy.

In addition, the received information may contribute also to self-confidence (i.e. to start planning a youth exchange).

There was some surprise that every experience was welcomed and the whole experience provided a lot more confidence or self-confidence in international youth work.

“At the end of each activity we were encouraged to freely express our opinions regarding the experience itself, and the debates took place during breaks or at the end of the day depending on each one’s interest”
(Hms_YWM1ro2).

In the case that the interviewed participants implicate more topic-related knowledge of the training/activity than most of the participants, then the learning effects are mostly marginal for them. Some of these experts report they were consulted many times from other participants to answer questions.

“The content wasn’t new for me, we’ve already done EVS, so OK, I wouldn’t say I have a big routine but still.... But sharing the experiences was really great, and to hear that everybody has the same problems. Also I got new ideas, little tips on how to solve these problems coming from the system of E+” (Afs_TCA1hu2).

The training itself may not provide enough stimulation for concrete skills (i.e. expected improved skills to enact the role as a mentor, while the interviewee experiences herself as being rather advanced in this regard). Only when they receive feedback about their professional work or in specific, concrete sessions, could a positive impact on their confidence in youth work be perceived by themselves. Additionally, one experienced interviewee has learned about the other participants’ working attitude during teamwork, although she was one the most experienced as a project manager.

Another interviewee got to showcase how well she works in a group. She also noted that she was given certain tasks and responsibilities because she had such a vast experience in youth work. Apart from that she was chosen as *“the mum of the group”* (Ifs_TCA71fi2), a role she has been given before as well. She felt one of the reasons everyone wanted to work with her is because they could tell she was trustworthy. This participant was full of motivation and excitement after this training.

In comparison to experienced participants, it is reported that younger participants with less experience expected some tools and methods from older ones, and they explained what is interesting is to learn from other’s experiences connected with their interests. Thus, several interviewees explain that they learnt a lot from the other participants, who were very competent in their fields. Others’ professional confidence helps to improve the own knowledge and competences.

Nevertheless, it seems that there is not only a one-sided knowledge transfer, but a reciprocal learning process, predominantly on a personal level for experienced participants. It is reported that

less-experienced interviewees also received good feedback from other participants in terms of applying their knowledge in European youth work.

In this context feedback is assumed as an effective method for personal development regarding share analysis from someone who gave feedback and who is not known very well (do not know anything about the own perceived quality of work). As a result, the feedback could be activating and motivating the own work, some kind of personal encouragement to do the job further and better. Listening, giving feedback, and being ready to accept critique are raised to be essential in this context.

b) Self-knowledge; self-discovery; identity

An applied method to encourage self-reflection and self-discovery may refer to either regularly organised reflection processes within the training/activity (mostly daily reflections), visualising personal development together with good and bad examples, developed personal learning plans to reflect on the own strengths and weaknesses, or areas and ways of improvement.

Through daily reflection processes, the self-knowledge and self-discovery may cause several effects on the own personal development such as identity construction (i.e. age and experience) and alterity, increasing curiosity and openness to improvise and experiment, realising the importance of active listening, learning the own learning style; becoming aware of the own role and place in the group or create the sense of belonging to a group, becoming aware of the own strengths and weaknesses, and it also encourages to explore the own identity and dealing with the resulting emotional potential.

Due to the training, one interviewee is actually trying to find out, who she is and what she would like to do in the future. The training initiated a new process of self-discovery. Another interviewee presented herself as someone who would rather not be a spokesperson, but as she felt confident about the topic, she just had to overcome her shyness and become a spokesperson. A further interviewee explains that he appreciated the feeling of belonging to a group which works for peace. Finally, an interviewee “rediscovered” how to be tolerant, to fight fixed ideas, to question what she was convinced in and to go further what she already knew. She also learnt “again” to reach out to others.

Not in every case reflection processes indicate positive outcomes immediately, for example, when it becomes obvious that the own vision is not as wide than expected or the responsibilities in group settings cause uncomfortable feelings and the role has to be rejected.

However, a better self-knowledge or improved personal development on a general level are assessed positively in almost every interview after the training/activity.

“I knew myself absolutely better in my teaching life and in youth work. I wasn’t aware of it before. Now I know better what and when I have to do for my weaknesses, and it makes my job easier” (Ffs_TCA6tr2).

Analysed statements imply some interesting results when interviewees claimed that the training/activity had no effects on them. In such cases sometimes the effects become evident at a later stage (i.e. writing the official report to the sending NA), and not immediately after the training.¹² One interviewee, for example, stressed several times the diversity of the group (in terms of age, experience, institutional roles and affiliations etc.), which might not have been anticipated in advance. Experience in direct interaction with the volunteers was perceived retrospectively as a

¹² Such effects are assumed to be revisited in the transnational analysis of the third round of interviews 12 months after the activity, module (B) transfer into practice.

developed strength, when attending the training/activity. This might be interpreted as a learning effect, despite the fact that it was not consciously perceived.

c) Emotions; empathy; dealing with emotions

Generally speaking, empathy and dealing with emotions are assessed by several interviewees to be two of the most important pedagogical competences, also highly relevant in (international) youth work.

Empathy and emotional discourses were indicated as important parts in the training, and people learnt to handle emotional and content-related conflicts. They also learnt how to take care of people who could not withstand such situations.

Specific training/activity situations imply personal/emotional effects being far reaching. Thus, a few trainings are described to be very emotional, they shared a lot of experiences and concrete cases. There was a training unit provoking strong emotions, for example, but following one particular interviewee, nobody was left alone. In another interview on the same training, the other interviewee reported differently and criticised that training approach as too far going within an educational context.

During another training, an interviewee tried to influence the running of the programme demanding more reflection about what they are doing in the course and why. This led to a conflict with the leading team but in the end the methodology was changed.

It is assumed by one interviewee that intervening in discussions chaired by many people is an emotional obstacle difficult to overcome.

Conflict management became one of the major interests of another interviewee as a consequence of the training activity, despite the fact that it was not dealt with in the training activity: To develop conflict resolution skills and to learn how to deal with conflicts raising from the fact that a mentor and his/her mentees might have very different expectations.

Knowledge about conflict (triangle schemes, conflict steps, resolution strategies) was helpful to better understand the own job reality. One main learning effect refers to identifying and understanding feelings connected to needs. The conflict theory presented in the training/activity was new for one interviewee, implicating that the learning outcomes were strengthening and consolidating her competences.

Finally, considerations are made that a conflict could also be a sign of 'well-being' if the result is a discussion, as it is an opportunity to express and to listen different arguments and to find a common solution. Unfortunately, this kind of positive conflict solution is rarely state-of-the-art and in youth work you may be confronted with was more violence and conflict refusal/denial.

Some methods are initiated to improve abilities in being empathic like dramatic exercises to feel like an EVS volunteer (i.e. homesick; feeling alone in the hosting country) or empathy exercises with the disabled young people. These methods are perceived to be helpful for developing respective competences by some interviewees.

The ability of taking the perspective of others is constantly illustrated and emphasised in the interviews. Thus, taking part in the mobility allowed some interviewees to develop empathy towards those in difficult situations or those with fewer opportunities, or to get tools and methods to support volunteers more professionally.

As a result of taking part in the course, one interviewee has developed empathy towards people with special needs. Another interviewee explores that she learnt a lot about her style of support, and how to let volunteers express their feelings. Empathy and listening are the reference values from which a further interviewee moves to implement the projects on training

3.4.1.5 | Intercultural learning/education and identities/discourses

including knowledge, skills and attitudes/behaviour

"Intercultural and peer learning has been achieved through interaction among participants both in the activities provided during and outside the training course, being able to discuss, adopt and understand different visions" (Lfbh_YWM1ro2).

*Interviewee characterises the entire training as an intercultural training "because of the composition of the participants, because of the whole exchange we have had among us" (Qfbh_YWM3de2).
But ICL was not a thematic aspect during the course.*

In fact, "specific moments were also organized when the people from different countries were able to talk about and make known the cultural aspect, apart from just technical and work aspects (...)" (Dfbh_YWM2it2).

Intercultural knowledge is mentioned most frequently in the interviews, indicating that intercultural learning/education may be one of the key aspects within international trainings/activities. The learning outcomes refer to:

- learning about critical thinking and avoiding stereotype thinking, as well as accepting diversity. new knowledge to be used in future work;
- learning about considering cultural differences (i.e. legal arrangements for the age) for the planning of a project;
- learning the meaning of multiculturalism in teams in terms of differences of thinking and the risk of misunderstandings;
- learning that procedures for SD activities are strongly related to the cultural background in the hosting country;
- obtaining a broader view of intercultural dialogue and communication methods;
- developing skills to communicate with other partners from other cultures, through trying to introduce the own culture through words, smiles and even body language;
- experiencing another way of dealing with inclusion, social integration and multiculturalism.

In addition, a lot of new knowledge could be acquired on cultural youth work and its arrangements in other European countries through initiated cultural exchange and presentations of the residence country during the training/activity. Intercultural exchange among peers was focused on discrimination, non-formal learning or conflicts in respective countries as well as on refugees/migration in Europe.

Country-specific differences in youth work (i.e. organised structures; starting a project) and current political circumstances and sensitive issues (i.e. human rights; corruption) may cause challenges in working professionally in international settings, as mentioned in several interview statements. Different cultures bring different values and attitudes but there was some realisation about European identity and similar shared values in the group, as perceived by the majority of interviewees. Similar country-specific differences may exist in the field of working with children in terms of provided services, infrastructure and approach.

Other interviewees express differences among countries (i.e. east/western perspectives, attitudes and values) and cultures are dominant as well as experiences with the training subject are very different in the countries (i.e. definitions and activities related to street work). A common understanding throughout Europe is still missing, and approaches to make the situation better differ significantly. One interviewee feels cultures are too different for creating a common set of values among Europeans. As a result, interesting discrepancies of similarities versus differences of a common ground of values and a European approach in youth work become evident among the analysed interview statements (see chapter European values).

Nevertheless, for international youth work and projects, cultural differences are perceived to be more important than for national youth work.

Cultural diversity is estimated to be one of the difficulties of project planning and a major challenge for the foundation, especially when respective communities are segregated, isolated and sometimes do not share the values and norms of society.

ICL is interrelated with political, religious, socio-political and economic discourses in international youth work and cooperation. Thus, it becomes an important ICL aspect for some interviewees to understand country-specific differences in interrelations between realities of youth workers and their job situation as well as social responsibilities and state responsibilities.

Furthermore, issues of European identity, rights and citizenship for young people reveal the multiplicity and coexistence of political economic, very different cultural and social perspectives in a geographical space called Europe and institutional structure called Union, as perceived by one interviewee.

According to the training/activity setting, ICL refers also to the selected venue and hosting country, reinforcing a multicultural environment and cultural diversity.

In some interviews, it is reported that a lack of ICL approaches and concepts could be indicated because it was not a subject or special point during the training/activity, causing controversial effects on the interviewees.

Some of the interviewees explain that they could not acquire intercultural competences because it was not addressed and discussed explicitly during the training/activity and they missed respective discussion and reflection. One of the reason for the raised importance of discussion and reflection in the context of intercultural competences refers to the experienced practice in the working field. Everyday life experience and motivation for the own work make transparent that there is a need in youth work to fighting against stereotypes, to bring together people who normally do not come together and discuss/reflect explicitly intercultural issues.

In the case that intercultural debates happen in the training setting, appropriate methods, concepts/approaches and qualified trainers are required; otherwise there is a risk that an intercultural dialogue does not create positive effects (i.e. reinforce the gap/tensions between different countries/notions/religions).

Furthermore, some participants are experts in the field of intercultural discourses and already gained intercultural competences (i.e. have been working with diversity or with volunteers at European level in daily business for many years; trainer in intercultural political education and familiar with theoretical and didactic approaches).

Another critical statement refers to a lack of provided concepts for dialogue on peace, and a lack of appropriate methods to raise intercultural issues properly. This interviewee searched independently on the internet for tools to address this issue with young people.

Others point out that ICL happened ‘naturally’ based on international trainers or participants from different countries in informal settings like coffee breaks, evening gatherings, during the training/activity setting regarding exchange experiences (i.e. how things are done in different cultural contexts), or when working in groups. Especially, when not too many people from the same country are involved in the same group, then ICL occurs ‘automatically’ and creates intercultural curiosity. It is worth mentioning that in the case that the group or training/activity does not show a high diversity of international participants, ICL was not as widely discussed. However, intercultural discourse and identities are not perceived to be relevant in the training/activity because participants are already experienced and aware of intercultural aspects. Independent of these controversial points of view, ICL seems to be implied in the training/activity when working with people with different cultural backgrounds and in an international environment. Moreover, discussion about globalisation in an international training setting creates intercultural answers. With respect to this, ICL can be assumed to be unavoidable and happens all the time ‘in between the lines’ (see Bms_TCA2fi2; Emh_TCA4fi2) apart from one statement where intercultural aspects in the training was not seen, even if this participant had the feeling to be the only person from her country.

Another relevant aspect for intercultural learning concerns the own behaviour or personal attitude towards interculturality, such as motivation and willingness of the participants to contribute their views or develop skills to behave in an inclusive way amongst the participants.

Appropriate behaviour towards participants includes using English rather than national language, avoiding prejudices about other countries and cultures and dealing with any conflicts carefully and saying right things at the right time in an international setting.

It is addressed that the own behaviour was influenced to foster ICL (i.e. tried not to sit together with another participant from the home country) and some interviewees experience that it is easier for them to show their creative side and express themselves in an international context.

In group settings, there was a kind of ‘common culture’ created through membership: everyone has his/her specific place and role in the group, and specific tools and methods are used to face current problems in the youth field (i.e. radicalisation).

To get in contact with people from different cultures and religions is perceived to be always good because it fosters more sensitivity towards others’ problems. This broadens people’s perspectives by getting to know each other better and overcome prejudices. This way different countries come closer, which makes further cooperation easier. Raising awareness about avoiding prejudice against other countries or cultures and deal with any conflicts with care is another intercultural learning aspect in this matter.

Furthermore, knowledge may be acquired when occasionally observing/talking to colleagues or mentees, and personal life experiences seem to have a significant, although implicit effect on intercultural learning.

In the international activity/training, everybody felt comfortable, regardless of their country of origin or language accent, and the prevailing tolerant, active listening and community spirit was appreciated.

“As I mentioned before a propos of Finnish people, I appreciated a lot the tolerance in their attitude. We talked about equality, democracy but the tolerance was the most important thing that I can recall” (Jms_TCA6hu2).

There were stimuli to reflect critically on identity and culture from different perspectives, and discussions about own perceptions/openness to diversity of other participants of the training, stereotypical constructions of reality, raising questions about discriminating attitude of youth workers themselves as well as their adequacy in the youth field. Furthermore, country-specific cultural differences towards the expectation of the attended training/activity were addressed in a few interviews. One interviewee concluded that 'less developed countries expect less from trainings' (see Gfs_TCA7ee2).

However, openness, open-mindedness, tolerance and multiculturalism were supported through the training/activity, reinforcing views about *"every culture has something interesting"* (Dfb_KA1cz1). One of the main objectives in youth work is addressed to enhance positive attitudes about cultural diversity, and taking into account intercultural identities.

Self-experienced tolerant environment implies issues of tolerance of ambiguity. Moreover, tolerance of ambiguity was further developed by being confronted with quite different views and one interviewed newcomer explains that she does not perceive ambiguity inside interculturality.

ICL competence can be summarised as:

- openness to look at culture as a dynamic and multifaceted process and dealing with power mechanisms within and between groups;
- working with diversity;
- encouraging exploration of own identity and dealing with the resulting emotional potential;
- readiness to related concepts and theories (in a(n) (inter)cultural context);
- knowledge of the theories and concepts of power relations;
- integrating socio-political & economic backgrounds.

3.4.1.6 | Participation and active citizenship

including knowledge, skills and attitudes/behaviour regarding democratic citizenship; human rights; solidarity and social change

"Human rights are more important in Europe; they live freer and they are more democratic. They have what we miss. ... You imagine whether you cannot have this or not. You envy to be like that. ... I wish we could self-criticise ourselves. You want to start struggling for that. ... They give thought to how they can develop themselves further, how they can contribute to society" (Cfs_TCA3tr2).

According to the analysed interviews, the differences between democratic citizenship, human rights, and solidarity and social change¹³ refer more to an analytical level. In practice based on the interview statements, these three categories are interrelated. This is evident especially by interviewees who indicate already having a wide range of knowledge, skills and attitudes/behaviours for political and/or social engagements (i.e. being activists; studying political science; engaged in promoting/supporting YPFO/YPSN). In their statements values/attitudes in terms of peace, freedom, equality, social justice, democracy/political participation/active citizenship, migration, refugees, inclusion, etc. are raised, which are part of the three developed categories of democratic citizenship, human rights, and solidarity and social change.

In the following, these three categories are not always explored in a differentiated way, depending on the statements and their interrelations.

¹³ These three categories are based on the RAY-CAP conceptual framework for youth work within E+/YiA.

In addition, the interview statements imply a combination of acquired knowledge, skills and attitudes, which cause similar problems for differentiations. In the interviews it is explored, for example, that some attitudes to respect and act on European values or reinforced commitment to be an activist for human rights and democratic citizenship. As a result, the assumption can be made that competences of participation and active citizenship mainly operate at an emotional level (being: attitude/behaviour), followed by knowledge (knowing) and skills (doing).

Hence, competence development in terms of (political) participation and active citizenship is presented as topic related, including knowledge, skills and attitudes/behaviours.

Impressively, the preconditions and expertise for the majority of the interviewed participants in the training/activity represent a high level of knowledge, skills and attitude/behaviour regarding democratic citizenship, human rights, and solidarity and social change.

Some of them founded an organisation for human rights or their organisations are working for social inclusion or freedom; others study political science or are activists for social justice, against violence, against racism for many years. Other interviewees shows/express evidence for a consistent socio-political commitment, are interested in the recognition of cultural and social minorities or promote solidarity action, engage in the diffusion and realisation of human rights, or they are trainers on European and international level in the field of empowerment and involvement of young people.

As a result, most of the interviewees seem very active, motivated and committed, although some orientations are more concerned with social rather than youth-field-related issues, such as combatting violence, racism and discrimination of sexual minorities in daily life, or with the recognition of sexual freedom.

Overall, the high engagement/commitment and expertise could be one explanation that the training/activity does not have further effects on the competence development of the interviewed participants. The majority already has developed high competences in this matter.

Furthermore, another assumption can be drawn that democratic and social citizenship as well as solidarity and social change are part of the current youth work discourse in the home country, and therefore no new competences could be acquired.

“Nothing got caught/ stuck in my mind.” (Afb_TCA1at2): The topic was dealt with eventually when it became relevant in the group, but did not have any significant effect on the interviewee. Furthermore, those values were simply “too obvious” (Afb_TCA1at2) for her.

It should be taken into account that country-specific discourses are a reality within and across Europe as well as the fact that the expertise or the engagement for (political) participation and active citizenship are not coherent among the interviewees. As a result, for some interviewees the attended training/activity has an effect on their competence development. This relates to:

- awareness raising on social needs and need for solidarity;
- rights of disabled people;
- empowering young people to foster/reinforce democratic citizenship;
- changed attitudes towards European values because of further awareness of human rights of children and the rule of law;
- raising awareness on the freedom of movement as a human right;
- taking into account the socio-economic background, equality and action for social change;

- inclusion of disadvantaged groups in terms of human rights and tolerance.

Some interviewed participants mention they learned a lot about democratic values, political participation. They experienced/understood the meaning of democracy, freedom of speech and active citizenship much more, or realised the practice of human rights and rule of law, regarding the legal rights of disabled young people in other countries. In addition, a project was developed on migration and migrants, depending on the problems experienced in the home country.

Other effects are perceived regarding to increase the quality of activities with respect to human rights, or to solidarity and social change by creating conditions for expanding inclusion activities, or new opportunities for supporting/initiating social change at European level through E+/YiA projects.

It is pointed out that there is a need for more solidarity on a global scale and not just European solidarity. Moreover, needs analysis for young people in terms of organisations, structures and information are perceived to be relevant in the context of solidarity and social change. It is important to identify goals, develop strategies and organise individual and collective action for social change, and to develop power-sharing.

Further interviewees now consider active citizenship as a major goal of youth work (it was also experienced through a simulation game when they did the debriefing and the transfer to a societal level): to spread own experiences and convince other people to be more active in the society. It may be essential to support learners' reflection on issues such as solidarity, social justice, promotion and protection of human rights, discrimination, dignity and equality, etc., in relation to the context of the activity.

With respect to youth policy, one interviewee addresses:

“[youth policy] is very important, in my view. And it is not well emphasized. In my opinion, Hungarian young people don't really take their fate, their future into their own hands, not at national level, and even less at European level. So they don't think (...) of the future of the European Union, or of their European identity. Almost everybody focuses on their own problems, own environment. So this should change, and now we [the organisation] try to contribute to this.” (Jms_TCA6bu1)

“The biggest challenge is to raise awareness, to spread the message that they can control their future, this period of their life, it isn't just a fad, or fun, passing the time (...)” (Jms_TCA6bu1).

It is worth mentioning that sometimes role conflicts of interviewees become apparent between the country of origin and the country of residence regarding their migration background and their citizenship. After reflection on active citizenship they are starting to ask themselves: To whom do I belong (solidarity with the residence or origin country)? What kind of identity do I have?

Required competences proposed for youth workers:

- openness to assist young people to identify and take responsibility for the role they want to have in their community and society;
- stimulate democratic and active participation;
- contribute to the development of their organisation and to making policies / programmes work better for young people.

Another reason for self-perceived low effects on competence development in many interviews could refer to a lack of presented and discussed political concepts and frameworks within the training/activity.

A few interviewees mention that democratic citizenship was focused on the context of participation or solidarity and social change on inclusion of disadvantaged groups and tolerance (i.e. migrants, refugees, YPFO, YPSN) in the training/activity. Seldom did the training/activity refer explicitly to the context of (political) participation and active citizenship. Most of the time 'nice' or other intensive discussions were made, so the ambience was democratic, but that is all, as reported in two interviews. The disregard of human rights is a major concern for another interviewee.

Finally, it can be assumed that any attempt to discuss the political dimension of European youth work in the interviews was sometimes limited because of recognised difficulties for some interviewees to connect experienced situations with conceptual reasoning.

3.4.1.7 | VII | Differentiated analysis between KA1_YWM and KA2_TCA

a) Knowledge = practical knowledge through exchange experiences/good practices by peers; project application/implementation mainly addressed from KA2-TCA interviewees; new methods for youth work; cultural aspects (referring strongly to the venue and diversity of peers)

b) Skills = language skills; digital skills acquired if they are focused on in the training (are reported to be relevant in the youth world) but in both activities under-represented/marginalised; similar for issues in the context of organisational skills

c) Attitudes/values = European context is relevant for values and discovery issues; image of European Union did not change (mostly very positive); more often an issue for KA2-TCA interviewees

d) Personal development = self-awareness; self-confidence; more often an issue for KA2-TCA interviewees (see figure 4).

Rarely any differences between these two activities in the context of the applied educational approach (mostly NFL) as well as intercultural education and learning or identities and discourses.

Figure 4: Acquired competences

Codesystem	KA1	TCA	SUMME
▼ training needs/interests and (un)expected training effects	29		29
▼ acquired competences (knowledge, skills, attitudes)			43
▼ educational approach			48
IVC: skills in adult education			23
(inter)cultural competence			27
intercultural discourse&identities			43
intercultural education&learning			71
empathy&emotional discourse			26
democratic citizenship			34
solidarity&social change			28
human rights			19
knowledge			110
quality/project management & application			52
language skills			67
digitalisation/digital skills			21
IVC: skills in organisational issues			14
▼ attitudes/values			84
changes of European values			34
discovery of European issues			22
image of the European Union			28
▼ personal development			79
IVC: advanced in comparison to "others"			10
IVC: 'reflecting the self with others' (identity)			25
Σ SUMME	302	635	937

percentage: KA1_YWM (302)= 32.3%; KA2_TCA (635)=67.7%

3.4.2 Network & partnership

“One of the best parts of the activity was that all participants were ready to prepare projects” (Bms_TCA2tr2).

“I’m very lucky, because I build relationships very easily. So I was sure, that at least, that would work well for me. And it would indeed! I came home, and I can say that I have now a brother in Russia, because we had such deep discussions. And that I have a sister in Iceland because we became so close, and now I know how they feel, how they live. And this can open a new world, you understand if they can do something, you can do it also” (Fjs_TCA4hu2).

“I didn’t have this kind of expectation before, but I see that these short trainings are very good for networking. Otherwise, how could I meet a Finnish girl or a Lebanese...Networking was really encouraged there, and as I see now, these Erasmus+programmes are not just for fun or for thinking together, but also to create something together maybe...” (Hfs_TCA8hu2).

In almost all interviews it is pointed out that contacts with people/networking could be established, or the opportunity was provided to build networks or partnerships during the training/activity. Most of the interviewees assess contact making and creating a network apart from international experience as most important result of the attended training/activity (especially in case they could not recall anything concrete), which correlates with the expressed expectations before the activity (see chapter expectations). It was seldom reported that no relevant outcomes could be perceived.

With regard to the quality of the networks/partnerships interviewees report different effects. Some interviewees explain that deep relationships could be established through the attended training/activity and concrete projects and partners could be presented. Others report that more time would be needed to develop potential/concrete/deep project partnerships or networks during the training/activity. Furthermore, it is pointed out that it is important not to just start accumulating partners because there has to be a common ground, a purpose for cooperation e.g. music, theatre, project application (see chapter unintended side effect).

Further differences can be address in terms of motivations to build a network/partnership. A few interviewees claim that they are not interested in building networks/partnerships because

- they do not intend to implement international projects/activities but know potential partners for cooperation;
- they are not involved in the youth field and therefore cooperation is not foreseen;
- they have already reliable partnerships;
- they are only interested in some people;
- for personal reasons (be an ‘ephemera’ youth worker) (see chapter unintended effects).

It is seldom stated that there already were established ‘closed’ partnerships, which limited/closed the access to join these groups. Sometimes it is also stressed that organisations were not interested in further cooperation.

Another motivation belongs to the purpose of building networks/partnerships. With respect to this, different networks/partnerships could be established:

- exclusive international networks with experienced practitioners (only);
- national networks/cooperation (i.e. with experienced youth workers in E+ programme; continuing TCA dynamic of exchanges);
- international networks with entrepreneurs to support each other;
- partnerships to start a project application;

- reliable partnerships for further cooperation; reinforce long-term partnerships (i.e. for three years)
- networks for potential international cooperation in the future (with countries of high reputations because of their openness for collaboration);
- networks with organisations from the same field;
- European network (i.e. sharing experiences with colleagues across Europe; is estimated to be a pre-condition for realising international projects; for youth ambassadors for structured dialogue: ‘SD Young Ambassadors Network’);
- specialised networks, i.e. for disability, gender and equal rights; for social entrepreneurship;
- networks with National Youth Councils from other countries or with the National Agency.

3.4.2.1 | Training setting

During the training, good possibilities and support for networking with other training participants could in most cases be provided, although more networking was sometimes considered. Everybody was very cooperative at the training and seemed open to a future collaboration, as one interviewee reported.

Rarely is it criticised that no opportunities for networking or establishing partnerships were planned or foreseen. Nevertheless, networking opportunities are initiated more often in informal settings and happened ‘naturally’ (i.e. personal discussions and relations with other participants; in non-structured conversations and interactions during meals and evenings; trips (cinema trip, city trip; sightseeing trip)).

Within the training setting it was not always the case that particular exercises or activities were implemented for building networks or partnerships. If some activities are prepared, then potentially minor games are carried out (to better get to know each other) such as the aircraft method or the partnership building activity (i.e. social dating) to establish cooperation. This is also used in daily work for organising meetings among young people and policy makers from a few interviewees. Special emphasis was given to the activity ‘global village’ (intercultural evening), where groups presented their cultures and cooked cultural-related food.

Furthermore, the topic of training/activity and the background of participants helped to bring people together and encourage networking. In group work, for example, some feedback or suggestions were given to improve the project ideas or applications. As a result, further projects emerged.

“Networking went almost always automatically in these situations. You are close together, you have to work together, you have to discuss matters together. Also, the trainers sent us the email addresses, pictures, also there is a Facebook group for us. So, networking happens relatively fast nowadays” (Cmb_YWM1hu2).
“(…) It helps a lot when you can contact others personally” (Cmb_YWM1hu2).

In another case, it is explored that networking seemed to happen almost by accident because the interests of the peers to cooperate with one respective country of the training/activity was high and did not require any further activities from one interviewee. Additionally, the facilitators were very focused on the fact that everyone was active, and that everyone had someone they could partner with. The interviewee felt that all of the training methods had the purpose of making contacts. *“The whole four days was [sic] for making contacts” (Ifs_TCA71fi2).*

However, building networks and partnerships require appropriate time, which is not always provided within a three- or four-day training/activity (mostly fully packed with organised activities/intensive programme; three days are too little to get in contact with around 40 participants for networking, causing frustration). There is a need for ‘free moments’ to network and form potential partnerships or deepen the relationships expressed by several interviewees because informal learning settings are assessed to be essential for building networks and partnerships: these circumstances encourage networking.

3.4.2.2 | Competences

In a few interviews, highly qualified ‘networkers’ become evident, explaining long-lasting experiences in networking and are involved in different partnerships, such as European network, partnership on social entrepreneurship and a new partnership for applying two other projects.

Networking and advocating competences:

- knowledge about youth work reality on a local reality
- skills to identify and name the relevance of local youth work with European youth work (and vice-versa)
- appreciation of duality of local and European youth work
- motivation to connect/combine European and local
- committed and motivated for implementing international youth projects

Partnership competences:

- understanding the needs of target groups/team members
- methods for team building
- language skills; open and direct communication
- appropriate resources
- evaluation of their partnership and projects possibilities

Recommended organisational steps introduced in different activities of building partnerships can be summarised as follows: the first step must be to better get to know the partner, to discover the common grounds, to understand frames and responsibilities:

- presentation of the organisations and access to information about the structures offered;
- introduction of peer education to manage training workshops;
- direct involvement of partners in the discussions on organisational issues;
- simulation of joint projects between organisations working in the same field;
- creation of partnership networks and information sharing between participants;
- structuring collaborative relationship between partners;
- clarification of working values, resources and methods.

3.4.2.3 | Network/partnerships at political level and/or inter-institutional level

The outcomes of the training/activity in terms of acquired competences for networking/partnerships at political level seems reduced.

As a result of the activity/training (simulating lobbying to the city mayor to support a certain cause), one interviewee may develop competences that would allow him to efficiently lobby in the advisory working group at the Ministry of Youth and Sports in his country of residence, regarding the statute and funding of youth organisations.

In case the organisation is a youth policy organisation, a political youth representation or an international voluntary organisation, then working with the political environment, coordinating a working group within international structures or promoting young people's political/societal engagement are part of the daily work and therefore quite usual.

For networking/partnerships at the inter-institutional level, it is only reported that commitment for cooperation with stakeholders and colleagues exists, but the focus is on sharing knowledge with colleagues (see chapter impact on the organisation/environment).

3.4.2.4 | Differentiated analysis between KA1_YWM and KA2_TCA

Network and partnership was reported most frequently at *project/activity level* from TCA-interviewees (see figure 5).

Figure 5: Network and partnership

Codesystem	KA1	TCA	SUMME
training needs/interests and (un)expected training effects	1	1	29
network and partnership	1	1	87
training setting	1	1	44
IVC: informal setting	1	1	17
project/activity level	1	1	109
inter-institutional/political level	1	1	40
SUMME	111	215	326

percentage: KA1_YWM (111)= 34%; KA2_TCA (215)=66%

3.4.3 Applied training approaches & methods

*„I think that most of the things, I consider important and useful, have been very practical trainings (...)“
(Gfs_TCA7ee1).*

"The activity answered both professional and personal training needs. We received a lot of information and examples about Youth projects proposals, about the concept of 'gender'; I participated in a team to organize activities under the Erasmus+, in which I lived experienced the specifics of Spanish culture" (Efs_TCA1ro2).

"All the approaches and methods of training (presentations, activities in teamwork large and small, debates) were important for my part, but the one that seemed most useful, and that I definitely use, is asking questions at the end of the presentation in order to get quick answers from participants" (Gfb_YWM1ro2).

"What I really liked was that we were learning something new all the time, even in the coffee breaks, during the lunch or dinner by continuing the discussions, the sharing" (Efs_TCA4bu2).

3.4.3.1 | Application-oriented approach

In summary, the most useful approaches are indicated for non-formal methods, field trips or study visits, and inviting experts (i.e. E+ project experts).

Furthermore, appreciated applied training approaches encompass cooperation and networking, openness to team processes and team building, and its recognised importance or interactive activities (team building games; energizers; discussions).

Most of the interviewees consider the applied training approaches/methods as innovative and for some interviewed participants have never experienced the applied methods before.

On closer inspection, several learning approaches are addressed in the interview statements, which could be clustered as application oriented approach, including appreciated practical knowledge as well as activities with a kind of fun factor. This application oriented approach can be indicated with, for example, learning by doing, workplace learning, peer learning or process oriented learning.

a) Learning by doing

Some training settings/approaches focused on learning by doing: Everybody had to participate actively and present their own experiences and ideas, building on a kind of sharing-concept (discussions instead of lectures) of inclusive practical exercises (carrying out mini-projects).

As an example, EVS participation is considered as a 'learning by doing' approach and sharing the own experiences with the peers was highly appreciated in the training/activity. This kind of learning through experience and discussion may contribute to an experience-based learning environment rather than formal learning. Another learning approach refers to getting a good overview through presentations and to taking notes and applying this acquired knowledge at a later stage.

Generally speaking, interviewees potentially expect more experience-based sharing of practices rather than particular technical guidelines (i.e. for writing projects).

b) Workplace learning

It is stressed several times in the interviews that practical knowledge, exchange, and sharing experiences are most valuable learning strategies. Practical knowledge could be acquired through field trips (study visits) and experience made in the hosting country, for example:

- to visit and experience organisations who are specialised in youth work (i.e. working with youth in the countryside);
- to experience legal and practical work with disadvantaged youth by visiting a youth centre;
- to see youth workers' engagement into the formal education through visiting schools.

"If it wasn't for this training, I wouldn't have a chance to visit so many different places and look from up close how other organisations work with young people" (hfb_TC4pl2).

Learning through field trips/study visits seems very practical for knowledge acquisition also in terms of limited time resources of the training/activity (three to four days) as well as in case that the presented methods during the training/activity were familiar or nothing others occurred to be new.

c) Peer learning

Peer learning seems one of the most important approaches in international trainings/activities and is sometimes directly considered to be an innovative approach. Thus, peer learning is described to provide opportunities for learning by doing, to increase motivation and inspiration for the own youth work, and to exchange experiences. As a result, peer learning is initiated through group work, testimonials, team building, reflection processes and discussions, indication learning in teams, mutual learning but also self-learning and individual learning.

For implementing a successful and enrichment peer learning environment, it seems essential to consider a proper matching of participants (experienced/unexperienced). Especially, newcomers (less experienced in the youth work; less background knowledge about youth work; participation in the training for the first time) reported that they benefit a lot from other participants (peers). Thus, in case of difficulties in understanding the concepts due to being inexperienced, peers explained the concepts. Strong interests in contributing others' knowledge building, as well as to motivate and encourage others, become obvious, indicating a social attitude/approach among the interviewed participants.

Cross-generational learning is seen as another advantage in terms of peer learning. Hence, a lot of motivation, inspiration and impulses from other participants and from trainers could be gained. In particular, inspiration from young participants could be acquired because they are involved in a lot of things, indicating enthusiasm and appreciation towards the younger generation.

d) Process-oriented approach

A process-oriented approach consists of interactive methods for active participation and different learning formats (i.e. workshops; presentations; field trip), depending on the needs of the group/peers and the learning/training focus ('learner-centred approach').

Nevertheless, some criticism is raised that the potential or the needs of peers are not always considered accordingly. Some participants needed more time to overcome shyness or others were interested in more conceptual-based inputs or professionalised reflection processes (structured; theoretically embedded).

3.4.3.2 | Learning/training methods

Most interviewees experienced the training as very interactive based on either the used methods or the allowed discussions. Used methods in the training/activity are described as meaningful communication (village method), Communication Wall, Guess Mz Passion, drama methods, workshops or aircraft method for establish cooperation. In addition to that, some presentations of projects are assessed to be not very (inter-)active and sometimes to be a bit too long.

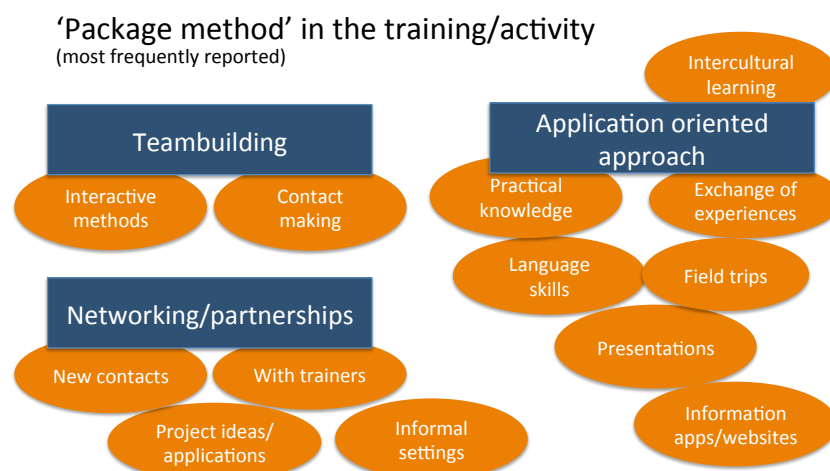
According to the used methods, feedback and evaluation do not seem to play a crucial role in the training/activity settings based on the interview statements. In this case, evaluation or feedback is carried out at the end of the training/activity, as this method is perceived to be highly valuable. Respective interviewees, who experienced feedback, consider the importance of giving and receiving feedback. One critical statement concerns the fact that organisations/trainers are not always open to receive feedback.

a) Contextualisation of non-formal learning in the training/activity

According to the raised methods and topics for the attended training/activity within the interviews, applied learning and training strategies in the context of non-formal learning can be drawn as 'package method' (see figure 6 learning/training strategies):

- target-oriented/learner-centred approach: consideration of needs of the participants in the training/activity (mostly applied);
- training settings to provide opportunities for teambuilding and networking/building partnerships (contact making);
- informal learning settings are initiated;
- peer learning as part of an application-oriented approach: exchange and share experiences and practices (intercultural learning); reflections (individual, organisational, international);
- exercises/games: interactive and application oriented; group dynamic; ice-breakers; creative methods in terms of arts/psychology and (digital) scenarios;
- knowledge transfer through field trips/study visits: Lack of theoretical input; focus on practical knowledge (presentations; information).

Figure 6: Learning/training strategies



Furthermore, this package of methods ranges from workshops on group work to field trips/study visits, aiming to gain practical knowledge through workplace learning (learning from good/bad

practices), learning by doing, peer learning and learning by emotions (see chapter application-oriented approach; see figure 6 learning/training strategies).

Despite positively assessed training approaches/methods, some criticism is raised in the interviews and refer to the quality of the implementation:

- from too much time was taken between different topics or exercises, to too many breaks, very busy and a lack of breaks, to not enough time for informal learning;
- nothing new: no new knowledge or no effects of special methodology (i.e. themes were too large scaled and/or superficially discussed);
- trainers not qualified in dealing with ICL professionally/actively, causing motivation in ‘doing it better’ (‘learning by bad practice’);

Furthermore, it seems valuable to apply practical methods complemented by theoretical inputs. Thus, a combination of theoretical and practical approaches is recommended. It is reported, for example, that disappointments in previous trainings were not repeated, based on the above mentioned expected outcomes regarding theoretical inputs, well-qualified trainers, and exchanged experiences.

Another critical point concerns digitalisation. This issue seems to be marginalised in international training settings in terms of implied content, addressed topic or applied training methods within the training/activity. In addition to that it is stated that digitalisation is very important to reach young people and provide access for young people in terms of (international) youth work.

3.4.3.3 | The role of trainers

The main conclusion can be drawn from several interviews, that trainers have an important role within the training/activity. They may influence the training atmosphere, the team spirit, peer learning, and the quality of the learning outcomes on a general level. Trainers are described to be engaged, motivated, and to carry out several roles, such as being an expert (giving inputs), a facilitator and instructor (and not teachers) as well as a mentor and coach (support participants whenever possible). It becomes obvious that most of the trainers predominantly imply the approach of NFL in their attitudes: empower participants and provide learning opportunities by using games as an educational approach in combination with presentations.

Finally, the development of methodological skills and knowledge is a precondition in peer education and well-performed trainings. As a result, intensive personal relationships with trainers could contribute to developing strengths and overcoming weaknesses.

In contrast, in the case of missing feedback, inputs or interventions from trainers’ side, the quality of the learning outcomes may be reduced, for example in terms of ICL. One interviewee declares, for example, that there was a lot of ICL *“because so many people from different countries...and very nice people...there was a lot of interaction”* (Mjh_TCA10de2). But everything without any feedback from the trainers’ side.

3.4.3.4 | Differentiated analysis between KA1_YWM and KA2_TCA

No obvious differences between KA1_YWM and KA2_TCA became obvious (see figure 7).

Figure 7: Applied training approaches/methods

Codesystem	KA1	TCA	SUMME
▼ training needs/interests and (un)expected training effects	■	■	29
▼ applied training approaches/methods	■	■	45
IVC: application-oriented training setting	■	■	57
▼ IVC: process-oriented/interactive methods	■	■	29
informal learning	■	■	6
independent learning /NFL	■	■	2
IVC: open mindedness / self reflection	■	■	2
exchange experiences / networking	■	■	13
digitalisation/digital methods	■	■	9
exercise/games/creative methods	■	■	39
assessment&evaluation	■	■	8
lectures	■	■	5
IVC: peer learning	■	■	35
function/role of trainers	■	■	17
Σ SUMME	105	191	296

percentage: KA1_YWM (105)=35.5%; KA2_TCA (191)=64.5%

3.4.4 Conclusions

3.4.4.1 | Acquired competences (knowledge, skills, attitudes/values)

Main learning outcomes regarding competence development emphasise new practical knowledge (including methods), established networks and/or partnerships, and project application/implementation, which is indicated for professional development.

For personal development, it is claimed to help gain self-awareness and (self-)confidence, deal with emotions/being empathic or intercultural learning/identities. The ability of being empathic is perceived to be one of basic pedagogical competences/youth work competences, and is especially related to communications skills, active listening, self-confidence and dealing with emotions/feelings, conflicts and needs.

The training initiated settings that allow to collect self-knowledge, self-confidence and a kind of self-discovery through emotional experience and reflection processes. In other cases, personal encouragement and increased personal motivation inspiration for the own work through peer learning/exchange of experiences are reported.

Some interviewed participants perceived themselves as advanced in comparison to others regarding their professional expertise, experience, or age. This fact causes increased self-knowledge, self-confidence and also learning effects through the received feedback from the peers. It seems there are inverse learning effects in such settings: benefits at different levels and at least for personal development for experienced participants. Personal development seems therefore to be the most satisfying outcome of the training.

Knowledge acquisition is often addressed in the interviews. This may indicate that this issue could be easier/immediately realised in comparison to changed attitudes/values.

The combination of theoretical/conceptual knowledge and practical knowledge (experienced-based; exchange/share experiences) seems successful, and was highly appreciated by many interviewees, although preferences among a few interviewees may differ between theoretical and practical approach. A lack of specialised knowledge (i.e. prison system; closed institutions) and in some cases of in-depth knowledge (superficial; nothing new) can be stressed.

Project management in terms of applications and implementation of international youth work projects can be assumed to be one of the most important topics dealt with in the trainings/activities. Hence, information about the E+/YiA programme, exchange of good and bad practice, simulation of developing/writing a project are the key factors to meet this topic. As a result, skills for crisis management, project life cycle (planning, implementation, dissemination), team building, improvisation and dealing with ambiguity are mentioned to be acquired during the activity.

With respect to further developed skills, it is explained that presentation and language skills, facilitating skills, project management skills and knowledge/skills for YPFO could be improved. Language and communication skills were reported many times by the interviewed participants. On the first day English might be an obstacle for some participants, being shy and reactive/passive. After a while, the self-confidence in talking predominantly in English increased, and they started being more active. Also, the sensitivity of communication (i.e. avoid stereotypes in an intercultural settings) was for some interviewees very impressive. This might be one of the success factors of international youth work: to improve the language and communication skills. Some training

approaches/methods support this process through interactive methods, establishing contact with peers, and field trips.

In comparison to that, organisational/entrepreneurial skills may play a marginalised role within international youth work activities because they are not directly addressed, apart from field trips and study visits.

Similar situations could be found for digitalisation and digital skills, being not often raised in the interviews. In case they are included in the activity, interviewees report a very positive impact and effects. Some of the interviewees mentioned the importance of using digital techniques in the youth field to reach young people and provide access to young people and their world.

Attitudes/values are potentially not easily recognisable to the interviewee, requiring reflection processes and processes of raising awareness. Some reflection processes were initiated within the training through emotional experience (i.e. to be emotionally touched by simulation games; discussions), or through writing a report about the attending training.

Furthermore, the community spirit (focused on solidarity instead of economy) and active listening encouraged a tolerant learning setting, which contributed to change or reinforce attitudes/values. Knowing oneself/yourself and self-awareness seem other highlights for changes of attitudes/values. In other cases, no changes of attitudes/values were mentioned.

Statements about common European values can be concluded to be different and diverse and sometimes contradictory. Some interviewees notice shared European values, others neglect a common ground of European values and insist on differences based on the exchanged values among participants. However, in both groups a kind of raising of awareness on country-specific and global-different European values can be indicated.

Most of the time a lack of concept of European values during the activity can be observed and becomes evident, which was also criticised. Maybe this is one of the explanations for the diverse and contradictory interview statements: that concepts or further clarifications about European values are missing and not presented or discussed during the activity.

According to the discovery of European issues, one aspect dominates this matter: country-specific differences in the youth field across various topics, such as unemployment and youth, political issues, infrastructure, or conditions in youth work/youth work approach. EVS is valued at a high level to provide opportunities for (disadvantaged) young people.

The majority of interviewees stress a positive image of the European Union (most not changed), especially international youth projects/activities within E+/YiA are highly appreciated. The current problematic political situation within and beyond Europe is mentioned critically and with worry (see chapter 3.2 approach of (international) youth work and initial changes/effects).

Most benefits from the attended training seem to be acquired by newcomers, who attended for the first time an international training/activity, or recently started the work in the youth field. They learnt a lot from experienced youth workers through sharing experiences as well as due to the fact that they rarely have background knowledge about youth work. It seems that without personal strengths in youth work, the learning outcomes imply a diminishing of the weaknesses.

Furthermore, interviewees with low or vague expectations perceive their learning outcomes on a similarly high level, with various effects in terms of improved communication, project management, and intercultural and networking competences.

Nevertheless, not every interviewed participant could acquire competences because of a lack of new knowledge of the training (methods; approach), missing relevance for practice in combination with a lack of documentation (i.e. closed institutions; prison system), or an absence of an involvement into the youth field (to improve youth work competences are estimated to be not relevant in this matter). Apart from this, it can be problematic for the learning effects when the time allocated to the knowledge between the organisations was significantly limited. In fact, *“I was expecting to learn more things. I expected to have more handouts, to have indications on the regulations [...] the theoretical-legal references I was expecting them but we don’t have them”* (Ifs_TCA4it2).

Additionally, experienced interviewees (attended already several international trainings/activities or were involved in the youth field for a long time) further express that they could not acquire knowledge or skills, but most of them still indicate positive learning outcomes regarding establishing contact or personal development (confidence, motivation and inspiration for continuing youth work). Additionally, cross-generational learning with younger youth workers is perceived to be an enrichment for the own daily business.

3.4.4.2 | Non-formal learning, intercultural learning and participation and active citizenship

A non-formal learning/education approach seems impressive for some participants through personal and emotional learning effects, especially through the gained knowledge/skills about the inclusion of YPFO/YPSN and active participation of young people. Self-experienced participatory as well as creative and interactive methods (i.e. simulation games) encourage several interviewees to apply and adapt them for the own activities (i.e. formal education sector). In addition, methods for evaluation/reflection and learning from others/peers are perceived to be highly valuable for the own competence development as well as to apply them in daily business. However, some interviewees reported that there is a lack of new and innovative methods in the training/activity (i.e. ICT).

Preferred learning strategies by the interviewees can be assumed as follows:

- learning by doing/workplace learning: role of a group/team leader; learning through good/bad practice;
- learning through peers: cross-generational learning; peer learning; experienced-based learning; learning in teams and mutual learning;
- self-/individual learning;
- learning through field trips (study visits): Practical exercises and practical knowledge.

ICL/intercultural knowledge seems one of the key results of the learning/training outcomes. On the one hand, it is reported that these topics predominantly naturally happened regarding international participants and trainers with diversity backgrounds (excluding the working field). ICL requires diversity of participants. On the other hand, it is pointed out that ICL has to be actively taken into account from professionalised trainers with conceptually solid backgrounds.

Seldom are ICL issues directly addressed or dealt with (i.e. topic of the training; presented concepts). Thus, some criticism is articulated based on the implemented ICL approach in the training/activity setting, like focus and concepts are missing, they are not dealt with well (too personally), learning happened through cultural diversity of peers and exchange of cultural differences, and the venue outside the residence country.

Interviewees, who addressed democratic citizenship in the interviews, represent active citizenship and participation in the society and/or show high political engagements. For these individuals, these issues have high priority and importance. Simultaneously, they have strong interests to empower young people in their participation and active citizenship. However, in the trainings (i.e. addressed topics; training topics) issues of participation and active citizenship seem to be marginalised/play a minor role.

Furthermore, it seems that categories of democratic citizenship, human rights, and solidarity/social change are interrelated on a content-level: similar/the same statements were transferred to these categories by researchers, and they were also mentioned in the interviews. It seems that these three categories are only able to be differentiated at an analytical level. In practice, these categories become evident in combination and could be considered as a conglomerate, a triangulation.

3.4.4.3 | Networking and partnerships

Issues of networking, building partnerships and/or initiating (international) project cooperation seem to be the most important themes in international activities in the youth field, based on the interview statements.

In comparison to the focused networks/partnerships for (international) project cooperation, issues of network activate on a political level and/or inter-institutional level are rarely mentioned in the interviews. It becomes obvious that existing political engagement of the interviewee and/or the organisation may influence the political network activities. Without an organisational background, the impact on the political and inter-institutional activities may potentially be on a low level.

The training/activity contributes to networking, making contacts and building potential partnerships for future cooperation. Many interviewees perceived themselves to be successful in these areas, and some already arranged study visits to exchange experience. In various cases networking was the focus of the training. A lack of opportunities for networking is rarely reported. More often it was the case that networking happened naturally regarding heterogeneous group of people and in informal settings during the evenings. Networks or partnerships are sometimes built according to country-specific reputations. Some countries are highly popular, others not (depend on the reasons for creating a network and relevant project partners/partnerships; also background and experiences of participants). After the training, many potential contacts/partners for future cooperation are established.

In addition, some networks are reinforced through existing partnerships (implemented project(s) previously). Informal settings and training settings encourage networking. Not only international networks are reported to be relevant, but national networks are also important.

Networking/partnerships at a political level and inter-institutional level seem to play a marginal role, surprisingly few statements with no remarkable competence development.

Network competences at a general level are assessed regarding knowledge, skills and capacity for networking and advocating at local level and now at European level (the national level seems the starting point and pass over to international level).

3.4.4.4 | Applied training approaches and methods

Generally speaking, most participants report that they could acquire competences (skills; knowledge) through the applied training approaches/methods because the whole training seems to contribute to the development of competences. In addition, some interviewees experienced the NFL approach for the first time, which had impressive effects on them (changed opinion about NFL; considered to apply some methods in the formal sector). The role of the trainers may also have a strong impact on the learning/training outcomes and influence the success of the training with their professionalism regarding support, attitude and interventions (i.e. provide follow-ups). In some cases, it is criticised that trainers focused on NFL, did not always act target-oriented or learner-centred as well as did not deal with intercultural learning/identities professionally.

Further critics refer to a lack of innovative/inspirational and/or new approaches. Some participants already were familiar with applied training approaches/methods. In this case, newcomers (participants in international training for the first time; no knowledge about youth work) benefit the most because everything was new and interesting for them. Moreover, a lack of application of the learning/training outcomes in daily business is criticised because the working field differs from the applied training approach (content; methods), or the training approach did not tackle the training issues.

Another critical point of view can be assumed regarding indicated tensions between a non-formal versus a formal approach. Based on several interview statements, theoretical inputs and concepts as part of formal education are rejected, either from several interviewed participants, or from some trainers. Furthermore, the focused NFL is predominantly focused on peer learning and the exchange of experiences. While this approach correlates with expressed expectations of the interviewed participants, the question is, if this approach is sufficient as a focused in terms of required digitalisation and intended professionalisation in international youth work. Furthermore, does this approach deliver the expectations and needs of the majority of experienced youth workers/participants ('experts'), who pointed out that they could not/marginally improved their professional development due to a lack of 'new' knowledge?

Moreover, it should be considered that experienced combinations of theoretical and practical approach within the training/activity were most frequently highly appreciated in the interviews.

3.5 Transfer of learning/training outcomes into practice/initial effects on practice

The chapter 3.5 is focused on the impact of the learning/training outcomes on individuals as well as organisations/environment after coming back from the attended training/activity. Thus, the transfer of the learning/training outcomes into practice is analysed, including initial effects (self-perceived changes) or unintended side effects based on the attended training/activity. For this section, statements from the second round of interviews two months after the activity (interview (2)) provide the database for the transnational analysis. Referring to the structured protocol¹⁴, categories are taken into account about relevance of the outcomes of the training for practice/application in daily work as well as statements of changes to the (institutional) environment and established networks/partnerships.

The following chapter with the topic of the transfer of developed competences into practice relates on the content level to module (B) and the third round of interviews (3) twelve months after the activity. In addition, issues about the impact on the organisational level (including environment) will be further addressed within module (C) on systemic effects. Thus, some of the presented results will be revisited within these two modules (B) and (C), and should therefore be read carefully and interpreted as first impressions at this current stage.

More specifically, this chapter discusses the impact of the learning/training outcomes on the personal as well as organisational level, the effectiveness of the attended training/activity for the daily business, perceived unintended side effects based on the attended training/activity, and experiences with Youthpass.

Drawing conclusions based on the analysed and discussed results close this chapter.

3.5.1 Impact on the individual level

"I believe what I learned is directly applicable to daily work. We are in the final phase of the organisational process of an international summer university, and I try to pay more attention e.g. on the direct communication between partners" (Jms_TCA6hu2).

"The results achieved are relevant because now there is some order in the chaos I had before. I did not realize, right after this project, but due to the fact we were encouraged to take notes and allot time for reflection, in the time after the project I recalled and reviewed the notes and managed to settle the information" (Hms_YWM1ro2).

"I think this project helped me clarify some information already acquired and to enhance new ones, so that I can participate in a more active and prolific way, especially in the planning of projects using the digital instruments" (Ljh_YWM1ro2).

At a personal level, the outcomes are frequently seen as being relevant in daily work after the training/activity. In particular, this satisfaction existed among the majority of interviewees with respect to the delivered personal expectations, the acquired personal development, and the established networks/contact making. The training/activity outcomes provided 'new aspects' for many interviewees and changed their daily business to be more playful.

¹⁴ See Appendix A for an overview of the structured protocol

“The course opened the doors to a new field of which I had no information” (Kmh_YWM1ro2).

According to personal development, interviewees report that the outcomes have an impact on their daily business by being more enthusiastic, motivated and inspired for the own youth work (i.e. volunteering work), and increasing intercultural awareness (avoiding stereotypes; differences and similarities within/across Europe). Reasons for the increased motivation is expressed through the experience that many interesting and experienced international people were met, who were quite impressive, and with some of them constant contact has been achieved, reinforcing motivation.

In addition to that, the experienced ‘sense of community’ is assumed to have a further motivating impact on the interviewed participants. On the one hand, it is pointed out that it was and still is encouraging to know participants/peers, who share the same values and have similar challenges/problems (i.e. limited resources). On the other hand, it raises the awareness about organisations, which have similar problems but also country-specific differences/challenges (i.e. structures of national organised youth work). Furthermore, a better comprehension of one’s organisation’s role in youth work in comparison with other countries’ institutional systems is addressed to have another impact on the personal level.

Additionally, on the impact of personal development, the importance of the received positive feedback from peers about the own profession (quality of work) is emphasised, which still improves self-confidence in daily work.

The importance of processes for self-evaluation and its essential part of a training project is pointed out to choose the most appropriate career paths. Moreover, a new experienced self-discovery process might help to clarify future private and professional life concepts.

Some changes of attitudes could be indicated after the training/activity regarding how to act with EVS volunteers (i.e. telling them what is expected of them), and use a common language to improve communication processes with them.

Another example may underline the impact of exchange experiences after coming back from the training/activity. One interviewee describes, for example, that she explores with other volunteers from the association how intensive TCA was, how interesting it was to meet people/future partners, and to learn many things about non-formal education. As a result, she intends to include her experiences in her preparation of the next international training.

Another interviewee expresses that he felt to be closer to such youth projects, especially considering the EU support to the projects with disabled young people.

Further considerable impact on the personal level is reported in terms of changes in the self-confidence between interview (1) before the activity and interview (2) two months after the activity and the positive influence of the training/activity. During interview (1), one interviewee (not very experienced; young) was very optimistic and idealistic about youth work in the countryside. In the second interview (2), she stated that it is very difficult to involve and engage young people living in rural areas into any kind of activities. The training supported her with many ideas and inspiration on how to overcome these challenges, and how to better involve and engage young people. She was grateful for having the opportunity to participate in the training and gain such support.

Finally, the experienced NFL approach in the training/activity may have produced impressive effects on daily business. The indicated awareness raising about NFL methods and the own attitude in formal education seem to have induced an impact on the personal level, for example:

“It gave me a lot of inspiration, when you do the same job with the students but instead of controlling you try to shepherd / accompany them, like: go on, try this too, or search for this also...As I see, here the role of the teacher, or the youth worker is really different than usually, you just have to be there, in the background” (Gfs_KA2bu2).

However, it should be considered that in some cases no or limited outcomes for personal relevance or personal development could be perceived for daily work, more often related to critics on the training approach (not appropriate; more specific methods would be required) (see chapter applied training approaches/methods; effectiveness of the training; unintended side effects).

In addition to the personal development, further explored outcomes can be summarised with professional development, which can also be indicated with an impact at personal level.

In the interviews, it is stressed that international youth projects were developed or submitted. Similar trainings, a new training module for the organisation or a summer school were implemented, and finally new organisations were founded in the youth field (i.e. alone; with friends). Furthermore, it can be added that the peer education model and the active participation in the discussions of the training/activity are perceived to have a personal impact on the realisation of workshops and training projects.

Further outcomes could be indicated, which may have an impact on the personal level, as reported in the interviews:

- now strong interests in conflict management;
- intention to go abroad and enjoy project work;
- to learn that non-violent communication is important for oneself and effects other positively;
- to learn a bit more about recruiting (i.e. EVS volunteers);
- knowledge will be applied for EVS accreditation;
- to learn to convince the business world/to use some of the business-related knowledge;
- to use the provided exemplifying material in everyday work;
- the notion of “street working” become broader after the project;
- to learn how the NGOs work in practical terms (field trips);
- new workshop model is designed and implemented for young people;
- to learn the importance of group preparation activities, such as for teamwork, accepting differences, respecting each other’s opinions and exceeding one’s comfort zone, etc.

In almost all cases networks/partnerships for (further) cooperation were established or opportunities for future cooperation were created (made contacts which could be re-activated, if relevant). The experienced international environment seems to have changed or broadened the working field by receiving a new stimulus to work at European level.

Such acquired international perspective may also have an impact on the competences needed to work with young people. In one interview changes could be perceived, by better understanding the peculiarities of youth work in other European countries, how youth work is supported and financed there, and how youth workers are trained.

Furthermore, the strategy for resource allocation has already changed by another interviewee. In line with the objectives of the training, she tries to learn theory better, understand the practice, and make the strategy more realistic.

With respect to the application of acquired skills into the practice, some of them could already be applied in the work with the target group. or are intended to be applied. This includes, for example:

- applying methods and tools (i.e. group exercise for self-organised camps; team work exercises to search for partners for a national project; ice-breaker exercise; developing training projects for unemployed young people and adult; simulation games; in the work with students);
- using now the daily reflection method in the daily work;
- using drawing more creativity in order to support young people;
- more tools being available and there is a growing confidence to use them;
- using of the offered model of youth worker's competences;
- using some of the problem-solving activities with volunteer groups.

"I learned how to work with young people and how to approach many situations and new methods of practice in music" (Jmb_YWM1ro2).

Several interviewees report they perceive acquired methods or tools to be relevant for their daily work, but have not had the chance to apply them until now. The majority of them believes or intends to use new methods or approaches for future activities. Some further transnational analysis in this respect is highly appreciated based on the interviews (3) within module (B). Thus, a longer time period will become evident between the attended training/activity and coming back to routine (twelve months after the activity), which may deliver more details about realised applications, or identified obstacles regarding the transfer of acquired competences into practice.

Currently the following plans for applications are raised in the interviews (2) (two months after the activity):

- will use the learned methods and approach in future activities (i.e. nature/outdoor sports; short movies; communication processes; inclusion of children in activities);
- motivated by giving opportunities to young people;
- want to transfer the new capacity into practice with role-playing and more playful methods;
- feel aware about one's own learning process and would like supporting others;
- try to transfer the ambience of the training into practice ('maintain the same attitude/atmosphere');

3.5.1.1 | Differentiated analysis between KA1_YWM and KA2_TCA

No obvious differences between participants of TCA/YWM become evident.

3.5.2 Impact on the organisational level

"Coming back to the daily work environment, we discussed with the colleagues from the association, we synthesized the training experience, we offered the study materials received, we shared impressions. My colleagues have responded positively; I thus have diminished some of the areas in need of improvement of the activity of the organisation" (Dfs_TCA1ro2).

"I am working with disadvantaged young people and children in the justice system; and frequently with those people working in the juvenile detention centres and prisons. What I learned here affects directly the services we offer to those kids" (Bms_TCA2tr2).

"We can use the tricks in presentations (colours, font sizes) in the next project. When our colleagues from the association visit other organisations, these techniques can be useful for communication" (Ams_TCA1tr2)

It should be noted that the following findings in terms of the impact on the organisational level should be treated with caution because these aspects will be revisited and surveyed more precisely/in-depth in module (B) (interviews (3): focused on the transfer of outcomes into practice) and module (C): focused on capacity building.

3.5.2.1 | Professionalism in (international) youth work

Professionalism in (international) youth work from participants is perceived to be one of the most important positive effects on organisations. It is stressed that the organisations benefit from the interviewee's professional development because the job is done better than before. In some interviews, it is expressed that the participants feel more like an expert after the training/activity. Another interviewee stresses that a higher identification with the organisation could be perceived by improved motivation for cooperation (to keep supporting and provide further help).

Further effects of developed professionalism concern the implementation of trainings or workshops for youth workers to specific topics (i.e. radicalisation prevention), or the improvement of the quality of projects (planning, monitoring, evaluation and redesigning of the activities through involving various experts and an external consultant).

Furthermore, it is perceived that the quality of learning activities of the organisation could be improved by organising a good course with limited but well-managed resources. Moreover, a new training course was implemented and the communication with participants was redesigned. Finally, it is pointed out that the training/activity results enable participants to organise target-oriented learning (youth) trainings/activities, and that they help young people to fulfil their projects as well as support European partnerships in the youth field.

In other cases, for example, the organisation starts working towards a cooperation project, starting to prepare a study visit, and has developed some dispositions towards the role of the organisation in the project. Moreover, the level of awareness could be raised on mutual roles of organisations for EVS (sending & hosting organisation) or in terms of practice with juveniles in closed institutions (i.e. prisons), encouraging them to further develop the capacity on the topic by reading books, and to apply the learning outcomes in daily work.

Despite the positive examples of the effects on organisations, the impact is not applicable to all interviewees because in some cases they only indicate an impact on personal development. Nevertheless, interests for getting in contact with NA or other relevant institutions are stressed.

Additionally, it is stated by some interviewees that skills in organisational issues are missing, while others claim they could acquire relevant issues in an organisational context.

It is worth mentioning that a few interviewees argue that no changes in the organisation could be perceived. In particular, it is assumed that institutional changes could not be identified at this early stage, recommending further revisions within module (C). Last but not least, it should be considered that in one interview, the difficulties in distinguishing the effects of the training and other effects are stated.

3.5.2.1 | Applied methods

Several interviewees report that they already applied different methods in the daily work (i.e. energiser exercises; activity with cards to discuss feelings easier; role playing and playful dimension in youth work) in combination with shared knowledge and information with colleagues to improve collective competences about youth work in the organisation. In almost the same matter acquired methods are applied to ensure the visibility and dissemination of results.

Only the implementation of internet or online games in the (international) youth work practice are assessed differently across countries. Thus, some doubts are articulated, if the practicability and relevance is provided in every country at this stage.

Special emphasis is given to the inclusion of methodologies of non-formal education in projects as well as the integration of NFL into the formal education sector. It is pointed out that the overrated formal education causes demand in non-formal education and is recommended for teachers (colleagues by interviewee), while the transfer into the own practice is not intended for now. In addition to that, another interviewee thinks that the integration of a non-formal approach into formal education is relevant to his work and organisation. Generally speaking, strategic plans are developed to disseminate the outcomes in schools, to make presentations to co-workers or to apply non-formal education in closed institutions, directly related to the youth work practice:

"I am working with disadvantaged young people and children in the justice system; and frequently with those people working in the juvenile detention centres and prisons. What I learned here affects directly the services we offer to those kids." (TR_Bms_TCA2tr2)

3.5.2.3 | Transfer strategies

Most frequently reported transfer strategies of the learning/training outcomes are addressed in terms of sharing and discussing these results with colleagues, the target group, or with the supervisor/head of the organisation in regularly internal meetings, specially organised workshops or training days, through presentations, storytelling, report writing, in guides for fund raising, or other dissemination activities. Thus, it could happen that the whole team of the organisation attended the training and is involved in project writing.

Moreover, feedback is given and different materials (brochures, etc.) are delivered to colleagues. In some organisations, the tradition may be established that everyone provides feedback and shares materials of what has been learnt.

Furthermore, the experiences and results are also disseminated with other organisations (giving presentations) and in one case it is reported that the outcomes are available on Facebook and

everybody contributed to its completion. In another case, a report was written and shared with colleagues on Google Docs, and everybody who might need it could have access (i.e. colleagues working on a volunteer basis). Moreover, further dissemination activities are initiated as follows:

- at a national and at an international level;
- at regional level (i.e. town's mayor who is important for continuing the path for international youth work and networks across areas.)
- with co-workers and with other youth workers from the city (further cooperation is planned);
- in terms of implementing own training in the hometown;
- by giving a presentation; contact with local youth centres and introduced the idea of cooperation; As a result, cooperation possibilities and gains of it in the organisation could be enlarged.

One interviewee points out: The more projects she implements, the more she has to share with others, indicating positive influences on people from her organisation and fellow teachers in the high school.

In some cases, the outcomes will be used for developing the organisation's strategy, but in most cases a lack of a strategic approach for the transfer into structures of organisations becomes evident (see chapter obstacle).

It is pointed out that organisational strategy is developed to integrate the achieved competences for increasing communication processes, especially for EVS. Also, inspiration is received from the training/activity to found a non-profit organisation and run several projects in the youth work field. Overall, the exchange of experiences from peers of different countries and organisational backgrounds are perceived very useful and contribute to drafting a new strategy within an organisation.

3.5.2.4 | Obstacles

In other cases, no transfer of the learning outcomes was undertaken so far due to a lack of resources (time; space), the outcomes are estimated to be not applicable for the daily work (i.e. in closed institutions), or the organisations do not expect or contribute to any knowledge transfer. As a result, a few interviewees reported being frustrated because of the missing opportunity to share the outcomes with colleagues. Some of them take the initiative to share the outcomes/experiences in informal settings (i.e. coffee breaks), electronically or during the organisation's 'development day'. Apart from the effect that organisations lose enormous valuable know-how by ignoring acquired competences from their staff members, interviewed participants report that they are feeling alone because of the lack of organisational support (i.e. nobody cares about it; nobody really wants to listen).

Notably, there are managers within organisations who called the training a 'little adventure' because learning outcomes did not include notes from lectures or other 'concrete' outcomes. According to this kind of feedback from the organisations' side, the value and image of international training/activity settings seems in need of improvement.

In the case that the organisation does not provide an international youth work environment (i.e. appropriate structures), the transfer of the learning outcomes into practice is not possible. The training/activity encourages one interviewed volunteer to change the organisation regarding such missing focus of international youth work.

Further reasons for a limited transfer of the learning/training outcomes into practice refer to:

- restricted opportunities without organisational backgrounds;
- missing foci in the case of political changes (is not possible/on the agenda anymore);
- missing systematic approach in organisations;
- different problems and infrastructures in organisations (application has to be adapted);
- restricted access to relevant software (i.e. transfer into practice was difficult because Facebook blocked the game).

3.5.2.5 | Differentiated analysis between KA1_YWM and KA2_TCA

Impact on the organisational level was reported predominantly by TCA-interviewees, but rarely content-related differences became obvious. A similar trend can be stated for the category *effectiveness of the training/ activity/ format* (see figure 8).

Figure 8: Transfer of learning/training outcomes into the practice

Codesystem	KA1	TCA	SUMME
▼ relevance of the training/activity outcomes in daily work	■	■	51
youthpass	■	■	31
▼ impact on individual level	■	■	51
applied knowledge, skills, attitudes in daily work	■	■	58
▼ impact on organisation/environment	■	■	95
applied knowledge, skills, attitudes in daily work	■	■	20
▼ effectiveness of the training/activity/format	■	■	69
IVC: specialised training settings	■	■	11
Σ SUMME	105	281	386

percentage: KA1_YWM (105)= 26.4%; KA2_TCA (281)=72.8%

Referring to the interview sample of this transnational survey, the durations of KA2-TCA and KA1-YWM seem to be more or less balanced:

- TCA durations belong between 2 and 9 days;
- YWM durations (core activity) refer to 3 and 11 days.

3.5.3 Effectiveness of the training/activity

"I guess that I don't have to tell too much about this because I had underestimated my own experience, i.e. I thought others would have more experienced than me, and [when] we did a positioning exercise [on] who has how many volunteers and since when. Difficult to tell, what was really new" (Afb_TCA1at2).

"I think what I learned in the project was beyond my expectations, because we were given a lot of information that we will use in the future" (Gfb_YWM1ro2).

"This was the 5th project I have ever participated, and it was the best one. (...) People were really professional" (Cfs_TCA3tr2).

As already mentioned in some previous chapters, the effectiveness of the training/activity¹⁵ seems high across the majority of interviewees in terms of perceived valuable outcomes and their motivation to apply them in the daily business.

Training/activity effects may have the most important impact on newer or unexperienced interviewed participants who attended an international training/activity for the first time. It is reported that these effects predominantly refer to professional and personal development, for example:

- collected smart ideas of how to use Youthpass or EVS experiences;
- unexpectedly involved in the preparation of six different youth exchanges; one exchange is a partnership between five different countries;
- awareness about 'unity with other Europeans' (but not any obvious changes or effects are perceived).

The first experience concerning the attending training/activity addresses that transfer of knowledge is not sufficient because the learning setting requires more than acquisition of knowledge. Arranged learning settings consisted of getting to know each other, experiencing fun group dynamic and informal settings as well as attending study visits. Thus, such trainings/activities provide many more learning opportunities and higher requirements on the learners than the transfer of know-how.

Finally, promising key factors based on the interview statements, which may contribute to the success of international trainings/activities, could be summarised as follows:

- professional/qualified people; well considered recruiting of participants with 'interesting' professional and/or organisational backgrounds;
- well-qualified trainers;
- well-organised and well-structured training/activity, implying (sufficient) informal settings;
- learning opportunities for improving professional and personal development (international environment; peer learning; learn new things; build good relationships);
- concrete material outcomes, interrelating with the working field/profession;
- free of charge (i.e. provide access to the training/activity);
- does not take place during school holidays.

According to the provided access to the training/activity it is pointed out in several interviews that low costs for attending it, are very important. In addition, enough time for being involved in the

¹⁵ The effectiveness of the training/activity is interpreted regarding the self-perceived quality of the training/activity outcomes by the interviewed participants. In this context quality of the outcomes refers to the perceived applicability to daily business as well as to professional and personal development of the interviewees.

training, the compatibility with daily work (content; date; venue) or the duration of the training/activity raise the possibilities to participate in a learning environment. The participation in international settings is perceived to provide a lot of benefits (i.e. (foreign) language improvements; self-discovery; intercultural learning). In addition to that, it is assumed that long-term EVS is not always possible due to employment restrictions, but TCA trainings imply this required compatibility with the workplace.

With respect to the preassigned durations of trainings/activities, some tensions can be indicated between different interests of stakeholders. It is reported, for example, that the time period for the training/activity was reduced by the funder, causing problems and challenges in managing the training within the shortened duration. Referring to project development with partners, it is critically stressed that the provided time for developing a project of two days during the training/activity is perceived as not sufficient. On the contrary, for others a participation in the training/activity longer than three days is impossible due to their restricted employment conditions, as previously mentioned.

Finally, adequate time is addressed to be required for being involved in the training/activity (i.e. overcoming shyness), and for creating trust and comfortable personal learning environment. Generally speaking, preassigned durations and/or time constraints for attending the training/activity seem to be one of the key aspects for international training/activities, which should be reconsidered (see chapter unintended side effects).

Effects of personal development on interviewees are expressed as being limited, when the training/activity is not accordingly linked to the working context in daily business. In addition to that, also in the case of critical thinking and negatively assessed implementation of the training approach, positive effects could be considered in the end. One interviewee recaps that a consultative meeting with the NA and a new developed DEOR concept (the exchange of DEOR plans support him to write his own dissemination plans) could be realised.

Despite several positively assessed outcomes of the training/activity as previously mentioned, some critical interview statements are added in the following paragraphs, implying potential for recommended improvements.

First, a lack of provided training information in time is stated. Some of the interviewees have not been fully informed about the content of the training in advance. Furthermore, the involvement of participants in preparation and follow-up is assessed critically because it is too little.

In other cases, the topics of the training have changed or have been dropped without prior announcement or discussion. As a result, expected training issues were not addressed anymore, causing self-perceived deficits in competence development.

"Well, in terms of content... it was not very good training practice, in my mind. Well, some topics that I had hoped for and were introduced before the training, and which were potentially interesting, were dropped, or some changes were made. So these topics were not addressed and because of that it remained somehow shallow or... I just expected some other topics." (Jfs_TCA9ee2).

Second, a lack of diversification in terms of topics, duration and thematic in-depth knowledge could be indicated. In particular, specialists (i.e. working in closed institutions) and/or experienced participants in youth work, who imply expert knowledge, consider a lack of new knowledge and perceive themselves to be underchallenged. In contrast to that, others assess the training programme to be intensive and too much packed.

Finally, needs for improvements are considered, when the matching of participants did not run smoothly because of too much diversity between the qualifications in youth work (i.e. experienced versus unexperienced) or the working fields (i.e. specialised fields like closed institutions; street work).

Third, a lack of clarity on concepts may become apparent. Rarely it is reported that profound concepts (approved within the youth field) are used or presented within the training/activity. According to this, ethics and integrity, if at all, are only indirectly addressed. Additionally, a kind of expert approach, invited experts for giving theoretical or professionalised inputs, seems to be more or less excluded.

Fourth, potentially a comfortable use of known tools and methods through a solid toolbox of methods can be observed with a strong focus on peer learning such as ice-breakers, exchange of good practices, getting to know people, and also networking and partnership. On the contrary, digital tools and/or spaces as well as external inputs are marginalised.

Fifth, despite the training/activity being often assessed as inspirational and motivational for new projects, for the own youth work, or for attending another international training, trainings may not address structural problems because they focus on individual and not structural levels. It is emphasised that a lot of the problems are often structural and therefore it is not necessarily relevant that people need to be changed. There is a stronger need to change processes, which should be focused on in the future.

Sixth, the role and impact of trainers on the 'success' of the training/activity seems to be enormous. In cases when trainers are perceived to be not well qualified, the training settings and outcomes are assessed negatively. More specifically, NFL or NFE is assumed to be not implemented properly in some trainings/activities because approved concepts were not being used. As a result, one interviewee declared that the training was an example of how a NFE situation should not be organised.

The implementation of the ICL approach is explored in a similar way: the use of concepts was missing and intercultural aspects/identities were examined unprofessionally.

Furthermore, clarifications and considerations of expectations are not always the case in the training/activity setting (learner-centred approach; target-oriented approach is ignored).

As a result, some frustration could be observed among a few interviewees or the other way around: some preferences for specific trainers are pointed out. One statement underlines this effect: The interviewee was quite certain not to participate in any trainings anymore (had enough), but after this training he/she was more willing to take part in trainings held by the same trainer.

Referring to sustainable effects of international trainings/activities, it can be assumed that high interests for attending next trainings/activities could be indicated. Thus, previous positively experienced participations may have an impact on further implemented projects/trainings. In one interview, it is stated that the core idea of the training (immigration/inclusion issues) came from a prior youth exchange. Another interviewee explains that he gained good experiences in a similar project in the past, and therefore he would like to repeat this success with a larger partnership. A further interviewee expressed her long-lasting impressions about her participations in a previous EVS project as well as in a Leonardo project of the former YiA programme:

“I would say two things. There is one that is rather the values, the values with which it has gone and the values we wish to defend, and not to turn away, to not forget them, and stay fixed on it. And second, why now, two years later, I feel competent in my field, it is because I am accompanied by peers, I am accompanied by people who also know what they do around me, where we exchange” (Afs_YWMfr1).

In addition to that it was also explained in one interview that previously youth projects were not seriously considered, but now the youth project is perceived to be well prepared, and therefore he changed his mind.

3.5.3.1 | Networking/partnerships at project level

“It is possible to have to suspend working with the NGO for a period due to health issues. But I will surely return and develop future projects thanks to the European projects in which I took part” (Hms_YWM1ro2).

“I would gladly give the youth an opportunity, the youth exchange is a superb thing. Probably in October, we will start writing the project and then we can get the youth exchange also done here” (Ams_TCA3ee2).

Concrete outcomes or steps are reported in terms of networking and partnerships at project level after/during the attended training/activity. There seems to be a high commitment for implementing international youth projects among most interviewees.

It is stated, for example, that first projects are already under preparation (i.e. youth exchange on immigration; KA2 strategic partnerships with rural youth; EVS), six applications were submitted, study visits were carried out among potential partners, cooperation with youth centre were initiated. Furthermore, study visits could be assumed to provide optimal opportunities to visit potential partners and discuss relevant issues such as professional youth work standards. It is reported frequently that the partnerships are in constant contact via social media, whatsapp, or e-mails. Additionally, the training stressed the importance of direct and open communication between partners – now more attention is paid to that.

In some cases, it is explained that cooperation with NGOs outside of the EU are intended/planned, or generally speaking that partnerships with ‘new’ countries are intended because participants met during the attended training/activity. One interviewee, for example, explains that she met some participants coming from Eastern Europe and from non-EU countries, and before she had never thought about working with them, but now she does. She wants to grow her network in this direction.

In contrast, many networks/partnerships could not report any concrete outcomes, while the respective interviewees express their interests for implementing international youth projects/activities. The arguments against concrete partnerships at project level concern no interests from organisations’ side, different interests among participants (no coherent business focus; exclusive attention to university studies), a lack of capacity to enlarge international projects/activities because the organisation is small (has already reached the maximum of two EVS-volunteers), participants without power relations within their organisations (mostly newcomers without decision power or responsibilities), a lack of organisational background, and funding obstacles or no interests in EU grants (i.e. established cooperation operates with national grant).

However, it should be pointed out that the evaluation about concrete outcomes may be at an early stage, requiring further revision based on the interviews (3), module (B).

For some interviewees, the main objective for their organisations was to strengthen or reinforce established partnership, and to capitalise new methods. The motivation for this purpose refers to

the long KA1 project with many planned seminars. Thus, it was interesting to meet the partner, connect with people, and empower locality. This partner knows other associations well, they visited some of the other associations, and they did workshop for mutual presentation of NGOs.

A crucial point is to cooperate with trustworthy partners in order make cooperation successful, and to stop cooperation with partners, which does not work well. Basically, cooperation is intended among 'similar' partners in terms of working methods, values, and financial resources.

Thus, a few interviewees were surprised that they found partners to start international co-operation projects, which could be indicated to be an unexpected training/activity effect. In particular, for state institutions it seems surprising because the implementation of these projects tends to be more difficult to organise in terms of bureaucracy.

"Since I am representative of the public sector, I didn't expect that such an offer for co-operation would come so quickly, as usually this connection emerges between NGOs, or at least it seems that they have more options in this field... / .../ It was a pleasant surprise..." (Ifs_TCA10ee2)

"Partners. Honestly. Because I did not expect to find partners from there. I think that this kind of trainings are no place where to find partners, but I did. And I found really good partners for cooperation, who really are after quality and hopefully a good thing comes out of all that. That was like really pleasant outcome" (Ams_TCA3ee2).

3.5.3.2 | Network/partnerships at a political level and/or inter-institutional level

For networking and partnerships at a political level, existing political engagement or interests in politics or/and youth policy may have an impact. Additionally, if the organisation is interested in adding new or further partnerships, this may play another crucial role.

Notably, it is reported in few interviews that political networks or partnership have been established since or during the training/activity. Moreover, if political networks are available because organisations or interviewees have already been active, it is most frequently at local or regional level, but not at European level. The engagements refer to promoting local youth and inclusion policies, or being active at university level to promote political dialogue. One interviewee mentions being frustrated because of the limitation accessing the existing inner circles.

Nevertheless, one organisation could realise their intention to establish a cooperation with another European organisation. One interviewee expresses the wish to re-inforce the establishment of a European network to bring political discussions decisively forward.

It is pointed out that the implementation of international projects/activities only works if the whole community is involved and support the goals of the project/activity, especially if one project partner is a small organisation. Active communication processes are initiated to engage and encourage community members (i.e. local habitants; schools) to work with them.

Further ambition refers to creating a network of young people to get involved in youth policies, which could be achieved by attending the training/activity.

Another form of cooperation is expressed through sharing practical knowledge from other countries and promoting E+/training with the Policy Minister, aiming to find solutions for societal problems. Furthermore, (oral/written) conversations with politicians about the situation of youth

work with socially disadvantaged people are another cooperative action, although they are yet to show some considerable effects.

In the case that the organisation is a youth policy organisation, a political youth representation, or an international voluntary organisation, working with the political environment, coordinating a working group within international structures, or promoting young people's political/societal engagement are quite usual and part of the daily work.

3.5.4 Unintended side effects

*“I tried almost everything with my students, but not everything worked well.
Even the students want a new approach, but they can’t always understand why and what it teaches them.
For them learning means to sit in front of the book and learned it automatically,
and that’s the way for being smart.
So, I took back a bit and I try to combine them with the more traditional exercises” (Gfs_KA1bu2).*

Referring to the interview statements, unintended side effects are analysed to add another perspective on the outcomes of the attended training/activity, and to make further indicated possible trends visible.

The first indicated unintended side effect may address a professionalisation strategy for being able to work and/or earn in the youth sector. In the majority of interviews issues of acquired knowledge, skills and attitudes/values are raised in the context of professional and personal development. Through these developed competences, an increase of career perspectives is frequently perceived, in particular from unexperienced participants of the training/activity.

This international learning opportunity for professional/personal development is still used from a minority of people without an organisational and/or youth work background, who appreciated the wide range of benefits.

With respect to one noticed objective of international trainings/activities according to the E+/YiA programme and focused on implementing international youth projects/activities, the question could be raised, if other groups of interested parties are welcome. This refers to people without organisational background and/or people who are not working in the youth field. Is it possible to understand the provided international trainings/activities as ‘story of success’ because of the interests and needs from different persons ‘outside’ the youth field to participate in such training/activity settings? How much ‘openness’ can be provided to include different groups of interested parties who indicate interests and motivation for participation, but do not show concrete results of sustainable effects for international youth projects/activities right after the training/activity?

In addition to the questions about inclusion of different groups to the training/activity, not every target group within E+/YiA programme is able to be involved in international projects, for example Roma people. One of the reported obstacles for this target group refers to the age limitation in E+/YiA programme (from 13 years to 30 years). For Roma people 12 years would be the ideal age. Afterwards they usually get married and have to care for and/or have other responsibilities (towards their children, parents or other family members).

Such questions about the openness of international trainings/activities within the E+/YiA programme to different groups relate also to the formal education sector. It seems that a kind of tension between the non-formal learning and formal learning sector may occur, when participants from the formal education sector attend an international training/activity from the non-formal sector. The reasons behind that may refer to an unbalanced allocation of financial resources between the formal and the non-formal sectors. The youth sector has to manage a low budget for several activities within E+/YiA programme in comparison to the well-financed formal education sector.

On the contrary, the non-formal sector in the youth field has more than ever the chance to inspire and enrich the formal sector with NFL. The respective methods enlarge their positive influence, and act as innovative and important tools, not only for the formal sector but also for the whole society. This could be the chance to foster and promote the high political and societal importance for the youth sector at European level and beyond, but more financial resources would be required for implementing such efforts.

Apart from the political/societal importance, the cross-sectoral transfer of non-formal learning methods into the formal education needs specific considerations/preparations, while the acquisition of NFL methods was highly appreciated immediately.

The common learning approach in formal education differs quite substantially from the NFL approach, and school students may be surprised and irritated regarding the completely new learning methods. Also, the attitude between youth workers (facilitator; coach; mentor) and teachers ('leader') are indicated as being completely different, which may require time for changes at different levels (pupils; teachers and environment), or a kind of adaptations of methods.

For international trainings/activities, language skills are stressed several times, indicating they are an important issue among the interviewed participants. An unintended side effect could be that especially English language skills are perceived to be an obstacle, if the capabilities are not sufficient in the training/activity setting for communicating with peers or understanding the presented content. As a result, self-perceived or experienced deficits in English language may be a selection/exclusion factor for participation. Furthermore, the dominance of the English language marginalised many other languages and a higher diversification of languages and some support for improving the English capabilities would be recommended (apart from English-speaking courses, courses in German, French, Russian, etc.).

A further unintended side effect may refer to an indicated shaky connection between activities and individual/organisational realities/strategies. This missing interrelation could cause limitations in applying learning outcomes, because they are perceived to be rarely relevant for daily work (see chapter impact on the organisational level; effectiveness of the training/activity).

Another identified unintended side effect concerns the treatment of the training/activity by some interviewees. It is reported, for example, that the training is more examined like a demonstration and promotion of Erasmus+ possibilities at local level, rather than a training in skills development.

Generally speaking, a high motivation and engagement to share learning outcomes (at least) with colleagues can be indicated, although resources and/or spaces are often missing at organisational level. Interviewed participants represent a high 'social approach' for disseminating the learning/training outcomes with their environment and reported some frustration, if this plan could not be realised.

In addition to that, a remarkable political engagement also becomes obvious among several interviewees. They seem to imply a need for reinforcing a 'sense of community' within the training/activity by meeting people with similar values, and by sharing experience how to react when they are confronted with radicalisation, extremisms, racism, discrimination, inequalities. Other important aspects are defending democratic and social values as well as human rights.

Time constraints between attending the training/activity and regular work in the youth field seems another main obstacle causing stress. One effect of stress is that concentration on the training is not fully possible, which could be defined to be an unintended side effect. For some interviewees,

it is challenging to participate in an international training because of the existing workload or being away from the regular work/the young people (target group). This is especially true if they felt forced into the training/activity and/or the training/activity did not respond to their working field. In such inconvenient circumstances, they may have the impression that their participation does not have the expected benefit for them. Furthermore, in cases where someone felt forced into the training by someone else, this could negatively affect attitudes towards the respective training/activity.

In the cases that organisational support is missing due to a lack of financial resources, the balance between implementation of KA1 projects (i.e. being responsible for young people to host them every day) and participation in SALTO trainings is problematic.

According to absent time of daily work it is pointed out that an absence of more than three days seems to be impossible, indicating a time pressure.

3.5.4.1 | Networks and partnerships

Many new contacts were made but after coming back to routine, only a few potential partners wished to cooperate. It could be assumed that a lack of sustainability of energy for future cooperation is evident. A lot of built networks stay at the level of created ideas but no further concrete cooperation is planned. Very often, these networks remain passive and finally potential partners lose interests over time (lost potential).

As a result, a follow-up meeting after six months would be appreciated for reflecting about the network and practices or for reinforcing the established network. Additionally, concrete outcomes, plans, and intentions contribute to keeping the network active, such as developing a project idea for an application, organising study visits, or engaging in EVS.

In other cases, networking was done well, including contacts which are still 'alive' even after the end of the project. Nevertheless, after finishing an international project/activity, established partnerships are often not active anymore, and the submission applications for another project/activity is not possible because of a lack of time resources. Each youth project implies a big networking potential, which is quite often wasted once the project/activity is over.

Challenges for partnerships could be identified through structural problems to plan concrete international projects (i.e. lack of PIC to submit a project application; lack of personal resources within the organisation). Furthermore, long-lasting good partnerships are able to change, causing problems in further cooperation. It is concluded that a partnership most of the time depends on one person, and further efforts have to be made for partner building to reinforce the quality of a cooperation.

3.5.5 Youthpass

It should be considered that the following findings in terms of Youthpass should be treated with caution because these aspects will be revisited and surveyed more precisely/in-depth in module (B) (interviews (3): focused on the transfer of outcomes into practice).

Youthpass was not known before the training/activity to several interviewees or little knowledge on the Youthpass was available because it was never really taken into account before the activity.

They learnt how to use it (process of self-evaluation and process-evaluation), and it was only given to the participants who wished to have it, which basically meant the younger participants, and they had a reflective session every evening in which they also filled in the relevant Youthpass sections.

After the training/activity, the applications of Youthpass do not seem to be clear for all interviewed participants (it was used in the training; but using in daily work seems unclear).

Overall, there seems to be a slightly negative attitude against certificates among a few interviewees because certificates are seen as being related to formal education, and are therefore refused. Learning in daily life without preconditions is preferred to a formal education approach, including certificates and diploma.

Nevertheless, it is reported that certificates are not as important as practical experiences made within the youth field, which is much more reliable for implementing a youth project. More specifically, one interviewee reports that he is used to working with young volunteers in entertainment, and they do not need to be professional but emphasises the recognition of developed competences of volunteers. Youthpass, for example, seems to be more interesting for younger participants and for long-term situations, i.e. EVS.

Youthpass is not perceived as an instrument for improving professional or social recognition (it is too unknown), and therefore it is not estimated to be useful for the job market (implicates too many pages). Youthpass is perceived as an administrative document that is not really recognised by the community. Thus, a limited application of Youthpass is assessed as a tool for collecting and evaluating acquired skills in non-formal education.

In comparisons to the claimed limited applications of Youthpass, other interview statements attribute Youthpass with different potentials. Thus, Youthpass is perceived to have potential for becoming relevant for the job market, becoming useful for future job applications, and for the proof of the attended training/activity.

Further potential for Youthpass is considered to reflect on and summarise the learning outcomes, and to use it as an interesting instrument/tool to support reflection processes (come together with the volunteers). In addition, Youthpass contributes to certifying the participation and acquired skills during the training/activity periods. Youthpass seems to be important.

3.5.6 Conclusions

3.5.6.1 | Impact on the personal and organisational level

The impact on the personal level of the learning outcomes for daily work may correlate with the training content and the present work (thematic priorities). In cases where there is a gap between the topic and working field, the impact seems limited regarding impact and opportunities for the application/the transfer into practice.

The impact on the personal level is positively assessed after the training/activity among the majority of interviewees, implicating inspiration and motivation for daily work, or/and to use new knowledge and skills in practice. Also, the fact of contact making with interesting and experienced international peers in the training/activity reinforces motivations for the daily business. Furthermore, awareness raising about country-specific youth work discourses and methods for intercultural youth work could be acquired, and this seems to have a strong impact.

According to that, established networks and partnerships are also mentioned to have an impact, not only on organisations, but also for the interviewees themselves because of a created 'sense of community'.

Overall, the impact in the context of personal development seems to be dominant, followed by applied knowledge, skills, and attitudes in terms of professional development. These developments encompass, for example, improved abilities in practical knowledge for project applications/submissions, intercultural awareness or communication, and presentation techniques.

Nevertheless, in some cases no outcomes could be applied until now due to a lack of personal development or relevance for daily business. Furthermore, several interviewees report that there were no chances or opportunities for the application of the acquired methods or approaches, but there is a strong motivation and intention for the future.¹⁶

The impact on the organisational level predominantly refers to sharing experiences and materials from the training/activity (if provided) with colleagues and sometimes with the target group, the management of the organisations, other organisations or friends in informal settings, via workshops/trainings, in regularly meetings, or electronically.

Sometimes dissemination activities or cooperation with the local and regional environment (politicians; youth workers; youth centres; NAs) are organised, but rarely at the European level.

Overall, a missing systemic approach could be assumed for the transfer of the outcomes into practice. The activities potentially depend on the engagement of the interviewed participants. In the interviews, it is seldom stated that the organisation has already developed some strategies or common rules for the knowledge transfer after attending the trainings/activities.

Moreover, the support of the organisations seems not to be very distinctive, while the support was assessed more positively in terms of expectations. Thus, it could be addressed that there may be an absence of the expected support of organisations after coming back from the training/activity. In such cases, interviewees express frustration and initiate their own dissemination activity in informal settings (i.e. coffee breaks) or in an electronic way.

¹⁶ These preliminary findings with respect to the application and transfer of learning outcomes into practice will be revisited in the transnational analysis of interviews (3) twelve months after the activity to receive further results and details on the status quo.

On the contrary, other organisations seem very open and provide the outcomes via ‘open access’: everybody is welcome to add respective outcomes and use them.

A further obstacle for the transfer of the learning outcomes into the organisation and/or environment can be pointed out in terms of a lack of resources, a lack of relevance for daily work, a lack of organisational background, changed political situation, and a lack of infrastructure in the residence country .

3.5.6.2 | Effectiveness of the training/activity and unintended side effects

After the training, most of the interviewees report being enthusiastic, inspired and motivated for doing (international) youth work and/or submitting and implementing international youth projects/activities. Furthermore, many potential contacts are made for future cooperation. Nevertheless, concrete cooperation with submitted international projects or implemented projects are hardly ever realised. Moreover, networks and/or partnerships remain predominantly passive (i.e. just ideas nothing concrete; no interests), potential partners may lose interests over time (lost potential), or they are confronted with a lack of resources and many good ideas never come into life.

Active networks/partnerships require a concrete purpose or a common ground for cooperation. Follow-up activities are also recommended to overcome passive networks/reinforce established networks, and also concrete organisational plans for implementing international projects in a systemic way as part of their organisational structures may play a positive role. However, some interviewees say passive networks are not necessarily negatively. When cooperation partners are needed at a later stage, respective contacts of potential partners can be reactivated.¹⁷

Generally speaking, several interviewees point out they are impressed and overwhelmed by their experiences and the outcomes of the attended training/activity. The international training/ activity setting may imply many benefits especially in terms of intercultural learning for participants such as new perspectives through international exchange of good and bad practices. It seems there are strong interests to repeat the training/activity.

Nevertheless, it is critically added that trainings may not respond to structural problems through their focus on individual levels, while a major challenge in international youth work is actually widely seen to be found in structural problems.

Moreover, another criticism is raised regarding the training/activity settings and implemented approaches because of a lack of well-qualified trainers, or a heterogeneous peer group (too much diversity in terms of professional backgrounds). The recruiting of peers/participants may have an impact on the success of the training because of the effects of peer learning in an intercultural and generational environment, and in terms of creating a ‘sense of community’.

Furthermore, it is criticised that training information is not always provided for the participants in advance, including little inclusion of participants in preparation and follow-up. In addition, cancelled or changed training topics without pre-announcement are not appreciated, as this causes a lack of relevance for daily work.

Other critical statements address a lack of diversifications in terms of topics, duration, and thematic in-depth knowledge. In particular, specialists and/or experienced participants in youth work potentially criticise a lack of new knowledge and frequently feel underchallenged.

¹⁷ This would be interesting to revise in the interviews (3) module (b) as well as in the module (C) systemic effects.

In addition, a lack of clarity on concepts may become apparent (i.e. ICL; NFL; ethics and integrity), and a confident use of known tools and methods through a solid toolbox of methods can be observed, with a strong focus on peer learning, networking, and partnership. On the contrary, digital tools and/or spaces as well as external inputs are marginalised.

Finally, a need for follow-up trainings/activities are explored and would be appreciated in terms of deepening the learning outcomes, reinforcing networks/partnerships, and providing in-depth trainings/activities on specific topics.

An indicated shaky connection between activities and individual/organisational realities/strategies could cause limits in applying learning outcomes, because they are perceived to be rarely relevant for daily work. Additionally, time constraints between the training/activity and the regular work seem to have another negative impact on the learning outcomes (i.e. impression expected benefit could not be gained).

As a result of the previously discussed and analysed results, it could be concluded that (international) youth work can be assumed as having an important, innovative, and inspiring role within the society and across sectors (NFL; political engagement; dealing with challenges and discovered EU issues). Thus, international trainings/activities in the youth field provide interesting and valuable methods for interviewed participants in formal education, implying valued personal gains.

According to the important and innovative role of (international) youth work, appropriate financial resources become the crucial point to enlarge and foster opportunities and offers for relevant groups of interested people. With more financial resources, it is possible to amplify the responsibility to discover actual problems and find solutions within Europe and beyond.

The question is how open the international trainings/activities can be arranged in terms of the current limited financial resources, and how international youth work can respond and integrate the various interests from the different sectors. The non-formal sector in the youth field has now more than ever the chance to inspire and enrich the formal sector with NFL and its respective methods, offering innovative and important inputs for the whole European society.

3.5.6.3 | Youthpass

For some interviewees Youthpass was a new experience and was not considered before. After the training/activity most interviewed participants explain that they understand Youthpass as a reflection tool to think about acquired knowledge, skills, and attitudes. It supports the recognition of acquired competences in a NFL setting, and is more relevant for young people but not for experienced youth workers.

Further potential is recognised for job applications, but others argue contrarily. They claim Youthpass is not an appropriate instrument for the job market (i.e. already too many documents are included in job applications; missing importance/image of Youthpass for employers). Additionally, certificates are seen critically because of their contradictions in the context of the NFL approach (assessed competences refer to the formal approach).

3.5.6.4 | Final summarised considerations for further vocational trainings/activities

According to the requested specialised trainings/activities, these requests are deducted from several interviews about critical statements for the training/support activities and the need for in-depth trainings/activities. Notably, experts would like to improve their specialised knowledge, requiring in-depth, follow-up or specialised knowledge in terms of further vocational training.

The critics refer to the fairly limited offerings for further education related to specialised working fields/profiles (i.e. youth work in closed institution). Furthermore, special topics are marginalised such as digitalisation and youth work (i.e. youth participation and e-participation).

One remarkable trend might be that also experts would like to improve their specialised knowledge (in-depth know-how, i.e. drama method) but rarely find the respective learning circumstances to meet this expectation.

In addition, there is a need to deepen the acquired understanding of Youthpass and international youth work through specific exchanges (in-depth training). Also, an in-depth training in the field of conflict management is proposed, as well as on how to understand peers (i.e. when they feel homesick), and how to react accordingly in the role of a mentor in daily business. Finally, further interests in practical information (methods; access to youth) about NEET in other countries, and the successful application of NFL in the youth field have been addressed in the interviews.

A balanced mix between theoretical inputs (also from experts) and self-experimentation/expressions are reported to be interesting, although many interviewees emphasise that they are more interested in exchanging examples of good practice (tips and tricks), and not in theoretical lectures. It should be taken into account that this issue is discussed controversially among the interviewed participants. Some are more interested in practical knowledge, others point out the importance of also including theoretical approaches and more real-life actions/experiences in the training. Another interviewee reports being disappointed because it was expected to learn and participate in a hard-working training.

“It was a bit easy for me. Of course, we didn’t go there to change the world and make it happen in one week, we went there to think together. But, because I have learned about this a lot, I wanted to hear more of concrete actions. (...) I thought there would be more theory, but it was much more creative, flexible, I was surprised and I appreciated it. So I’m not disappointed, but it could have gone deeper. It is great for 18-21-year-olds who have just started to work with these issues” (Hfs_TCA8bu2).

3.6 Future perspectives and outlook

The chapter 3.6 deals with reported future perspectives and outlook of the interviewed participants. Several questions explored the ambitions and perspectives of the participants, including the intended and perceived competences concerning personal and/or professional development. Additionally, interviewees had the possibility to add recommendations concerning the attended training or support activity.

Participants demonstrated a high variety concerning anticipated future perspectives and/or projects. The future perspectives were often linked to the personal situation of the participants. The educational/professional background as well as the passion/motivation for youth work were major factors that influenced further plans.

Equally the possible impact of training and support activities within E+/YiA on competence development and professionalism of youth workers and youth leaders differed.

The impact seemed especially high when people decided to attend a training as decision-making aid concerning taking further steps in youth work/initiating projects but as well when participants were intending to leave or join youth work. But as well as personal decision-making aid concerning personal life goals. This chapter explores future perspectives by focusing on youth work ambitions and perspectives, professional development and career perspectives.

3.6.1 Youth work ambitions and perspectives

Interviewees are mostly ambitious, motivated, inspired and enthusiastic when it comes to further plans in the field of youth work. Most participants want some kind of change either in the youth field where they work or to elaborate other working possibilities in the youth field. Not all future plans are linked with youth work, some want to intensify their work or are changing the focus, others have a stronger focus on their personal development and focusing to work outside the youth field.

Participants seem to have different future plans, also regarding their foresight; some focus on short term goals (2-3 years), while some aim at high positions and therefore count in a longer time period to achieve those goals.

Several groups of participants can be distinguished concerning their ambitions and perspectives. Some participants are intending to change their organisation or position but not the youth field in general. Youth leaders and youth workers show interest in improving their skills in order to be able to better implement their intended projects. They use trainings to get a better idea of the possible projects especially in the European/international youth field. At the same time, they use the training to gain valuable knowledge and new methods/approaches that can be used on a local level in order to offer more effective opportunities for young people on the local level. Some come specially to learn more about European/International possibilities in order to be able to organise youth exchanges and to enable disadvantaged young people to go abroad. This is in line with the wish of some participants to create inspired environments at local level and give young people enough free space for them to develop and by encouraging them to bring in ideas. One participant stated in this regard to *“let young people be”* (Afh_TCA1at1). This goes hand in hand with the possibility of letting young people also take over responsibility. Furthermore, the personal development of young people is considered as an essential factor in the transition phase to adult life. Therefore, a youth worker is interested in creating a holistic approach in order to create an environment in which young people learn how to fit into society.

Others seems unsure if they will stay in the field of youth work. Another group is not even involved in youth work but is using the trainings to find out if the person really wants to engage in youth work, some know it beforehand and are using the training as continuing education to gain knowledge about youth work. And for others, training helps with life decision, for example, when it comes to study choices, this was visible for some students.

In addition to that, a further interviewee wishes to become a trainer for international and not only for European youth work. Another interviewee addresses the plan to include an international perspective in youth work. Last but not least, a foundation of an association for leading training activities is considered.

Trainings are assessed to be helpful in increasing especially career perspectives and to improve professional but as well personal skills for e.g. language skills. At the same time, some are using the training although not even involved in youth work yet to take a decision.

Training is seen as part of Life Long Learning and offers the possibility to speak for oneself and not for the sending organisation. There is, however a conflicting situation; on the one side, youth workers are embedded in the structure and on the other side, they represent individuals and aspire for personal development at the same time, which is beneficial for the organisation as well.

3.6.2 Professional development and career perspectives

Next training: "I would like to have more time on educ pop, non-formal education , on the p  dago composition of a program, think finally ... here, know more activities to propose more ways ... how we approach these topics in group thing. Finally here, yes, more animation techniques and activities to know and lead. And the Pedagogical building a program too." (AfsKA1fr1)

"I could learn a lot from working together with younger people than me, it was a very positive experience, I gained a lot of energy from them." (Gfs_KA2hu2)

Age is a factor that is mentioned by some participants concerning their future engagement in youth work. Mostly seen as a limiting factor because younger youth workers are assumed to have better knowledge about the life realities of young people and are therefore able to better connect/reach them.

Some participants had very clear project ideas when participating in the training, others used the training as inspiration or to get a better idea of certain tools they would like to use e.g. exchange opportunities or EVS. EVS is assessed as a good activity because it is open to every young person, although the application process is interpreted as unfair and selective. Thus, EVS volunteers do not represent all European Youth and more information would be needed.

In some cases, participants changed the envisaged plans because of the input of the training and got inspired to do something else/additional.

A participant states that professional development is important and can be best achieved through learning from others that includes equally youth workers as well as youth policy makers. Other said that confrontation with experts of other social and cultural realities allow to explore them directly (violence against gender/ disabled persons) and evaluating different perspectives and views of participants. Another participant said that using creative tools like theatre or movie making allow her to better understand the perspective and problems of disadvantaged children.

Youth work seems for one interviewee very professional but in the work field the situation looks different.

Length and regularity seem to play a role for participants because some state that there would be a need for more regular meetings and also those offering more time for reflection, networking and learning. This would be also welcomed at a national level. Therefore, some participants decide to repeat trainings with similar topics in order to have more time.

"When we gave feedback to the organiser...then everyone agreed that..there..That it was missing that we couldn't get to know each other and more and..and more like share what me [we] know. About our work." (EE_Ffs_TCA2ee)

In rare cases, the national agency stops interested participants in further participation despite the wish of the relevance and importance stated by the potential participant.

In line with the main aspects of the 2nd European Youth Work Convention, more measures are needed to cover the cultural diversity across Europe. In particular, differences between Western and East/East-south European countries need to be taken more strongly into account, as there are differences in the acceptance and conceptualisation of youth work in the respective countries. It ranges from countries where youth worker is an excepted profession (for e.g. Austria) to countries where it is not recognised (for e.g. Poland). In the latter case, trainings play a greater and a different

role when it comes to development of professional competences. Those participants relay more strongly on the exchange with participants from others countries. They are using the trainings and activities as further training and networking possibility.

“As a proposal for TCA trainings: to involve more eastern and eastern-European countries in order to have possibilities to go beyond the closed European value debate and to focus on issues such as human rights and equal rights and gender equality“(DE_Jfs_TCA8de).

Informal learning is proven to be a suitable source to gain more experience and knowledge in the field of youth work as well as beyond. Thus, it serves as a useful source for developing professionalism. This does not only include youth workers but also people considering to start working in the youth field as well as students and those interested in finding employment/new employment. It turned out that participating in a variety of projects on different topics can be helpful in finding a new job.

It cannot be said definitely if there is a direct link between the activity and interviewee's next steps/ideas. But improving the pedagogical skills and widening the collaboration network as well as setting up a EVS project might be inspired by the activity.

3.6.3 Conclusions

This chapter explored future perspectives by focusing on youth work ambitions and perspectives, professional development and career perspectives.

3.6.3.1 | Youth work ambitions and perspectives

The analysis showed that anticipated future perspectives and/or projects differ among the participants. It seems that the personal situation of the participants, their educational/professional background as well as the passion/motivation for youth work were major factors that influenced further plans.

Additionally, the training and support activities within E+/YiA on competence development and professionalism of youth workers and youth leaders seemed to have a different strong impacts depending on those factors above. It seemed the training particularly impacted particularly those in their future planning who specifically decided to use it as decision-making aid. Based on this different participants can be distinguished: (1) Those who intended to take further steps in youth work/initiating new projects or (2) to join or leave youth work (3) as well as those who used the training as decision-making aid for personal life goals not related to youth work.

The foresight of their envisaged future plans differed from short term goals (2-3 years) to several years especially when focussing on a higher position.

3.6.3.2 | Professional development and career perspectives

Additionally, concerning professional development and career perspectives, participants mentioned age as limiting factor for future steps in youth work. At the same time, participants underlined the importance for regular exchange and networking possibilities among youth workers. Maybe more exchange possibilities among youth workers could help the older ones to better keep up with their younger colleagues and understand today's fast changing life realities of young people. From another perspective, the younger ones would benefit from the experience of the other ones. Exchange and networking possibilities seem equally important for youth workers coming from Eastern countries where youth worker is not a recognised profession. Therefore, the TCA/YWA trainings are used as further training and exchange possibilities with other youth workers. This is important for their professional development. Building on this point, youth workers coming from other countries as well as students in seek of employment highly benefit from the informal learning strategies of the training and the professional development linked to it.

Of course, it is impossible to make a direct link between the activity and the participant's next steps/ideas. But further steps seem inspired by the exchange of youth workers during the activity as well as the learning of new methods and approaches in the training itself.

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5 Appendix A – Methodology

5.1 Research method and instruments

For this longitudinal study, different methodologic approaches have been considered. The transnational research team in cooperation with the RAY-CAP project partners developed interview guidelines, documentation and analysis guidelines (theory and template) as well as the structure for the transnational report between 2015 and 2017, taking into account the experiences of the researchers who conducted the interviews in their respective national language. Finally, the conducted national interviews were transferred into the prepared template of the structured protocol in English to provide the national database for the transnational analysis (see chapter implementation of the interviews; presentation of the results).

The following overview indicates the implemented methodology, which is described more precisely in the next sections:

- Conducted pre-study to basic dimensions of the development of youth work competences and their use in practice by interviewing participants involved in training and networking activities within YiA (2007-2013). This pre-study was aimed at contributing to the development of research instruments of the main study.
- Drafted conceptual RAY-CAP framework for (international) youth work within E+/YiA for developing the research instruments as well as the transnational analysis approach
- Developed and pre-tested semi-structured interview guidelines of interviews (1) and (2)
- Translated interview guidelines and conducted interviews (1) and (2) in national languages
- Developed documentation and analysis guidelines for interviews (1) and (2) in terms of structured protocols
- Transferred/analysed interview sequences of 10 conducted interviews (1) and (2) per countries into the developed structured protocols (national database)
- Conducted transnational analysis of the national database (structured protocols) of interviews (1) and (2) based on the developed analysis approach in the working group meetings, including inverse research/working group meetings for the quality assurance of the research results
 - The transnational analysis approach refers to the understanding of competences for (international) youth work, general patterns and potential dividing lines of interviewed participants in the training/support activity/youth worker mobility, changing patterns of individuals/organisations, recommendations centred on training/support activities, recognition (usage of certificates), training/learning strategies and (difficulties of) the transfer of competence development into practice.

I | Interview guidelines

The semi-structured interview questions mainly consisted of main and sub questions and encompass different areas of topics, differentiated between interview (1) before the activity and interview (2) two months after the activity.

Table 1: Topics of the first round of interviews (1): before the activity

<p>Competences of the participants (personal details) – status quo; biographical issues of interviewees; experiences</p> <ul style="list-style-type: none"> • Access to the training/support activity/youth worker mobility <ul style="list-style-type: none"> ○ Background/role and function in the organisation ○ Background (European) YW/YW practice (focus) ○ European youth work (EYW): experience, understanding • Training & education
<p>Expectations, motivation, interests in the training/support activity/youth worker mobility ('triggers')</p> <ul style="list-style-type: none"> • Expectations ('triggers') for participating in that specific training project (motivation) • Training needs/strengths & weaknesses • Preparation for the training activity • Initiative (own or organisation) • Organisational background: initiative, demand, support (links/differences between participants and organisation)
<p>Future perspectives</p> <ul style="list-style-type: none"> • Youth work • (International) Youth work competence/EYW • Professionalism

Table 2: Topics of the second round of interviews (2): two months after the activity

<p>Experiences</p> <ul style="list-style-type: none"> • Impressions: what was particularly interesting/impressive? • 'Structured reflection' (aims, training approaches and methods of the training/support activity/youth worker mobility) <ul style="list-style-type: none"> ○ What did you do in the training activity? ○ What has happened? (methods, settings) • Expectations/unexpected effects
<p>Effects/impact (impressions, intentions, interests)</p> <ul style="list-style-type: none"> • Lessons learned of the training/support activity/youth worker mobility focussed on competences for (international) youth work <ul style="list-style-type: none"> ○ What did you learn? (personal development focussed on EYW) ○ What has changed? • Impact on the professional environment in the (youth) organisation <ul style="list-style-type: none"> ○ What do you plan to do with it? (how, obstacles, opportunities, follow-up learning/continue process) ○ Any immediate/short-term effects on youth work practice? • Coming back to routine ('security' of training setting is over) <ul style="list-style-type: none"> ○ Reaction of colleagues ○ Self-confidence, esteem • Further perspectives related to youth work
<p>Future perspectives</p> <ul style="list-style-type: none"> • Further educational pathways

RAY-CAP project partners translated the interview guidelines with a set of questions into their language and adapted to their professional working field. Referring to the heterogeneous sample, the questions were also slightly modified accordingly to the interviewees' working field.

Finally, the drafted English interview guidelines were translated in the national languages of the RAY-CAP partners for Czech, English, Estonian, Finnish, French, German, Hungarian, Italian, Latvian, Lithuanian, Polish, Romanian, Russian, Slovene, and Turkish.

II | Structured protocol

After conducting the national interviews, the transfer of respective interview statements into the drafted template 'structured protocol' were carried out by each researcher and translated into English. Thus, respective analysis guidelines were drafted and discussed in the working group meetings (see chapter presentation of results; appendix structured protocol).

The template of the structured protocol of interviews was developed as part of a coherent documentation and analysis of RAY-CAP interviews, in order to create a coordinated approach for the national analyses and national synthesis reports. Therefore, documentation steps were proposed in the guidelines to implement them in the national analyses/national synthesis reports, as these were the basis of an integrated transnational analysis. The main purpose of this structured protocol was firstly to document the interviews and create national databases, and secondly to aid the analysis across all interviews at a later stage in the transnational research process. The structured protocol and the national database were discussed with the RAY-CAP researchers to enable quality assurance in the national database and for the transnational analysis.

The structured protocol was divided in several parts. One part refers to the documentation of the interview data (personal, project/training/support activity, interview details) and the other part to the interview's thematic documentation. The structure of the thematic documentation is based on the interview guidelines, the RAY-CAP conceptual framework for youth work within E+/YiA and research objectives/questions, including following topics:

- Present (international/European) youth work practice (interview 1) and changes/initial effects on practice (interview 2) [revisited]
- Present (international/European) youth work understanding (interview 1) and development/changes (interview 2) [revisited]
- Training needs/interests (interview 1) and (un)expected effects (interview 2) [revisited]
- (International/European) youth work competences (interview 1) and development/changes (interview 2) [revisited]
- Future perspectives and outlook (interview 1) (interview 2)

5.2 Implementation of the interviews

The interviews addressed participants of projects funded by the E+/YiA Programme through the National Agencies of the RAY Network countries. The survey refers to the Mobility of Youth Workers (Key Action 1) and Transnational Cooperation Activities. Strategic Partnerships were not involved in the transnational survey since the projects did not address appropriate issues in the context of competence development.

For this study, project participants (youth workers; youth leaders; others who attended a training/support activity within E+/YiA) were surveyed in two rounds of projects for several reasons: On the one hand, the sampling and invitations for the interviews in time (especially for KA1-YWM) required more time than expected. On the other hand, appropriate projects regarding content (competence development) and activity start/end were not easy to find. In particular, smaller countries needed more time for having sufficient projects for the sampling. Furthermore, some RAY-CAP partners were confronted with an absence of time resources for conducting interviews. Finally, two rounds of projects were proposed to enable all RAY-CAP project partners their involvement in the research project.

- First round of projects implied an activity start between November 2015 and 30 April 2016;
- Second round of projects concerned activity start between 1 May 2016 and 30 November 2016.

With respect to the defined first and second round of projects, interviews (1) before the activity (focus on expectations and learning/training needs) were conducted between November 2015 and August 2016. The second interviews (2) (focus on competence development and effects/changes (initial)) were implemented two months after the activity.

Although a defined methodological approach for interview (2) was set with a margin from 1 ½ months to 2 ½ months after the activity, not all researchers could respond to this time frame (i.e. interview appointments were difficult to make because of a lack of resources or absence of the interviewees). Thus, a few interviews were conducted at a later stage, around five months after the activity.

As a result, the entire interviews took place between November 2015 and January 2017, independently of the first or second round of projects. In total, 235 interviews were conducted and finally analysed in the transnational analysis (see chapter sample; presentation of results).

The interviews were conducted in national languages for Czech, English, Estonian, Finnish, French, German, Hungarian, Italian, Latvian, Lithuanian, Polish, Romanian, Russian, Slovene, and Turkish.

The contact data for the invitation of selected interviewees was retrieved by the National Agencies of the RAY-CAP partner, ideally from the 'Mobility Tool', an online tool for recording data of project participants/leaders/team members (including names and e-mail addresses) to be entered by project beneficiaries and their partners. The research partners received the contact data and arranged the interview appointments.

In order to arrive a sufficient size of interview sample during all three interviews (first, second and third), the number of national interviews was set over 10 persons and for the transnational interviews (first and second) set with 10 interviewees.

In principle, there were two different sampling procedures, starting with the national sampling and followed by the transnational sampling with proposed sampling criteria. The reason for the

different sampling approach was that some RAY-CAP partners were interested to increase their sample much higher for the planned national report than required for the transnational analysis.

National sampling (proposed sampling criteria):

- Different duration: from 3 until 10 days
- International training activity: 2 partners and more
- Youth work training (no Training of Trainers (TOT))¹⁸
- TCA-projects (minimum 50%) and KA1-projects (YWM-Youth Work Mobility) concern on i.e. job shadowing, study visits and training activity¹⁹
- Minimum 12 interviews at the beginning (10 at the end)
- Activities between November 2015 and April 2016 for the first round of projects; between 1 May 2016 and 30 November 2016 for the second round of projects
- Gender (F/M): proportional to reality

Transnational sampling:

- Selection of 10 interviewees (20 conducted interviews (1) and (2) from November 2015 to January 2017) per RAY-CAP partner countries, taking into account variations of activity types, gender, age, with/without organisational backgrounds (if applicable)

5.3 Sample

In the transnational sample a total of 118 interviewees for interviews (1) and 117 interviewees for interviews (2) (235 interviews) are included from 12 RAY-CAP partner countries until now²⁰, of which 65% attended a TCA activity and 35% a YWM activity.

It needs to be mentioned, that the number of interviews differ from some countries because of the challenge to find appropriate number of 10 interviewees or the challenge to select only 10 interviews (this is the case for participants, e.g., from the Czech Republic, Finland, Rumania).

There is a proportional higher percentage of female (65%) than male (35%) interviewees (no one indicated 'other' (see table 3 sample overview)).

As for age, the biggest portion of interviewees is between 21 and 29 years old (44%) and followed by 30-39 years old interviewed participants (38%); 4% are younger than 20 years and 11% are between 40 and 49 years old and 3% are between 50 and 59 years old (see table 3 sample overview).

With respect to the occupational status, it can be indicated most frequently that 46% of the interviewees are full-time employed and 33% are volunteers, including combinations of multifunctional roles (i.e. employed outside the youth field/be a volunteer inside the youth field) (see table 3 sample overview).

¹⁸ see appendices RAY-CAP framework

¹⁹ In the analysis of KA2 projects for the sampling of the RAY-CAP interviews it became obvious that none appropriate topic-related projects are available.

²⁰ Austria, the Czech Republic, Estonia, Finland, France, Germany, Hungary, Italy, Latvia, Poland, Romania and Turkey

Table 3: Sample overview

SAMPLE OVERVIEW for the transnational analysis**Interviews (1) & (2)**

[version 20170610]

Survey period (present status)

From November 2015 to January 2017

Interviews included in the statistic from AT, CZ, EE, GER, FR, FI, HU, IT, LV, PL, RO, TR

Interviews (outstanding): SI, BE(FL), IE, LT

Acitivity types	TCA**		KA1 YWM***		total
	sending	hosting	sending	hosting	
Interviewees	63	13	15	26	117
Total interviewees	76		41		
%	65		35		100
Interviews (1)*	64	13	15	26	118
Interviews (2)	63	13	15	26	117
Interviews (1) & (2)	127	26	30	52	235
%	54	11	13	22	100
Total interviews (1) & (2)	153		82		235
%	65		35		100
Different training/suport activity/YWM****	53		29		82
%	65		35		100

* One interviewee refused the 2nd interview

** The sampling of TCA was easier to manage based on the availability of the contact data

*** In the analysis of KA2 projects for the sampling of the RAY-CAP interviews it became obvious that no appropriate projects are available.

**** YWM = youth worker mobility

Gender	female	male	other	total
count	76	41	0	117
%	65	35	0	100

Age groups	20-29	30-39	40-49	50-59	other	total
count	51	44	13	3	5	116
%	44	38	11	3	4	100

other=younger than 20 years

age from one person is missing

Occupational status	full-time employed	part-time employed	freelancer	volunteer	other	total
count	56	7	8	41	11	123
%	46	6	7	33	9	100

There is an imbalanced number of occupational status based on the multifunctional roles of the interviewees, i.e. students and volunteer; fully-employed and volunteer

Experience	newcomer	repeater	total
count	45	52	97
%	46	54	100

Estimated scores rated by interviewers

Table 4: Sample overview differentiated by residence countries, activities and gender

RAY-CAP: Competence development and capacity building**SAMPLE OVERVIEW for the transnational analysis differentiated by residence countries, activities & gender Interviews (1) & (2)**

[version 20170803]

Survey period (present status)

From November 2015 to January 2017

Interviews included in the statistic from AT, CZ, EE, GER, FR, FI, HU, IT, LV, PL, RO, TR

Interviews (outstanding): BE(FL), IE, LT, SI

Partner		KA2 TCA		KA1 YWM		total number	Gender		
		sending	hosting	sending	hosting		female	male	other
AT	Interview (1) before the activity	4	3	0	3	10	7	3	0
	Interview (2) after the activity	4	3	0	3	10	7	3	0
CZ	Interview (1) before the activity	2	0	5	0	7	4	3	0
	Interview (2) after the activity	2	0	5	0	7	4	3	0
EE	Interview (1) before the activity	10	0	0	0	10	9	1	0
	Interview (2) after the activity	10	0	0	0	10	9	1	0
FI	Interview (1) before the activity	5	3	0	1	9	6	3	0
	Interview (2) after the activity	5	3	0	1	9	6	3	0
FR	Interview (1) before the activity	4	2	3	1	10	5	5	0
	Interview (2) after the activity	4	2	3	1	10	5	5	0
GER	Interview (1) before the activity	6	2	0	2	10	6	4	0
	Interview (2) after the activity	6	2	0	2	10	6	4	0
HU	Interview (1) before the activity	8	0	1	1	10	8	2	0
	Interview (2) after the activity	8	0	1	1	10	8	2	0
IT	Interview (1) before the activity	6	0	0	4	10	5	5	0
	Interview (2) after the activity	6	0	0	4	10	5	5	0
LV	Interview (1) before the activity	5	0	0	5	10	7	3	0
	Interview (2) after the activity	5	0	0	5	10	7	3	0
PL	Interview (1) before the activity	2	3	2	3	10	8	2	0
	Interview (2) after the activity	2	3	2	3	10	8	2	0
RO	Interview (1) before the activity	6	0	3	3	12	6	6	0
	Interview (2) after the activity	5	0	3	3	11	6	5	0
TR	Interview (1) before the activity	6	0	1	3	10	5	5	0
	Interview (2) after the activity	6	0	1	3	10	5	5	0
Total number interviews (1)		64	13	15	26	118	76	42	0
Total number interviews (2)		63	13	15	26	117	76	41	0

5.4 Presentation of results

This study outlines the results of the transnational analysed interviews with a focus on the main outcomes regarding general patterns and trends across all cases, following the drafted basic analysis guidelines.

In addition to that, a differentiated transnational analysis has been conducted according to

- attended same trainings/support activities (planned)
- involvement in the youth field (done)
- newcomer/experienced youth workers (done)
- 'activity types' of Mobility of Youth Workers (YWM; Key Action 1) and Transnational Cooperation Activities (TCA) (done)

Basic analysis guidelines were developed for the national analysis to provide the database for the transnational analysis (TA). These analysis steps were estimated as crucial for developing the transnational synthesis report in order to ensure coherent national analyses' results (national database). As a result, it was proposed to follow the described analysis steps and put them into execution in the national analyses/national synthesis reports, representing the basis for an integrated and formative transnational report.

National analysis steps

The proposed analysis steps concern on the paper of Gläser and Laudel (2013) and refer, on the one hand, to issues of the Qualitative Content Analysis (QCA) and on the other hand to open coding techniques. In this respect, the RAY-CAP analysis approach includes deductive assumptions (derived main categories from theoretical framework) as well as inductive assumptions (additional categories derived from interview material through open coding).

The proposed analysis approach for providing the national database in the structured protocol was structured in two analysis steps as follows (see figure 9 proposed analysis steps):

Analysis step (1)

- Identifying and locating raw data

Analysis step (2)

- Structuring/extracting raw data in English (summarising/paraphrasing) in the structured protocol
- Processing the extracted/structured interview data, taking into account additional categories (optional) and memos/notes
- Reviewing/revising the national database as well as additional categories and translating quotations into English (quality assurance process of extracted interview data)

Transnational analysis steps

For the transnational analysis, further analysis steps in relation to the analysis' approach of Gläser and Laudel (2013) are taken into account (see figure 9 proposed analysis steps):

Analysis step (2)

- Developing and revising sub categories

Analysis step (3)

- Identifying/searching for general patterns in the data

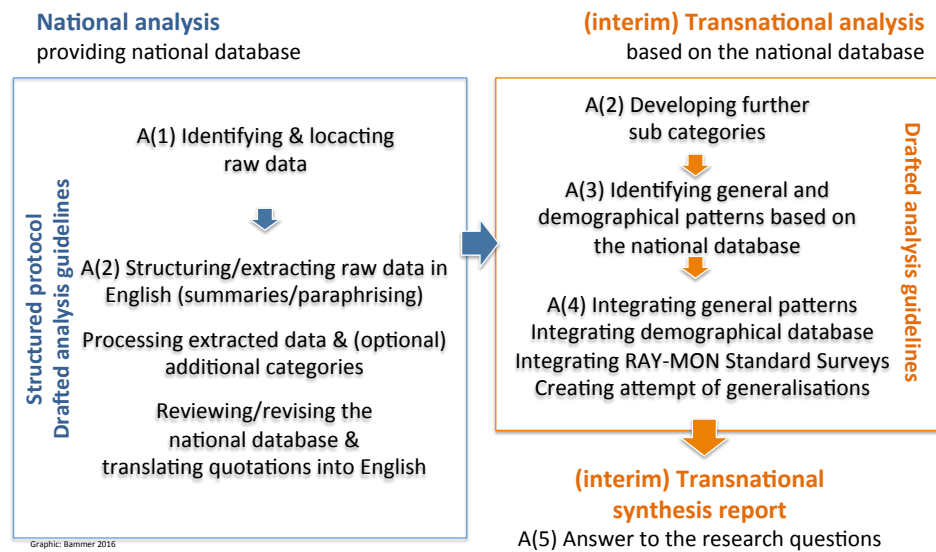
Analysis step (4)

- Integrating patterns

Analysis step (5)

- Answer to the research questions: theoretical explanation

Figure 9: Proposed analysis steps (see Gläser & Laudel 2013) and report
 [revised based on the outcomes of the WG meeting in Vienna, 5&6 July 2016]



In-case comparisons/analysis between all cases

One recognition technique, which was applied in the transnational analysis, refers to “in-case-comparisons” (Gläser & Laudel 2013, p. 6) that define before and after analysis, where a single longitudinal case is divided into two sub-cases (see George & Bennett, 2005, pp. 166-167, in Gläser & Laudel 2013, p. 6). For the RAY-CAP project, interview (1) and (2) of one participant is compared in this respect to carry out pre-analysis (before the activity) and post-analysis (after the activity). In other words, interview statements (2) revisit specific issues in relation to the responses from interview (1). This approach has already been considered with respective columns in the prepared structured protocol.

For the recognition of patterns, it was also proposed to detect “sequences of events within each case” (ibid., p. 11). These sequences of events were applied to respective deduced categories and provided relevant reduced interview data for identifying patterns in each case. “Techniques for identifying patterns in data are usually first applied at the level of cases” (ibid. p. 12).

Later on, the recognised patterns were analysed again and it was decided, which of the patterns should be integrated in the final analysis for starting the attempt of generalisations.

Thus, the transnational analysis consists of in-case-comparisons (national database) and analysis between all cases to detect repeating general patterns and trends between all cases.

6 Appendix B – Executive Summaries of country reports [optional]

6.1 Executive Summary from Estonia

Introduction

Persons/institutions involved in the qualitative study and national report

Interviewees came from a range of organisations and institutions: youth centres, Unemployment Insurance Fund local office, hobby schools, prison, city government, Estonian Youth Work Centre, county government, third sector organisations.

Brief description of the interview data

For the 1st and 2nd interview wave, 18 participants were interviewed before core activities of a project commenced (from 19.02.2016 to 22.05.2016) and 17 participants after they had participated in core activities of the project (from 06.05.2016 to 28.07.2016). The sample was based on the list of project participants received from the Estonian NA. No systematic sampling could be carried out because of a relatively low number of people in the list and a relatively high level of refusals.

Prior participation in roughly similar international projects varied from no earlier experience to more than 20 projects over last 15 years. Majority of participants were novices though, participation in multiple previous training projects was reported only by a couple of interviewees. None of our interviewees had taken the role of project leader/manager.

Three thirds of interviewees were directly involved with young people. Most of them were employed as youth workers in youth centres or in similar facilities plus a teacher, career councillor and volunteers. Five held managerial positions and were involved in organising youth work at municipal, county or national administration level. Majority was employed on a full-time basis, only three were clearly part-time youth workers or volunteers.

Interviewees' education varied from basic education to MA in pedagogics or acquisition of MA in youth work or in other subjects. Majority had not acquired a degree in youth work, but many had passed youth work training courses.

Majority of interviewees were women – only three were men participated in the first interviews and two in the second round of interviews.

At the time of the first interview, 11 interviewees were in their twenties, 4 interviews were in their thirties and two in early forties.

8 interviewees work in a big town of city (Tallinn or Tartu), mid-size towns were represented by 5 interviewees and 5 came from small settlements. Eastern region of the country was represented by 3 interviews as was also western part of the country. From north, 7 interviewees came and from south – 5.

Summary of the findings

Expectations/motivation to attend the training/activity, focused on the personal level

The national report did not contain a section on expectations and motivation to attend the training/activity.

(International/European) youth work competences and development/changes

A number of informants expressed the opinion that this kind of training enables one to put oneself to trial, to test one's limits and abilities. For those who admitted not to be at ease with communicating with strangers, found themselves in the situation where they just had to communicate and establish contacts. Some had feared their language abilities were not brilliant

enough but as they discovered, their skills were more fully adequate. Testing one's limits could work also the other way round – as one participant pointed out, many people think highly of their abilities, but in real training situation when asked to conduct a training themselves, have to rethink their self-image.

Sharing experiences and finding similar experiences or new perspectives of developments gave many informants confidence that they are dedicated to a field they enjoy. Testing one's limits gave many participants confidence and self-assurance about being on the “right track”. Also, interviewees told about how they realised that their work field in Estonia is well-developed and something to be proud of.

As all participants noted, these events are very good in terms of networking, finding new partners, ideas and contacts. Some returned from the training with agreements involving new projects. For two participants, who were prison youth workers, considered the project an unique opportunity to establish contacts with people working in similar institutions.

It is important to state that establishing contacts was not valued only because of the potential co-operation projects. The networks emerging from such events were appreciated also because of everyday communication and possibility to share experiences via social media or e-mail. Also, getting to know people who work in the field would potentially help to find contacts for co-operation projects in the future. The face-to face contacts and shared experiences were pointed out as a specific feature. One could exchange experiences from different projects or aspects of project writings or direct experiences from working with young people (NEET, risk youth). Also, by sharing one's experiences one could get feedback about the work done, perhaps even acknowledgement for one's contribution or the feeling that one is on the “right path”.

Many participants had established contacts with people who manage the financial resources for projects (ERASMUS). This enabled them to get better ideas about how the projects are evaluated by the financers but also encouraged them to contact them in the future, asking specific questions about their projects.

Transfer of learning/training outcomes into practice/short-term effects on practice

A number of interviewees mentioned novel methodological approaches, some picked up some ideas that were used in group work in their practical youth work. Concrete examples include: giving patches for achievements as a tip to promote young people's digital skills, some practical legal guidelines and procedural suggestions for project management in youth work, the guidelines to write projects, information about funding opportunities, personal contacts with other participants. Some informants pointed out that the academic and theoretical side given during the lectures was very useful and enlightening.

Future perspectives and outlook

Most of the participants noted that these trainings have given them inspiration for new projects or new ideas. Some of the informants were enthusiastic about the innovative group work methods used in the trainings and were eager to use these in their work. A number of participants visited different organisations as a part of the training event and found these visits inspirational.

Conclusions

In general, interviewees expressed an opinion that participation in a project had been a developmental experience, projects were viewed as learning environments generally. This could have been some small detail when a person had a number of projects under his/her belt or this could have been quite an experience when the person was in his or her first project.

Many participants reported they had established new contacts with people from other countries and in some cases, this had lead to starting new projects by the time of the second interview.

For many, project participation had been a self-assuring experience, they got more confidence in themselves, that they were doing the “right thing”.

On a more critical tone, some participants mentioned that projects did not meet their expectations to 100%. A possible explanation of that are participants' different expectations to a project which in turn follows from their different level and needs/interests.

6.2 Executive Summary from Finland

Introduction

The Finnish interview material consists of nine interviews conducted before the youth workers participated in training and about two months after it. Six of the youth workers who took part in both interviews were women and three were men. Most of the interviewees were from Southern Finland. Seven of the youth workers worked full time and one part time, while one was a volunteer. Five interviewees had prior experience of similar trainings. Five interviewees worked in sending organisations and four in hosting organisations. One of the projects in which the interviewees participated was a mobility project for youth workers, and the remainder were TCA projects.

Some of the interviewees had long-standing experience of youth work, whereas others had discovered the field or ended up working in it more recently. The areas in which they worked included outreach youth work, workshop activities, camps and youth work based on recreational activities.

Regardless of their dissimilar backgrounds, differences observed in the motivation of the interviewed Finnish youth workers were minor. The majority of the interviewees identified with the different life situations of young people and felt able to give something back to them. A few even referred to their own youth and to how their personal experiences had made them see the value of youth work.

Summary of the findings

Expectations and motivation for participating in training

In general, many of the interviewed youth workers were careful with their expectations, and for this reason many also had their expectations met. Most found that their expectations had been exceeded, whereas a few felt that they did not quite get what they were looking for.

The youth workers mostly came to the training in order to obtain information about international exchanges and their arrangements. However, some were left wishing for more practical information about organising youth exchanges after the training. One of the interviewees described this problem in the context of the EVS volunteer programme; they would have liked more information about what the young people actually do in different countries.

Another interviewee emphasised the importance of taking the youth workers' work duties and motivation into account in terms of the training that is offered. Consequently, the greatest level of satisfaction was expressed by the interviewees who knew approximately what topics would be covered and what they wished to learn during the training.

Some of the interviewees felt that their expectations coincided with the expectations of their background organisations. Encouragement and acceptance from others were crucial for the motivation of these youth workers.

Competence development regarding international youth work

To the interviewed youth workers, the most essential content of the training comprised any new information about the Erasmus+ programme and the practices of planning youth exchanges.

They also found that sharing experiences and learning from each other's experiences were important. What the interviewees identified as the most important aspect, however, was networking with potential partners. In terms of planning youth exchanges, contacts with youth workers in other countries are essential, and some of the interviewees had already started planning youth exchanges with new partners, or at least hoped that these contacts would become potential partners in the future.

The interviews indicated that training which combined new information and networking had the greatest impact on the practical work.

From learning to practical work

According to the interviewees, different non-formal learning exercises (group work, interactive role games etc.) were the methods learned during the training that were the most readily transferable into their own work. Many of the interviewees indeed said that they had either already used the exercises with young people or were planning to use them. One interviewee's personal experience of a drama exercise used during the training was an interesting example of transferring the learning outcomes into practice. The exercise helped the interviewee see what working as a volunteer in a foreign country could be like for an EVS volunteer, and their attitude and behaviour changed accordingly as a result of the training.

In addition, two interviewees mentioned that the digital applications to which they were introduced during the training were important: one of them is already using an application in their daily work, whereas the other sees potential uses for the applications in the future. As concrete examples were also mentioned the significance of writing a report after a youth exchange, as well as using the themes that came up during the training when formulating the organisation's strategy.

Two interviewees said they have been too busy to think about how the issues and methods that came up during the training could be transferred to their daily work. These were some of the interviewees who had not received support from their background organisations to the same extent as the other interviewed youth workers. It thus appears that the learning outcomes cannot be transferred into the practical work without some type of approval and support from colleagues – or at least freedom to put the new learning into practice.

Future plans

Two of the interviewed youth workers had started planning youth exchanges with contacts made during the training as soon as the training was finished. The others had not yet planned youth exchanges in concrete terms, but they were already working towards that goal and enthusiastically promoting the idea in their organisations. In these plans, contacts made during the training as well as the organisation's willingness to start arranging youth exchanges played a major role. Many of the interviewees stressed that they were happy with their current jobs and wished to continue grass-roots level youth work. These initial observations and findings reflect both the interviewees' passion for the youth sector and their willingness to improve their professional competence and their own background organisation's activities.

Key findings in Finland

- The great importance of new information and international networking in organising youth exchanges.
- The background organisation's support has positive impacts on transferring learning outcomes into the participants' work.
- In addition, the quality of the training and covering a broad range of topics, as well as training themes that are relevant to the participants' own work and expectations have positive impacts on transferring learning outcomes into the participants' work.
- Youth workers are satisfied with their jobs and passionate about youth work.

6.3 Executive Summary from Italy

Introduction

Persons/institutions involved in the qualitative study and national report

- ANG: Giuseppe Gualtieri and Adele Tinaburri.
- DSPSC-Univ. of Salerno: Maurizio Merico and Giovanni Barrella

Brief description of the interview data (national data)

Interviewees' profiles

The sample is composed of 10 participants who were involved in activities funded in 2015 within the TCA (6 interviewees) or in YWM (4 interviewees). Participants were interviewed "before the activity" and, then, "after the activities": the in-depth interviews were conducted between January and July 2016.

The background of the interviewees is mainly characterized by high levels of education, experiences in the fields of social planning and volunteering, and the willingness to work in the field of non-formal education. The areas in which most of them are involved refer to the support of the disadvantaged and young people with fewer opportunities. Many of them have already gained experience within the European and international contexts.

Trainings'/activities' profiles

About the TCA topics they were about: migrants' inclusion; activities for staff members working in detention services, prisons, refugee camps, etc.; gender and LGBT; trainers' skill in evaluation and impact assessment; and about European citizenship. The topics of YWM projects (KA 105) were about exchanges of practices concerning inclusion, in particular new approaches to disability.

Summary of conclusions

Expectations/motivation to attend the training/activity, focused on the personal level

The interviews highlight how the Italian youth workers mainly participate in international mobility initiatives for two reasons: to acquire or increase new methodological, organizational and linguistic competences, useful either to introduce themselves to wider participatory fields and, in addition, to become more attractive to the national and/or international labour market; to increase their professional relationships, not only linked to the youth work, getting in touch with organizations with which to develop cooperative projects. Not the least, some interviewees pointed out their expectation of gaining "*a greater awareness of their role and capabilities*".

In general, it emerges that the Italian participants are investing their cultural, social and economic resources to achieve goals related mainly to personal projects. This is linked to the arising of a feeling of belonging to a community, that of youth workers, perceived as a profession whose appreciation is most perceived at the European level and whose competences can be only spent in an international context.

(International/European) youth work competences and development/changes

The interviews reveal that mobility at international level produces, on an individual level, effects on the development of specific competences, the exchange of good practices and the acquisition of new methodologies, as well as on the appreciation of the intercultural dimension and the strengthening of autonomy, responsibility and ability to work in groups.

More in general, the Programme activities provide to the Italian participants the opportunity to acquire the competences useful to put them in the broader European youth work framework and, in the lack of recognition and supporting measures at national level, to deal with different

educational and participatory methods, to improve the quality of their projects and, above all, to be involved in transnational networks.

It is also worth noting that participants pointed out that acquiring competences is not limited to the intentional aspects of projects, but also linked to the unexpected learning from the informal and unstructured experiences and the cultural exchanges among participants.

Transfer of learning/training outcomes into practice/short-term effects on practice

The interviewees highlighted the value attributed to the possibility of dealing and interacting with experts, organizations and colleagues during the international training and mobility projects: sharing and exchanging knowledge, good practices, methodologies and tools is seen both as an opportunity to identify new activities and/or projects to be developed, as well as to critically evaluate and/or to receive feedback on the activities already implemented.

It is worth noting, however, that if the Programme works in terms of competence development at an individual level, it still seems critical the ability of organizations to learn from it: participants pointed out that their organizations have been often unable to recognize and value the competences acquired during the Programme, and to incorporate the know-how gained through the TCA or YWM into the everyday life contexts and in the implementation of their own projects.

Future perspectives and outlook

Before the projects, the beneficiaries rarely described themselves referring to the youth work field and this has relevant consequences on both the *key competences* attributed to youth work, as well as on the ways of perceiving the *professionalism* of youth workers. In this respect TCA and YWM produce a sort of “*back to the future*”: from a structural point of view, the Programme offers an opportunity to bring the themes of recognition and professionalization of youth work to the core of the (Italian) discussion on youth policies and services; from a subjective point of view, it gives to the individual participants, particularly those who take part for the first time to the Programme, a chance to recognise themselves as youth workers and to redefine their engagement within the broader European field. In some cases, this ends up stifling the ambitions of participants. On other occasions, there is a clear sense that the Programme provides pivotal tools and opportunities for the definition of training paths, identity and professionalism. Their will to participate in new projects clearly suggests that the personal recognition and competence development in youth work are rooted in - and need - a continuous relationship with the Programme.

Country-specific aspects or conclusions

In Italy, European programmes have constituted and constitute an important tool to give visibility and to offer (potential) recognition to “new” professional figures, such as the youth workers, whose competences risk, especially at a national level, to remain submerged, unexpressed and invisible. However, it is worth noting that, on the one hand, interviews show the emergence of a “vicious circle” for which mobility in Europe is mainly concerned with young people who have already participated in other projects. On the other hand, the context of non-formal education and of participatory methodologies that takes shape through the Programme is not visible and, consequently, not yet recognised: it is therefore difficult to promote the aims and tools achieved through the projects among external stakeholders who do not know the specific sector and its objectives. Therefore, in the absence of a specific national legislation, the mobility and training opportunities provided by the Programme become a crucial opportunity for the empowerment and training of Italian youth workers as well as of the youth field.

6.4 Executive Summary from Hungary

Introduction

The RAY Capacity Building and Competence Development research in Hungary is carried out by the Rubeus Association on behalf of the Erasmus + Hungarian National Agency - Tempus Foundation.

The research consists of the semi-structured interviews with Erasmus+ projects' participants made in three specific moments: shortly before the training, two month after and one year after the training. The current brief summary is based on the first two stages.

20 interviews were conducted in Hungary (10 interviewees, 2 interviews / interviewee) in the first two rounds of research. The projects in which the participants were involved: 8 TCA and 2 Youth Worker Mobility.

Brief description of the interview data (national data)

The criteria of the sampling was the variety of professional backgrounds: How do the youth professionals evaluate and use the skills, attitudes and skills acquired in the training at different points in their careers?

The main demographic characteristics of the 10 interviewees:

Gender partition: 2 men and 8 women.

The age of interviewees (during the first interview):

- 20 to 25 year olds: 3 persons
- 26 to 30 year olds: 2 persons
- 31-35 years of age: 2 persons
- older than 35: 3 persons.

Seven of them were volunteering at the sending or hosting organization, two of them were a full-time employee by their sending organisation and one participant was not involved in the organization's work in any way (the interviewee was invited by a friend working for the hosting organization).

In line with the objectives of the Erasmus + programs, the professional background of the participants showed a diverse profile. Among the participants in the research, some of them did not have any professional backgrounds related to youth work and some of them already had had many years of experience behind them. Age and professional background were not closely related. This fact linked to the different occupational status (working in the youth field as a volunteer or as a full-time employee).

0-1 years of professional experience: 2 persons

Two participants did not have specific experience in the youth field, one of them has just joint a student youth organization and the other person works as a high school language teacher.

1-3 years of professional experience or only special skills in the youth field: 4 persons

Two participants had many years of experiences in project management from outside the youth field but lack comprehensive or deeper professional knowledge of the youth field. One person had experience in community organizing (scouting). One participant spent one year in a youth centre in the frame of EVS.

More than 3 years of professional experience in the youth field: 4 persons

Four participants had more than 5 years of professional experience in the youth field, two of whom were under the age of 30 and even one under the age of 25. Of the four, one person worked as full-time employee as a community organiser in youth field, two persons managed their own youth organisation, and one person worked as a volunteer in a youth organization (peer counsellor and community organiser) for 7 years. One of them were active member of several youth organizations, participated in many youth programs, exchanges and trainings. Two of them considered that this is the down / ending phase of their career.

Summary of conclusions

0-1 years of professional experience:

For both participants, the primary motivation was to acquire professional knowledge. The participant who works as a teacher wanted to experience the non-formal learning by herself. The program was a great experience for both of them, mostly because of the joint teamwork, the community and the methods of transferring knowledge. Their communication skills improved, they got a lot of new impulses and felt even more motivated to work in the youth field or use the methods of non-formal education. They could both build the newly acquired knowledge into their daily work. For one of them, specific professional co-operation has been established, while the other participant “only” maintained friendships with the other participants. In their cases, participation in the project gave the experience of discovery.

1-3 years of professional experience or those with specific knowledge of the youth field:

All four participants went to the training to seek answers to specific issues, questions related to their professional knowledge and activities, and it was important for them to expand their professional network as well.

All four of them returned with positive experiences, but all of them wanted to hear more concrete examples. Their professional relationships were only moderately expanded; they stayed in friendship with the rest of the participants. An important result of the projects was the professional feedback from the others and from the joint work and discussions. Two participants reported that they had acquired concrete knowledge that they could specifically build into their own work. The most important results were the professional reinforcement and the personal development (communication skills, active participation, exit from comfort zone).

Participants with more than 3 years of professional experience in the youth field:

All four had very specific expectations about the programs. Two participants wanted to learn more about a less familiar topic, the third participant sought (?) specific professional solutions to the issue of integration, and the fourth person travelled to prepare for a concrete project. All of them were satisfied with the training, the negative remark was about the lack of more concrete example and its analyses. All four have not only expanded their professional relationships but have established concrete partnerships and collaborations.

General conclusions

The knowledge acquired in the training was fundamentally linked to the existing knowledge of the participants and also to the stage of career of the participants. The trainings were mostly a positive experience for all the participants, but half of them wanted to learn more about concrete practices. The participants had also regarded the projects themselves (how to organise a project) and made reflexions on the trainers (time management, flexibility) in this regard.

The most important impacts have been achieved simply by the fact, which people from different countries, with different background and personality, with different professional experiences meet and work together. Based on the interviews, this has at least four consequences:

1. It has increased the chances of organizing international organizations in the future, not only by getting to know new potential partners, but by developing intercultural skills (communication in foreign languages, ideas, observations, designing and working in an international team).
2. Participants listened to each other's comments, experiences, learning from each other, and expanded their professional knowledge. Interviews clearly show the need to get acquainted with the experience of other professionals, as a kind of professional acknowledgment.
3. Discussions with other professionals played an important role in the participants' reflection on their own careers. Throughout the others, every participant received feedback on professional career, competences or what professional knowledge is still needed and they could see other career paths.
4. It also contributes to a special, very personal knowledge, reflecting on the social competences of the participants, their social skills like conflict management or their operation in a foreign environment.

6.5 Executive Summary from Latvia

Introduction

Persons/institutions involved in the qualitative study and national report

Agency for International Programs for Youth of the Republic of Latvia

Gints Klasons, Youth researcher, National correspondent of Latvia to The European Knowledge Centre for Youth Policy (EKCYP)

Brief description of the interview data (national data)

Interviewees' profiles

6 TCA; 6 YWM. Most are experienced youth workers, and have full-time employment in youth field. 2 from 12 doesn't work anymore in youth field. Most work at municipality level, but participate in projects at national and international level. No one with migration background.

Trainings'/activities' profiles

Duration of most of activities was not longer than couple of days. Most of activities were trainings for youth workers about different aspects of youth work, and new methods used in youth work.

Country specific questions and addressed topics [if relevant]

Nothing country specific.

Summary of conclusions

Overall, all interviewees found acquired training (the project activities) as useful for their daily work raising their work competences and improving their daily work skills in the youth field, as well as good possibility for building international contacts that could be used for future possible partnerships.

Expectations/motivation to attend the training/activity, focused on the personal level

As the main reasons for participation in the training interviewees mention obtaining new knowledge, especially new methods in youth work, as well as raising their competences, acquiring international experience, and also the acquisition of new contacts for the implementation of projects and initiatives in the future.

(International/European) youth work competences and development/changes

All interviewees assessed positively the acquired training – both their usefulness for their daily work, and also in terms of quality of content of the training. Some interviewees also noted the high professionalism of lecturers and interesting training methodologies.

None of the interviewees encountered obstacles applying and participating in the training.

As the most valuable gain of the training the interviewees mentioned new knowledge about the different methods that can be used in their daily work with young people. During the interviews all interviewees noted that they will use acquired new method in their future work as much as possible to engage and to motivate young people to participate in events and activities they will organize.

Furthermore, the interviewees mentioned that such international training, where attendants from different countries participate, is a good platform for building new direct international contacts and partnerships. Some of the interviewees said that already within the training the potential cooperation partners were identified for various projects that they are working on.

When analysing the benefits of the training, several interviewees also acknowledged that during the training their communication skills within the international environment were improved.

Transfer of learning/training outcomes into practice/short-term effects on practice

The majority of the interviewees acknowledged usefulness of the acquired knowledge of new methods that could be used in their daily work with young people. Mostly, acquired methods are used to engage young people to participate in the events and activities interviewees are organising, as well as for raising competences of interviewees themselves, particularly skills needed when working in the team work.

All interviewees affirmed that have transferred obtained knowledge to their colleagues and acquaintances.

As the change in their institution work after the training, several interviewees mentioned that the institution if already not has built international partnerships to participate in the projects in the youth field, than are more ready for internationalisation of their work.

Future perspectives and outlook

Most of the interviewees did not mention their specific objectives in the youth field, apart stating their intention to stay working in the youth field. Some respondents noted the desire to increase the range and scope of activities carried out in the youth field, to implement the new international projects in the youth field, to promote youth affairs specialist profession and to raise acknowledgment of their work among young people.

Country-specific aspects or conclusions

Nothing particular appears as country-specific within the analyses of the interviews.

6.6 Executive Summary from Turkey

Introduction

Within the context of the Module A of RAY-CAP research, the National Database of Turkey includes 10 interviewees. The interviewees profile can be summarised as follows: five male and five female interviewees were selected; three of them were from public institutions (all full time paid employees), and seven were from civil society organisations (all volunteers). Seven interviewees were from the age group 20-29; two from the age group 30-39; and one from the age group 40-49. No particular migration background could be identified.

Eight interviewees were experienced in working with young people, one interviewee was an experienced member of civil society but not directly working with young people, and one interviewee was a new comer to youth work. Out of ten interviewees, only four already had experiences with European/international youth work.

The organisational/professional background as reflected in the *thematic priorities* cover formal education related themes such as early school drop-outs, language conversation clubs for young people, activities with the teachers and students, back to school activities and developing creative ideas in formal education. Other thematic priorities include environment, employment of young people, addiction and drug use, social entrepreneurship, sports, life-long learning, social inclusion, public policy, citizenship, communication, EVS and international activities. The interviewees primarily work with young people and those with fewer opportunities (physically and mentally disabled, migrant young people etc.), as well as with adults, families, seniors and women. Mentoring youth and volunteers (EVS), coaching (in relation to sports), counselling, trainings/seminars/conferences, theatre, preparing and implementing projects and activities are mentioned among their youth work activities.

In the National Database of Turkey, a total of 10 different training/supports activities were, out of which three were hosting and seven were sending activities. Six of the activities were TCA and remaining four were KA1-MoYW activities, which included training courses (7), seminar-conferences (2) and partnership activity (1).

Summary of conclusions:

Main findings of the National RAY-CAP Report: Turkey

Expectations/motivation to attend the training/support activity at the personal level

The *motivations and expectations of the interviewees* from the training/support activities generally include the theme of the activity, networking and promotion of their organisations, personal and professional expectations, learning new things, and non-formal education. After the activity, the level of fulfilment of expectations of the interviewees is quite high, not only for the new comers, but also for the experienced participants. The quality of the trainers, organisation and programme of the activity and the activities and learning outcomes are listed among the reasons for high levels of satisfaction.

The *organisational expectations* from the interviewees' participation in the activities do not seem to be very high. The interviewees generally find the activities themselves and inform the organisations about their application to the activities. The organisations are often supportive to the participants, but they do not expect much from their participation. Any specific needs' analysis related to the participation in training/support activities is exceptional, although some

sort of needs' analysis is conducted in different organisations in a general sense. It is possible to observe a weak link between the participation in the activity and instrumentality of these activities for the organisations in a way to use the outcomes to support and achieve organisational aims and objectives.

(International/European) youth work competences and development/changes

Majority of the interviewees are happy with the *acquired/applied learning/training strategies in the training/activity*, even in the cases where they were already familiar with them. They mention a wide variety of methods such as mixed group activities; input sessions; games; icebreakers; (daily or activity) reflection sessions; physical activities like planting flowers; questionnaires, feedback and activity reports; site visits to the organisations; workshops; final evaluation; creative drama; trial of different models; simulation exercise; interactive presentations; presentations; discussions; theatre and role plays, which helped to develop problem solving capacities; and site/field visits.

With regards to the *acquired knowledge, skills and attitudes/values*, the interviewees experience increasing self-confidence; development of language skills; and, increase in awareness about social problems. They also acquire a wide range of new knowledge, especially related to the themes and topics of the activities and project work. With regards to *European values, European issues and image of the European Union*, a serious degree of development and change in the interviewees' perceptions about European values such as democracy, human rights, rule of law, peace, valuing individuals and their development, non-discrimination and ensuring participation is observed. In addition, the interviewees discovered a number of European issues such as implementation of democracy and peace in the EU countries and a variety of practices especially related to specific target groups such as children and young people. The training/support activities reinforce the interviewees' positive *image of the EU* and make them more confident about it. With regards to *intercultural learning and education*, the interviewees learn about awareness raising and dealing with cultural diversity, and to a lesser extent about intercultural discourse and identities. In addition, the analysis shows that the activities are perceived to help the interviewees *develop strengths and overcome weaknesses*, and contribute a lot to their personal development in relation to youth work.

The analysis shows a great deal of evidence regarding the opportunities created for *networking and future cooperation*. Even in the cases where the activity is not specifically designed for networking and partnerships, there are still new networks created. Those networks and partnerships are also perceived to have concrete outcomes: the interviewees are planning to take action together with their partners and network; they already outlined and/or prepared new projects together; they take part as a partner in the projects of the other participants; or they will submit the projects they prepared together at the activity to a funding body. However, when the networking and advocating on an inter-institutional and/or political level particularly referring to cooperation with actors and stakeholders for youth policy is concerned, none of the interviewees mentioned any concrete outcomes.

Transfer of learning/training outcomes into practice/short-term effects on practice

There is no doubt that the interviewees consider the *outcomes of the activities relevant to their daily work*. Interviewees already started to adopt and implement the methods learned in their youth work practices; they enlarged their visions of youth work including local and international dimensions; and they gathered experiences on how to develop and implement youth projects.

When the ways of *applying training approaches/methods of the training in practice* is concerned, it is possible to observe that the interviewees transfer the outcomes not only to their own organisations, but also to other organisations. In addition to the presentations, reports and

workshops prepared for their own organisations and colleagues, the interviewees also share their experiences with other organisations, with their co-workers at their work places, and with their peers at schools, and with their friends. The ways of creating *change in (institutional) environment* include implementation and putting the experiences into practice through their daily youth work activities. In addition, the interviewees use the methods learned in the activities and transfer different techniques to the other members of the organisation.

Future perspectives and outlook

The training/support activities considerably contribute positively to the interviewees' *future youth work perspectives and ambitions* and motivate them for getting further trainings, and for mobility to develop their youth work capacities. By changing their youth work perceptions and inspiring them for future (international) activities, the activities contribute to the development of youth work. Particularly for the new-comers, these activities have a greater effect to motivate them getting engaged into youth work, through organisations, volunteering and youth work practice.

7 Appendix C – Conceptual framework

Conceptual framework for youth work within E+ /YiA focused on competences, training and learning

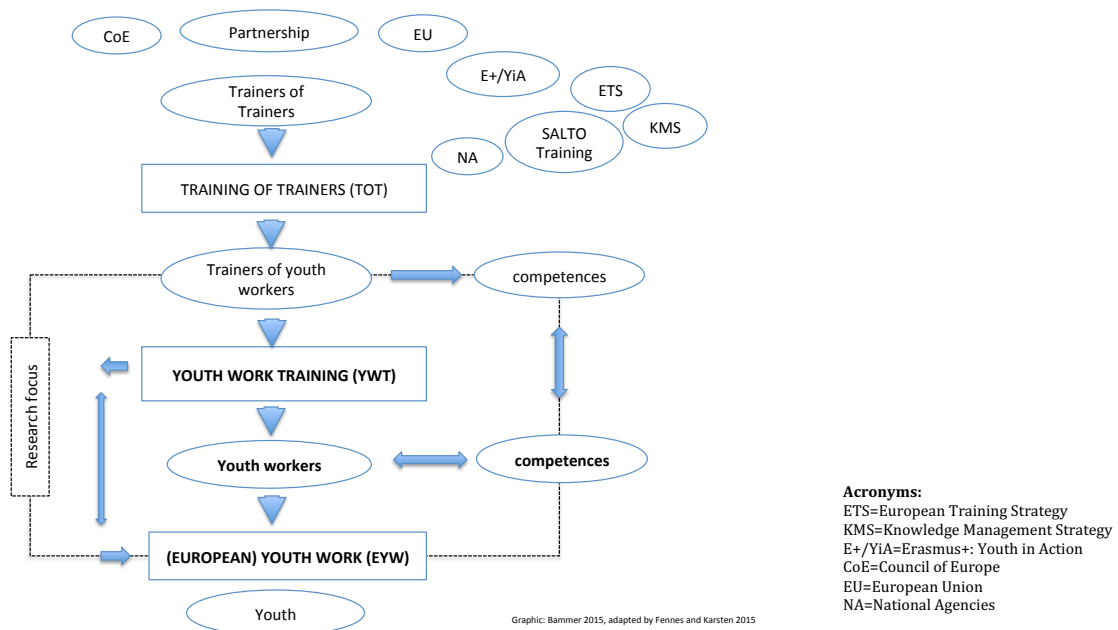
Executive Summary

Introduction

The following drafted RAY-CAP conceptual framework aims to explore competences of European/international youth work according to the youth field in E+ /YiA, focusing on quality development of youth work training and conditions in youth work and TCA-Transnational Cooperation Activities.

In this respect, the research focus deals with competences, training and learning for youth workers/youth leaders with regard to (international/European) youth work. After all, young people should benefit from trainings from youth workers/youth leaders in relation to their developed competences to work with international/European issues at a local level (see figure 1).

Figure 1: Research focus on the RAY conceptual framework for youth work within E+ /YiA



The exploration of the RAY-CAP conceptual framework of European youth work focused on competences, training and learning should refer to:

- existing literature and frameworks for (international) youth work and youth work with European dimensions such as the European Training Strategy (ETS) (see Bergstein, García López, & Teichmann, 2014), the portfolio on youth work of the Council of Europe (Council of Europe, 2007; 2015) and related studies (see European Commission, 2014; Pantea, 2012)
- implications on European dimensions of youth work
- European training/support activities (TCA) provided by /within National Agencies (NAs)

The development of the RAY-CAP conceptual framework for youth work within E+/YiA has taken place in two research phases: desk research and field research.

Firstly, the desk research encompasses theoretical elaborations on definitions, approaches and concepts in the context of European youth work and (international/European) youth work competences, as well as training and learning in the youth sector including the following research questions: “What does European youth work mean?”

- What kind of competences are important for European youth work?
- What kind of concepts exist?
- What is the added value of having a European level in comparison to just a national level?
- What does the European dimension mean?

During the desk research, existing competence models have been analysed to develop cohesive European youth work competences for the RAY-CAP conceptual framework. Three different competence models have been selected in relation to the E+/YiA European Training Strategy, the Council of Europe and the Salto Training: the ETS – Competence Model for Trainers, the Portfolio Competence Framework and the draft set of competences for youth workers to work in international contexts.

During the field research, semi-structured interviews with selected TCA-officers have been conducted in regard to the implementation of competence development within TCA and supplemented in the RAY-CAP conceptual framework.

Based on the outcomes of the desk research as well as field research, a draft version of the RAY-CAP framework for youth work within E+/YiA has been developed as a starting point for further discussions and developments for the RAY-CAP research project.

(International) Youth work

Many definitions for youth work have already been developed, which highlights the diverse nature of youth work and its different conditions throughout Europe. Indeed, several statements have pointed out that a generic definition is not functional, realistic nor preferable. Therefore, it is recommended to focus on the social role of youth work in terms of respecting and including needs of young people within a political framework.

Nevertheless, some key elements for youth work can be commonly derived, despite the diversity of approaches. If we are to come up with defining features, youth work is focused on young people and emphasises voluntary participation and fosters social and personal development (through non-formal and informal learning). According to this, the key objectives of youth work can be expressed by opportunities and activities of social, cultural, educational or political nature with which young people can shape their own future. Moreover, it gives them a better chance at achieving integration and inclusion in society. In this respect, questions of *accessibility* for young people in terms of *participation in prestructured activities* can be stressed as one key topic in the youth work discourse. Moreover, youth work has to tackle societal challenges and trends and therefore has to renew its practice and strategies continuously.

The approach of diversity/plurality in youth work is based on its historical development. Two different roots can be traced: social work and youth movement. *Social work*, for example, relates to youth care institutions/welfare state assumptions towards social pedagogy to integrate young people into the existed society. In relation to this approach, specific objectives are pursued such as young people should be empowered, and obstacles should be reduced by tackling social-structural limits. Furthermore, young people should develop and strengthen their community membership,

identity, feeling and critical stance on their social circumstances. To contextualise such objectives, an interplay between youth work and politics become evident: social disadvantages, community membership and social circumstances are interwoven directly with political measurements and ideologies. Politics has an impact on societal circumstances by establishing legal, social and financial framework and it thereby has the power for societal change.

This kind of interrelation between youth work and politics becomes immediately obvious in the second historical root of youth work, the so-called *youth movement*: Youth movement implies a political impetus such as resistance against adults' or society's expectations and rules. The aim is to change the existing society based on young people's needs and expectations. However, in practice both approaches are interrelated and a differentiation exists only at an analytical level.

Today, youth work is recognised in the context of a "transit(ional) zone as a social and pedagogical intervention in the third socialisation environment" (Council of Europe, 2015b) in relation to self-identity/individual outside the family and school environment. The aim relates to personal development for integration and inclusion into the existed society as well as for adulthood.

In such settings, youth work deals with self-organised young people in organised circumstances of adults and under political impact causing tensions between emancipation and control. One example for illustrating the tension between emancipation and control refers to an assumed paradox with regard to young people with fewer opportunities. Thus, vulnerable young people with a strong demand for emancipation such as freedom/autonomy are confronted with higher control in societal systems. Hence, youth work and its interventions rely on an existing social order with middle-class standards and do not tackle power relations and disadvantages by realising a societal change. As a result, social inequalities are reproduced. To overcome such reproduced social disadvantages, *diverse (or diversity) issues of identity (gender, ethnicity and class) in youth work have had to be taken into account on a political level*, creating a further interplay between politics and youth work.

Another example for the diverse/plural *nature of youth work* addresses a high variety of youth work practices across Europe. Differences in youth work practices at a European level are predominantly based on the diverse field of social and educational practices, and financial and political contribution. Different frameworks across Europe become obvious, such as voluntary versus professional youth work, or that some target groups are limited by age or the occurrence of the inclusion in the welfare system, or the cultural system. That is to say, depending on the cultural and historical contexts, young people are faced with different limitations and ideologies.

Despite such diversity in youth work, the 2nd European Youth Work Convention 2015 points out that the common ground of youth work practice throughout Europe is confronted with at least two challenges: Firstly, new technologies and digital media require new competences and new forms of relationships. Secondly, *cultural diversity across Europe* needs measures in order to integrate young people and support intercultural learning.

Recommendations and action points to tackle such challenges refer to continuous European and cross-sectorial cooperation with different actors by raising awareness on responsibility for youth work at a local level and improvements in the quality of youth work:

- sets of competences and procedures of recognition of qualifications and the professionalisation of youth workers;
- knowledge-based youth work approach;
- sufficient and sustainable funding as well as
- the active involvement of young people and organisations in youth work at all levels (European, national, regional, local).

Finally, it can be addressed that throughout Europe, an identity crisis in youth work becomes apparent based on society's ambivalent attitudes towards praise and criticism of youth work practice. Such praise or criticism, for example, refers to valuable additional educational interventions versus failure in reaching vulnerable young people and positively influencing them appropriately.

“The more society imposes external expectations and outcomes on youth work to increase the efficiency, the harder it becomes to reach vulnerable young people” (Council of Europe, 2015c, p. 1).

Educational and training approaches in youth work – an attempted outline (scheme)²¹

Youth work is located in the context of “‘out-of-school’ education” (Lauritzen 2006) which addresses predominately non-formal or informal learning settings and is associated with the social welfare and educational system. Thus, non-formal and informal learning settings have been ascribed the function of tackling current challenges such as digitalisation and technology, media, environmental crisis, economic uncertainty and inequality and dealing with their consequences. In particular, it is assumed that the educational/school environment is confronted with more complexity, global perspectives and temporary rules and requirements. The traditional school curriculum will not be capable of tackling such demands and therefore cooperation between different educational sectors (non-formal/informal) seems promising.

As a result, non-formal education can be considered as a complementary approach to formal education corresponding to the recommended cooperation in *cross-sectorial education*. Moreover, learning takes place continuously along the axis of informal and formal associated sets of attributes creating a “learning continuum” (Chisholm et al. 2006; Fennes & Otten, 2008). A combination of ascribed informal and formal attributes is adopted during learning processes, providing more learning opportunities for actors (particularly for vulnerable, segregated groups in the educational sector). The combination of these approaches implies the absence of formalised structures and ensure a creative, participatory and experiential learning environment. In particular, in non-formal learning a holistic approach has become evident: A learning environment to reflect, experience, generalise or contextualise on acquiring competences (knowledge, skills, attitudes). Individual learning needs are respected and combined with learning goals and expectations from different stakeholders, aiming to empower young people. As a result, cognitive, affective and practiced-oriented methods have been included to enable quality learning causing particular benefits also in formal education.

In this respect, a generic definition for non-formal learning is rejected based on such a diverse array of ‘open’ and different learning environments and also in relation to issues like *process, location and setting, purposes and content*. Nevertheless, some key characteristics in non-formal learning can be addressed. Thus, non-formal learning predominantly relates to the development of personal competences with respect to humanistic, democratic values, attitudes and behaviours. Non-formal learning is mainly organised in structured, goal-oriented settings apart from formal learning/education. Formal learning is institutionalised (i.e. school or training institutions) and the learning environment is structured and certified. When reviewing the comparison, informal learning describes incidental learning in daily life and/or non-organised socialisation processes.

Referring to learning styles and methods it can be stressed that experience-based learning plays a crucial role. For example, in a participant-centred learning approach, personal development should be fostered by addressing head, hands, heart and health. Based on the integrated-learner approach, learning from experience in cyclical processes (doing-reflecting-doing) is emphasised. In entrepreneurial learning (EL) derived from experiential learning, practical and life-related learning settings are focused on including learning by doing and a process-centred learning environment. The focus relates to attitudes/identities to *become an entrepreneur*.

²¹ Although educational and training approaches in youth work are characterised by a high degree of complexity, the authors of this conceptual paper make an attempt to draft common relevant methods, frameworks and concepts in regard to discussed educational and training approaches in diverse studies, policy papers and communities in the youth field. However, the authors are aware that this assumption cannot claim a holistic approach and therefore the following chapter should be considered with respect to its fragmented nature.

However, there is one learning approach that is assumed as one of the most important ones for tackling societal challenges with respect to cultural diversity across Europe: „intercultural learning“ (Fennes & Otten, 2008). Intercultural learning encompasses political and educational notions. The political notion refers to building sustainable, participative intercultural societies. The educational assumption concerns personal enrichment through social and cultural learning in international (training/learning) settings in terms of empathy, role distance and tolerating ambiguity.

The approach of tolerating ambiguity implicates a psychological discourse referring to leadership styles and organisational issues. In youth work, tolerance of ambiguity relates to intercultural learning and deals with acceptance of ambiguity and multiple unforeseeable confrontations within cultural encounters. At the same time, the discourse around tolerance of ambiguity implies a risk of “depoliticisation of intercultural learning in the youth field“ (Ohana & Otten, 2012), causing “undifferentiated acceptance of cultures, regardless of instances of rights violations“ (Fennes & Otten, 2008). Indeed, it can be pointed out that a distinction has had to be made between the ability to tolerate different interests, expectations and needs and the ability to ‘to be intolerant’ against violation of human rights. Finally, it can be stressed that “intercultural learning is always political“ (Otten, 2009), illustrating the impact of political dimension as a kind of omnipresence in the intercultural learning discourse.

As a result, it can be derived that (international) youth work competences include a political and an intercultural dimension. The *political dimension* can be summarised with European citizenship with regard to obligation and ability to actively guarantee individual and social rights within a democratic framework. According to this, opportunities for creating individual, cultural and political identity have had to be provided within legal and political structures at a European level. *Intercultural dimension* in terms of international discourse can be specified with the ability to analyse and consider the evolving European society, its interests, conflicts and values. Competences rely on the comprehension of young people’s problems, group dynamics, conflict’s dynamic with ethnic and nationalistic roots, access to education, training and employment as well as of European initiatives, programmes and limits in youth work. In particular, intercultural competences in relation to cultural awareness, knowledge and skills include attitudes and abilities to empower individuals and groups, to reinforce their strengths in culturally constructive manner and to acknowledge the importance of culture in people’s lives.

Quality assurance in (European) youth work

Professionalism in youth work is interlinked with quality standards in youth work, independently from occupational status like voluntary or professional work. Defined core principles for youth work ensure and establish professional standards in quality systems, like responding to different needs, involving young people actively in the activities or having a holistic perspective. In this respect, processes of rationalisation in the youth field have been implemented in relation to *national plans or utilitarian needs*. Although some parts in youth work can rarely be formalised with regard to *autonomy, identity and authenticity*, it seems that rationalisation processes are reinforced because they are understood as part of implementing professionalisation within the youth work field. As one of the consequences of this, questions of legitimisation have been raised, causing two different approaches with respective effects and challenges: namely, the functional and iconoclastic approach. The *functional approach* acts in the logic of economic efficiency. Thus, profitable, evidence-based measurements are legitimated and should be continued to be used in order to ensure effective services. From such perspectives, different valuable aspects, like intellectual continuities or traditional principles and methodologies, are getting lost and individuals are treated as service users. The *iconoclastic approach* is based on historically legitimated privileges and dominant positions. The status is not debatable and marks unchangeable circumstances. As a result, self-interests dominate actions and activities and prevent *social, responsible mandate and engagement with history*. Both approaches can be critically assessed as trends that predominantly have a negative impact on the development

of youth work and the addressed appeal to tackle current challenges by continuously renewing its practice and strategies.

Notions of quality in training/support activities illustrate measured (quantitative/qualitative) outcomes like assessed or validated learning results of preconditioned and implemented processes and methods. Nevertheless, it has been pointed out that notions of quality in non-formal education/learning in youth work relates to a broader field of measurements and dimensions such as *ethos (coherence)*, *fidelity to objectives*, *change (transformation)* and *innovation*.

Furthermore, quality is connoted positively in youth work in terms of *transformation process or qualitative change*. For the contribution of quality in youth work, assessment methods increase their influence in relation to validating and recognising, for instance, organisational capacity, offer and impact of youth work as well as acquired learning outcomes of individuals.

However, the measurement of quality in regard to effects and learning outcomes may cause problems with respect to social and personal development as one of the addressed core issues in youth work. Firstly, effects are rarely able to be measured directly for specific youth work activities due to the fact that different causations could have an impact on the outcomes, such as an interdependency between trainers and learners and individual aspects (relationship, interactions, level of active learners, activity format, pedagogic approach, learning setting, etc.). Secondly, results that focus on effects and learning outcomes may lead to confusion and discussion about youth work and its function in relation to involved volunteers and paid staff members. In this respect, outcomes might treat cautiously and subjectively. Thirdly, young people are full citizens and part of society and any measured effects in fact represent effects on society as a whole.

As a result, it is stated that quality notions require a holistic and systemic approach to assess outcomes and effects on non-formal learning, including different actors as well as diverse analytical dimensions at “macro-level (educational systems and policies), meso-level (educational institutions and organisations) and micro-level (teaching-learning processes)” (Fennes & Otten, 2008).

One only need look at the current quality discourse in publications and good practices to see that the focus in youth work is turning towards quality criteria by developing and implementing quality systems. Quality systems are specified with a set of tools for assessing acquired knowledge in relation to outcomes and gaps, and to ensure quality assurance. According to this, continuous circle processes are essential for learning, reflection and improvement. In particular, different tools have had to be taken into account with respect to desired outcomes, respective indicators as well as form and setting of youth work. In this respect, various quality standards become evident based on the diverse nature of youth work. Nevertheless, a gap in concrete and agreed descriptions of meaning and evaluation can be stressed, particularly a lack of qualitative/quantitative indicators. Some critical statements in regard to quality systems address fears that such interests in standardisation and formalisation in youth work and training might cause changes in its inherent characteristics of openness, voluntary participation, inclusion of participants' needs and interests, and the possibility of working at different speeds and in different ways. Another critical assumption concerns complex outcomes in youth work, which are not measurable under economic benchmarks.

Analysis of existing frameworks for international/European youth work competences

The analysed, selected competence models for international/European youth work are strongly interrelated to the E+/YiA Programme, National Agencies, the Council of Europe and SALTO Training. The first model refers to the *European Training Strategy – Competence Model*. This model includes a set of competences with six competence areas for trainers working at an international level. Each competence area is described with criteria (principles/standards) and special items of *knowledge* (ways of thinking), *skills* (ways of doing) and *attitudes* (ways of expressing emotions and

attitudes). The definition of indicators for each competence area is new, demonstrating when the criteria have been met. This model is based on the Agenda 2020 of the Council of Europe (2008), the EU Youth Strategy (2009), the Resolution of the Council of the European Union on youth work (2010) and the European Youth in Action Programme. The second model is called *Portfolio Competence Framework* drafted by the Council of Europe (2015a) and is based on a revised version of the Portfolio April 2007. The detailed set of competences combines specific youth work competences with more general, essential competences in youth work. The content of competences is divided into eight functions and 31 competences. Each function provides several competences and explains for each *knowledge* (cognitive dimension of a competence), *skills* (practical dimension) and, if applicable, *attitudes and values* (“heart” dimension). The third model concerns itself with a *draft set of competences for youth workers in international contexts* (not published) developed by the SALTO Training and Resource Centre and deals with *competences and categories*. Each of the eight competences have their own criteria, based on four categories such as *attitudes, knowledge, skills and behaviours*.

Despite remarkable efforts to create cohesive competence profiles for international/European youth work, critical assumptions can be stressed in relation to the sophisticated, elaborated youth work competences in the three models. One statement traces a recognised shift in employability in youth work. Youth work competences are predominantly presented in terms of checklists for labelling competences more technically instead of critically in a formalistic way. Furthermore, values in youth work training with regard to European dimensions have been disappearing and were primarily replaced by skills. Another criticised point refers to an observed gap between practical and conceptual approach. The drafted youth work competences hardly represent practicable and realistic approaches because it seems impossible to meet such detailed, defined competences on a personal level. With respect to this, the elaborated competences might exist on an analytical, theoretical level and questions of meaning and usefulness can be posed. Finally, it can be assumed that the current controversially discussed approach towards complex, developed competence models in youth work is estimated to represent the tension in youth work between the nature of youth work in terms of political, social and cultural dimensions and economic management interventions in regard to implementing quality systems in combination with quality assurance.

Development of the RAY-CAP framework for European youth work competences

The cohesive RAY-CAP framework for youth work within E+/YiA is based on the key results of the analysed three competence models for international youth work (ETS Competence Model, Portfolio Competence Framework and draft set of competences for youth workers in international contexts). The main focus on developing the RAY-CAP framework of youth work within E+/YiA relies on analysing the most important competences for youth workers/youth leaders towards international/European dimensions in the provided three competence models as well as in the core results of the conducted survey with selected TCA officers in regard to the implementation of competence development within TCA. In fact, the intention is to create a complexity-reduced RAY-CAP research model for competences in European/international youth work, which should be considered in the RAY-CAP interview guidelines as well as in the interview analyses.

As a result, the proposed RAY-CAP framework for youth work within E+/YiA partly represents the original source of the analysed competence models and its impetus. In the *ETS – Competence Model for Trainers*, issues like educational and intercultural approach, project management, cooperation in teams or evaluation and assessment are predominantly present. Additionally, political issues are mainly under-represented and might correspond to its main function to implement projects funded by the running EU programmes at a national level. Conversely, in the *Portfolio Competence Framework* of the Council of Europe, competences in regard to a political

dimension are included although in a reduced elaboration. Similar assumptions can be made for The *draft set of competences for international youth work*, which is strongly linked to the European Training Strategy. The drafted competences implicate political aspects but the main focus concerns also to educational and intercultural competences and project management issues. Thus, the RAY-CAP framework for youth work within E+/YiA has been amended to include political competences in relation to the theoretical discourse in this conceptual paper as well as to the core results of the TCA-survey with selected officers. Competences on a political dimension are strongly emphasised as one of the most important ones for European youth work. Such competences concern:

- Translating policy development/European issues into the field of youth work reality
- Transferring European youth work issues into a local reality
- Taking different levels of youth work (local, regional, national, EU) into account to establish it as a reality and avoid abstract constructions
- Opening one's mind to European developments, including knowledge about what is going on at a European level

According to the key results of the analysis, the RAY-CAP framework for youth work within E+/YiA is drafted along three dimensions in terms of political, intercultural and professional/quality, including four competence areas for each:

- Political dimension (European citizenship) with respective competence areas:** (1) democratic citizenship, (2) solidarity and social change, (3) human rights, (4) networking and advocating
- Intercultural dimension (Intercultural learning) with respective competence areas:** (1) tolerance of ambiguity, (2) intercultural education and learning, (3) intercultural discourse and identities, (4) empathy and emotional discourse
- Professional/quality dimension with respective competence areas:** (1) personal qualities / domains of personal development, (2) educational approach, (3) cooperation and networking, (4) assessment and evaluation

In addition, for each proposed competence areas, respective competences have been drawn according to categories like knowledge and skills as well as attitudes, values and behaviours. In this respect, firstly the key competences are taken into consideration with knowledge, skills and attitudes according to the European reference framework for key competences for lifelong learning. Secondly, these three categories as well as the categories values and behaviours are also part of the analysed competences of the three competence models.

In the appendices, the draft version of the RAY-CAP framework for youth work within E+/YiA is presented and ready to be discussed and developed further.

Final conclusions and outlook

An overall outlook for youth work in Europe refers to several issues in terms of first, empowering young people to act in a complex and challenging social, cultural and political environment. Second, youth work should support and encourage young people to explore new experiences and opportunities. In this respect, an interplay between youth work and politics can be stressed to meet such objectives and priorities in youth work nowadays. As a result, youth work in a European context has had to include both a political dimension like participation and democratic citizenship of young people in civil society, public and political life and promoting equal and social rights (European citizenship) and an intercultural dimension like developing tolerance and acting in a multicultural society.

This might be one of the most important added value in comparison to national youth work. European youth work is embedded in youth policies' issues and as a result, it has been incorporated

into a political framework. Furthermore, different (funding) programmes have been developed at a political level for promoting European youth work and creating strategies to tackle societal challenges. Nevertheless, at a national level such strategies, funding programmes and promotions have not been established in all European countries. Maybe one adverse point of European youth work compared to national, regional or local youth work can be assumed: programmes do not always relate directly, in particular, to disadvantaged young people's lifeworld and meet their needs.

Youth work across Europe is characterised by diverse and plural conditions and frameworks in regard to social and educational practices as well as to financial and political contribution.

Within this diverse field of youth work it becomes obvious that one single and standardised quality system is rarely functional. A combination of different tools is relevant in relation to desired outcomes and its respective indicators as well as to the form and setting of youth work.

Despite the fact that quality standards and criteria in non-formal education and training are required, predominantly implicitly/fragmentarily implemented and discussed. Perceived a concrete and agreed description of meaning and evaluation is somewhat lacking. There are two possible explanations for this. Firstly, a kind of scepticism is assumed that quality measures and instruments based on formalism processes contradict the traditional approach of non-formal education and training in the youth field. Hence, non-formal education should provide 'open' educational learning settings, which is rarely able to be measured in a formalistic way. Secondly, it causes negative impacts on its basic potentials.

Nevertheless, there are some efforts in youth work to reinforce quality assurance by developing and implementing competence models, for instance.

Drawing conclusions in regard to the analysed competence models, some critical statements can be addressed which can be transferred into recommendations as follows. Firstly, it can be recommended that competence profiles should be developed activity-based in the youth field and transferred into youth work reality. Secondly, it can be advocated that the development of competence profiles should be enforced for teams instead of individuals to foster both a teamwork approach and to avoid excessive individual demands for fulfilling sophisticated competence profiles. The third and last recommendation refers to supplementing appropriate competences within a political dimension to correspond with the stressed interrelation/interplay between youth work and politics.

Finally, one thing remains to be said: Let's work together and foster competences, opportunities and activities as well as frameworks across Europe to tackle societal challenges on a macro, meso and micro level with and for young people to shape their own future and provide integration and inclusion in society!

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8 Appendix D – Training description

Project overview of the trainings/activities attended by the interviewed participants

TCA: 52 projects in total (in three projects two core activities took place)

KA1: 29 projects in total (in one project two core activities took place)

8.1 Training and Cooperation Activities (TCA)²²

1) Name of the activity	Europeers: Share your European Experiences with your peers	
Venue	Belgium FL, Brussels	Austria, Vienna
Dates	08 February – 12 February 2016 (4 days)	30 March – 03 April 2016 (4 days)

Training Background:

This TC is dedicated for young people who have taken part in Youth in Action or Erasmus+: Youth in Action projects. The training prepares participants to share their experiences and inspire other youngsters to get involved in European mobility programmes.

You have done a European Voluntary Service (EVS), participated in a youth exchange or organised a youth initiative? Probably you have gained lots of experiences and got to know Europe from an exciting perspective.

Are you interested in staying involved and sharing your experiences with others? If you would like to tell other young people about your European experiences and encourage them to try suchlike, we invite you to join the network and become a EuroPeer!

EuroPeers are young people who have taken part in Youth in Action and/or Erasmus+: Youth in Action projects. They share their experiences and inform other young people (their peers) about mobility and youth participation opportunities in Europe. This can be done in different ways and in the framework of various events. The Training Course is for 25 participants from Austria, Belgium – FL, Bulgaria, Estonia, Germany, Norway, Poland, Western Balkan countries.

Aims and objectives of the activity:

During this international training course you will learn more about various European opportunities and how to organise different types of EuroPeer events to share your European experience with your peers

During the training you will also start developing your own first EuroPeer activity that you will carry out in your home country.

2) Name of the activity	TICTAC - Multilateral Training Course to support quality in youth worker mobility activities under Erasmus+ Youth in Action	
Venue	Lithuania	Bulgaria
Dates	11 April – 17 April 2016 (6 days)	24 May – 30 May 2016 (6 days)

Training Background:

TICTAC is a training course targeted at voluntary and professional youth workers and youth leaders interested in using international cooperation to enhance their local development strategies in line with the goals of their organizations. The TICTAC training aims to support participants in designing qualitative projects and becoming the pioneers of the Erasmus+: Youth in Action Programme

²² Information was collected on the website „salto-youth.net“

The first Training Course is for max. 30 participants from Austria, Belgium - FL, Bulgaria, Croatia, Cyprus, Czech Republic, France, Greece, Hungary, Iceland, Italy, Lithuania, Malta, Netherlands, Poland, Romania, Slovenia, Turkey, United Kingdom.

The second Training Course is for max. 30 participants from Austria, Belgium – FL, Belgium – FR, Bulgaria, Croatia, Cyprus, Czech Republic, France, Germany, Italy, Latvia, Netherlands, Norway, Poland, Portugal, Romania, Slovak Republic, Slovenia, Spain, Turkey, United Kingdom.

Aims and objectives of the activity:

The overall aim of the TICTAC TC is to develop participants' competences for implementing projects within the Erasmus+: Youth in Action Programme, as support measures in an organization's long term strategy.

The specific objectives of the course are:

- to promote the Erasmus+: Youth in Action Programme as an educational tool;
- to explore the Erasmus+: Youth in Action Programme with a special focus on quality international cooperation;
- to understand the role of the Erasmus+: Youth in Action Programme within a long term local strategy;
- to simulate the first steps of organizing a project in the youth field within an international team;
- to develop participant's competences in planning Non Formal Education and Intercultural Learning processes;
- to promote Youth Participation and Active Citizenship as key elements when designing a European project.

3) Name of the activity	BiTriMulti (BTM) – Multilateral Training Course for newcomers in youth exchange	
Venue	Turkey	Spain
Dates	15 March – 19 March 2016 (4 days)	13 June - 17 June 2016 (4 days)

Training Background:

The BiTriMulti training supports voluntary as well as full-time youth workers dealing directly with young people in developing their first international Youth Exchange in the framework of the Erasmus+: Youth in Action Programme.

The first Training course is for 30 participants from Austria, Belgium - FL, Bulgaria, Czech Republic, Estonia, France, Germany, Greece, Iceland, Lithuania, Netherlands, Norway, Poland, Russian Federation, Slovenia, Turkey, Eastern Partnership countries, Western Balkan countries

The second Training Course is for 30 participants from Belgium - FR, Bulgaria, Croatia, Finland, Germany, Greece, Hungary, Italy, Latvia, Malta, Netherlands, Norway, Poland, Romania, Slovak Republic, Spain.

Aims and objectives of the activity:

The aim of the BTM training course is to offer an international learning experience to practitioners active in the youth work field, enabling them to develop their competences in setting up quality Youth Exchange projects.

Objectives of BTM:

- To provide an informed introduction to the Erasmus+: Youth in Action Programme, focusing on Youth Exchanges and their capacity to enhance young people's active engagement in the making of Europe (though not exclusively) for newcomers to the programme;
- To offer an individual and group learning experience through a simulated process on setting up a Youth Exchange project;
- To develop the necessary knowledge, skills, and attitudes to organise a Youth Exchange, based on the non-formal learning practice, principles, and quality standards of the EU youth programmes;
- To enable participants to reflect on their learning and to familiarise themselves with Youthpass –

the strategy on the recognition of non-formal learning in the youth field, its technical tool to produce Youthpass Certificates, and its application in Youth Exchanges in particular and the EU youth programmes in general;

- To offer the opportunity to meet possible partner groups and to make contacts in other countries.

Working methods:

The BTM training is a learning-by-doing experience, built on a simulation exercise which is interspersed with workshops, info sessions, activities to improve the group dynamics, and ends with an evaluation.

4) Name of the activity	The winner is: EVS - German speaking training for project managers and mentors in the European Voluntary Service Project
Venue	Austria, Salzburg
Dates	09 November - 12 November 2015 (3 days)

Training Background:

Each project is unique and needs new discussions with participants, within the own organization and about the EU Program Erasmus+ YOUTH IN ACTION. It doesn't matter if you have many years of experience with the European Voluntary Service (EVS) or if you are a newcomer. You might have questions about the implementation and running of an EVS project and also how to support volunteers. This Training Course is for 20 participants from Erasmus+: Youth in Action Programme countries, Partner Countries Neighboring the EU.

Aims and objectives of the activity:

This German-speaking training will provide you with information about the general and specific conditions of an EVS and will help you to exchange experiences and to clarify roles and tasks. Furthermore it will help to improve the quality of your work.

Working methods:

The focus will be on wishes and needs of European Volunteers, responsables of projects and tutors during the different phases of the Volunatry Service. Practical excersises will allow to switch perspectives and to discuss the handling of it.

5) Name of the activity	How to plan a Youth Exchange with the new Programm Erasmus+ (Jugendbegegnungen+: Schritt für Schritt Jugendbegegnungen im Programm Erasmus+ gestalten)
Venue	Austria, Salzburg
Dates	11 November – 14 November 2015 (4 days)

Training Background:

Youth Exchanges under Erasmus+ are more than just a gathering of young people for a given period. They allow international experience and in-depth intercultural exchange.

How can you design a Youth Exchange? How to start the project? Where can you find the suitable partners? These are questions we would like to answer.

The training is organized by National Agencies from Belgium, Germany, Austria, Liechtenstein and Luxembourg and will be presented in German.

The invitation goes to applicants for Youth Exchanges within the framework of Erasmus+ as well as to youth workers and all (young) people involved in the design of Youth Exchanges. The training Course is for 30 participants from Austria, Belgium – DE, Germany, Liechtenstein, Luxembourg, Switzerland.

Aims and objectives of the activity:

The training shows how to set up your project step by step. Furthermore the youth workers will have the opportunity to meet and get in contact with actors from other countries.

Working methods:

The training is practically oriented and is based upon non-formal learning methods. The trainers will take into account the needs, motivation, interests und experiences of the participants.

6) Name of the activity	European Citizenship in Youth Work Training Course
Venue	United Kingdom, Wales, Mold
Dates	22 February – 28 February 2016 (6 days)

Training Background:

The training course explores European Citizenship, one of the key themes of the youth programmes at European level, by aiming to support the professional development of youth workers and youth leaders by extending their critical understanding of European Citizenship, exploring and experiencing its potential and by enabling them to recognize and integrate European Citizenship in their youth work. This training course is for 25 participants from Austria, Bulgaria, Croatia, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Italy, Lithuania, Malta, Norway, Poland, Portugal, Romania, Russian Federation, Slovenia, Spain, Turkey, United Kingdom, Eastern Partnership countries, Western Balkan countries.

Aims and objectives of the activity:

The training course puts into practice the priority European Citizenship of the Erasmus+ Youth in Action Programme, by aiming to:

- To critically explore the meaning, relevance and implications of European citizenship in youth work in all its dimensions;
- To promote and facilitate the active use of programmes and structures in support of youth work on European Citizenship, including Erasmus+ Youth in Action;
- To experiment and explore the potential of European Citizenship for active democratic change in society;
- To associate the participants with the current discourse on European Citizenship (its concepts, formal meanings and expressions)
- To exemplify the connection between European Citizenship, Human Rights, Democracy and ICL and the underlying values.
- To update participants on how European Citizenship will be addressed in Erasmus+ Youth in Action.

Working methods:

Our training will address European Citizenship in youth work and all connected issues by means of non-formal learning, based on your experience, your motivation, your needs and your own learning objectives.

Non-formal education and learning is different from formal education or spontaneous informal learning. It means for instance, that you are at the training course because you wanted to yourself, and not because anyone told you that you have to be there. It also means that you are responsible for your own learning, while the team and the group support you. And it certainly means that your feedback is valid and important and will be used to improve future training courses.

7) Name of the activity	Conference: „On Track - Different youth work approaches for different NEET situations“
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Venue	Slovakia, Bratislava
Dates	13 April – 16 April 2016 (3 days)

Training Background:

Some young people fall out of the boat for different reasons. They are not in education, not in training and don't have a job either. They have disappeared from the system e.g. school dropouts, unemployed that are thrown from the dole, homeless youngsters, who don't find their way to services or help, people living in illegal situations, people alienated from society,... (So we are not talking about those who choose to do something else e.g. gap year, voluntary service, world travel). This Seminar / Conference is for 50 participants from Erasmus+: Youth in Action Programme countries.

Aims and objectives of the activity:

To promote sustainable cooperation between professionals from different sectors in order to create better opportunities for young people in a NEET situation to enable their active involvement in society and integration into the labour market.

Objectives:

- To disseminate and exploit the results of the SALTO Inclusion study on young people in a NEET situation.
- To exchange the possible ways to work together and methods to intervene.
- To get to know different realities and sharing - best practices.
- To stimulate development of cross-sectorial partnership projects for youth in a NEET situation.
- To explore possibilities of the Erasmus+: Youth in Action programme, in addressing the issues that young people in a NEET situation are facing.

Working methods:

Sharing good practices & methods to reach out and work with young people in a NEET situation

8) Name of the activity	Mobility Taster for Inclusion Organisations
Venue	Finland, Espoo (near Helsinki)
Dates	9 February – 13 February 2016 (4 days)

Training Background:

This course is for NEWCOMERS to Erasmus+ Youth who are directly working with young people from disadvantaged backgrounds. If you never organized an international youth project with your target group before and would like to know what is possible, then this course is for you! This Training Course is for 25 participants from Russian Federation, Eastern Partnership countries, Erasmus+: Youth in Action Programme countries

Aims and objectives of the activity:

This Mobility Taster course gives you concrete examples of what is possible, brings you in contact with other inclusion organizations, shows you what funding is available specifically for inclusion projects and walks you step-by-step through the process in case you would like to give it a try.

9) Name of the activity	Promote yourself! Long-term training on visibility, dissemination and exploitation of results (DEOR) within Erasmus+: Youth in Action projects
Venue	Slovenia, Ljubljana
Dates	08 December – 12 December 2015 (4 days)

Training Background:

Showing your local or international work, results of E+ YIA or other projects in a meaningful way is important – not only for the funders, but also for your target groups and the local environment to join your activities, support your aims, learn from examples, realize changes, celebrate results, etc. The most essential project results are the learning of the participants and the participating organizations alongside with the impact in the local communities. Identifying, documenting and communicating these can sometimes be a challenging task – but it is possible with a strategic plan and a pinch of creativity. Increasing the visibility of the E+ youth projects and their impact contributes to the recognition of non-formal learning in international youth work and allows your work to be seen and appreciated by the people and groups most important for you. This course is for 30 participants from Erasmus+: Youth in Action Programme countries, Western Balkan countries

Aims and objectives of the activity:

The aim of this long-term training is to offer support for the applicants and beneficiaries of the programme for successful planning and implementation of visibility and DEOR strategies within their Erasmus+: Youth in Action projects.

PHASE 1: 1st Training course, 8-12 December 2015, Ljubljana, Slovenia

The goal is to enable the selected participants to gain strategic planning skills and knowledge for quality planning of visibility and DEOR strategies within their projects.

Objectives:

- To present the purpose and potential benefits of investing into the visibility & DEOR of E+ YIA projects
- To explore expectations of the E+ YIA programme towards the applicants and beneficiaries in the area of visibility and DEOR
- To raise the knowledge and understanding of the participants on the topics of communication and ensuring visibility and dissemination and exploitation of project results
- To offer the participants a structured and professional support for quality planning of their visibility and DEOR strategies
- To encourage the participants to use communication channels and tools in an innovative way
- To offer a chance for the participants to share examples of good practice in the area of visibility and DEOR activities

PHASE 2: Practising and implementing in local realities, January-June 2016

The goal of this phase is to enable participants to use in practice and adapt the knowledge and resources from the 1st training course in their work. They will design communication plans for their Erasmus+: Youth in Action projects in consultation with the experts.

PHASE 3: 2nd Training course, June/September 2016

The goal of the 2nd training course is to offer practical support for the participants for quality and innovative implementation of their visibility and DEOR strategies based on the needs and outcomes of the previous phases and evaluate the efficiency and relevance of the long-term training.

Objectives:

- To offer the participants a structured and professional support for quality implementation of visibility and DEOR strategies of their approved and upcoming E+ YIA projects
- To enable participants to test in practice innovative use of different communication channels and tools
- To offer a chance to share examples of practices in the area of visibility and DEOR activities
- To collect feedback from the participants on the challenges they faced when preparing their visibility and DEOR plans

10) Name of the activity	Value your experience
Venue	Bulgaria
Dates	17 January - 23 January 2016 (6 days)

Training Background:

This is a training course for all those implementing youth work in different settings- in youth clubs, youth, social or community centres, schools or other institutions, who would like to exchange best

practices, learn more about the competences developed and the recognition tools in the field of non-formal education and start cross-sectoral cooperation for future improvement of the youth work they do. This Training Course is for 25 participants from Austria, Belgium - DE, Belgium - FL, Belgium - FR, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Macedonia, Former Yugoslav Republic of, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom.

Aims and objectives of the activity:

Aim:

Complying with the new Erasmus+ holistic approach the main aim of this training course is to raise awareness of the diversity of youth work across Europe, foster better recognition of non-formal education and cross-sectoral cooperation.

Objectives:

The training course aims at:

- mapping the reality of youth work in the participating countries;
- providing a safe space to examine the challenges of working with/for young people in different settings;
- discussing the competences developed in youth work and their added value for the youth worker's personal and professional development;
- exploring the existing recognition tools for NFE and their added value in youth work;
- offering the opportunity to share experience, ideas, tools and methods for better and improved youth work;
- inspiring more cross-sectoral and holistic approach in youth work;
- presenting the new opportunities of Erasmus+ programme;
- empowering youth workers so that they can later on empower the young people they work with in whatever context;

11) Name of the activity	Appetizer - An introduction on how to use the 'Erasmus+ Youth in Action' Programme for international youth work
Venue	Sweden
Dates	26 January - 30 January 2016 (4 days)

Training Background:

At first you might have a thought that it is a culinary training we are inviting you to! No, it is not! But you might feel hungry after our 'Appetiser'! Hungry for new activities, new possibilities, hungry for more! The name of this training course represents the entire idea – to motivate (“appetite”) people to expand their activities internationally! The idea for 'Appetiser' was born in 2004, where the need for new beneficiaries in the EU “Youth” Programme (now 'Erasmus+: Youth in Action') was expressed. We think that there are many youth leaders and youth workers around Europe, who organise great activities for young people in their town or in their country, but they do not spread their ideas at European level. Thus “Appetiser” is nothing more than a space for these people to meet, share their experiences, gain knowledge and confidence to organize international projects.

Aims and objectives of the activity:

-Appetiser aims to give a strong positive first experience of international youth work and motivate participants to use Erasmus+ Youth in Action Programme.

“Appetiser” is designed according to the following objectives:

- to *taste* non-formal and intercultural learning
- to enjoy the *first* intercultural youth project experience
- to *exchange local* youth activities in the international context
- to explore *possibilities* of support available for international youth activities offered 'Erasmus+: Youth in Action' Programme.
- to analyse *examples* of successful international youth projects

-to see how to *benefit* from international context in participants' local work practice.

12) Name of the activity	Stop violence: women and disability
Venue	Spain, Oviedo (Asturias)
Dates	07 February – 13 February 2016 (6 days)

Training Background:

The idea of our seminar is to analyze this three big issues: violence, gender and disabilities: establish common definitions, analyze legislation and current situation in the participant countries, also working in possible future projects that will improve the situations of double discrimination (gender and disability)

The seminar wants to gather together 20 youth workers from two different types of organizations: on one hand, the ones that are actually working with people with disabilities and want to share their knowledge/experiences, on the other hand, organizations that are not working with people with disabilities but are willing to open their activities to this collective.

Aims and objectives of the activity:

- Increase awareness on participants on the subject of disability, especially focusing on those cases that are usually not as present as can be double discrimination on gender violence and disability.
- Present outstanding examples of experiences and projects being carried out in these areas and assess the feasibility of adapting the tools to participants' realities.
- Create a list of visual, digital and intellectual resources on the issues of the seminar that organizations can use in the future.
- Develop projects within the framework of Erasmus so the participants can keep the contact in the future.

Working methods:

Apart from the theoretical part that the training team will carry out, we will work on the participants' experience. Participants should provide information about law and statistics in their countries, and we will have different panels of experiences.

Through non formal education, we will create a learning environment where participants can share and learn from new and different experiences.

13) Name of the activity	Train the trainers – „It's up to me 3"
Venue	Germany, Diepenau
Dates	02 March – 10 March 2016 (8 days)

Training Background:

Train the trainers "Its up to me 3" is a third edition of the train the trainers and was really successful in the previous two years.

Its up to me is a holistic approach on how to create really good youth workers /trainers that are going to work on transfer of know-how and organize and deliver really quality projects within Erasmus + program. This project is going to contribute toward raising the quality of the Erasmus + projects that are going to be organized in future, but also is going to improve the quality of youth work in general. We are going to work, practice and design projects and activities, using the tools and methods that we will work with on the training. This Course is for 36 participants from Germany, Italy, Latvia, Former Yugoslav Republic of Macedonia, Netherlands, Norway and Spain

Aims and objectives of the activity:

- Know-how - To provide the participants with information on how some things are done, why some things are done in particular way, what is behind the scenes of a good organized project, to peek into the decision making process, in the preparation.
- Improve participants soft skills such as public speaking, presentation skills, self-expression skills

listening skills etc

- Provide methods and tools for delivery of workshops – such as different types of simulations, team building games, brainstorming, creating learning environment, creative environment etc
- Provide hard copy materials (guidebooks and written materials). We would have online library (which is already set up from the previous Its up to me 1 and 2) and is continuously upgraded with other materials from other groups.
- Provide feedback to the participants. It is really important to receive feedback during the workshops and doing it again, so we would see the growth of the participants already during the project.
- Show them different styles of trainers. We will have four trainers from different backgrounds and professions that have very different styles that will help the participants see different approaches and ways of working which would lead to finding their own unique style in future.
- Coaching and mentoring. Apart from the mentoring and feedback during the project, for this edition we are introducing 6 months(2-3 online sessions) mentoring process for all participants after the project until their first/next training experience
- To offer opportunities for quality training experiences. Organizing joint projects, creating pool of trainers, getting shadow-trainer opportunities.

14) Name of the activity	Communication Matters II
Venue	Malta
Dates	29 February – 06 March 2016 (7 days)

Training Background:

Dissemination and exploitation of results (DEOR) is one of the crucial areas of the Erasmus+ project lifecycle. In order to successfully disseminate and exploit project results, organisations involved in Erasmus+ projects are asked to plan effective communication activities when designing and implementing their project. The international training offers participants the opportunity to discover good practices in communication. It will bring together Erasmus+ Youth in Action beneficiaries to learn from practical exercises, to understand the overall communication process and develop competences, as well as to learn new communication tools in a creative and open setting. This Training Course is for 30 participants from Erasmus+: Youth in Action Programme countries.

Aims and objectives of the activity:

- to explore various tools, ways, creative techniques useful for DEoR;
- to help participants design communication and dissemination activities relevant to their projects, target groups, scope of activities;
- to develop their knowledge and understanding necessary to implement communication and multiplication strategies efficiently;
- to share good practices;
- to provide opportunities, space and frames for participants to experiment on possible relevant tools and methods during the training;
- to share new and innovative approaches, concepts and activities.

15) Name of the activity	The power of non-formal education 2016
Venue	Portugal
Dates	09 March – 14 March 2016 (5 days)

Training Background:

Improving the impact of non-formal Education (NFE), principles and methods in creating empowerment opportunities for young people as real actors of the society. Experiencing Portuguese culture through interactions and partnerships with a local community. This Training Course is for 30 participants from Erasmus+: Youth in Action Programme countries.

Aims and objectives of the activity:

- To stimulate the participants to feel and reflect about the power of non-formal education (NFE) by experimenting different kind of non-formal educational methods.
- To analyze the role and reception of NFE in our different countries within a common Europe.
- To discover and debate the European strategy of NFE.
- To fight against the growing consuming approaches towards young people in the non-formal education field.
- To explore meanings, roles and complementarities of different educational approaches and methods (formal, non-formal, informal).
- To reconsider daily youth work practices.
- To understand the principles of program building and NFE within Youth in Action.
- To experience Portuguese culture through increased involvement in the training of local communities.

Working methods:

A fundamental flow during the training is based upon:

- Experiencing: different educational settings, different non formal education methods (role play, simulation game, exercise...)
- Reflecting: on the methods and its impacts, on the power and limits of NFE, on building a pedagogical process...
- Transferring: to the own reality of participants, in order to improve ways of working with young people
- Sharing: different perceptions, current situations and experiences.
- Developing: the building capacity of the participants, by including them in the decision process of the project designing (participants will decide some sessions they feel they need to have) but also in the implementation of the program ('Power to the People' moments).

To experience the Portuguese culture, we will be living, eating, sleeping and working inside a rural village. This training course is organized in close partnership the all the local stakeholders of the village (young people, families, associations, authority and companies). Be prepared to interact and discover ... during an entire week you'll be a 'full habitant' of the village!

16) Name of the activity	Step into Strategic Partnerships
Venue	Germany, Bonn
Dates	18 April – 23 April 2016 (5 days)

Training Background:

If you are a professional working in experienced youth work organisation and willing to develop innovative practices for the youth work field, this course might be for you!

The course will focus on providing a thorough understanding about Erasmus+: Youth in Action programme's funding opportunities for the development of international Strategic Partnership projects. Strategic Partnership projects are new opportunities for sustainable international cooperation and innovation in the youth field within Erasmus+: Youth in Action. These projects have a lot of potential for the development of innovative ideas and concepts of wider relevance for the youth field in Europe. This Training Course is for 25 participants from Erasmus+: Youth in Action Programme countries.

Aims and objectives of the activity:

With this training course we aim to increase competences for the development of quality Strategic Partnership projects (within Key Action 2 of Erasmus+: Youth in Action), aiming for innovation in the field of youth.

Throughout the 4 days course, you will have opportunities to:

- Explore essential aspects about Strategic Partnership projects being part of the Key Action 2 of Erasmus+: Youth in Action programme
- Understand quality requirements for Strategic Partnerships
- Get to know examples of such projects

- Grasp the concept of innovation in the field of youth on European level
- Explore what does it take to build and sustain an equal partnership among organisations
- Understand the main principles of building a structure of activities, outputs and a budget of a Strategic Partnership project
- Learn about the tools supporting the management of such Projects
- Meet other youth work professionals aiming to explore Strategic Partnership projects and sustainable cooperation.

17) Name of the activity	ETS Competence model for youth workers to work internationally
Venue	Austria, Vienna
Dates	18 April – 21 April 2016 (3 days)

Training Background:

Offering young people the opportunity to join learning mobility projects cross Europe require certain competences from those working with and for young people.

Understanding Europe as a peer learning opportunity in which to learn more about interesting youth work practices abroad require certain competences from youth workers to network and cooperate at European level with other professionals and volunteers in the same field.

But which specific competences are really needed to support quality development of such European learning mobility activities for youth workers and for young people – and how to embed such competence models meaningful in measures designed to train youth workers?

This Seminar / Conference is *for* 50 participants *from* Erasmus+: Youth in Action Programme countries, Partner Countries Neighbouring the EU.

Aims and objectives of the activity:

One objective of the European Commissions "European Training Strategy in the field of Youth - ETS (attached) is "to maintain and develop the implementation of a concept of a modular system of trainings for youth workers, based on the ETS set of competences for youth workers. Such a modular system aims to serve as a framework for orientation and guidance for the different actors, in the field of capacity building in youth work".

This seminar aims at:

- bringing together experienced actors being in charge of developing and implementing training strategies and training courses for youth worker to reflect on the ETS competence model for youth workers to work international.
- to motivate participants to consider competence frameworks in the further development of their training strategies and training courses
- to reflect on challenges how to apply competence models in the development of training course curricula
- to launch the ETS competence model for youth workers to work international and offer the opportunity for experts.

Working methods:

Day 1: Introducing the new ETS Competence Model for youth workers to work international, collect feedback to further improve the model

Day 2: Presentation of other/similar competence models being used by stakeholders to learn about the existing practise to work with competence models in education and further training of youth workers.

Day 3 (departure from lunch): "Looking forward": peer reflections what to do with all that in the diverse work realities of the target audience, possibilities to deepen discussions and maybe establishing European cooperation projects

18) Name of the activity	Going International - Europe at your reach
Venue	Estonia, Tallinn
Dates	22 May – 25 May 2016 (3 days)

Training Background:

The European Union has been investing into international learning and mobility programmes for decades, providing a range of learning mobility opportunities to young people and all stakeholders involved in youth work and non-formal education.

While the numbers and outcomes are highly encouraging, many young people and organisations are unaware of these possibilities, and/or do not use these programmes in a strategic and sustainable fashion. If you are interested in learning more about the impact of international youth work, please consult the most recent research-based analysis of the Youth in Action Programme:

http://www.researchyouth.net/documents/ray_policybrief_2014.pdf

The 'Going International Forum' will bring together both newcomers and those with experience in international youth work and non-formal education to inspire each other, to discover the possibilities and benefits of international youth work and to foster strategic partnerships and long-term co-operation projects.

The meeting will bring together around 100 participants from European countries, representing a range of youth work and non-formal education environments.

Aims and objectives of the activity:

The aim of the meeting is to promote international youth work and to help to establish it as an integral part of youth work practice at all levels in Europe. It shall reach this by:

- empowering participants to take an active role in further developing and supporting sustainable and strategic international youth work.
- building awareness around the concept and benefits of international youth work.
- supporting participants to develop sustainable and strategic approaches for international youth work.
- offering space for partner finding and developing project ideas (both within and outside Erasmus+: Youth In Action)

Working methods:

The forum will be facilitated in an interactive manner, following the spirit of international youth work and non-formal education. The methods applied will be participatory and adjusted to different learning styles. The group sizes will vary from full plenary session to work in small groups down to exercises in couples and individual reflection. This will be complemented by a series of online tools allowing for blended learning and engaging audiences beyond the group of participants present at the event.

19) Name of the activity	Shaping European Youth Policies in Theory and Practice – Seminar on Youth Policy Making
Venue	Germany, Bremen
Dates	03 May – 06 May 2016 (3 days)

Training Background: Not available

Aims and objectives of the activity: Not available

Working methods: Not available

20) Name of the activity	Developing Digital Youth Work
Venue	Finland, Oulu

Dates	13 September - 17 September 2016 (4 days)
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Training Background:

The Developing Digital Youth work seminar brings together people involved with digital youth work to exchange good practices in Finland and elsewhere in Europe. This Seminar / Conference is for 30 participants from Erasmus+: Youth in Action Programme countries.

Aims and objectives of the activity:

The aim of the Developing Digital Youth work seminar is to demystify the idea of digital youth work and identify common challenges. It will support organisations to develop digital youth work practices in their local context. The seminar also aims to create project ideas and new partnerships for digital youth work development using the Erasmus+ Youth in Action opportunities.

The objectives are:

- to understand the terminology of digital youth work
- what do we mean by the concept
- to familiarise with concepts of digital presence of youth workers, equal interaction with young people online and participation of young people in digital youth work
- to understand different realities of digital youth work in Europe
- to see good examples of how digital tools are used in youth work in Finland and elsewhere in Europe
- to build up partnerships for future Erasmus+ Youth in Action projects focusing on youth worker mobility (KA1), strategic partnership (KA2) or policy innovation projects (KA3):

Working methods:

Methodology used in seminar consist of Key-note speakers, sharing good practices, interactive sessions and online tools. Selected participants will be invited to do some minor preparation tasks.

21) Name of the activity	European Volunteering Forum
Venue	Slovenia, Maribor
Dates	10 October – 14 October 2016 (4 days)

Training Background:

The current economic, social and political challenges that we are facing today in Europe and its neighbouring partner regions call more than ever for a stronger promotion and recognition of the benefits and impact of transnational volunteering, such as encouraging civic engagement, youth participation, active solidarity, tolerance and acceptance of diversity, intercultural awareness, European citizenship etc.

This year, we are also witnessing the 20th anniversary of the European Voluntary Service. Over the past twenty years, around 100,000 young volunteers have offered their service within an EVS project to an organisation in another country, supported by their sending and receiving organisations in diverse social and cultural environments.

We are also approaching the mid-term evaluation of the Erasmus+ programme (2014 – 2020), and EVS as an important part of it: time to make suggestions and recommendations and develop perspectives for the future of EVS.

This Seminar / Conference is *for* 50 participants participants *from* Austria, Belgium - DE, Belgium - FL, Belgium - FR, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Former Yugoslav Republic of, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, United Kingdom, Western Balkan countries

Aims and objectives of the activity:

- Raise the visibility of the relevance of transnational volunteering in Europe and its neighboring regions
- Discuss main benefits and challenges of transnational volunteering

- Share experiences and examples of practice
- Develop perspectives for the future of transnational volunteering
- Encourage networking among the participants
- Celebrate 20 years of EVS

22) Name of the activity	TYE - Tools for Youth Exchanges
Venue	Ireland, Dublin
Dates	10 October – 16 October 2016 (6 days)

Training Background:

A Youth Exchange needs content – behind the content there are tools: This training helps to explore tools around group processes, (intercultural) learning, involvement of young people and more. This Training Course is for 30 participants from Erasmus+: Youth in Action Programme countries.

Aims and objectives of the activity:

The overall aim of TYE - Tools for Youth Exchanges - is for youth leaders and youth workers to explore, share and adapt tools that can be used to improve their Youth Exchanges.

Further TYE is designed according to the following objectives:

- To increase awareness of group processes and tools that facilitates group development during Youth Exchanges.
- To explore tools that focus on learning processes and intercultural learning.
- To explore different tools that motivate young people to be actively involved in Youth Exchange projects.
- To increase understanding of how different tools empower young people to evaluate their project experience and get involved in disseminating results.
- To become aware of how to integrate thematic priorities in Youth Exchanges.

23) Name of the activity	Making Art with Youth
Venue	Finland, Helsinki
Dates	27 September – 29 September 2016 (2 days)

Training Background:

The seminar focuses in youth work with cultural methods. With examples by youth work, cultural institution and production experts the seminar is open to discussion and comparison. The seminar will focus also in up-to-date research. This Seminar / Conference is for 20 participants from Belgium - FR, Bulgaria, Denmark, Estonia, Finland, Hungary, Ireland, Italy, Poland, Spain

Working methods:

The seminar will present easily accessible cultural activities with an emphasis on youth work. The participants are asked to reflect their own experiences and expectations in the field: how does culture and art activate young people and make them stronger and more self-confident? The seminar includes a visit to the Helsinki city youth department, presentations of projects in various cultural genres and research-based data explaining the benefits of cultural work with young people. One of the main tasks is also the networking between participants for further cooperation and Erasmus+ YiA projects. Youth workers and other motivated participants will get a good practice package to take back home.

24) Name of the activity	Mentoring for Mentors: Share, focus and learn – quality mentorship training course
Venue	Turkey

Dates	26 September – 30 September 2016 (4 days)
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Training Background:

Mentoring for mentors training gathers together 25 EVS mentors from program countries and South-Med countries and aims to develop their work as well give them new strength and confidence to work as a mentor

Aims and objectives of the activity:

The main aims of the training are

- To provide opportunities for Mentors to share their previous experiences as EVS mentors
- To develop their professional profile as EVS mentors
- To introduce new approaches to support a learning process of EVS volunteer

Working methods:

Mentoring for mentors training provides the participants a detailed outline for the core mentoring skills e.g. relationship, practical, pedagogical and cultural awareness skills.

The training is based on learning from one's own work by sharing one's own experiences with others. During the process the participants learn to understand different phenomena of their work as well as their own relationship with them. This enables them to clarify their work goals and develop suitable ways to achieve them. In the training the participants develop their own work and know-how by sharing experiences, listening others and building shared knowledge. Throughout the training participants are familiarized with mentorship skills. Different dialogue techniques are used to enhance dialogical communication and reflection.

Mentor for mentors is the first training course specific for EVS mentors from South-Med and program countries together.

25) Name of the activity	E+MPACT "Just that bit more..."
Venue	Portugal, Vila da Marmeleira
Dates	5 October – 10 October 2016 (5 days)

Training Background: Not available

Aims and objectives of the activity: Not available

Working methods: Not available

26) Name of the activity	PBA "Make the move III"
Venue	Portugal, Janeiro de Cima
Dates	25 October – 30 October 2016 (5 days)

Training Background:

Over the past years, many youth exchange projects have been developed and run between organisations from different countries. An exciting and challenging intercultural encounter! In order to strengthen the partnerships and especially the quality of these projects, this partnership building activity aims to provide the needed support and training elements for the participants who intend to organise such a youth exchange in the near future. Besides creating the opportunity for participants to create strong partnerships, we also wish to offer a real intercultural experience, as an inspirational example for future youth exchange implementations.

This "MAKE THE MOVE III" will therefore take place in a rural village in the very centre of Portugal, 'Janeiro de Cima', which has around 200 habitants. From this year on, this village has started receiving international groups based upon the community model of 'The Rural Centre of Non Formal Education' in Vila da Marmeleira. The projects implemented in this community, offer a win-win situation for all involved - local development and change for local people through their involvement in the activities and a deep intercultural experience for the participants. Besides the pedagogical outcomes of the international activities (e.g. training course, seminar, workcamp), the

different projects leave their mark on the community. A local impact and international footprint are left behind. This Partnership-building Activity is for 45 participants from Russian Federation, Eastern Partnership countries, Erasmus+: Youth in Action Programme countries, Western Balkan countries.

Aims and objectives of the activity:

- To create an opportunity to find good and reliable partners to make youth exchanges with
- To understand what is needed to plan a youth exchange of good quality
- To create a solid network of contacts and partnerships
- To equip the youth workers with insight in their role as coach and support
- To experience the possibilities of local involvement
- To understand the impact and social change a youth exchange can have within the local community

Working methods:

This village seems to us an ideal setting to organize this PBA “MAKE THE MOVE III”, focusing on the following aspects:

- Young people as actors in the different steps of a youth exchange, supported and coached by youth workers.
- The local community as the integral supporting structure of a youth exchange .
- The impact and permanent mark on a local community as a result of a youth exchange.

The above features will not only be discussed and analysed, but will also be based upon real practical experience during the Partnership Building Activity.

27) Name of the activity	DayCul (Daily Culture)- Act Daily, Think Interculturally - Training Course on Cultural Diversity and Intercultural learning from daily life perspective
Venue	Italy, Umbria, Perugia
Dates	16 March – 23 March 2016 (7 days)

Training Background:

This training project was born from a need to offer participants a chance to discover phenomena of culture and cultural diversity from the “real life oriented” perspective of differences in everyday life. In specific, exploring Religion, Traditions, Food, Music, Languages, Communication patterns, Relations, Time, Personal culture, Relation towards other cultures, Power issues, Gender Roles in society and all the other things that shape our everyday life (behaviour, identity, beliefs, values and rules) and all of them are deeply rooted in our culture.

By acknowledging the importance of culture in everyday life and understanding that these set of regulations differ from group to group that one belongs to, participants will understand that these topics are essence of intercultural learning and are important part of becoming sensitive to cultural differences.

For the sake of comprehending obstacles (stereotypes, prejudice, discrimination and violence) that occur during intercultural dialogue and finding possibilities for overcoming these problems, one first has to understand one’s own culture. This Training Course is for 25 participants from Erasmus+: Youth in Action Programme countries.

Aims and objectives of the activity:

The training course aims at developing the intercultural competencies of youth workers and leaders in organizing international youth projects through exploration of cultural diversity beyond simulations, from a perspective of real everyday life and use of it as a tool to discover identity (become aware of your own culture so that you can open to others who are different).

Analytically the course aims:

- to support youth workers and youth leaders to develop the intercultural competencies when

organizing international youth projects through exploration of cultural diversity from a perspective of real everyday life

- to promote the inclusion of people with disadvantaged backgrounds, especially newly arrived migrants, in response to critical events affecting European countries
- to challenge participant's capacity to use very different cultural environment as a tool to discover identity (become aware of your own culture so that you can open to others who are different)
- to acknowledge among participants the importance that influence of culture has on person's perception of reality, everyday behaviour and identity
- to introduce participants with the approaches and activities of intercultural learning and possibilities to adapt it to their local contexts and realities;
- to provide information about existing possibilities and conditions for the development of European youth co-operation projects, with special focus on the Youth in Action Programme;
- to exchange best practices among youth workers in working within multicultural groups

Working methods:

The methodology that is going to be used is specific to non formal education and learning, both individual and group methods, taking into consideration participants' learning needs with a creative approach ("Cook-Telling Story-Lab", "Blind Dancers", Photovoice*) to phenomena of culture and cultural diversity from the perspective of everyday life. Unique methodological characteristic is practical implementation of knowledge gathered throughout the first 3 days of the training course where participants have a chance to use local environment as a setting to explore in the next 2 days specific aspects close to their interest related to the topic of the training course. The products of these explorations will be presented through various media tools. This direction was taken to enable participants to work on the specific topic of the training from a very personal perspective, proposing and choosing elements on which to work and implement.

28) Name of the activity	Piece of Peace in Piispala
Venue	Finland, Piispala youth centre
Dates	18 January – 22 January 2016 (6 days)

Training Background:

Do youth workers have a role to play in peace building? Does "radical youth work practice" have relevance to peace building? Can we define radical youth work as a tradition within youth work, of workers committed to and consciously working with young people in order to try and create a more just and better society? How can we all become Agents for Change?

We tend to think that conflict and peace building is related to major international issues, however by understanding the dynamics and patterns of conflict and peace building we can relate these concepts to our local situations. Peace can also be built piece by piece.

This training will build up understanding of conflict and peace building and will push personal boundaries around the challenges of youth work practice and the contributions that this can make towards social change in our local communities.

This activity is for 35 participants from Erasmus+: Youth in Action Programme countries, Partner Countries Neighbouring the EU

Aims and objectives of the activity:

The aim is to bring together youth workers and peace builders to learn from each other. The training will help you to define 'what change do you want to see in the world?' and help you explore 'how can you be the agent in that change?'

The Objectives Are:

- to build up the understanding of the dynamics and patterns of conflicts and peace building
- to raise the awareness of the role of youth workers as actors in peace building

- to recognise the skills required for youth workers as agents of change
- to create a space for networking and future co-operation.

Working methods:

The methodological approach is heavily influenced by the theories and practices of Paolo Freire and Mahatma Gandhi. The programme is highly participative with self-reflective and action oriented approaches to change included in the daily programme.

29) Name of the activity	Preventing Youth Extremism
Venue	France, Aubervilliers (Paris suburb)
Dates	18 April – 22 April 2016 (4 days)

Training Background:

This training course will give participants a deeper understanding of the concept of extremism and equip them with tools for understanding and working with those most at risk

Aims and objectives of the activity:

- 1) Identifying and understanding the causes of extremism/ radicalization
- 2) Recognise importance of dialogue on the concept of citizenship and to further develop the dynamics of identity along with the religious/political beliefs
- 3) Equip participants with the ability to identify those most at risk and with tools to respond to different levels of extremism/radicalisation
- 4) Designing and implementing activities in the frame of Erasmus+ to help the young people at risk

Working methods:

It will consist of workshops, lectures, group work and the sharing of experiences and challenges. There will also be input from academics researching religious radicalisation. Participants will share best practice examples and engage with their own nations' policies and responses to extremism/radicalization.

30) Name of the activity	Peer learning on Work with Young People in Closed Institutions
Venue	Latvia, Riga
Dates	24 February – 27 February 2016 (3 days)

Training Background:

Activity wants to give opportunity for staff members of closed institutions (detention services, prisons, refugee camps etc.) to exchange experience in working with young people and explore role of non- formal learning* there.

Aims and objectives of the activity:

- To provide space for participants to share local realities and good practices working with young people in closed institutions (such as detention services, prisons, refugee camps etc.);
- To give an opportunity to define the role and place for non-formal learning in closed institutions;
- To have an insight into Erasmus+ programme and explore how it can support organisations to implement non- formal learning projects and programmes with young people in closed institutions.

Working methods:

Non-formal learning is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be temporarily, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldomly structured

by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible way (Source www.youthpass.eu).

31) Name of the activity	„Lobbying and advocacy in Youth Field“
Venue	Bulgaria, Borovets
Dates	17 April – 22 April 2016 (5 days)

Training Background:

The training program will develop the capacity of youth organizations to be sustainable and active in the process of protecting causes and defending positions; to develop youth workers in understanding the processes of lobbying and advocacy and confidence to use the tools in these fields; to strengthen the awareness of organizations for their role in the creation of policies at national and international level.

The training is conducted twice at national level gathering numerous youth organizations, supporting them in increasing their capacity. The programme is prepared in order to share best practices developed and adapted during the application of Varna for European Youth Capital. This training transmits the entire experience of the team from the first application until winning the title for 2017. This Training Course is for 26 participants from Erasmus+: Youth in Action Programme countries.

Aims and objectives of the activity:

- Promote the importance of youth opinion in the process of decision-making at local, national and international level;
- Increase the organizational capacity and independence through enhancing the competencies of youth leaders in the structured dialogue, lobbying and advocacy;
- Ensuring the development of active citizenship, democratic principles and the responsibility of youth organizations and informal youth groups.
- To help youth organizations improve their work through specific studies and actions designed to fill in their gaps in information, material means and assertiveness in the topics of structured dialogue of lobbying and advocacy;
- To empower youth leaders to conduct lobby activities so as to encourage initiative taking in social sphere and build further awareness;
- To help NGO's improve their ability to participate in the structured dialogue process and to encourage them to participate in the decision making processes;
- To engage in cooperation with international organizations pursuing similar ends and join networks that may contribute to its functions.

32) Name of the activity	SOHO meeting
Venue	Cyprus
Dates	February 2016

Training Background:

The SOHO international training course aims at enhancing the quality of European Voluntary Service (EVS) projects. It supports the development of essential competences among support persons from hosting, sending and coordinating organisations. SOHO also provides up-to-date information for its participants regarding the opportunities within the Erasmus+: Youth in Action Programme.

Aims and objectives of the activity:

- get a better understanding of the EVS as a “learning service” and the quality aspects related to it
- improve the ability for cooperation and working in international partnerships
- reflect upon the roles, responsibilities and challenges within the EVS volunteer support system

- raise awareness with regards to the learning dimension within EVS activities and provide tools for learning support
- support the recognition of non-formal learning in EVS activities through the competent implementation of Youthpass
- provide up-to-date information about the Erasmus+: Youth in Action Programme

33) Name of the activity	EVS – A bridge to employability
Venue	Portugal, Lisbon
Dates	04 February – 9 February 2016 (5 days)

Training Background:

Which is the real impact of EVS on ex-volunteers, hosted and sent? Which is the opinion and conclusions of partners (hosting and sending organisations)? What tell us the studies made by national and european organisations?

Given the actual economic climate, unemployment is very high and the young incessantly seek answers for integration and inclusion, it is urgent to understand how the European Voluntary Service can be a bridge for employability, a way of acquiring skills, trial professionals rhythms, acquisition of know-how, awareness for a particular function / profession etc.

Its crucial to understand in what extent European Voluntary Service projects lead to a better and faster employability by gathering users, organisations, youth workers/project managers, tutors, National Agencies staff and experts, to assess the outcomes. This Seminar / Conference is for 25-30 participants from Erasmus+: Youth in Action Programme countries

Aims and objectives of the activity:

The central issue is to know if EVS is, in a effective way, a bridge towards employability, helping the youth to define their professional itinerary and helping on their vocational choice and later professional inclusion, after a non formal learning experience.

The objectives

- To offer a space for former EVS participants to share experiences on the "1st person"
- To share organisations long term EVS experiences
- To debate on the effective potentialities of EVS in the youth professional life/impact
- To share European and national experts and studies made on EVS
- To register the conclusions/information and print out a final booklet to disseminate them and aloud a multiplying effect at national and international level
- To give visibility to european participative and inclusive past and actual youth programmes

Working methods:

Based on participative and active non formal learning approach, enabling active participation and involvement of each participant. Sessions will combine theoretical input and practical learning, using the methods of non-formal education such as working groups, exchange of experiences, discussions, presentations/lectures, etc. The trainer's role will be to bring together the experience and expertise of participants and facilitate the learning process and the production of an outcome.

34) Name of the activity	Competence for all
Venue	Germany, Bonn
Dates	18 January – 24 January 2016 (6 days)

Training Background:

The training focuses on encouraging youth workers, social workers, public bodies and NGOs to use recognition instruments for reflecting on, assessing and documenting the competences of young people with fewer opportunities. This Training Course is for About 25 participants from Erasmus+: Youth in Action Programme countries

Aims and objectives of the activity:

Its general aim:

is to enhance participants' knowledge about the process and outcomes of non-formal learning, about assessing competences with young people (with fewer opportunities), and about using recognition tools in inclusive youth work.

Objectives:

- To develop competences for supporting learning of young people with fewer opportunities
- To learn how to assess competences with young people
- To become familiar with recognition tools, methods and approaches
- To exchange good practices about how these practices can influence the pathways (incl. employability) of inclusion target groups

35) Name of the activity	Play on II – Contact Making Seminar with TC elements
Venue	Poland, Konstancin – Jeziorna (outskirts Warsaw)
Dates	15 November – 20 November 2015 (5 days)

Training Background:

Contact Making Seminar Play On II will create space to find new partners and establish strong cooperation, give knowledge about the Erasmus+: Youth Programme. The focus will be on gamification as tools in youth work.

Through active involvement in the learning process participants will be able to establish strong partnership for future cooperation. A seminar addressed to people working with youth and actively involved in project implementations. Participants will be able to share the ideas and establish strong cooperation and partnership. This Seminar / Conference is for 30 participants from Erasmus+: Youth in Action Programme countries

Aims and objectives of the activity:

The aim is to create the educational situation where all of them will learn by doing, experiencing and sharing in order to get the knowledge what is the gamification and what makes strong partnership and cooperation possible. The aim is to rise the quality of projects thought establishing strong partnership and use gamification as a tool in future work.

objectives:

- to provide a space for high quality partnership and cooperation
- to provide a space for exchanging missions of the organizations get to know each other and share young people ideas for possible future co-operation
- to provide a learning space for getting to know new method in daily and project work
- to promote Erasmus+: Youth Programme as a space to realize high quality projects

36) Name of the activity	„I disagree, therefore I participate“ Contact-making seminar on political participation of young people in Europe
Venue	Ukraine, Kiev
Dates	18 November – 23 November 2015 (5 days)

Training Background:

This seminar's starting point is the observation that when young people disagree with governments or political parties, they express their discontentment in different ways, taking many forms and degrees of participation. In view of the recent political and social events in the Eastern Partnership countries and Russia, the Polish NA, BE-FR NA, SALTO EECA RC and SALTO Participation RC are organizing a contact-making seminar that aims to stimulate the reflection on the different channels of participation that young people in Europe use when they want to express their disagreement with a specific political, social or economic phenomenon. This Seminar / Conference is for 30 participants from Russian Federation, Eastern Partnership countries, Erasmus+: Youth in Action Programme countries.

Aims and objectives of the activity:

The first part of the contact-making seminar will provide a space to discuss and analyze the different forms of political participation in Europe with a focus on the Eastern Partnership countries and Russia and reflect about the role of youth workers and social workers in the participation processes of young people.

The second part of the seminar will give the participants the appropriate structure to develop new projects in the framework of the Erasmus+ Youth in Action programme with focus on political participation of young people.

37) Name of the activity	YAM LEARNING! – Young People’s Learning Processes After Mobility
Venue	Portugal, Braga
Dates	17 May – 22 May 2016 (5 days)

Training Background:

“What is the role of the organizations after the youngsters return from an international experience (EVS, Youth exchanges, Training courses...)?” This is a key question in this training. We believe that not only the organizations have a role in the youngsters’ learning process after returning from a mobility experience, but they can build outstanding outcomes from it. For the youngsters, for their communities and for the organizations themselves.

Youth workers, youth leaders and mentors will be able to improve the support they give to youngsters in a mobility project during preparation, implementation and follow-up. In fact, we believe experiences will be stronger if youngsters become aware of it and are able to practise it. Youth workers are key supporters of that learning path, where youngsters assess their learning experiences and get support from the community. This Training Course is for 25 participants from Erasmus+: Youth in Action Programme countries.

Aims and objectives of the activity:

- More opportunities to young people to reflect and plan their mobility experiences
- To value youngsters experiences in their social environment
- To keep developing the learning process after mobility
- To understand and discuss youth learning processes in mobility experiences
- To understand the project cycle of a mobility experience (what comes before, during and after)
- To recognise the intercultural challenges of a learning experiences abroad
- To build capacity for assessing competences with youngsters after a mobility experience
- To facilitate the recognition of youth workers, youth leaders and mentors as supporters in the youngsters learning process after returning
- To identify methods and tools for evaluating and assessing the impact of international mobility experiences
- To improve the quality of dissemination activities
- To share good practices among youth workers

Working methods:

This training is organized within the context of Non Formal Education. Therefore, the approach will be based on active participation, with the intercultural dimension as a pillar. Participants will be in the centre of the process, being invited to share experiences, learn by doing, group work and peer-work.

38) Name of the activity	The Star of Europe
Venue	Finland, Nurmes
Dates	01 June - 05 June 2016 (4 days)

Training Background:

In “The Star of Europe”, the journey goes through Europe in search of a good youth exchange project. For the training we have created material that help groups planning a youth exchange to

proceed in logical in their process. There are reminders about programme rules, good practices and pitfalls at every phase they enter. This Training Course is for 25 participants from Erasmus+: Youth in Action Programme countries.

Aims and objectives of the activity:

The aim of “The Star of Europe” is to get a comprehensive understanding of what a youth exchange project contains - from the idea of the project to the follow up activities.

The main objectives of the training:

- To introduce the steps of ideal Youth exchange project
- To understand the quality elements of Youth exchange projects: youth participation, equal partnership and learning
- To get creative and concrete methods to build up better learning environment with young people
- To learn how to manage activities enable active youth participation

39) Name of the activity	Trainer Skill Workshop – Evaluation and Impact Assessment Training Course
Venue	Austria, Vienna
Dates	15 February – 18 February 2016 (3 days)

Training Background:

This training course supports advanced trainers working in international youth work in the development of their skill on impact assessment and evaluation of activities in relation to the ETS Trainer Competence Model: www.salto-youth.net/trainercompetences

Aims and objectives of the activity:

- Improve skills related to the evaluation of activities
- Reflection with peers about evaluation and impact assessment of training courses and other activities
- Explore the possibilities of impact assessment of training courses and other activities
- Identify different methods and tools of evaluation and impact assessment based on non-formal education

40) Name of the activity	Peer training for youth worker for closed Institutions
Venue	Latvia, Sugulda (Riga)
Dates	24 February – 27 February 2016 (3 days)

Training Background:

Activity aims at giving opportunity for staff members of closed institutions (detention services, prisons, refugee camps etc.) to exchange experience in working with young people and explore role of non- formal learning there.

Aims and objectives of the activity:

Activity aimed at giving opportunity for staff members of closed institutions (detention services, prisons, refugee camps etc.) to exchange experience in working with young people and explore role of non- formal learning there.

Activity had following objectives:

- To provide space for participants to share local realities and good practices working with young people in closed institutions (such as detention services, prisons, refugee camps etc.);
- To give an opportunity to define the role and place for non-formal learning in closed institutions;
- To have an insight into Erasmus+ programme and explore how it can support organisations to implement non- formal learning projects and programmes with young people in closed i Profile of participants:
- Staff members of closed institutions (social workers, psychologists, project coordinators, youth workers, etc.);

- NGO members working in closed institutions on regular bases/at least weekly.
- Can communicate in English.

It is planned to have a balanced group with representatives from various types of closed institutions.

Working methods:

Working methods: Exchange of experience, working groups, presentations of good examples, meeting project members from Latvia institutions.

41) Name of the activity	Chasing the rainbow – Activism and Equality for LGBT young people partnership-building activity
Venue	Finland, Rovaniemi
Dates	24 February – 01 March 2016 (6 days)

Training Background:

Chasing the Rainbow is a long-term project that has gathered LGBT young people from Latvia, Ireland and Finland on two study visits to learn about the diversity of LGBT community, ideas of activism and possibilities of E+ YiA. The two previous study visits took place in Riga, Latvia and Brey, Ireland. The groups have stayed mostly the same.

Chasing the Rainbow in Finland will take place during the Arctic Pride in Rovaniemi, the Capital of Lapland. Arctic Pride is small local LGBT/human rights event which has been organised two times earlier. It is organised during one of the coldest and darkest months of the Finnish winter above (or right on top of) the Arctic Circle.

Chasing the Rainbow will gather together the Irish, Finnish and Latvian participants from the previous study visits, but invites more LGBT young people to join the activity. From Ireland, Latvia and Finland we will prioritise the participants who took part in the previous visits.

Aims and objectives of the activity:

The aim of Chasing the Rainbow is to wake up everyday activism in LGBT young people and enable them to use Erasmus+ Youth in Action as a tool to carry out projects that promote LGBT Rights, Human Rights and equality.

Working methods:

Chasing the Rainbow is a peer learning activity, where the more experienced participants transfer their learning to the newcomers and engage them in the activism. Moreover, the 18-25 year old participants can extend their activism through planning future E+ YiA projects together and taking an active role in running them.

The suggested topics are:

- LGBT issues across Europe
- Legal issues affecting LGBT
- Trans legislation
- Being a Human Rights / LGBT Rights activist
- Using arts for human rights
- Prejudice, exclusion, hatred and changing it

The groups will work together online already before the visit to Rovaniemi and plan their activities so that they can be carried out during the Arctic Pride. We require active participation and commitment from the Chasing the Rainbow participants. You will need to work in beforehand with international partners to create a local activity

42) Name of the activity	EUtopia – Cultural Diversity in Changing Europe
Venue	Serbia
Dates	26 June – 01 July 2016 (5 days)

Training Background:

Recently a growing number of migrants and refugees from conflict areas has entered Europe, evoking both, political and moral dilemmas within the European Union and beyond. Although immigration has always been an integral part of European economic affluence and cultural heritage, recently it has increasingly been opposed. Further on, Europe is witnessing a rise of xenophobia and cultural stereotyping, escalating into political extremism and radicalism.

The activity will take place in Serbia, in the Western Balkan region, which has been the main transit area and a disputed border zone for today's migration towards the European Union. The region itself has witnessed a large scale emigration and internal displacement of people as a consequence to the conflicts in the 90s, of which impact is still tangible today.

Aims and objectives of the activity:

The aim of the activity is to provide youth workers with competences and tools to understand and better respond to contemporary realities of youth in changing Europe.

Objectives:

- to share multiple perspectives on the European migrant crisis and its implications on youth as well as to explore the socio-political interconnectedness of different aspects influencing the phenomenon;
- to understand reasoning and motivation behind people's views and attitudes, discover how public opinion is formed and encourage critical thinking;
- to explore the concept of diversity, its limits and potentials;
- to identify the role of youth work practitioners in promoting diversity;
- to develop tools for promoting diversity and to support international cooperation among participants.

Working methods:

The training is based on an existing concept developed and implemented twice by the Latvian National Agency for the Erasmus+: Youth in Action Programme. The implications of the European migrant crisis is approached from the perspective of how it mirrors the contemporary problematic of dealing with diversity in Europe. The participants will have a chance to gain information and critically reflect on the topic from different angles together with colleagues from other countries, as well as to acquire transferable skills to facilitate young people's proactive adaptation and empowerment.

43) Name of the activity	Tuning In: to Learning and Youthpass
Venue	Germany
Dates	06 June – 11 June 2016 (5 days)

Training Background:

There is a lot of learning taking place in youth work. There is also growing attention on how to make better use of that aspect of youth work, in the view of the societal developments affecting young people and the shifting views on learning and education as such. The facilitation of learning has become an increasingly important topic, with more and more youth workers facing the questions outlined above. This Training Course is for about 24 participants from Erasmus+: Youth in Action Programme countries.

Aims and objectives of the activity:

The main aim of the training course 'Tuning In: to Learning and Youthpass' is to contribute to the development of quality in youth work, with the focus on learning. The framework of the course is the Youthpass process that helps to reinforce the learning process in youth activities and to highlight the learning outcomes. During the training course, the Erasmus+ Youth in Action projects are being considered, as well as the wider youth work context.

The objectives of the training course are:

- To discuss the potential of learning in youth work;
- To help to raise young people's awareness of learning in youth work projects;
- To develop ideas and practice tools on how to support the learning process;
- To give practical support to document and formulate the learning outcomes.

Working methods:

These objectives will be addressed from the perspective of the participants themselves as learners, as well as in their role as facilitators of the learning processes of the young people they work with. Participants will explore and experience a wide variety of methods and tools around learning, reflection, peer-learning, competence development and formulating learning outcomes. We will look into the evidence about competence development in youth work; insights and ideas about how people learn will challenge us to rethink learning and the facilitation of learning.

44) Name of the activity	International Rural Regions - Youth work on the countryside in central Poland
Venue	Poland, Konstancin – Jeziorna (outskirts of Warsaw)
Dates	20 April – 24 April 2016 (4 days)

Training Background:

Small organisations in rural areas can find human resources as a challenge in organising international youth projects. On this study visits we visit a region that is active and good practices show how the work is done. This Study Visit is for 15-20 participants from Denmark, Finland, Hungary, Ireland, Lithuania, Norway, Portugal, Russian Federation, Eastern Partnership countries.

Aims and objectives of the activity:

Our focus will be to show youth projects like youth exchanges, European Voluntary Service (EVS) and small strategic partnership. All are organised in the frame of Erasmus+.

Working methods:

We will have a base camp in Konstancin - suburban district of Warsaw. From there we will make visits to villages and other small places and see what kind of practices youth workers have to give their young people an opportunity to meet different projects, specially international.

We will also get to know the participating organisations and create contacts between participants. We can start forming project ideas and see how to get forward with the ideas later in the frame of Erasmus+.

45) Name of the activity	Drama in non-formal learning
Venue	Turkey, Antalya
Dates	20 April – 27 April 2016 (7 days)

Training Background:

This Training Course is for 26 participants from Erasmus+: Youth in Action Programme countries.

Aims and objectives of the activity:

“Drama in Non Formal Learning” training course aims to develop educational competences of the participants on drama techniques used in Non Formal Learning and its implementation in youth works.

Objectives:

- To create new methods for non formal Learning based on drama techniques
- To share and analyse drama methods within educational context
- To put drama techniques into practice for soft skill development of youngsters
- To understand the effect of drama for social inclusion of young people
- To raise the knowledge about Erasmus + programme
- To develop new projects and co-operations

Working methods:

- Non- Formal Learning / Youthpass and their effect on the personal development of youth
- Drama techniques and their usage for soft skill development
- Social inclusion in youth field
- Intercultural learning and multicultural partnerships
- Erasmus+ YiA programme and project planning.

46) Name of the activity	Level UP! Learning in youth work: deeper understanding, better quality, more recognition
Venue	Latvia, Jurmala
Dates	10 March – 11 March 2016 (2 days)

Training Background:

LEVEL UP! is a long-term experimental programme that started in May 2015 and lasted for 9 months (plus a conference for sharing results in March 2016) for youth workers and youth leaders from Latvia and Estonia. Focus was on facilitation and recognition of learning processes of young people in youth work – based on the Youthpass concept.

Aims and objectives of the activity:

- To support quality of youth work in Estonia & Latvia and to stimulate learning processes in non-formal learning settings for all involved people by exploring and experimenting with methods and approaches of self-reflection and analysis based on the Youthpass concept.
- To explore the possibilities of Youthpass outside the Erasmus+ programme and using it as a national tool for recognition.

Working methods:

- Presentations;
- Panel discussion on systematic change and impact on youth work with attention to learning processes and competence development;
- Workshops to deepen the presented information:
- what happened in the practice projects?
- Political Intentions of “Level up”
- Research outcomes “Level up”
- Youthpass!? What, how and why?
- Training youth workers for learning?
- Practise workshop for stakeholders who consider a similar process of adapting Youthpass in national contexts;
- Discussion about the potential of the further implementation of Youthpass in various contexts;
- Facilitated process to deepen the quality aspects of Youthpass and its process (*World café* method):
- focus on quality learning in youth work;
- recognition of Youthpass;
- quality training for youth workers;
- the Youthpass certificate;
- accreditation of organisations/people. Age group. Type of projects;
- methodology to implement quality learning in youth work;
- tips/ideas for when doing a project like “Level up” again.

47) Name of the activity	COMETS communicates
Venue	UK, Cardiff/Wales
Dates	23 April – 28 April 2016 (5 days)

Training Background:

In the context of the European Training Strategy (ETS) the SALTO Training & Cooperation Resource Centre (SALTO T&C RC) published the ETS competence model for trainers working at international level with criteria and indicators - www.salto-youth.net/trainercompetences.

Please note that COMETS communicates intends principally to offer trainers a space to reflect, exchange and contrast their practice and understanding with regard to meaningful communication. As a result of this process, it is anticipated that trainers will also have the opportunity to strengthen existing or develop new tools on communicating meaningfully. The main purpose is to enable participants to take further steps in their professional practice. The course will be designed on the basis of self-directed learning principles.

Aims and objectives of the activity:

Please apply, if you are interested in the training course and if you want to be part of this training environment with the following intentions of the team:

- Exploring sources (theories, methodologies, approaches) in forming trainer's practice,
- Supporting work on the interconnections between being a trainer, the group the trainer works with, and the context,
- Create space which invites the 'whole person' (Body-Mind-Heart-Soul),
- Creating a learning environment which invites participants to stretch boundaries, and
- Critically reviewing our practice and underlying attitudes as trainer in respect of meaningful communication, empathy, and emotions.

48) Name of the activity	KA3, Structuring the Dialogue
Venue	Spain, Madrid
Dates	09 February – 13 February 2016 (4 days)

Training Background:

The Structured Dialogue (SD) is a unique opportunity to gather young people with political representatives to exchange ideas and proposals to improve the situation of young people and youth policies. In addition, the SD is a unique tool that brings together various actors of the youth sector, from youth organizations to national authorities, politicians and youth workers.

However, we realize that the ideas and proposals emerging from dialogue between young people and political representatives often remain on paper and there is a lack of monitoring and implementation of SD. Even we perceive certain isolation of projects approved within the Structured Dialogue (KA3) Erasmus Plus program with respect to the overall objectives of this policy. Therefore, it is important to strengthen the capacities of actors in order to plan and work together with political representatives, to implement the proposals emerging from this process of cooperation between civil society and policy makers. This Training Course is for 30 participants from Erasmus+: Youth in Action Programme countries.

Aims and objectives of the activity:

In this project we aim at gathering Structured Dialogue (SD) actors to exchange good practices and develop a common strategy regarding the implementation of the SD by including KA3 quality projects in the general SD process.

General objective:

To bring together Structured Dialogue actors (National Youth Councils, public authorities, organizations involved in Structured Dialogue projects, etc.) to exchange good practices and develop a common strategy regarding the implementation of the Structured Dialogue (SD) at national, regional and local level in order to incorporate KA3 quality projects in the general SD process.

Specific objectives:

- To increase the importance of the Structured Dialogue as a tool for youth participation in the development of policies that have an impact on them.
- To exchange best practices, especially when it comes to follow and implement the conclusions of national / regional / local policies, so that there is a follow-up on projects.

- To connect KA3 projects with the Structured Dialogue general cycle.
- To generate new high quality projects within the Key Action 3 projects which are embedded within an overall strategy for impact in the territory, taking into account the general cycle for the Structured Dialogue.
- To develop common strategies to propose ideas and steps to improve the monitoring phase and implementation to maximize the potential of the SD.

Working methods:

The methodology will be based on non-formal education and the input and proposals received from participants. We'll see examples of good practice and have open space for participants to share their experiences. In addition, national stakeholders will be invited to exchange proposals on the implementation of DE.

49) Name of the activity	Making the Difference 3: A North-South Partnership Building Activity (Previous title: PBA „North Meets South“)
Venue	Portugal, Vila da Marmeleira
Dates	21 June - 26 June 2016 (5 days)

Training Background:

The PBA is organised in a small village where the involvement of and contact with the local community serves as an example and inspiration on how this can be done during youth exchanges. The participants live together in different houses in the village. This Partnership-building Activity is for 30 participants from Croatia, Cyprus, France, Italy, Norway, Portugal, Spain, Turkey.

Aims and objectives of the activity:

This Partner Building Activity (=PBA) aims at creating concrete partnerships – by preference between North and South of Europe, so that they can develop youth exchange projects and apply in 2016 under the Erasmus+: Youth in Action Programme.

Objectives of the PBA:

- To create an opportunity to find good and reliable partners to make youth exchanges with
- To understand what is needed to plan a youth exchange of good quality.
- To create a solid network of contacts and partnerships.
- To equip the youth workers with insight in their role as coach and support in the youth exchange process.
- To experience the possibilities of local involvement.
- To understand the impact and social change a youth exchange can have within the local community.

50) Name of the activity	Formal-Non-Formal: Youth Work in School
Venue	Estonia, Tartu
Dates	25 April - 29 April 2016 (4 days)

Training Background:

We will take a cross-sectoral approach by having an insight on how non-formal education can be used to work with these young people and how youth work methods can be used to support their development in educational settings. This Seminar / Conference is for 25 participants from Austria, Belgium - FR, Czech Republic, Estonia, Hungary, Latvia, Liechtenstein, Lithuania, Macedonia, Former Yugoslav Republic of, Netherlands, Poland, Portugal, Romania, Slovak Republic, Turkey, United Kingdom. Priority will be given to the participants of School Inclusion Units project (Leeds, UK in April 2015): <http://trainings.salto-youth.net/4752>.

Aims and objectives of the activity:

This activity is aimed at creating international projects to support the development of young people excluded and those at risk of exclusion from mainstream education.

Working methods

This activity will focus on observing and sharing good practices, linking professionals in order to share expertise, opinions and working methods. This will lead to:

Participants being involved in active cooperation between formal and non-formal education organisations;

Participants using youth work approaches to work with inclusion target groups focusing on school inclusion;

new Erasmus+: Youth in Action projects submitted by the participants.

Besides sharing each other's practice, participants will have a chance to observe good practice in Estonia, in particular the effective process of placing youth workers in primary and secondary schools.

51) Name of the activity	NFL – Business Training Course for Youth Workers
Venue	Poland, Konstancin-Jeziorna (near Warsaw)
Dates	16 May – 20 May 2016 (4 days)

Training Background:

It is a training course addressed to youth workers aimed at developing and professionalising the youth work sector. The goal is to encourage participants to look for contact and cooperation with the business world and to provide them with concrete and practical knowledge and skills necessary to start effective cooperation with business in their local communities.

The training is addressed to experienced and interested youth workers who are able to apply the knowledge and skills gained at the training in their organisations' everyday work and who are ready to enter into cooperation with the business sector. Participants must be of age, able to communicate and work in English, and resident of one of Erasmus+ Programme Countries.

The training will be carried out by a team of trainers composed of professional business trainer, and trainers with non-formal education background.

Aims and objectives of the activity:

This training course aims at supporting the professionalisation of the youth work sector in establishing contacts and cooperation with the business sector.

Business know-how such as applying business models, plans and strategies, conducting talks, creating social enterprises, using benefit language to communicate the value of an organisation and of youth work, building the organisation's brand, may also be useful in youth organisations' everyday work and management.

This is a thematic training and it is not dedicated to Erasmus+ programme and its actions; during the training we will not deliver knowledge of e.g. particular actions, rules of applying for funds, etc.

52) Name of the activity	Life Love Youthpass 2
Venue	Spain, Mollina (Málaga)
Dates	29 February – 5 March 2016 (6 days)

Training Background:

This training course invites EVS mentors and coordinators to take part in a unique learning journey, in order to equip them with competences to facilitate their volunteers' learning of the Youthpass process.

During the training course you will have the opportunity to reflect, explore and question your own understanding of learning. You will be supported to develop your own approach and action plan to help EVS volunteers on their learning journey. In order to gain that, you will be guided through your

own pathway of learning, supported by the other participants and trainers in order to achieve a greater understanding of the entire Youthpass process and its key competences. This Training Course is for 24 participants from Erasmus+: Youth in Action Programme countries.

Aims and objectives of the activity:

the second edition of “Life Love Youthpass” training course aims at highlighting and enhancing the quality of the educational aspects within EVS. The focus will be on exploring the learning process within EVS and, in particular, on understanding Youthpass as a tool for learning and on developing skills in how to transfer the learning outcomes into the Key Competences of Youthpass.

Objectives:

- To understand the concept of EVS as an educational programme and to discover the philosophy behind Youthpass.
- To explore the dimension of learning within EVS project and to connect it with non formal/informal and self-directed learning.
- To develop competences on facilitating the learning process and on the self-assessment of learning outcomes in EVS.
- To develop competences on the implementation of the Youthpass as a process, learning how to use it as tool for learning recognition.
- To provide a clear understanding of the key competence within Youthpass.
- To reflect on the role of the Youthpass support person regarding the learning of the EVS volunteer.

Working methods:

The methodology used in this training will be based on new and creative experiential learning processes and non-formal education. Participants will explore but also experience these processes themselves during the training through reflection of learning and by discovering their own way of learning to learn (L2L).

8.2 Key action 1 (KA1) – Youth work mobility projects

1) Name of the activity	Keys to employability - Intercultural Competence
Venue	Armenia, Aghveran
Dates	24 November – 30 November 2015 (6 days) 11 January – 15 January 2016 (4 days)

Training Background:

As the unemployment rates among youth in Europe are becoming alarmingly high, there is a visible need to come up with some innovative strategies and solutions that would improve young people's chances on the labour market. Many young unemployed already have important practical skills gained in the course of their formal education but at the same time they are lacking certain soft skills that are equally essential to build a satisfying and successful career. In the modern, globalised world where many organisations and institutions operate on the multinational level, their future employees are expected to have competences that will enable them to also work in an international environment. Moreover, as the modern societies are becoming increasingly culturally diverse in itself, the ability to successfully cooperate with people with different cultural backgrounds has become crucial not only in private life but also in the professional field. Therefore, it is necessary to provide youth with an opportunity to develop a certain set of essential intercultural competences that will not only boost their chances on the labour market, but will also strongly contribute to their social and personal development.

Aims and objectives of the activity:

The specific objectives of the projects are as follows:

- To equip youth workers and youth leaders with tools and methods designed to develop intercultural competences among unemployed youth
- To introduce basic theories of culture and interculturality and provide participants with a space to reflect and discuss the concepts
- To provide participants with an opportunity to exchange challenges and possible solutions in the field of preventing youth employment in their communities
- To establish a network of like-minded organisations and individuals who are interested in further cooperation on the topic
- To develop follow-up projects for young unemployed that will make use of the new skills and knowledge gained by the participants in the course of this project.

Working methods:

The methodological design of the project will be based on the ideals of non-formal education and is designed in a way to make best use of the potential and experience of the participants. The working methods will combine inputs with interactive sessions based solely on the contributions and experiences of the participants to make best use of their potential. On the last day the open-space method will be used for the development of concrete follow-up projects.

2) Name of the activity	Lifeline Water (Cansuyu)
Venue	Turkey, Istanbul
Dates	18 February – 24 February 2016 (6 days)

Training Background:

There will be a total number of 21 participants, out of which 11 are female, from Germany, Azerbaijan and Turkey in the project. The participants are expected to have enthusiasm to increase their capacity about fundraising; to be willing to work in multicultural work environment; to appreciate differences; and to be above 18.

Aims and objectives of the activity:

Acknowledging that youth Non-Governmental Organisations (NGOs) have fundraising difficulties, the training course aims to help strengthen civil society by promoting the functioning and activities of the youth NGOs through the following actions:

- Fundraising Education: Basics and structure of fundraising and donor relations are the subjects of this training. There will also be workshops to let participants practice what they have learned.
- Exchanging best practices and Practice Workshop: Best practices from the world and Turkey will be discussed. Each NGO make their own Fundraising Plan during practice workshop.
- Visiting governmental organisations, preparing recommendations of the project and initiating a signature campaign

In 8 days in Istanbul, the activity will support increasing 21 youth workers' capacity of fundraising through training on fundraising (basics, structure), making up donor strategies, introduction of innovative approaches in the world and exchanging best practices. In a month after the activity, the training course intends to help partner NGOs increase their income by 10% with the help of project output Fundraising Plan; and to reach at 25.000 signatures for the campaign

Working methods:

Intercultural Communication; Brain Storming; Interactive Workshop; Team Work; Outdoor Listening, Question and Answer, Debate

3) Name of the activity	Non Formal Education of the Physically Handicapped in Sport
Venue	Turkey, Çanakkale
Dates	26 April - 03 May 2016 (7 days)

Training Background:

Disabled youngsters; young and active volunteers working with disabled young people; and, trainers and youth leaders working with disabled young people will participate in the project. All project participants will be chosen amongst economically or socially disadvantaged groups, who have not been not able to attend this kind of projects before. There will be three participants in wheelchair, two of whom are young volunteers and one of whom is a facilitator.

Aims and objectives of the activity:

For the participants, the training course aims at:

- Increasing active citizenship;
- Ensuring participation to the society and democratic life of disabled young people,
- Supporting employment opportunities,
- Improving individual development, self- confidence, basic skills, the abilities and qualifications, and
- Contributing to the disabled young people's awareness on healthy lifestyle

For the partner organization, the training course also aims at:

- Increasing the capacity of the project partner organisations,
- Strengthening their institutional structure and good management skills,
- Providing more qualified and attractive programmes compatible with the needs and expectations of the youth and volunteers,
- Progressing on European dimension and being able to develop cooperation on European networks,
- Being more effective and more qualified in practicing youth work in their local environment and,
- Strengthening their cooperation with their stakeholders

Working methods:

Non-formal education techniques will be used such as practical workshops, brain storming, question-answer, drama and role playing, educational games, learning from each other, pair and group works. Some measures are taken to ensure the active participation of the participants and to be able to include them in the decisions. In the project, following activities will be implemented: sports and physical activities with disabled; activities for social inclusion of the young people with disabilities; activities to understand the situation and differences about disabled young people; activities of local observations and examinations; activities of intercultural awareness, and personal development activities.

4) Name of the activity	Reducing Early School Leaving Through Art
Venue	Turkey, Gaziantep
Dates	June 2016

Training Background:

The primary focus of the training will be to study the actual situation of work in Europe and the main common problematic in the different countries and if/how the participants can create solutions to unemployment. This training course will focus on sharing experiences, methods and good practices by using video and theatre arts as effective tools.

Aims and objectives of the activity:

The training course aims at:

- promoting the quality of youth work,
- promoting intercultural dialogue,
- developing new sustainable and innovative project ideas
- developing new partnerships, and,
- knowing how to use theatre and video arts as effective tools for youth work.

Working methods:

During the training course, the participants will have a good opportunity to propose new actions, interventions and projects ideas to be implemented in the future in Europe. Non-formal education will be used through the whole activity and intercultural learning and experiential learning will be the most important elements of the whole training process. Training course will be led by four expert trainers and the team will have some outputs such as short movies, visuals, theatrical performance and a guide about art as a tool for youth work. The outputs will be used in dissemination activities organised by partner organisations at the local level.

5) Name of the activity	About: Youth active participation
Venue	Italy, Sicilia
Dates	December

Training Background: Not available

Aims and objectives of the activity: Not available

Working methods: Not available

6) Name of the activity	ENTER: Training Course on Youth Entrepreneurship
Venue	Turkey
Dates	06 March – 13 March 2016 (7 days)

Training Background:

Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, self-confidence, adaptability, innovation, risk-taking and specific business skills as well as ability to plan and manage projects in order to achieve objectives. For a decade, entrepreneurship is on the

agenda of European Union (EU). According to European Commission policy makers; there is a need to stimulate the entrepreneurial mind-sets of young people and to create a more favourable societal climate for entrepreneurship. So there is a conceptual shift from entrepreneurship education as "how to run a business" to "how to develop a general set of competences applicable in all walks of life". We strongly believe that Erasmus + Programme and youth work has a very important role in creating awareness on youth entrepreneurship and equipping youngsters with the necessary knowledge and skills. Sub-actions of the programme can be used as a very dynamic and effective tool to encourage young people to become entrepreneurial thinkers, take initiatives and social responsibility.

Entrepreneurship education has the potential to contribute:

- * to the building of entrepreneurial mind-set and competences among the young citizens of Europe
- * to development of more creative and innovative nations within Europe
- * to society through more active citizenship among youngsters
- * to the growth of employment opportunities in the medium term

Aims and objectives of the activity:

- Raise awareness about youth entrepreneurship
- Boosting recognition and dissemination of entrepreneurship education within youth work
- Increase international cooperation and exchange of experiences and practices across Europe
- Develop and apply more systematic education strategies for entrepreneurship in the field of youth work
- Development of a new innovative model for an international training on entrepreneurship education for youngsters based on the use of non-formal educational methods, tools and materials
- Promote Erasmus+ Programme and identify available resources for young entrepreneurs

Working methods:

- icebreakers + introductions
- movie watching
- sharing rooms with participants from other countries
- field trips to ancient cities + practical quests in groups at a remote village
- evening reflections
- evening dancing in local bars
- field trip into an NGO, focusing on active citizenship
- teamwork on a given project throughout the whole project (making up their own entrepreneurial scheme)
- intercultural night including meal tasting from different nations
- field trip into an organization supporting young entrepreneurs

7) Name of the activity	Wake hidden art up!
Venue	Czech Republic, Náchod
Dates	Project: 01 March – 24 June 2016 (3 months and 24 days) Core activity: 01 April – 05 April 2016 (4 days)

Training Background:

This project was concentrated on education of youth leaders. Staff of SVC Decko is experienced in the area of the youth work and they carry out a lot of successful projects. The organization was also awarded by Czech National Agency for supporting improvement of the quality of youth work. This time we wanted to show to youth leaders that traditional art techniques are useful tool in the youth work. As the traditional art is not used - and even not noticed - by youngsters and a lot of pedagogues we consider it as a 'hidden'. Through implementation of the project we wanted to lead participants to discovery of this lost treasure which can give knowledge about our roots, identity, awareness of similarities and differences between European cultures.

Aims and objectives of the activity:

- to protect traditional art against being forgotten
- to improve the quality of the youth work
- to teach youth workers forgotten art techniques
- to share and create innovative methods of using traditional art
- to promote positive attitude to traditional art, to make people aware of its value
- to analyse attitude to traditional art in different countries and find a way to make traditions attractive for youngsters
- to expand knowledge of youth leaders about 'hidden art'
- to encourage youth leaders to use traditional art in their work

Working methods:

Seminar for youth workers (A1) took place mostly in the seat of SVC Decko Nachod in the Czech Republic (organization has art department which provided equipment and space needed for activities). The seminar last 5 days, from 1st to 5th of April 2016. There were involved participants from 6 organizations.

Methods used on seminar were different methods of non-formal education. Methods were adapted to the particular topics. We provided for instance practical art workshops, discussions, brainstorming, presentations. Some parts of program were on responsibility of the participants.

In all organizations there was chosen one person responsible for communication with project partners. We were in contact during the whole project duration. To communicate with each other we were using mainly e-mail and skype, later on we also set up facebook group for communication between the participants. Sometimes, according to needs, there were used also phone calls.

Communication with other stakeholders was organized in the similar way - with use of digital tools, phone calls and personal meetings.

8) Name of the activity	Do not be afraid
Venue	Czech Republic, Jindřichův Hradec
Dates	01 April – 07 April 2016 (6 days)

Training Background:

- Participating organizations are already working on a different project together, using the extra opportunity to further develop their relationships as well as to share the good practice.

Aims and objectives of the activity:

- To get to know participative methods in youth work and learn how to use them appropriately in participation process
- Increase quality of youth work in the organizations
- Develop competences (knowledge, skills, attitudes) of young people and of youth workers
- Intercultural dialogue
- Language skills

Working methods:

- presentation of the participating organizations
- knowledge on participation
- theory and practice of participative methods
- SWOT analysis of the participating organizations with respect to participative methods used, and comparisons of these across participating organizations
- simulation of a Structured Dialogue project in order to practice its implementation
- evaluation of the project

9) Name of the activity	Increasing competences in youth workers in order to improve starting positions of youth for life
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Venue	Estonia
Dates	10 April – 13 April 2016 (3 days)

Training Background:

- Past experience with the given organizations proved that there is much know-how among the partners, hence the decision to have a common good-practice-sharing project.

Aims and objectives of the activity:

- To increase quality in youth work with young people with fewer opportunities
- Increasing pan-European dimension through good practice sharing across different social and cultural contexts
- Increasing skills of youth workers
- Networking among organizations

Working methods:

- Interactive workshops with young people with fewer opportunities in different countries
- Icebreakers, exercises to reflect on the skills-levels of the youth workers
- Direct youth work with young people with fewer opportunities
- Creating a „tool portfolio“ in order to enhance learning of the participants
- Networking activities (informal, evenings)
- Evaluation
- Teamwork
- Brainstorming + brainwriting
- Presentations
- Discussions
- Reflections + self-reflections
- Relaxing activities
- Roleplaying
- Video watching
- Outdoor activities

10) Name of the activity	Migration and Inclusion – changes and challenges for our future
Venue	Germany, Berlin
Dates	29 April – 08 May 2016 (9 days)

Training Background: This project consists of two eight-day-training events on the topic of “Migration and Inclusion” in Berlin and Amsterdam. They will be connected by a five-month tryout. We expect trainees (at least four per country) from Germany, Romania, Netherlands, Greece, Spain, Bulgaria and Italy who have experience in working with youth and young adults.

Aims and objectives of the activity:

Our specific goal is to involve youth workers who are with fewer opportunities due to economical, social and cultural obstacles and/or who are of Roma/Sinti background and/or (descendants of) migrant and refugee families or work with people of those communities. Under the title "Migration and inclusion: Chances and Challenges for our future" the participants will learn, try out, discuss and evaluate a great variety of non-formal pedagogical approaches to deal with migration, inclusion, anti-racist education, stereotypes, transcultural communication and conflict management. The trainings also promote pedagogical approaches in dealing with the challenges and the opportunities arising in transcultural and pluralistic societies. This training project will be preceded by two job-shadowing mobilities. They will purposefully take place in the last preparation-phase of the training events so as to allow six selected youth workers from Bulgaria, Netherlands, Spain and Germany to get the

opportunity to gain experience and exchange ideas in the partner organisations in Netherlands and Germany during this intense phase of the training's preparation.

Working methods:

In order to deal with the wide range of pedagogical approaches and to learn more about the topic of migration and inclusion the two trainings will include activities such as doing excursions and guided tours, working with creative and artistic methods or try out methods of anti-racist education or transcultural education, input lessons or watching and discussing documentary films or short movies. All of the activities in the program have the common factor of qualifying the trainees within the context of intercultural learning and stimulating them to develop and adopt new skills concerning the topics of migration and inclusion of migrants. Thus the participants will be able to use their newly acquired expertise in their work with youth and young adults and share and multiply what they have learned with fellow youth workers. An internet-blog-site will be used as working and dissemination-tool to collect and discuss the content during the whole project.

11) Name of the activity	Let's participate!
Venue	Finland, Lapua
Dates	08 April – 14 August 2016

Training Background:

As youth workers, youth leaders who work in rural areas we experience a vast lack on information on mobility projects for young people. In small villages, settlements, islands, remote areas the possibilities don't come so fast to the young people like in big cities or close to the capitals. Rural youth needs to be motivated and supported to participate in international youth events and encourage them to bring back their experiences and developed competences to local level in order to improve rural areas.

Aims and objectives of the activity:

One of our first tasks as rural youth workers, youth leaders are to develop and improve our youth work competences to make international youth work opportunities as Mobility projects for young people and youth workers according to the proposals of Erasmus + programme more visible and attractive for our target groups. Bring the information such a way for them that they can feel encouraged to participate, they can understand that participation is essential for them and for their local communities as well. Rural development can truly happen if young people participate in European level, experience being European citizen, feel to be active citizens then they can practice these in local level for the sake of their rural areas. Rural youth have to recognise that their opinion and thoughts are important to the decision makers in their rural communities, they can initiate a dialogue with youth policy makers, and they can establish youth councils to represent them, they can cooperate with youth organisations, and other civil society organisations which can support their ways of 'learning to participate' from an early age. As rural youth workers, youth leaders we would like to improve their youth work competences in order to achieve this participation level of our target groups in the sake of rural development. The overall aim of the training course is to develop understanding and awareness of youth workers, youth leaders for the impact of international youth projects to the local community in rural areas and the efficiency of the active participation of young people within international and local youth projects. To build a bridge between the gained skills and knowledge of young people in international level and for using these skills and knowledge in the sake of local community in rural areas. To develop skills and competencies of youth workers, youth leaders with active participation of young people for transferring international experiences actively into local projects as rural development.

Working methods:

Our participants will be rural youth workers, youth leaders who are directly working with rural youth by using non - formal educational methods in youth clubs, youth departments, schools, social and youth services, etc. The training course will be built on non – formal educational approach. We

will use experiential learning then assess the learning processes and learning outcomes of participants. Competence development will be focused by our programme flow based on the needs and expectations of our partners and participants. Our training course will be learner centred. Methods we plan to use in order to achieve the objectives and support the competence development of our participants: individual work, pair work, mixed small group work, case studies, presentations, brainstorming, small local actions, idea and project development, self – assessment, feedback, dialogue space, etc. Results and impact: Introduction of participants: photo, motto, habits, postcard. Posters on partner organisations. Posters with the learning outcomes. Rainbows with developed competences and learning outcomes. Draft projects filled in the Eform Presentations of youth exchanges, EVS and youth workers' mobility projects on European citizenship and active participation in rural areas. Suggestions for impact on local communities in rural areas. Examples for active participation of rural youth. Definitions on cultural, social, economical and political of citizenship. Suggestions how participation of rural youth can be improved for the sake of local communities in rural areas according to the objectives of Participation field of action of European Youth Strategy. Proofs on European citizenship and its meanings. Descriptions of small local actions² presentations of the photos from the small local actions led by participants. Postcards booklet on the ideas how can we transfer international experiences into local youth work based on the needs of rural youth.

12) Name of the activity	The sound of Light
Venue	Italy, Rome
Dates	02 April – 08 April 2016 (6 days)

Training Background:

The project was based on a detailed needs analysis run in the involved European countries on the situation of young people with disability: indeed even if the number of activities where they can participate increased in the last decade, it's still hard to match the available projects with the amount of requests. For this reason the project aimed to further develop the quality of youth work in the field of disability, by providing participants, youth and social workers, as well as young people with and without disability, with new working methods to run new inclusive initiatives and projects.

Aims and objectives of the activity:

The project aimed to achieve the following outcomes: development of new interactive tools and methods to enhance the accessing and inclusion of different targets; encouragement of the youth active participation; empowerment of young people and development of their skills and competences; networking at national and European level within civil society and voluntary service organizations in the field of disability; implementation of new deep rooted activities, run by the young people themselves and targeted to other youth of the same age to make sensitisation about disability and to promote the idea of “different abilities”.

Working methods:

During the whole project methods coming from the non formal education have been applied and promoted, in order to encourage the horizontal exchange, the active participation, the creation of individual and group learning processes and the learning by doing. In the youth exchange was proposed a joint methodology including non formal education, theatre and outdoor activities.

13) Name of the activity	Convergence of the youth disability organizations into the inclusion project network
Venue	Italy, Padova
Dates	18 April – 21 April 2016 (3 days)

Training Background:

Its aim was to create more learning opportunities for youngsters with disabilities by connecting organizations and professionals working with this specific target group and by developing their competences for design of inclusion projects under the Youth sector of the ERASMUS+ program.

Aims and objectives of the activity:

Specific objectives of the project were: 1. To support creation of partnership and networking among organizations working with disabled youngsters by bringing them together, by encouraging sharing of experiences and by uniting them for reaching of common objectives; 2. To develop competences of the professionals working with disabled youngsters about the Erasmus+ program and in particular about the Mobility actions under the Youth sector (youth exchanges and European Voluntary Service); 3. To raise awareness of organizations working with disabled youngsters regarding the value and outcomes of the non-formal and intercultural learning of youngsters with disabilities through the European inclusion project experiences. 4. To favour development of new Youth mobility projects addressed to young persons by improving the project development competences of participating organizations and by providing support in follow-up phase to the initiated project groups. 5. To raise interest towards the ERASMUS+ Youth Mobility actions among the disability organizations in the participating countries, through structured dissemination activities of this project

Working methods:

The Contact Making seminar was designed and implemented fully respecting the principles of non-formal education and using large variety of non-formal methods, like the group work, simulation games, case studies, discussions in plenary, presentations and many others respecting different learning types and needs of participants. Regarding the program elements there were ice-breaking and group building games, presentations and group work on benefits of non-formal education and intercultural learning for young disabled persons. A special activity was dedicated to the simulation of a European partnership in order to underline the importance of communication, respect and active involvement of partners for the success of the projects. On the third day participants developed their project development skills and started to elaborate their follow-up projects in project groups with other participants. By use of case studies of other already implemented youth exchanges participants defined the quality principles in Youth Mobility projects, observing also the choice of most appropriate methods for disabled youngsters. Last seminar day was dedicated to conclusions, answering unclear questions, discovering important side elements of each project, closing their project groups with concrete future steps and evaluating the seminar and their learning outcomes. There were also non-formal evening moment, like the Intercultural evening and Farewell party as important group spirit and socialization moments.

14) Name of the activity	Youcode: YOUNG COMMUNITY DEVELOPPERS
Venue	Italy, Palermo
Dates	11 April – 19 April 2016 (8 days)

Training Background:

“Many researches reveal that lack of youth participation is a serious issue all around Europe. We are facing a strong crisis, not only for the economic threats we are now suffering, but especially for the lack of interest in improving our society, the relationships among the citizens and the respect of core values. Youth organizations have a key role in making the society a better place and have the responsibility to give the youngsters the chance to first develop themselves as better persons and then to take the necessary space for action. Besides, successful examples of youth participation are often unknown, especially when it comes to youth-led projects for the development of local communities.”

Aims and objectives of the activity:

The project has been planned with the overall aim of starting a virtuous process to develop the skills of no profit organizations in the field of youth-led project management. It aimed to create a strong

network of youth organizations and young leaders that will cooperate in a long term perspective becoming a resource also for the other organizations all over Europe who wants to grow in this field.

1) International Seminar.

The objectives to be achieved through the Seminar were: to share a common understanding of youth participation, European active citizenship and youth-led projects, focusing on a gender sensitive approach and use of different media; to increase the knowledge of best practices on how to develop successful youth-led projects around Europe and foster the skills of youth organizations and informal groups; to build strong partnerships among the involved organizations, able to contribute to the development of future successful projects.

2) The training course

The specific objective of the TC were to increase the quality, the effectiveness and the attractiveness of youth-led projects providing tools for their planning and implementing and disseminating for results; to foster young people's active participation in society and encourage them to take initiative for community development, mainstreaming a gender sensitive approach; to create a diversified and tied network of young community developers coming from all over Europe, supporting each other for future projects. During the training course were tested and improved the tools stemmed from the seminar in order to assess the shared practices, therefore the TC was considered to be a direct outcome of the Seminar.

Working methods:

„Considered the profile of participants and the type of activities, the seminar was structured on a collaborative effort based upon an horizontal relationship. Methodologies from non formal education and cooperative learning were used, since the main part of the learning outcomes came from the participation of the participants.“

15) Name of the activity	„B.R.I.D.G.E. – Bring Inclusion anD Get quality in youth Exchanges“
Venue	Latvia
Dates	17 August – 28 August 2016 (11 days)

Training Background:

The project “B.R.I.D.G.E. - BRing Inclusion anD GEt quality in youth exchanges” brought together 24 youth workers, youth leaders, representatives of different organizations from Latvia, Lithuania, Estonia, Ukraine, Belarus, Russia, Georgia, Armenia, and Moldova. The project was implemented in cooperation between partner countries from above mentioned countries. The project responds to the lack of knowledge and expertise among youth workers and youth leaders in project partner countries on organisation of international youth mobility projects with mixed-ability groups of young people, particularly youth exchanges, using non-formal learning and inclusive approach.

Aims and objectives of the activity:

According to the calling of the local realities and needs identified of partners when developing the project, the main aim of the project was to enable youth workers, youth leaders and representatives of different organisations to organise qualitative youth exchange project with participation of youth mixed-ability groups, thus, developing capacity of organisations in the field of inclusive youth work and indirectly contributing to increase participation of young people with and without disability.

Particularly, the project has reached following objectives:

- it raised awareness of participants and developed skills on how to organise qualitative mixed-ability (inclusive) youth exchange projects;
- it introduced participants to the values, principles and methods of Non-formal education and developed skills on those implication in youth mixed ability projects;
- it provided space for sharing realities and good practices of international inclusive youth exchange projects in countries of EU, Eastern partnership region and Russia;

- it provided space to discover particularities working with mixed-ability youth groups in international environment;
- it discovered different approaches to disability and developed effective hints for organisation of inclusive youth exchanges;
- it defined the role of youth leader in inclusive youth exchange projects:
- it introduced participants to quality criteria of inclusive youth exchange projects, Youthpass and different learning instruments to be later used in their work with young people;
- it made participants familiar with Erasmus + programme and confident to organise projects themselves;
- it provided safe space and support for participants in development of common inclusive youth exchange project ideas to be implemented after the course.

Working methods:

The working methods of the course were based on principles of NFE and facilitated exchange of information, building awareness and provided training for new competencies. The programme was designed as a mutual learning situation, where participants got new experience and compared different understanding about issues of

disability, social exclusion and qualitative youth exchange projects. Participants had an opportunity to experience NFE in practice in international environment and compare differences. Group dynamic activities were used. Participants ran their own energisers and adapted the ones they know to the mixed ability group. It was challenging

experience, considering that some of participants could not stand or jump, see etc. It helped to create safe learning environment and confidence within the group also for other parts of the programme.

The opinions, views and experience of participants served as a basis for reflection and discussion of good practice. They experimented in the context of the working methods which varied from the role plays, simulations and case studies, and discussions to individual and group work in order to tackle following main project themes:

- disability, in particular physical disability and health problems;
- social inclusion and indirectly active participation of young people with fewer opportunities;
- international mobility projects, particularly youth exchanges, and quality elements of those projects.

The methodology included communication based methods (interaction, dialogue, open discussions), activity based methods (sharing experience, practice and experimentation), socially focused methods (partnerships, teamwork, networking) and self-directing methods (creativity, discovery, responsibility, action) to address the issues. The entire project was based on NFE methodology and implication of social inclusion approach to international youth mobility projects. The trainers used best practices of EU and the Council of Europe in the youth field. Salto resources on mobility projects, non-formal learning, inclusion, and intercultural learning were used. Small group work was used to encourage participants to express their opinion, which for some was more difficult to do in a big group.

Reflection and learning groups were run on regular basis in order to track the exchange and learning process and to reflect on the programme. The Map of competences and Youthpass approach was developed with the learning outcomes of participants. There was space for country and organization presentations, presentation of successful projects, brainstorming sessions, project development work and learning by doing. A particular emphasis was put on practical activities and exchanging of good practices of inclusive work and establishing links between the fields of NFE and intercultural learning with the work with young people with fewer opportunities through international mobility youth projects. Participants developed their professional competences as well as active participation, group and teamwork, learning-by-doing, simulation exercises, groups' dynamics, interactive role-plays, case studies as well as theoretical inputs, practical workshops in mixed ability groups, form the basis of the course. Work on inclusive quality criteria (e.g. partnership, role of youth leader, space for young person, specificity of inclusive projects etc.) was an important part of the programme. It aimed at providing participants with clear picture and practical conclusions for qualitative youth exchange projects with mixed –ability groups. Meetings with practitioners provided peer-to-peer element and exchange.

16) Name of the activity	Change must go on
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Venue	Latvia
Dates	11 September – 19 September 2016 (8 days)

Training Background:

The project gathered together 24 youth workers coming from 8 countries - EU and EECA region (Ukraine, Armenia, Georgia, Moldova, Spain, Romania, Bulgaria, Latvia). The 24 participants attending the training course were youth workers, youth leaders, high school teachers, volunteers that work in the field of youth, volunteer coordinators, mentors or school psychologists. HPPL has conducted several activities and also international projects on the topic of global education and came to the conclusion that youth workers need practical methods that they can use in their work with young people that can generate impact on a local and global level.

Aims and objectives of the activity:

1. To increase the knowledge regarding active global citizenship
2. To develop skills for using Storytelling, PhotoVoice and Sensory Labyrinth Theatre non-formal methods of education.
3. To create a bridge of transferability of both theoretical frame and the methods of non formal education towards the community.
4. To increase motivation for becoming educational agents

Working methods:

During the 7 full days of the training the trainer's team used the non-formal and experiential methodology and most important methods that were used and facilitated were Storytelling, Sensory Labyrinth theater and Photovoice. The frame that was always applied during the training was the Kolb Cycle of Experience, Reflection, Generalization and Transfer. Therefore we also used reflection activities, group-work based activities, simulation games, debriefing discussions, creative writing, brainstorming, project based learning when creating, organizing and implementing the local activities and events for the young people of Latvia.

17) Name of the activity	Embodied Peacebuilding – Compassion in Action in a Changing World
Venue	Latvia
Dates	5 August – 14 August 2016 (9 days)

Training Background:

In current political and social situation with spreading nationalism, radicalization of the political and religious groups, it is essential that people are equipped with peace building skills, as well as understand themselves in midst of conflict and thus decide to act from place of tolerance and respect. Project "Embodied Peacebuilding - Compassion in Action in a Changing World" was an 8-days training course designed in collaboration of 15 partners with aim to explore and develop peace building methods that are based on work with body and movement, as well as to enhance participants' skills of self-awareness and self-reflection, empathic and honest communication and conflict resolution.

Aims and objectives of the activity:

Within this project we aim to:

- 1) introduce participants with peace building methods based on work with body and movement, while exploring how embodied learning approaches and methods can be used in different contexts within youth work and non-formal education;
- 2) explore embodiment practices as a tool to bring positive changes to personal and professional life of European youth workers and educators and to their communities in order to promote tolerance, peaceful coexistence and solidarity;

- 3) develop authentic, empathetic and creative leadership and communication skills for facilitating conflict resolution, and inspire participants to take an active stand peace building in their communities;
- 4) foster quality improvements in youth work through enhanced cooperation between organizations in the youth field coming from different countries, and through elaborating and testing innovative, efficient learning methods and approaches;
- 5) improve the level of key competences of those active in youth work and youth organizations, by giving them space, time and framework for their personal and professional development;
- 6) support exchange of experience and best practice among European youth workers and educators, strengthen mutual support networks, and provide them opportunity to gain international experience, that is also an important element of professional development in contemporary Europe.

Working methods:

Methodology used in training was built upon principles on non-formal learning and experiential learning. It involved insights from somatic education and included self-reflection and learning processes within smaller and bigger groups. Embodied learning, movement and learning by doing was emphasised throughout the course. Thus course included elements from contact improvisation, shadow work, way of the council, dance, outdoor games, authentic movement, yoga, acrobatics, hands-on bodywork, voice and breathe work, improvisation theatre, guided and silent meditation. Trainers used also short theoretical inputs and exercises for reflection and evaluation, which are based on creative writing, storytelling and visualisation. Discussions in pairs and groups were facilitated as well.

18) Name of the activity	The underdog project
Venue	Poland, Ełk
Dates	23 April – 30 April 2016 (7 days)

Training Background: Not available

Aims and objectives of the activity: Not available

Working methods: Not available

19) Name of the activity	Youth 3.0 (PL_cfh_YWMpl1)
Venue	Poland, Gdańsk
Dates	07 April – 16 April 2016 (9 days)

Training Background: Not available

Aims and objectives of the activity: Not available

Working methods: Not available

20) Name of the activity	„BE the change“ Social theatre and communication
Venue	France
Dates	02 February – 06 February 2016 (5 days)

Training Background:

The training aims at strengthening the role of IVS and youth organisations as actors for peace and intercultural dialogue initiatives. The main objectives of this training is to train the members of IVS and youth organisations on conflict resolution methods and on intercultural communication tools. The concepts, methods and tools presented will allow the participants to boost reflection and to enrich their daily practice as leader of intercultural groups. Back in their organisations they will have the key elements to foster intercultural dialogue and to transform the conflicts which might be triggered during international youth projects.

Aims and objectives of the activity:

- To learn about the different approaches and values of conflict: prevention, resolution, management and transformation
- To understand the processes of conflict and the different ways to deal with it
- To manage concepts of intercultural communication
- To develop skills in mediation and facilitation for conflict resolution
- To discover and practice tools in order to manage and resolve conflicts
- To examine the role of facilitators in discussions and conflict resolution
- To develop abilities to listen to each others and to express oneself
- To raise awareness on what can restrict or favour intercultural communication
- To learn how to deal with work difficulties in intercultural context.

Working methods:

The training methodology will rely on non-formal education. The different workshops will be built around the needs and knowledge of the participants. In order to ensure participants attention, our efforts will focus on creative and innovative presentations. Therefore the trainers will use methods such as mind-mapping, simulations, real life situations or photo-language methodology, etc. The training will also focus on the theatre of the oppressed method, a creative and collective tool to deal with conflicts. These participatory and innovative methods allow to create real dynamics based on confidence and respect among participants. This methodology will also permit to deal with the thematics in plenary with due regard to personal approaches and situations.

21) Name of the activity	Drumming – Sound Therapy
Venue	Romania, Targu Neamt
Dates	16 April – 21 April 2016 (5 days)

Training Background:

Trainingul Drumming- sound therapy will take place în Tg. Neamț, Romania between 15th and 22nd of April 2016. The mobility is addressed to youth workers, social workers, persons interested on the topic, on selfdevelopment. The training will gather together 29 persons over 18 from countries like: Romania, Greece, Turkey, Italia, Bulgaria, Czech Republic, Latvia, Macedonia.

Aims and objectives of the activity:

Given the speed at which technology changes, the things and situations we go through in our everyday life, it is increasingly difficult for us to have time for us to know and to do what we are proposing. People with fewer opportunities or disabilities face the same problem, but to a higher extent than the rest (people). That is why we want to support those working with these categories of people to present to them or to introduce them into the secrets of a method as pleasant as they are, as well as efficient.

The aim of the training is to present an innovative method in working with children or people with reduced possibilities. In this respect, the objectives to be considered by organizing this project are:

O1 Developing the skills of the participants in the activity on:

- using the sound therapy method using percussion instruments,
- self-knowledge,
- using non-formal education methods.

O2. Informing the local community about the existence of this method of self-knowledge and working with others through public activity.

Working methods:

The main method used will be drumming- sound therapy. During the mobility participants will learn, experiment, evaluate, practice and show to the local people what the method is about. In this way they will be able to use the method back on their countries on their own or for their work with people which fewer opportunities.

The order in which the activities are to be carried out is the following: knowledge activities, team building, initiation in using percussion instruments, information on the applicability of sound therapy, information on the benefits of non-formal education, role-playing aimed to a better learning of the sound therapy method, an inner journey (self-knowledge, ways for personal and professional development) or public drumming activities.

22) Name of the activity	Unemployment and youth
Venue	Romania
Dates	February 2016

Training Background: Not available

Aims and objectives of the activity: Not available

Working methods: Not available

23) Name of the activity	Not available
Venue	UK, London
Dates	Not available

Training Background: Not available

Aims and objectives of the activity: Not available

Working methods: Not available

24) Name of the activity	Essentials of advanced interpersonal skills (HU_Gfs_KA2hu1)
Venue	Hungary, Felsőtárkány
Dates	12 March – 20 March 2016 (8 days)

Training Background:

Those working with young people are aware of the importance of advanced interpersonal skills. Developed interpersonal skills are also linked to confidence and self-esteem. Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. People who have worked on developing strong interpersonal skills are usually more successful in both their professional and personal lives.

Interpersonal skills include verbal communication, non-verbal communication, listening skills, negotiation, problem solving, decision making and assertiveness. Without good interpersonal skills it is often more difficult to develop other important life skills.

These skills are especially relevant when working as leaders with young people and/or groups of youngsters: communication becomes a crucial aspect in each stage of the activities and it clearly influences the dynamics and motivation of the groups and individuals. It seems that there is a great demand for improving personal skills as youngsters and youth leaders have no chance to acquire them in formal educational settings. Anytime we have organised a program that has related to communication in a way we have more than abundant applicants. So the demand is still not satisfied. Thus the basic need for such training comes from that fact that young people cannot have such competences in formal education, however, employers expect them from their applicants.

Aims and objectives of the activity:

With the help of this training we would like to:

- raise the employability of youngsters
- to improve their personal development
- to develop their cooperation and negotiation skills
- and to urge them to be able to speak up and stand up for youth organisation; to improve their lobbying techniques if they are in discussion with policy-makers
- generate new youth projects under Erasmus+ that put focus on life and interpersonal skills.

The aim of the project is to contribute with these processes and provide a space to explore and develop the basics of interpersonal skills: how we interpret both the verbal and non-verbal messages sent by others; working with others to find a mutually agreeable outcome; working with others to identify, define and solve problems; exploring and analysing options to make sound decisions; communicating our values, ideas, beliefs, opinions, needs and wants freely.

Positive social skills are recognized as critical for healthy social development, thus to improve such competences is essential.

In this sense, the overall aim of the Training Course is to increase youth workers' capacities to communicate and to transfer messages in their work with youngsters, as well as to reflect and increase the self-awareness of each individual's communication style, especially in the youth work areas. By working on the interpersonal skills, participants can have the chance to improve their employability as well.

Working methods:

The working methods applied in the training course reflect the needs of an internationally composed group of participants, and those requirements linked to non-formal education and youth work.

Moreover, the mixture of methods is planned to allow an adequate educational flow of the training course: The applied methods will be small group discussions, workshops, simulation, role plays and jigsaw learning, inputs from expert, carousel, group building exercises, name games and icebreakers, active discovery of the venue, interviewing local population, cultural presentations organized by the participants, open space for developing own follow-up activities, daily reflections, peer learning and feedback.

These activities are put into a framework of a principal methodological approach which is based on the following elements of non-formal education:

- hand, heart and head - holistic approach (skills, knowledge and attitudes)
- safety and trust (trust in the place, methods and group / values-based)
- communication and mutual understanding (open mind)
- responsibility for one's own choice (participation)
- interactiveness
- learner-centred
- learning from experience (practical and emotional)
- account of individual and group learning (using the group as a resource)
- motivation
- personal contributions.

25) Name of the activity	SIMeNGO - Gamification in NGOs! (PL_imh_YWMpl1)
Venue	Poland, Murzasihle
Dates	21 April – 28 April 2016 (7 days)

Training Background: Not available

Aims and objectives of the activity: Not available

Working methods: Not available

26) Name of the activity	Keep educate your skills about Employment
Venue	Romania, Traisteni
Dates	Core activity: 23 April - 29 April (6 days)

Training Background:

This training course is organised to train youth workers to develop concrete practices to help employability skills for youngsters with disadvantage they work with. The activity explores different concepts such as employability of young people, inclusion, young people with fewer opportunities, soft skills, deepen the meaning of empowerment of youngsters with fewer opportunities and how it is searched in various sectors of life (economy, politics, education and health).

Aims and objectives of the activity:

- To contribute to youth worker's social and professional growth by offering knowledge and practical tools for developing soft skills and transfer them to target group they are working in each organisation.
- To explore the concepts of social inclusion, employment, soft skills, youngsters with fewer opportunities and share best practices among youth workers in inclusion and employability projects.
- To create future and sustainable partnership.
- To present to participants Erasmus+ Programme and opportunities it offer as a great tool for personal, professional and social development of young generation.

Working methods:

During the training course, the participants will have a good opportunity to propose new actions, interventions and projects ideas to be implemented in the future in Europe. Non-formal education will be used through the whole activity and intercultural learning and experiential learning will be the most important elements of the whole training process. Training course will be led by four expert trainers and the team will have some outputs such as short movies, visuals, theatrical performance and a guide about art as a tool for youth work. The outputs will be used in dissemination activities organised by partner organisations at the local level.

27) Name of the activity	Social Economy Lab, revitalizing small towns and villages
Venue	Romania, Aiud
Dates	03 April - 07 April 2016 (4 days)

Training Background:

There are some fundamental problems faced by Europe in general and small towns in particular, such as high unemployment rates that lead to the migration of young people to big cities or even abroad. A recent development to address these problems is the concept of social enterprise. In our strategy as organization we have decided to focus more on the area of Social Economy and Social Entrepreneurship as a means to promote environmentally and community friendly, locally produced goods and services. We have decided to start with a training course that would allow us to share and learn more from this area. After drafting the project idea, a number of partners replied sharing the same interests and needs for developing ways to engage young people in entrepreneurial and social economy activities. Thus, Social Economy Lab project was built. Social Economy Lab is a project built around a 7 days training course aimed at improving the competences of youth workers in entrepreneurial education of young people and in approaching social entrepreneurship within their community work, as an alternative solution to social, environmental and economical problems of small towns and villages. The training course will take place between 13 and 19 March 2016 in Aiud town, Romania. Participants in the project are 23 youth workers (trainers, mentors, project managers, project designers) from 10 organizations based in Albania, Bulgaria, Greece, Italy, Lithuania, Macedonia, Romania, Spain and Turkey, who are actively involved in the work with youth in their community and are willing to get more active in the field of entrepreneurial education, who have an intense connection with the partner organization and with the communities that they are part of.

Aims and objectives of the activity:

The projects undertaken by the organizations will set an example for the local community to do as well, increasing employment, social inclusion, and the number of young entrepreneurs in the community. This will not only bring benefits to the employees, but to the local society, by offering a social value to the goods and services produced. And, as an ultimate goal, by creating sustainable development opportunities for young people in their own communities and preventing them from migration to cities or from unemployment-related health and behavioral problems.

The objectives we have set on our way to achieving the aim of the project are:

1. Generating a better understanding among the participating youth workers regarding their in providing entrepreneurial learning and in bringing to life youngsters' interest in social entrepreneurship;
2. Facilitating the exchange of methods, tools and practices useful in the development and support of social entrepreneurship among young people and developing participants' skills in using them;
3. Developing a sense of responsibility among the participants regarding the different ways in which young people can actively participate in the local economy.

Working methods:

During the project participants will be involved in a preparatory phase of the training course by mapping out their specific and community-based needs. During the training we have prepared for them a range of workshops, case study analyses, group reflections and group work, sharing space, experimental laboratories, field-trips and activities with members of the community. All activities during the training course will be based on non-formal education methodology. Following their return to local communities they will have the chance to put into practice what they have gained during the training course in the planned follow-up activities and share with their local communities. The main results that we expect to have are on the one hand 23 youth workers better equipped to work with young people and increase their entrepreneurial competences in the field of social entrepreneurship, and on the other hand, a number of "prototypes" of social enterprises that is aimed to guide, support and further inspire young people in participating countries to set up their own social enterprise. their own communities and preventing them from migration to cities or from unemployment-related health and behavioral problems.

28) Name of the activity	Manage your team, increase your impact
Venue	Romania, Bucharest
Dates	18 February - 26 February 2016 (8 days)

Training Background:

The project "Manage your team, increase your impact" is a training course which is financed by the European Commission through Erasmus+ programme (2014-2020), Key Action 1 in youth worker mobility. The project will last between 10th of February until 10th of June, while the training course itself will take place in Predeal/Sighisoara, Romania between 31st of March, 2015 to 10th of April, 2015. 24 participants from 6 different (Romania, Ukraine, Cyprus, Lithuania, Poland, Italy) in this training course as our main objective towards these people will be the successful construction of an understanding of what a team is and how to develop it, manage it or strengthen it in order to be work more efficiently in youth work. We will also accent on the following:- To build a competence in using different types of education (formal, non-formal, informal) with the aim of team building.- To create new concepts of team building methods and to try to evolve already existing ones in order to get a deeper understanding.- To learn about the world of Erasmus+, the Youth-Pass, Project writing/implementing and the 8th key competences- To grow more culturally aware and to form future partnership- To learn by doing (in cooperation with local highschools) Together with our partners we will create a suitable learning environment and use mostly non-formal methods of education. The programme will be adapted in a matter of most optimal learning experience but also some time to explore cultural Romania. We try to add as much as theory as possible but to present it in a practical way and a way much more interesting for the participants and to ensure that they really understand it, which will be shown by the days that follow in the training course. We will try to fortify that theory with real practice as we have established connections with local highschools and the participants can work with those students as they will demonstrate their team building method creations, also they will promote Erasmus+ and non-formal education to young people and teachers. Doing so the participants will also gain skills in working with teenagers, they will train their English-speaking skills and their non-verbal skills as there will be a language barrier. Another objective is to have our participants grow a higher self-esteem through developing themselves and creating which leads to impact on the work they do in their local communities, granting a good dissemination of Erasmus+' project activities and a desire to create ones on their own giving them the chance to mix

what they know with what they've recently acquired by maybe using this mandatory for us formula to cooperate with the local society in order to learn by doing, by helping others helping yourself and a good recipe for a lifelong learning.

Aims and objectives of the activity:

This project idea came after 3 years of working with different groups of people and organizations in international projects. As youth workers and trainers we realized it is very difficult for other youth workers to keep teams united, to make them perform their tasks better and also to make them feel like they enjoy their time together. Many times, after the first day of a training (the day with the team building exercises) there were youth workers who approach to us and asking us how do we manage to make the task so fun, to make people feel so good while working. Even more, people were giving us compliments, in the last days of the project, saying that they are amazed about how good and fast we managed to create a group unity, a team. After many similar experiences, we start wondering if this is a real need of youth workers- to be able to coordinate groups in a more enjoyable, efficient way.

Our project objectives are:

At the end of this project, the 24 youth workers will be able to:

1. better understand the different types of education (formal, non-formal, informal), their specific methods and their benefits in forming a team. They will acquire knowledge about the different stages of forming a team, conflict management and communication with groups.
2. implement non-formal education methods with groups between 15-30 people, they will be able to create their own team-building and trust building methods and to manage a group (communication, giving tasks, motivation, conflict management).
3. have more trust in their abilities to work with big teams (20-30) of young people, will have a more open minded attitude towards young people, will feel more motivated to implement projects in their NGO and they will be eager to apply more non-formal methods within their groups.

This objectives respond to the Erasmus+ obj. and prior.: 1. foster quality improvements in youth work- after understanding how to better use team building methods, the youth workers will improve substantial their work 2. enhance the international dimension of youth activities and the role of youth workers and organisations as support structures for young people – after working with young people and attending all project activities, y.w. will be more focused on how to support young people- once they will be able to better form them as a team 3. Promote non-formal learning and cooperation in the field of youth with Partner Countries- we will manage to create a connection between the y.w. from program countries and from partner countries, a connection based on the value of non-formal education and its power to help team development.

Working methods:

During all the activities will be used a variety of formal and non-formal methods that were proposed by the partners and the y.w. involved in the writing of this application. Besides that, energizers, suggested by y. w., involved in the preparation of project will be a part of every working day during the training. Day one and two are dedicated to getting to know each other and team building. Participants are supposed to arrive before 17:00, when we will start getting to know each other and the venue. We will continue to facilitate cooperation inside the group, on the following day, which is fully dedicated to this reason. First, we conduct several name games ("Name Train", "Ball of Yarn Games" etc.) then will slowly move to team building methods ("Rope challenge", "Bottle and thread", "Magic carpet"). Together, we will review projects objectives and establish together rules for whole duration of the project. Participants will share their fears & expectations, contributions by using visual methods. The trainers will help them overcome the fears and try to meet their expectation by permanently adapting the program to their needs. We will close day with Youthpass soup methods and understanding the 8 key competences. Day 3 -getting to know the current situation inside participants NGO and their needs. Participants will share what type of projects they currently run, and how do they run them, we will use NGO Fair methods for this purpose. Participants will make SWOT analysis on their NGO and themselves, in order to have clearer understanding what kind of strength and weak points they have. After they would, focus on strategic planning how to improve current situation in their NGO's and share their plans with rest of the group in order to find suggestions. Day 4 is about motivation and communication within group and

understand the different types of education (formal, non-formal, informal). That is way the day is full of various n.f. meth. such as Bomb shelter, role play and Abigale that will help them understand how do we communicate with group, how the team works, as well as the stages of forming it. In the methods fair we will provide space to learn from more experienced participants and exchange good practices. Day 5 is the day we start creating new teambuilding methods. In order to create good methods we will present them the basics of a method: objectives, story, rules, implementation, debriefing, timesetting, etc. The fact that they will rehearse the meth. in our group is a simple way to improve them and gain more courage before going to the high school. Day 6 will represent the practical part – when n.f. meth. will be conducted by the participants trying methods on pupils and improving them. We signed partnerships with 2 high schools (Cuza and Nichita) that were excited by our project. They will offer us class rooms and access to the students and teachers. Day 7 will have be dedicated to n.f. methods such as role play and forum theater that will teach y.w. how to handle different type of people and eventual conflicts that can occur in a group. The y.w. also invented methods such as us “Going in space” in order to understand deeper different type of personalities inside group. In the end of the day, they will prepare for visiting high school with new gained knowledge. In Day 8, participants will again go to the high school to implement different n.f. meth. with the same students. They will choose their own meth. and the trainers will be there to offer support, in case of need. They will discuss about the process with students as well with the teachers after. In sharing circle all together, they will discuss how the work in the school went. Day 9, dedicated to E+ program and informing about it school teachers is a new day for more n.f. methods. First, they will work in team and choose a way to present to the teachers E+ and what is n.f. education and then actually go and do it. They will write all their experience in the brochure, without knowing that while they are writing another method is happening (different roles written on a paper). We will finish with a debriefing. Last day is about presenting and analyzing the results of the training course. Participants will finalize and present final version of brochure. Then we will review what did they learned during project by using storytelling and visual methods. We will give a big importance to creation of the action plan what they will do after return home and share them with the rest of the group. They will be stimulated into writing their own Erasmus+ projects by a project writing session with tips from the organizers. The last sessions will be about evaluation of the project and feedback that will help us for the future work. We have a list of over 30 energizers proposed by the y.w. We will encourage them to be the ones that implement them before every session.

29) Name of the activity	European Quality in Youth Projects
Venue	Romania, Bucharest
Dates	07 May – 13 May 2016 (6 days)

Training Background:

"European Quality in Youth Projects (EQYP)" is a mobility of youth workers under Erasmus+ (Eastern Partnership), KA1, Youth aimed to train youth workers in the quality management field and to develop a quality standard for youth projects (called "EQYP"). The project included a training course aimed to tackle the main fields of focus regarding youth project quality and a seminar during which a European Quality Standard was developed.

Aims and objectives of the activity:

GEYC has an experience of over 20 youth projects under “Youth in Action” (YIA)/Erasmus+ programs, thus gaining credibility in the eyes of its partners from European and Programme countries, and a valuable know-how in the areas of YIA project management, non-formal learning methods, ensuring that all projects come to an end with a 100% rate of success, reaching targets and objectives. Unfortunately, we had to face serious issues as participants in YIA projects, because of the limited capacities of the hosting youth organisations and we felt that this is not only a singular case. In 2013, while participating at YIA training courses or seminars, GEYC members have come to a common agreement with other members of youth organisations that low quality of youth projects is under no circumstances bearable. Caring for youth empowerment and responsibility, wishing for a better professionally prepared, informed and cohesive European population, we are ready to start a challenging but rewarding project – EQYP (European Quality in Youth Projects). We felt the need

for better youth projects and so, for the establishment of a European Standard in Youth projects for the years to come. GEYC, along with other European youth organisations, needs a trustworthy network of credible partners carrying different educational and informational backgrounds and having different cultural identities, but who shares the same values and respects the highest requirements of the EQYP standard.

The objectives of the project are:

O1) EQYP project comes to improve the quality of European youth projects, especially in Erasmus+ context by focusing on 5 key areas:

- nonformal learning,
- projects management, partnerships,
- PR & Communication (visibility and dissemination of results) and financial planning.

Confronting the need for reliable partners coming from a varied cultural diversity, sharing the same standards, commonly agreed,

O2) EQYP wants to enhance the digital dimension of youth work through ICT tools.

(O3) EQYP enforces European cooperation in the youth field, especially in the Erasmus+ context.

(O4) EQYP raises participant's awareness and understanding of other cultures and countries, through our activities promoting local habits, combating social discrimination, promoting equity and respect, having in mind the fact that EU countries are confronted with economic differences, hate speech and discriminations on the bases of minorities and migration.

Working methods:

A1- type of activity: training course (mobility of youth workers) - venue(s): Bucharest, Romania- planned dates: April 9-17, 2016 - working methods used:

- non formal methodology including ice breakers, name games, energisers, working in intercultural subgroups, intercultural night, case study, debates, simulations, facilitated discussions, creative presentations (by using drama, dances and music) etc.- countries involved: Armenia, Bulgaria, Germany, Greece, Italy, Latvia, Moldavia, Turkey, Romania.

A2- type of activity: seminar (mobility of youth workers) - venue(s): Yerevan, Armenia- planned dates: September 6-11, 2016- working methods used: formal and non formal methods such as: exhibition, presentation, working in intercultural subgroups, brainstorming, feedback session, documentation etc.- countries involved: Armenia, Bulgaria, Germany, Greece, Italy, Latvia, Moldavia, Turkey, Romania. **A2** seminar is continuing the learning process started in A1 training course by emphasizing the results of the dissemination campaign, giving a space for reflection towards their own vision on quality, valuing the learning and know how exchange of the study visits and creating a common standard on quality. They will have the chance to present the work they have been doing between the training course and seminar and continue it and finish it by creating a final form of the Quality Standard.

Activity at local level

- type of activity: local activity- venue(s): in the partners' venues- planned dates: January - October 2016- working methods used: intercultural groups working on one of the 5 areas, documentation about best practices in their organisations, communities, countries and then debating them online with the group they are part of or during the A2 activity;- countries involved: Armenia, Bulgaria, Germany, Greece, Italy, Latvia, Moldavia, Turkey, Romania.

9 Appendix E – Research project partners

This study was designed and implemented by the Institute of Educational Science at the University of Innsbruck and the Generation and Educational Science Institute in Austria in cooperation with the RAY-CAP research partners: National Agencies of Erasmus+: Youth in Action and their research partners in Austria, Belgium (FL), the Czech Republic, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Lithuania, Poland, Romania, the Slovenia and Turkey. National research reports can be requested from the respective National Agencies and their research partners listed below.

Austria

Interkulturelles Zentrum

Nationalagentur „Erasmus+: Jugend in Aktion“

Dresdner Straße 82/12

A-1200 Vienna

www.iz.or.at

Institut für Erziehungswissenschaft der Universität Innsbruck

Institute of Educational Science, University of Innsbruck

Liebeneggstraße 8

A-6020 Innsbruck

<https://www.uibk.ac.at/bgl/index.html.en>

Generation and Educational Science Institute – GENESIS

Institut für Generationen und Bildungsforschung

c/o Impact Hub Vienna

Lindengasse 56/18-19

A-1070 Wien

Belgium

YIA-BEFL

JINT

Grétrystraat, 26

1000 Brussel

Belgium

<http://www.jint.be>

Czechia

Dům zahraniční spolupráce (DZS; Centre for International Cooperation in Education)
Na Poříčí 1035/4
110 00 Praha 1
Czechia
<http://www.dzs.cz>

Estonia

Foundation Archimedes
Koidula 13A
10125, Tallinn
Estonia
<http://www.erasmuspluss.ee>

Finland

Finnish Erasmus+ Agency
Hakaniemenranta 6, P.O.Box 380
00531, Helsinki
Finland
<http://www.cimo.fi>

Unit for Advisory services for internationalisation
Finnish National Agency for Education – EDUFI
Hakaniemenranta 6, P.O.Box 380
00531, Helsinki
Finland
<http://www.cimo.fi>

France

Agence du Service Civique
95, avenue de France
75013, Paris
<http://www.erasmusplus.fr>

Institut national de la jeunesse (INJEP)
95 avenue de France
75013 Paris – France
www.injep.fr

Germany

JUGEND für Europa (JfE)
Nationale Agentur Erasmus+
JUGEND IN AKTION
Godesberger Allee 142-148
D - 53175 Bonn
<https://www.jugendfuereuropa.de>
<http://www.jugend-in-aktion.de>

IKAB e.V.
Institut für angewandte Kommunikationsforschung in der außerschulischen Bildung
Poppelsdorfer Allee 91
53115 Bonn
www.ikab.de

Forschungsgruppe Jugend und Europa am
Centrum für angewandte Politikforschung CAP
Ludwig Maximilians Universität München
Maria-Theresia-Str. 21
81675 München
www.cap-lmu.de

Hungary

Tempus Közalapítvány / Tempus Public Foundation
Kéthly Anna tér 1.
1077 Budapest
www.eplusifjusag.hu

Ireland

Léargas
King's Inns House
Parnell Street
Dublin 1
D01 A3Y8
Ireland
<http://www.leargas.ie>

Italy

Agenzia nazionale per i giovani (YIA-IT)

Via Sabotino, 4

00195, Roma

Italy

<http://www.agenziagiovani.it>

Dipartimento di Scienze Politiche, Sociali e della Comunicazione, Università di Salerno

Department of Political, Social and Communication Sciences, University of Salerno

Via Giovanni Paolo II, 132

I-84048 Fisciano (Sa)

<http://www.spssc.unisa.it/index>

Latvia

Jaunatnes starptautisko programmu aģentūra

Mukusalas iela 41

1004, Riga

Latvia

<http://www.jaunatne.gov.lv/lv/jaunatne-darbiba>

Lithuania

AGENCY OF INTERNATIONAL YOUTH CO-OPERATION

Gedimino ave. 28

01104, Vilnius

Lithuania

<http://www.jtba.lt>

Poland

Fundacja Rozwoju Systemu Edukacji

Polska Narodowa Agencja Programu Erasmus+

al. Jerozolimskie 142 A

PL - 02-305 Warsaw

<http://www.erasmusplus.org.pl>

Romania

Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale
(ANPCDEFP)

Splaiul Independentei 313,

Bibl. Centrala a UPB, Corp A, Etaj 1
Bucuresti, S6, 060042, Romania
www.anpcdefp.ro

Slovenia

Zavod MOVIT NA MLADINA (YIA-SI)
Dunajska cesta, 5
1000, Ljubljana
Slovenia
<http://www.movit.si>

University of Ljubljana
Faculty of Social Sciences
Kardeljeva ploščad 5
1000 Ljubljana
Slovenia
<http://www.fdv.uni-lj.si/en>

Turkey

CENTRE FOR EUROPEAN UNION EDUCATION AND YOUTH PROGRAMMES
(CEUEYP)
Mevlana Bulvari N°181, Balgat
06520, Ankara
Turkey
<http://www.ua.gov.tr>

10 Appendix F – RAY-CAP framework for competences in youth work within E+ /YiA

		political dimension		
competence areas competences		knowledge	skills	attitudes, values & behaviours
Democratic citizenship	Empowerment	Knowledge of politics, society, power relations, policies relevant to young people	Skills of critical thinking, active listening, political theory	Support and empower young people in making sense of the society they live in and engaging with it Openness to assist young people to identify and take responsibility for the role they want to have in their community and society
	Critical thinking in social and political systems	Knowledge of politics, society, power relations, policies relevant to young people	Skills in political literacy, active listening, critical thinking, facilitation, advocacy	Support young people to develop their critical thinking and understanding about society and power, how social and political systems work, and how they can have an influence on them: Is honest, respectful and transparent Stimulates democratic and active participation
	Reflection and integration of European values in youth work	Knowledge about European values to bring youth work to European level [TCA-officers' survey]	Skills to reflect on and integrate European values in youth work [TCA-officers' survey]	Attitude to respect and act on European values [TCA-officers' survey]
	Organisational strategies for youth involvement	Knowledge of organisational management and development, policies and programmes of the organisation Knowledge of youth policies concepts, actors and mechanisms at different levels (local through European)	Skills in needs analysis, democratic leadership, active listening, participatory decision-making Skills of communication, networking, co-operation, partnership building, democratic leadership, advocacy, public speaking, presentation	Actively involve young people in shaping their organisation's policies and programme through transparency and personal initiative Contribute to the development of their organisation and to making policies / programmes work better for young people Co-operate with others to shape youth policies through willingness to partner with other actors, curiosity, open-mindedness, patience, tolerance of ambiguity, personal initiative

		political dimension		
		knowledge	skills	attitudes, values & behaviours
competence areas	competences			
Solidarity & social change	Socio-economic background & inequality	Knowledge of the socio-economic background of the young people in the working context Knowledge about mobility-related regulations of young people	Skills to identify power relations and mechanisms behind and to assess the consequences Skills to look for and access relevant information	Relates actions to social rights of young people Transfers/shares knowledge of social rights and formal related regulations to the potential partners and to young people Supports learners' reflection on issues such as solidarity, social justice, promotion and protection of human rights, discrimination, dignity and equality etc. in relation to the context of the activity
	Action for social change	Knowledge of interests and concerns of young people, issues that young people are passionate about	Skills in participatory decision-making, democratic leadership, active listening, critical thinking, planning for action and change, group management, facilitation	Support young people to identify goals, develop strategies and organise individual and collective action for social change Power-sharing
Human rights	Principles of human rights	Knowledge of basic human rights principles and how to work on them through different methods	Skills to work on human rights through various methods (human rights education-related)	Supports learners' reflection on issues such as solidarity, social justice, promotion and protection of human rights, discrimination, dignity and equality etc. in relation to the context of the activity
	Principles of human rights in education	Knowledge of human rights education and related methods	Skills to tackle human rights through different methods (human right education-related) Skills to generate a reflection on human-rights related issues	Addresses the challenge of diversity in a human rights approach Relate to young people as equals

		political dimension		
		knowledge	skills	attitudes, values & behaviours
competence areas	competences			
Networking and advocating	Youth policy	Knowledge about youth policy and youth work in the working context (community, religion, etc.) Knowledge about youth rights	Skills to identify and name European dimension in the working context	Openness to cooperation with other actors and stakeholders
		Knowledge about youth work reality on a local reality [TCA-officers' survey]	Skills to identify and name the relevance of local youth work with European youth work (and vice-versa) [TCA-officers' survey]	Stay up-to-date on the latest youth research on the situation and needs of the young people Readiness to unlearn Appreciation of duality of local and European youth work [TCA-officers' survey] Motivation to connect/combine European and local youth work [TCA-officers' survey]

		intercultural dimension		
		knowledge	skills	attitudes, values & behaviours
competence areas	competences			
Tolerance of ambiguity	Acceptance of ambiguity and change	Knowledge of the notions and concepts of acceptance of ambiguity and change	Skills to deal with ambiguity and change	Understands own's bases and behaviours when addressing stereotypes; avoids using methods which implicitly reinforce stereotypes and discrimination Reflects and uses theories, concepts and experience with regard to ambiguity and change, deals with programme-related ambiguity Openness to the unexpected and to ambiguity in the group and in the learning process Readiness to improvise and to tolerate ambiguity
Intercultural education & learning	Awareness raising	Knowledge of various approaches towards raising awareness: emotional potential, expressing various points of views Knowledge of identity-related mechanisms and theories (with a focus on cultural contexts)	Skills to enhance the outcomes of an awareness-raising process for the learners' benefit and use methods for supporting awareness of one's identity Skills to raise identity-related awareness within the group Skills to generate and support self-confidence of the young people	Reflecting and using diverse ways and methods to increase and maintain self-awareness and exploring own identity Raises awareness of conflicts within society and how they relate to the intercultural dialogue Encourages exploring their own identity and deal with the resulting emotional potential Expressing various points of views Encourages self-confidence and demonstrates (a framed) flexibility in cultural and communicative behaviour Openness to question and reflect on one's own identity Manages emotions in activities, demonstrates an understanding of what sparks one's own emotions

		intercultural dimension		
		knowledge	skills	attitudes, values & behaviours
competence areas	competences			
Intercultural education & learning	Awareness raising		Skills to apply empathy practices in a way that others can learn from the experience	Acknowledges the experience of others, encourages and actively supports collective actions
	Working with diversity	Knowledge of methods and approaches towards working with diverse groups of learners	Skills to use methods and approaches that enable cooperation among and working with different learners within a group Skills to work with diverse groups in a non-formal learning context	Sensitivity and openness to diversity, empathy, respect for differences, flexibility Deals with emotions
	Integrating socio-political & economic background	Knowledge of the socio-political and economic contexts of learners/young people	Skills to deal with the socio-political and economic contexts of learners/young people and adapt methods and approaches accordingly	Integrating learners' socio-political & economic backgrounds into the educational programme Readiness to challenge one's own views on the educational approach with regard to the socio-political and economic context of learners/young people Ensures a dialogue with the young people which allows verifying that the educational approach is accurate Deals with programme-related ambiguity Openness and sensitivity to socio-political contexts of learners Skills to identify the potential of the environment Skills to identify risk factors Attentives to the safety of the learner group Understand the social context of young people's lives

		intercultural dimension		
		knowledge	skills	attitudes, values & behaviours
competence areas	competences			
Intercultural education & learning	Integrating socio-political & economic background		Skills to promote interaction between young people who come from diverse backgrounds at home and abroad so that they can learn about other countries, , cultural contexts, political beliefs, religions, etc.	Keeps ethical boundaries with the group of learners
Intercultural discourse & identities	Deconstruction of stereotypes	Knowledge of the mechanisms linked to stereotypical constructions of reality	Skill to initiate critical reflection	Critically reflecting about own perceptions, biases, and stereotypical constructions of reality
		Knowledge of the theories and concepts of power relations		Recognises and interprets words, body language and non-verbal cues in a culturally appropriate manner; Encourages observation, experience, reflection, reasoning and communication among learners Willingness to look at identity, culture and related aspects and dimensions from different perspectives
	Discrimination	Knowledge of discrimination mechanisms and how to address them	Skills to recognise discrimination and to understand the related mechanisms in order to be able to react properly	Carefulness not to use methods which implicitly reinforces stereotypes and discrimination mechanisms
	Culture & identity	Knowledge of the various dimensions of culture and identity and about theories and concepts and power relations	Skills to work with interrelated dimensions of culture and identity	Showing a willingness and ability to look at identity, culture and related aspects and dimensions from different perspectives
				Openness to look at culture as a dynamic and multifaceted process and dealing with power mechanisms within and between groups Readiness to related concepts and theories (in a(n) (inter)cultural context) Stimulates learners' reflection on identity and culture from different perspectives

		intercultural dimension		
		knowledge	skills	attitudes, values & behaviours
competence areas	competences			
Empathy & emotional discourse	Expressing thoughts and emotions	Knowledge of emotional intelligence principles	Skills to deal with emotions, to ask for support and to empathise and to relate to emotional mechanisms	Openness to the clear expression of thoughts, feelings and emotions
		Knowledge of ways and methods to manage one's own emotions Knowledge about emotions and related mechanisms	Identifies one's own feelings and emotions on their impact on others	Openness and support to expression of feelings and emotions (self and of others)
	Ethics	Knowledge of ethics of youth work Knowledge of ethical boundaries	Skills in management of one's own emotions Skills to share one's own emotions with the group in an educational way and maintain ethical boundaries	Demonstrate openness in discussing young people's personal and emotional issues when raised in the youth work context Active listening, patience, sensitivity, emotional stability, trustworthiness, honesty, transparency, confidentiality, interest in young people's view Empathy, honesty, respect, acceptance of ambiguity
	Conflict management	Knowledge of conflict management	Skills in facilitation, conflict transformation, mediation, dealing with unexpected situation Skills to generate and support self-confidence of the young people Skills to apply empathy practices in a way that others can learn from the experience	Work creatively on and with conflicts with a view to transforming them constructively Openness to be challenged, readiness to challenge others, orientation towards the common good, respect for others, tolerance of ambiguity Manages emotions in activities Demonstrates an understanding of what sparks one's own emotions

		professional/quality dimension		
		knowledge	skills	attitudes, values & behaviours
competence areas	competences			
Personal qualities / domains of personal development	Empathy	Knowledge of empathy and related mechanisms	Skills to work with empathy in a way that allows others to learn from the experience; Skills to empathise and to relate to emotional mechanisms	Openness to the expression of feelings and emotions
	Self-awareness	Knowledge of various approaches towards raising awareness; capitalising on the outcomes for the learners' benefit	Skills to enhance and capitalise the outcomes of an awareness-raising process for the learners' benefit Skills to generate and support self-confidence of the young people Skills to raise awareness within the group	Reflecting and using diverse ways and methods to increase self-awareness Understands various approaches towards raising awareness and capitalises on the outcomes for the learners' benefit Manages emotions in activities Encourages exploring their own identity and deal with the resulting emotional potential Readiness to unlearn
	Active listening	Knowledge of the various dimensions and elements of active listening and non-verbal communication	Skills to actively listen	Listens carefully to others, without interrupting and in an unbiased manner Non-judgmental and engaging attitude
	Creativity	Knowledge of ways and methods to encourage creativity, problem solving and 'out-of-the-box' thinking	Skills to apply methods and ways encouraging creativity, problem solving and 'out-of-the-box' thinking	Promoting creativity, problem-solving and 'out-of-the-box' thinking Curiosity and openness to improvise and experiment Openness to the suggestions of young people about activities they like and want to do Names factors supporting and blocking creativity Dares to improvise and experiment, recognises importance of it Empathy, self-awareness, confidentiality, interest in young people's view, honesty and respect

		professional/quality dimension		
		knowledge	skills	attitudes, values & behaviours
competence areas	competences			
Personal qualities / domains of personal development	Considering learning tools	Knowledge of variety of ICT tools and e-learning related techniques and principles in non-formal learning settings	Skills to apply ICT and e-learning related techniques and principles in the educational programme	Openness to the challenges related to ICT and e-learning tools and techniques
Educational approach	Creating learning environments	Knowledge of principles of participatory/emancipatory/empowerment pedagogy	Skills to apply and deal with principles of participatory/emancipatory/empowerment pedagogy	Create a safe, enriching, inspiring, learning environment for individuals and groups
		Knowledge of safety regulations in a given context	Skill to identify risk factors	Scans risk factors and addresses any that appear
		Knowledge of methodologies used in youth training	Skill to choose, adapt or create an appropriate method	Courage to improvise, adjust and deal with unknown and unpredicted situations Curiosity and openness to improvise and experiment Empathy, honesty and respect, creativity
		Knowledge of group processes and of the principles of creating an encouraging learning environment	Skills to support and encourage/confront the group and/or learner in a useful way Skills to push young people forward without much/less pressure [TCA officers' survey] Skills to engage young people in activities [TCA officers' survey]	
		Knowledge in learning theories (learning styles, preferences, etc.), non-formal education and learning group dynamics, diversity backgrounds and challenges of young people	Skills in motivating young people, coaching, feedback, creativity, inclusive educational approaches, group management, facilitation, debriefing, problem solving, mediation and conflict transformation Skills to apply empathy practices in a way that others can learn from the experience	Willingness to experiment, support for young people taking the lead, acceptance of the positive potential of conflict Demonstrates an understanding of what sparks one's own emotions

		professional/quality dimension		
		knowledge	skills	attitudes, values & behaviours
competence areas	competences			
Educational approach	Acknowledging and dealing with unexpected learning moments and outcomes	Knowledge of learning as a continuous process	Skills to reflect and adjust the learning process	Openness for and readiness to balance between planned and unplanned learning objectives
		Knowledge of group processes	Skills to improvise according to a changing training situation Skills to identify group processes and act accordingly	Courage to improvise, adjust and deal with unknown and unpredicted situations Analyses group processes according to a theory of group dynamics Identifies changing factors and different stages of group processes Adjust group processes according to any identified change in factors Empathy, respect for differences, flexibility
	Implementing non-formal learning	Knowledge of the concept and values of non-formal learning as an educational practice	Skills to adjust the educational approach to learners' needs	Considers and applies the principles of non-formal learning when designing the programme with a particular focus on 'learner-centred', 'transparency', 'democratic values', 'participation' and 'social transformation'
		Knowledge of learning theories (learning styles, preferences, etc.), learning group dynamics, diversity backgrounds and challenges of young people	Skills of identification of aims, needs analysis, facilitation, leadership, delegation, inclusive educational approaches, inclusive methods	Openness and readiness for unexpected elements when defining the educational approach
		Knowledge of ways and methods to manage to identify learners' needs	Skills to assess/analyse learners' needs Skills to identify specific way of learning of different learners	Curiosity about learners' needs Acceptance of the key concepts, values and consolidated practice of non-formal learning
		Knowledge of the dynamics of individual learning process	Skill to establish a supportive relationship with the learner	Bases interaction with learners on a specific theory

		professional/quality dimension		
		knowledge	skills	attitudes, values & behaviours
competence areas	competences			
Educational approach	Implementing non-formal learning		Skills to identify, organise and refer to appropriate resources to support one's learning	Establishes a supportive relationship with the learner: Empathy, honesty and respect, openness, reflectiveness Support young people in identifying and meeting their learning needs, wishes and styles, taking any special needs into consideration and overcoming any barriers
	Providing learning opportunities and support	Knowledge of information, counselling and relevant educational / professional guidance sources, available learning opportunities inside and outside the community, educational institutions, etc.	Skills in counselling, coaching, motivating young people	Inform young people about learning opportunities and support them to use them effectively
Cooperation & networking	Conflict management	Knowledge of the theories and concepts of constructive communication (e.g. social intelligence, emotional intelligence, conflict resolution, etc.) Knowledge about conflict prevention and transformation Knowledge of how to deal with emotions Knowledge of coaching	Skills to recognise disagreements and apply specific ways and methods for dealing with disagreements	Tolerance for interpersonal tensions and openness to deal with disagreements

		professional/quality dimension		
		knowledge	skills	attitudes, values & behaviours
competence areas	competences			
Cooperation & networking	Team- and project management	Knowledge of team processes and their influence on team effectiveness	Skills to recognise team processes during team work and to adjust them accordingly <i>Skills to mediate conflict situations based on polarisation in different groups [TCA officers' survey]</i> Skills to involve other team members and to foster cooperation among team members	Openness to team processes and recognition of their importance Curiosity and goodwill towards the team members
		Knowledge about the individual vs. Collective-interest and focus		Identifies strengths and weaknesses in the team
		Knowledge of one's possibilities and limits in the context of educational/project activity	Skills to ensure that roles and responsibilities are properly distributed in the team	Openness and readiness to accept challenges; challenges colleagues where necessary and appropriate
		Knowledge of the tasks of the team	Skills to clarify roles and responsibilities in the team	Openness to tasks that are not necessarily part of their usual role
		Knowledge about team work mechanisms in different contexts and of the possible outcomes of different approaches	Skills in mastering methods and techniques to support clear and fair division of roles and responsibilities	Awareness of his/her own competences and of their limits in the context of the activity/group
				Contributes to the team's well-being with regard to the tasks to be performed
		Knowledge of the resources of team members/resource management	Skills to ensure that roles and responsibilities are properly distributed	Allocates adequate resources and time to team building
			Skills in financial management, human resources management and development, creativity in looking for resources, fundraising, communication, advocacy, networking	Seek and manage resources: open-mindedness, honesty, transparency

		professional/quality dimension		
		knowledge	skills	attitudes, values & behaviours
competence areas	competences			
Cooperation & networking	Team- and project management	<p>Knowledge about human resources management</p> <p>Knowledge of existing appropriate resources for supporting learning</p> <p>Knowledge of coaching techniques</p> <p>Knowledge of emotional mechanisms in groups with individuals</p> <p>Where relevant, knowledge of financial management (with a focus on projects)</p> <p>Where relevant, knowledge of fundraising</p>	<p>Skills to apply human resources management to non-formal learning settings and to specific target groups</p> <p>Skills to organise existing appropriate resources</p> <p>Skills to adjust programme development to resources management</p> <p>Skills to work with diverse groups in a non-formal learning context</p> <p>Skills to manage/handle risks</p> <p>Skills to foster cooperation among the member of the group</p>	<p>Demonstrates skills in self-management; readiness to be challenged in his/her management style</p> <p>Structured and organised approach</p> <p>Ethics of youth work</p> <p>Develops the programme or the activity based on an assessment of the needs and opportunities</p> <p>Builds and maintains relationship with individuals and the group of young people</p> <p>Provides support for risks-taking, deals with emotions</p> <p>Motivates and supports the young people, acknowledge and celebrates efforts</p>
	Advocacy and networking	<p>Knowledge of youth policies concepts, actors and mechanisms at different levels (local through European)</p> <p>Knowledge of different youth work concepts, approaches, frameworks (including geographical and conceptual diversity) [TCA officers' survey]</p>	<p>Skills in communication, networking, co-operation, partnership building, democratic leadership, advocacy, public speaking, presentation</p> <p>Skills in communication, understand each other based on different nationalities and concepts of youth work, tackle different opinions, listen to each other, identity ambiguity, cultural diversity [TCA officers' survey]</p>	<p>Willingness to partner with other actors, curiosity, open-mindedness, patience, tolerance of ambiguity, personal initiative</p> <p>Co-operate with others to shape youth policies</p> <p>Open mind attitude [TCA officers' survey]</p>

competence areas	competences	professional/quality dimension		
		knowledge	skills	attitudes, values & behaviours
Assessment & evaluation	Dissemination of information	<p>Knowledge of different ways to collect information</p> <p>Knowledge about mechanisms of change and how to integrate them in dissemination and exploitation of results</p> <p>Knowledge about youth research approaches, actors and sources</p> <p>Knowledge about sharing relevant information and practices in youth work with colleagues</p> <p>Knowledge of presentation and dissemination</p>	<p>Skills to collect, choose, interpret and use information according to the context of the activity</p> <p>Skills in analysis, information management</p> <p>Skills of communication, information management</p> <p>Skills in presentation, public speaking, report writing, capacity to adapt your discourse to different audiences</p> <p>Skills in report writing and presentation for a variety of audiences</p>	<p>Openness to the ambiguity inherent in the information collected and to its use</p> <p>Recognition of the importance of collecting and using information</p> <p>Personal initiative to stay up-to-date on the latest youth research on the situation and needs of the young people</p> <p>Solidarity, willingness to share resources</p> <p>Give visibility to projects, write reports and make presentations, for a variety of audiences: self-confidence</p>
	Evaluation & impact assessment	<p>Knowledge of evaluation processes and assessment mechanisms and tools</p> <p>Knowledge of competence and assessment principles and related methods</p>	<p>Skills to apply evaluations and impact assessment methods and principles for designing evaluation processes in relation to the needs of young people and the objectives of the project</p> <p>Skills to choose appropriate methods to assess young people's learning objectives and needs</p>	<p>Recognition of the importance of evaluation and impact assessment during and after the educational process</p> <p>Creates a trustful and safe space for young people to reflect upon and work on their transformation</p> <p>Openness to constructive criticism and feedback</p>

		professional/quality dimension		
		knowledge	skills	attitudes, values & behaviours
competence areas	competences			
Assessment & evaluation	Evaluation & impact assessment	Knowledge of interests, concerns and needs of young people, inclusive evaluation approaches	Skills in active listening, identification of aims, needs analysis, facilitation, group management, research techniques, ICT, group management, participatory methods, democratic leadership	Involve young people in the planning, delivery and evaluation of youth work using participatory methods, as suitable
		Knowledge of evaluate teamwork with colleagues and use the results to improve effectiveness	Skills for team work/co-operation, communication, partnership-building	Trust, openness to the views of others, self-management, adaptation to unforeseen changes, orientation towards the common good, personal initiative, openness to constructive criticism
		Knowledge of using the results of evaluation for the improvement of practice	Skills to draw conclusions of the evaluation in the context of the activity	Openness to constructive criticism and feedback, adaptation to new/unforeseen situations, personal initiative
		Knowledge of project management frameworks for developing, conducting and evaluating projects	Skills in management (including finances), leadership, delegation, planning, facilitation, communication	Understands the content of assessment questions, issues or problems linked to surveys (where applicable), etc. Interprets data according to the profile and the contexts of the young people Apply project management approaches: capacity to adapt new/unforeseen situations
		Knowledge of information, communication and media tools (online) Knowledge of ICT-related techniques with regard to assessment and evaluation	Skills in using ICT in youth work (projects), creativity	Use information and communication technology tools when necessary: curiosity, personal initiative

		professional/quality dimension		
		knowledge	skills	attitudes, values & behaviours
competence areas	competences			
Assessment & evaluation	Feedback and guidance	Knowledge of the principles and mechanisms of feedback	Skills to give, receive and integrate feedback in a constructive way	Curiosity about and readiness to ask for feedback
		Knowledge about feedback techniques		Openness to accept one's own unconscious behaviours/habits
				Applies feedback techniques
		Knowledge of ethics of youth work	Skills of training, coaching, mentoring	Empathy, openness, readiness to challenge others
	Implementing learning assessments	Knowledge of seek and give feedback about teamwork	Skills in feedback, active listening, conflict transformation, mediation	Being constructive, ready to challenge colleagues and be challenged, curiosity, trust
		Knowledge of principles and methods of assessment and self-assessment	Skill to choose and use assessment and self-assessment tools and to derive learning achievements from this	Curiosity about their own learning process
		Knowledge of the concept of competence and its uses in a learning context		Openness and readiness to accept various perceptions of one's competences and learning achievements
		Knowledge of strengths, weaknesses and learning opportunities in relevant fields and contexts	Skill to analyse learners' strengths, weaknesses and learning opportunities and to plan learning process accordingly	Awareness and acceptance of learners' responsibility for one's own learning process
		Knowledge of learning styles, methods to identify them and to work with them	Skills to initiate and support self-reflection on learning	Openness for flexibility and readiness for learning and unexpected learning
		Knowledge of the basic principles of learning processes	Skills to choose appropriate methods to assess young people's learning objectives and needs	Readiness to support colleagues' learning needs